**GUIDANCE NEEDS OF UNDERGRADUATE**

**STUDENTS**

**SREESHMA P**

**Dissertation submitted to the**

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**of the requirement for the degree of**

**MASTER OF EDUCATION**

****

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2015**

**DECLARATION**

**I, SREESHMA P.,** do hereby declare that this dissertation entitled, **GUIDANCE NEEDS OF UNDERGRADUATE STUDENTS** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

**I, Mr. ABDUL BASHEER U.,** do hereby certify that the dissertation entitled, **GUIDANCE NEEDS OF UNDERGRADUATE STUDENTS** is a record of bonafide study and research carried out by **Ms. SREESHMA P,** under my supervision and guidance and has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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Farook Training College.  **SREESHMA P**

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**CHAPTER** I

**INTRODUCTION**

* Need and significance of the study
* Statement of the problem
* Definition of the key terms
* Variables
* Objectives
* Hypothesis
* Methodology
* Statistical techniques
* Scope and limitations of the study
* Organisation of the report

Life is education and education is life. Education is a continuous and life long process. It includes the effect of everything which influences human personality. For living a better life every person need education. By education we mean the natural, harmonious and progressive development of man's innate powers by drawing out of the best in his body, mind and spirit, so as to produce an individual who is culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually enlighten, vocationally self-sufficient and internationally liberal. This should be the end product of education. That means education is the all-round development of individual.

Educational institutions are tried to attain the goals of education. But science and technology continues it’s fantastic pace accelerating complexity – offering efficiencies and benefits that previous generations could not have imagined, such as faster communication, internet facilities etc. Science and technology makes our society crowded and polluted. It also affects our health and lifestyle. In this modern world is a field of competition which have created problems to every individual, especially students in the process of educational, vocational, social and psychological adjustment, which in turn have resulted in the mental ill health and maladjustment of students.

Today’s youth is the tomorrow’s citizen. It is becoming extremely difficult for the educational generalist to prepare the youth for education, for occupation, for life in this changing world. A large number of students on our colleges and university campuses find personal adjustment problems. Loneliness and feelings of insecurity, conflict with peers and teachers, low academic achievement, bad company etc create emotional tensions and anxieties in the students. Drug addiction is no longer an uncommon experience in our institutions of higher learning. Unfortunately suicide rate among the students too is increasing.

During this period of transition from one stage of development to another, a young person wants to gain security with financially and socially but he may find himself without a definite plan of action. Their educational achievements and the kind and amount of guidance they have received during their pre-adult year are not sufficient to enable them to gain a desirable degree of confidence in themselves and in their power to achieve success. For acquiring a better future and solving problems of youth, so they need guidance.

So every well-wisher of higher education feels that institutions of higher education should take the responsibility of providing guidance to improve the performance of students in different spheres, introduce an atmosphere conducive to intellectual excellence and minimize tensions.

In India most of the colleges established guidance services. It was being felt that educational systems in India was not much considering to the needs of pupil and it was not close to life and needs aspirations of people. If we want to bring up prosperity in our nation and develop the potentialities and capacities of the nation’s future citizens, it is essential to provide relevant guidance service to our citizen, especially to our youths according to the needs and problems. In this context it become necessary to identify the needs and problems of youths, especially undergraduate students, to provide proper assistance to solve their problems, which will help in the all-round development of future citizens.

In this modern, complex and competitive world, without proper guidance an individual cannot adjust to his circumstances. So guidance has important role in education. Explaining the relationship of guidance to education in democracy Traxler has said “Ideally conceived enables such individual to understand his abilities and interest to develop them as well as possible to relate them to life goals and finally to reach a state of complete and mature self-guidance as a desirable citizen of a Democratic social order”.

**Need and Significance of the study**

Youth is the hope of future. But many of the youths are not stepping towards their future life according to their abilities and interests.

A quick look at our seats of higher learning will show the imperative need of instituting in them well organised programmes of guidance. Education is expanding its frontiers making it impossible for an individual student to make a choice different field without expert guidance. The findings of the study will help the authorities of educational institutions to start an effective need based guidance programmes in their educational institutions.

Education is being spread greatly, the number of students is increasing every year. Selection of right choice of education is one of the main problems of students. Adjustment problems with peers and teachers are another difficulty. For solving these problems every student need guidance.

The problem of efficient use of man power resources or unemployment in our country is very complex. The economists are busy finding solutions to this problem. This problem is rapidly increasing. The village and cottage industries can help solve this problem to a great extant. Most of literate people are not aware of different job markets. They only look for services. In such situations suitable professional guidance is extremely beneficial to prepare the youth for various jobs.

A big number of students in our colleges and universities have difficult life situations. They are shy, fearful, gullible, and not skilled in managing their affairs. They are unhappy because feelings of loneliness, feelings of failure, of inadequacy or lack of meaning or purpose of life. They lack self-knowledge, which may enable them to form realistic life goals and plans. They lack both focus and meaningful direction. For solving this psychological and personal problems every pupil need proper guidance.

Also student have a struggle with complex social problems - living with and sharing facilities with peers, such as living in hostels and sharing extracurricular expenses adjustment of heterosexual relationships etc. Youths are confused with their identities and participation of social activities. For making himself social human being, pupil needs assistance.

At present there is a greater change in the domestic situations. India has been famous for its joint family system. But today joint families are converted into dispute houses. The family without the tradition of joint family have been seen that the bread earners lives outside the house due to circumstances of employment and the children have to go without fatherly and motherly love. Also parent’s bad habit creates problems for their children. These problems should be solved with a help of guidance personal.

Youth is the wealth of our nation. So maintaining fitness is very important for youths. Good nutrition and exercise promote efficient circulation, digestion and musculoskeletal strength. This allows youth to live an active life, and a healthy immune system help to ward of diseases. For maintaining the health they should follow some exercises, diets etc. These information’s are obtained to them only from guidance.

Today's world is full of competition, for obtaining a better position in marketing field. Youths are one of the major customers in this marketing field. Many of them are manipulated by advertisement of this marketing strategy. So youth should need guidance for acquiring knowledge about consumer protection act, activities of consumer Court, online shopping, proper choice of products etc.

There are so many issues emerging today like global warming, impact of science and technology etc. The need of guidance is felt since ancient times, but it is needed all the more in present times. The contemporary social and economic changes have made guidance necessary. All the emerging issues and problems make it obligatory for our educational planners and administrators to build into our higher education, an appropriate guidance programmes for the development of the individual student into an adult personality, imbued with social and occupational awareness, intellectual and functional proficiency, discipline and confidence.

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

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

**Statement of the Problem**

The present study is entitled as **GUIDANCE NEEDS OF UNDERGRADUATE STUDENTS.**

**Definition of Key terms**

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

**Guidance needs**

The term ‘need’ means a want, desire or psychological motive. In the present study “Guidance needs” stands for the need felt by the students studying in undergraduate level for which they seek or need guidance.

**Undergraduate students**

Undergraduate students are the students who are studying in bachelor’s degree (BA, BSc, and B.Com). In the present study the investigator focused on third year students.

**Variables**

The only variable in this study is “Guidance needs”.

**Objectives**

The objectives of the present study are presented below.

1. To find out the extent of guidance needs of undergraduate students in the total sample and sub sample based on

* Gender
* Locale
* Type of management
* Subject of study

1. To find out whether there exists significant difference in the mean scores of guidance needs of undergraduate students between the relevant sub samples based on

* Gender
* Locale
* Type of management
* Subject of study

**Hypothesis**

There exists significant difference in the mean scores of guidance needs of undergraduate students between the relevant sub samples based on

* Gender
* Locale
* Type of management
* Subject of study

**Methodology**

Methodology deals with the precise description of the sample used for the study, tool employed and statistical techniques used for the study.

**Sample**

The population of the study is undergraduate students, and hence the study was conducted on a sample of 580 undergraduate students drawn from different colleges under Kannur and Calicut universities. The sample were selected by stratified sampling technique giving due representation to gender, locale, type of management and subject of study.

**Tools**

Guidance needs of undergraduate students was measured by using Guidance needs inventory. This was constructed by the investigator with the help of supervising teacher. This inventory was consisted of 71 items.

**Statistical techniques**

Statistical techniques proposed to be used are

* Preliminary analysis
* Percentage of means.
* Test of significance of difference between means for large independent sample.

**Scope and Limitations of the Study**

The present study is intended to find out the extent of guidance needs of undergraduate students in the total sample and in the relevant sub samples based on gender, locale, type of management and subject of study. The investigator hopes that this study will help teachers and guidance personal to develop awareness about guidance needs of undergraduate students.

In the present study the investigator divided the guidance needs into eight areas, which are educational area, vocational area, psychological area, social area, familial area, physical area, consumer area and emerging area. By this study investigator aims to find out the extent of guidance needs based on total guidance area and sub areas. This will help guidance personal and teachers of colleges and universities to understand the areas which of undergraduate students needs guidance.

The investigator hopes that this study will help teachers, guidance personnel’s and parents to provide need based guidance.

The investigator wishes that based on the findings of the study, concerned authorities will give priority to those needs which is chosen by students, for the guidance programmes of colleges and universities.

Even though considerable efforts have been made to make the study as successful as possible the investigator could identify certain limitations some of these are

* The study was conducted only on undergraduate students.
* The study was conducted only on government and aided colleges.
* All undergraduate degree subjects are not considered for this study, like Zoology, Botany, Arabic, Malayalam, Sanskrit, Hindi, BBA etc.
* There are so many needs of undergraduate students for which guidance is essential. In this study only eight areas, consisting of 71 items, are considered.
* Sample selected for the study is not state-wide one. The study is confined to undergraduate students of Kannur, Kozhikode and Malappuram districts.
* Limitations of time, economy were obstacles of selecting samples.

**Organisation of Research report**

**Chapter 1** represents a brief introduction to the problem and its significance, statement of the problem, definition of key terms, objectives, hypothesis, methodology, scope and limitations of the study.

**Chapter 2** describes a framework for the study and a survey of the studies in relation to the present study.

**Chapter 3** gives an account of the methodology in detail used in the present study. It contains objectives, hypothesis, tools employed for the data collection, sample drawn, data collection procedures, scoring and statistical techniques.

**Chapter 4** describes the analysis part of the study as per the objectives of the study.

**Chapter 5** presents summary of the study, major findings, educational implications of the study and suggestions for further research in this area.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

* Conceptual overview
* Review of related studies
* Conclusions

Review of related literature is of immense importance and is inevitable to a well-designed research study. The literature has allowed the researcher to build a historical basis for the present study. Success of any research work greatly depends upon the familiarity with the theoretical background and empirical studies of one’s topic of research. Review of related literature helps the investigator to analyse the major areas covered, details of previous studies, theoretical concepts etc. It is a valuable guide in defining the problem, in understanding its scope, re-organising its significance, suggesting data gathering devices, making appropriate study design and source of data.

The present study is an attempt to find out the extent of guidance needs of undergraduate students. For this purpose the investigator made an effort to review all most all the available literature from different sources to get background information of the study.

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

* Conceptual overview
* Review of related studies

**Conceptual Overview**

A need is a thing that is necessary for an organism to live a healthy life. Need may be objective and physical such as the need for food, or subjective and psychological such as need for self-esteem.

Need based theories stem from the understanding that all motivation comes from an individual’s desire to fulfil or achieve a need. This also states that human beings are motivated by unsatisfied needs, and typically certain lower needs must be satisfied before higher needs can be satisfied. There are different psychological theories related to needs.

**Maslow’s hierarchy of needs**

Abraham Maslow developed one of the earliest theories of human motivation, commonly referred to as Maslow’s hierarchy of needs (1943). Maslow citilized the term prepotent to expresses the theory that ‘In the human being, who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the psychological needs rather than any other’ (Maslow 1943). The five sets of needs were divided into two categories, basic needs and higher order needs. First two belongs to basic category and other three belonging to higher order needs.

1. Physiological needs: These are basic needs that are physiologically necessary for one’s survival, such as air, food, drink, sleep etc.
2. Safety needs: It includes the desire to feel, safe and secure and to ensure that basic psychological needs will remain met. Examples of the need includes shelter or housing, physical ability to defined one’s self, protection from animals etc.
3. Love and belongings needs: It includes the friendship and companionship. One must know he/she is not alone in the world and be able to communicate feelings and need with other individuals.
4. Esteem needs: An individual eventually needs to feel that he/she has a social status. This goes beyond just having social relationships, the individual must feel that in work or at home he/ she are making a contribution. It also includes achievements, mastery, independence, status dominance, prestige, responsibility etc.
5. Self-actualization needs: This need is characterized by realising personal potential, self-fulfilment, seeking personal growth and peak experiences

Adapted hierarchy of needs model (1970s) including cognitive and aesthetic needs. Although these aspects were referred to as additional aspects of motivation, Maslow did not include them as a level or stages within his own hierarchy of needs.

Adapted hierarchy of needs (1990s) including transcendence needs although these aspects were referred to as additional aspects of motivation, Maslow did not include them as a level or stages within his own hierarchy of needs.

Cognitive needs: This need includes need for meaning, knowledge etc.

Aesthetic needs: This encompasses the appreciation of beauty, form, balance etc.

Transcendence needs: Helping others to achieve self-actualization.

The Maslow’s hierarchy of needs five stage model is clearly and directly attributable to Maslow. Later version of the theory with added motivational stages are not so clearly attributable to Maslow. These extended models have been inferred by others from Maslow’s work.

**Alderfer's ERG theory**

Clayton P Alderfer first presented the ERG theory of motivation (1969). The ERG theory attempted to improve up on Maslow’s needs hierarchy by allowing more flexibility of movement between needs. Alderfer decreased the number of levels and allowed the order of needs to vary by the individual. He also allowed for different needs to be pursued simultaneously. Needs were separated into three categories.

* Existence needs: Which includes psychological and safety needs, the most concrete of needs, such as food, shelter and water.
* Relatedness needs : This includes social relationships and external esteems ( e.g. :individual with family, friends and co-workers)
* Growth needs : Internal esteem and self-actualization, the most abstract of needs as they do not involve physical aspects (e.g. : desire to be creative and productive)

**McClelland's need theory**

David McClelland identified three types of motivational needs, on which he based a model to describe one's style with regard to being motivated and motivation others, depends on the different level of needs with in the individual. There are a few distinct characteristics posed by individuals with each need.

1. Achievement motivation needs: Those with a high need for achievement are attracted to situation offering personal accountability, set challenging yet attainable, goals for themselves, and desire performance feedback (Stuart Kotze, 2009)
2. Authority/ Power motivation needs: Individuals with a need for authority and power desire to influence others but do not demonstrate a need to simply have control. These individuals possess motivation and need to increase personal status and prestige.
3. Affiliation motivation needs: Those with a need for affiliation value building strong relationships admire belonging to group or organization and are sensitive to the needs of others (Stuart Kotze, 2009). This type of person is a team player and wants to be respected and liked.

**Basic needs theory (Adie, Duda &Ntoumanis)**

Basic needs theory investigates the connection between human developmental tendencies and innate psychological needs that drive motivation and personality (Deci and Ryan, 2000). More specifically basic need theory suggests that “humans functions are develop effectively as a consequence of the social environment and its potentials for basic need satisfaction (Adie, Duga, Ntoumanis, 2008).

The basic need theory proposes that humans have three basic innate psychological needs, which are,

1. Autonomy: The need of an individual to make his/her own decisions and choices.
2. Competence: The need of an individual to feel a sense of mastery and or success while interacting with his/ her environment.
3. Relatedness: The need of an individual to feel connected to, and respected, by significant others.

**Murray’s theory**

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

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

1. Vicerogenic needs: These needs are called primary needs, which are essential for the survival of the organism. They include water, food, oxygen, sex, secretion, defecation, urination, warmth etc.
2. Psychogenic needs: These needs are secondary which emerge out of primary needs. Murray has given a long list of psychogenic needs. Some of them are acquisition, achievement, abasement, affiliation, aggression, autonomy, construction, superiority, retention, order dominance, similance, rejection, exposition, play nurturance, succorance, blame avoidance etc.

The above said theories are related to the needs of individuals. Guidance gives an immense importance to needs of individuals. So, the investigator, with the help of these theories of needs and also by reviewing related literature and by discussing with the experts in this field, has drawn out the major areas which the youths need guidance. The areas which require guidance are listed as follows.

* **Educational Area**

Educational problems head the list of student problems hence education is an important guidance area. Today curricula offered by colleges and universities have increased tremendously. Expert assistance is required for enabling the students in making proper adjustment in relation to general academic life at college or university to effect maximum intellectual, emotional and physical development (Kochhar 1989). The needs of educational area includes developing good study habits, prepare for examinations properly and face examinations with confidence, information about higher educational institutions, familiar with fellowship, scholarship and adjusting with college life etc.

* **Vocational area**

This is another important guidance area. There are vocations as there are persons, and certainly all persons are not suitable for all vocations. Every vocation needs a certain education and professional background and preparation and only those having them can succeed. Hence, the need for guidance to the students right choice of a vocation. Students need guidance in making decisions and choices involved in planning a future and building career. Vocational area includes information about various job opportunities, its required qualifications, and it’s provided salary. It further gives details about various vocational training institutions.

* **Psychological Area**

Youth are the hope of future. In the midst of their strong and stubborn nature we realize the fact that there are several problems among the present day youth. These problems are most often psychological. So proper guidance will helps to solve psychological problems. The guidance needs in this area include getting others appreciation, develop self confidence, develop good and proper attitude, overcome the worries due to future etc.

* **Social area**

Social relationships constitute a problem area for most of the students. In a college or university students body is heterogeneous and drawn from many linguistic or psycho-economic groups. It consists of youth who are self-conscious and tend to formalise their relationships. They seem to need a structured situation within which to socialize. Guidance help a student to making friends, improving their style of conversation, to know how to become leaders in their group, to build cooperation with friends and neighbours etc.

* **Familial area**

Undergraduate students are the students who are tried to become independent, due to this reason they are always be in conflict with family. There are so many problems in the family such as quarrel between parents, parents bad habits, loneliness, misunderstanding between siblings, financial difficulties etc. A suitable guidance should help the students to solve these problems.

* **Physical area**

Society has a special stake in the health and physical well-being of the college and university students who are the elect of the rising generation and in whom it has to invest large resources and to whom it looks for the advancement of national interest. That is why every youth should maintain their physical health. So it is necessary for them to know about the needs and solve problems related to physique. The needs under this area include knowing about good health habits, to know about balanced diet, to cultivate interest in physical exercises, maintain environmental and personal hygiene etc.

* **Consumer area**

Today, in our country variety of products and materials are available. Youths are one of the major consumers of this electronic world, they are more independent. Advertisements are very much exploiting youths, there are so many online shopping sites. Some of them are cheaters, so discriminate between right and wrong youth should need guidance. For acquiring knowledge about consumer rights, activity of consumer courts etc., Students need guidance. Sometimes youths are entrapment in many problems. In this situation people be aware about rights of a human being. To know about these rights youth needs guidance in consumer area.

* **Emerging area**

In this modern world rapid advancement is taking place, it becomes the need of the hour to know about such development. This world is changing day by day. There is a rapid advancement in every field. To cope up with these changes every person needs guidance. Especially students in the process of educational, so every student must about emerging technologies so students require guidance. It includes modern science and technologies, global warming, information technology, e-waste management, cybercrimes and their punishments etc.

**Review of Related studies**

Prabu (2015) conducted a study on guidance needs among higher secondary students. The study consists of 250, plus one standard students studying in higher secondary schools situated in Namakkal district of Tamil Nadu. The study revealed that higher secondary students need guidance in average level. Male students need more guidance than female students. Rural students need more guidance than urban students. Government school students need more guidance than private school students and arts subject students need more guidance than science subject students.

Punia and Sangwan (2015) carried out a study on guidance needs disparity in school and college adolescents. The results indicated that school adolescents has significantly higher need on all aspectsi.e., physical, social, psychological, educational, vocational and total guidance. The study was conducted a sample of 100 students of Haryana state.

Bhalla (2014) carried a study on guidance needs and family environment of secondary school students of Mohali district, Punjab. Significant relationship was found between guidance needs and family environment that shows students who are more cohesive and independent, needs less guidance while students with conflict environment, needs more guidance.

Kaur (2014) studied guidance needs of senior secondary school students in relation to their personality type. For this purpose the sample of 200 male and female students of senior secondary schools of Ludhiana district in Punjab was selected. The conclusion revealed that there is no significant correlation between guidance needs of senior secondary school students in their relation to personality type.

Rathee (2014) aims to find out whether there exist any significant difference in guidance needs of adolescent students of working and non-working mothers. The study indicated that there exists a significant difference between the adolescent students of working and non-working mothers. Areas which show significance differences are physical, personal, emotional, educational and vocational parts.

Raval (2014) carried a study on vocational awareness of students and parents of higher secondary school in Guajarati medium schools of Dadra and Nagar Haveli. The result revealed that success or failure of education system depending up on the guidance and counselling programme.

Sharma (2014) aims to determine the effects of gender and academic anxiety on the guidance needs of students studying in government secondary schools of district Shimla of Himachal Pradesh. The result indicated that students having high level of academic anxiety have more guidance needs as compared to students having law level of academic anxiety.

Valentina and Singh (2014) attempt to assess the guidance needs of senior secondary school adolescents to Imphal district, Manipur, across type of family. Result revealed that respondents from the family types, nuclear family and joint family had extreme guidance need for physical, educational and vocational areas and least guidance need for psychological area.

Parhar, Kaur and Kaur.(2013) conducted a study on guidance needs of secondary school students; a sample of 200 male, female, rural and urban students of Jalandhar district was taken. The findings of the study indicated that there was no significant difference between the guidance needs of male and female secondary school students in physical, social, psychological, educational and vocational areas. Rural secondary school students need more guidance than urban secondary school students.

Sharma (2013) focused on comparison of science arts and commerce group in relation to students guidance needs. The sample of 300 undergraduate girls of arts, science and commerce group in relation from Aligarh Muslim University selected randomly. The result found that there is a significant difference between arts and science group and arts and commerce group. But there is no significant difference found between science and commerce group

Kumar, Kumar, and Ritu (2012) conducted a study on guidance needs of adolescents in relation to their parental encouragement. The sample of the study comprised 200 students selected from schools of Moga districts. The findings revealed that there is no significant difference in the parental encouragement of boys and girls. There is no significant interaction between gender, guidance needs and parental encouragement.

Agnihotri (2012) carried a study on guidance needs among senior secondary school students. This study was conducted on government senior secondary school students of Himachal Pradesh in the physical, social, psychological, educational and vocational areas. Result indicated that girls need less guidance than boys and arts students need less guidance than science students.

Karim and Karim (2012) carried a study on guidance is an achievement factor for secondary school students, a study in Karachi, Pakistan. The research study proved that majority of teachers and students are in the favour of guidance programmes for increasing the achievement ratio of students.

Karim (2012) attempted a detailed work on the need of guidance at better progress, personality development, adjustment and goal achievement of students. The study has descriptive research in nature consisting on data of 300 teachers and students at government schools in Karachi. Findings have supported the needs of guidance in school for better development of students.

Kumar (2012) carried a study of life skills achievement and guidance needs among adolescents students of Kerala among higher secondary level. The findings of the study indicated that highly significant relationship was observed between life skills and guidance needs.

Zaidi (2012) attempted to find out guidance needs of undergraduate students in relation to the particular areas such as educational, vocational, personal, social, emotional for using guidance needs inventory. For these purpose 600 graduate students from Aligarh colleges under Aligarh Muslim University was taken as a sample. Result revealed that arts students need more guidance than science and commerce students.

Dogar, Azeem, Majoka, Mehamood and Latif (2011) planned to investigate the guidance and counselling needs of secondary school students, the study was delimited to girl’s secondary schools of Lahore city only. Result revealed that matriculation level girls had more problems of career choice than other areas.

D’Souza, Gururaj and Jayaraj (2008) attempted to find out the extent of shyness and related guidance needs among adolescent students. A total of 200 high school students of Mysore city served as the subject for the study. Result revealed that shyness has a direct relationship with two areas of guidance needs social and educational; shyness does not include other areas.

Kalhotra (2011) conducted a study on guidance needs of adolescents studying in government and private secondary school students, in Jammu district. The study revealed that the adolescents studying in private secondary schools have less need for guidance than adolescents studying in government secondary schools.

Sreepriya (2008) carried a study on guidance needs of higher secondary school students. The sample selected for the study is 600. The result revealed that higher secondary school students have high need of guidance. Result also shows that girls need more guidance than boys. Rural students need more guidance than urban students. Private school students need more guidance than government school students.

Sahin (2007) conducted a study on middle school student’s guidance and counselling needs. The purpose of the study was to determine the guidance and counselling needs of middle school students from their points of view using qualitative research techniques. The study conducted at public primary schools in the districts of Konya. The findings of the study revealed that some of the sixth grade and the majority of the seventh grade and eighth grade students need guidance and counselling.

**Conclusion**

The above review of related studies gives a wide perspective of the present study under investigation. Although some studies related to guidance needs have been undertaken. The investigator found that some studies were connected with guidance needs of school children (Prabhu, 2015; Valentina and Singh, 2014; Parhan, Kaur and Kaur, 2013; Agnihotri, 2012; Kalhotra 2011; Dogar, Azeem, Majoka, Mehamood and Latif 2011; Sreepriya 2008; Sahin, 2007). Some studies are carried on guidance needs of undergraduate students with special reference to subject of study (Sharma, 2013; Zaidi, 2013). Punia and Sangwan, 2015; carried out a study on guidance needs disparity of college and school adolescents. Bhalla (2015) studied on guidance needs and family environment of secondary school students, Kaur (2014) conducted a study on guidance needs of senior secondary school students in relation to their personality type. Rathee (2014) find out significant difference of guidance needs of working and non-working mothers. Sharma (2014) aims to find out the relationship between academic anxiety and guidance needs. Raval (2014) carried out a study on vocational awareness of students and parents. Kumar, Kumar and Ritu (2012) conducted a study on guidance needs of adolescents in relation to their parental encouragement. Karim and Karim (2012) conducted a study on guidance needs and achievement. Karim (2012) carried a work on guidance needs and personality development. D’Souza, Gururaj and Jayaraju (2008) attempted to find out the extent of shyness related to guidance needs. Kumar (2012) carried a study on the life skills and guidance needs. From these studies most of them conducted on school students (secondary and higher secondary), only two of them are carried to undergraduate students. But in these two studies one study consider only girls. Also needs are changing day by day. So the investigator felt that study of guidance needs of undergraduate students is very important. This study will help persons of guidance services to know about extent of guidance needs on the basis of gender, locale, type of management and subject of study.

**CHAPTER III**

**METHODOLOGY**

* Variables
* Objectives
* Hypothesis
* Tools used for the study
* Sample selected for the study
* Mode of data collection
* Scoring and consolidation of data
* Statistical techniques used for data collection

Methodology is systematic, theoretical analysis of the method, applied to a field of study. Methodology is the great important procedure of research process. Methodology of the research involves the procedure or technique adopted in a research study. The role of methodology is to carry out the research work in scientific and valid manner. The success of any work depends upon stability of method, tools and technique that researcher follow to gather adequate data. The method to be adopted depends upon nature of the study and the type of data required.

The present study is entitled as GUIDANCE NEEDS OF UNDERGRADUATE STUDENTS.

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

* Variables
* Objectives
* Hypothesis
* Tools used for the study
* Sample selected for the study
* Mode of data collection
* Scoring and consolidation of data
* Statistical techniques used for analysis of data

A detailed description of each of the above are discussed below

**Variables**

The only variable in this study is “Guidance needs”.

**Objectives**

The objectives of the present study are presented below.

1. To find out the extent of guidance needs of undergraduate students in the total sample and sub sample based on

* Gender
* Locale
* Type of management
* Subject of study

1. To find out whether there exists significant difference in the mean scores of guidance needs of undergraduate students between the relevant sub samples based on

* Gender
* Locale
* Type of management
* Subject of study

**Hypothesis**

There exists significant difference in the mean scores of guidance needs of undergraduate students between the relevant sub samples based on

* Gender
* Locale
* Type of management
* Subject of study

**Tools used for the study**

A researcher requires many data gathering tools or techniques which may vary in their complexity, design administration and interpretation.

The present study the investigator is an attempt to find out the extent of guidance needs of undergraduate students. Hence construction of guidance needs inventory was undertaken by the investigator on the basis of objectives of the study, by discussing and consulting with the supervising teacher.

**Guidance needs Inventory**

The tool guidance needs inventory was constructed by the investigator with the help of supervising teacher. The procedure followed for construction of the tool is given below.

**Planning of the Tool**

For the preparation of guidance needs inventory, the investigator made an extensive study of what are the problems and needs of undergraduate students. Then the suggestions of experts from the field of guidance, counsellors, school counsellors, teacher educators, students and with the supervising teacher some of the areas were decided. They are educational needs, vocational needs, psychological needs, social needs, familial needs, physical needs, consumer needs and emerging needs

Detailed descriptions of areas of guidance needs are given below.

**Educational needs**

Educational needs means preparation of an individual to attain all-round development through formal educational institutions. Educational needs includes selection of higher education according their abilities and capacities, adjust to the educational environment, for selecting sufficient learning materials, to develop proper study habits, to know about scholarships, loans and educational opportunities in foreign countries, to overcome the difficulties faced by the learner in learning etc. In this area there are 12 items. (Item no: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

Example

* To compensate my backwardness in the study of various subjects and to know about appropriate study habits (item no : 6)

**Vocational needs**

Vocational needs are the needs to know about and prepare for the world of work. This need includes the selection of jobs according to abilities, interest and qualifications, to know about various job opportunities and their preparation. And also to know about part time jobs, self-employment, and campus placements etc. 9 items are included in this area. (item no : 13, 14,15,16,17,18,19,20,21)

Example

* To select career according to my aptitudes (item no: 13).

**Psychological needs**

Psychological needs are those personal wants that are related to an individual's emotional, mental satisfaction that are provided by school, college guidance personal. Psychological needs of guidance include understanding themselves, to develop self-confidence and courage, to overcome failure in different life situations, to find out solutions for our own problems etc. There are 10 items included in this area. (item no : 22,23,24, 25,26,27,28,29,30,31)

Example

* To develop self-confidence and self-esteem (item no : 29).

**Social needs**

Social needs are needs related to social environment such as social behaviour, social participation, peer group influence, and adjustment to the social groups. This need includes co-operation with friends and neighbours, to accept the opinions of others etc. The items included in this area are 9 (item no : 32,33,34,35,36,37,38,39,40).

Example

* To accept and evaluate the opinions of others with an open mind (item no: 36).

**Familial needs**

Familial needs are those needs, concerning the relationship with family members, acceptance as a member of the family, how to adjust or overcome parents bad habits, and other family circumstances that create problems. There are 8 items included in this area (item no : 41, 42,43,44,45,46,47,48).

Example

* To overcome the tensions due to my parent’s quarrel (item no: 41).

**Physical needs**

Physical needs are the needs related to physical exercises, balanced diet, environmental and personal hygiene, heath tips, different types of diseases etc. There are seven items included in this area (item no: 49, 50,51,52,53,54,55).

Example

* To know and understand the importance of balanced diet (itemno: 55).

**Consumer needs**

Consumer needs of guidance are related to protection from competitive markets and to know about the rights as a citizen of our country. These needs includes general consumer awareness, how to file a grievance with the appropriate authority, activity of consumer Court, right to information act, food adulteration, acquire knowledge about consumer protection act, standard quality certification marks, knowledge about online shopping and their consequences etc. The area included eight items (itemno: 56, 57, 58, 59, 60, 61, 62, 63).

Example

* To know about consumer protection act (item no: 59).

**Emerging needs**

Emerging needs are the needs for meeting the demands of the modern world. Guidance needs of this area include knowledge information technology, science and technology, e-waste management, cybercrime and their punishments, global warming etc. Eight items are included in this area (item no: 64, 65, 66, 67, 68, 69, 70, 71).

Example

* To know about different internet sites for educational purposes. (Item no: 66).

Based upon the above mentioned areas, the investigator developed the guidance needs inventory, this inventory consists of 71 items.

**Reliability**

Reliability is the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring, it does so consistently (Best and Kahn, 2006). If we obtained quite similar scores, when the same test is administered to the same group on different occasions, we can conclude that the results have a high degree of reliability.

The reliability of the tool was estimated by test retest method. The test was administered to a group of 30 undergraduate students and again repeated in the same group of students with an interval of one month. The scores obtained from the first test were correlated to that of retest. The obtained score were correlated by using Pearson’s product moment coefficient of correlation.

r

Where

sum of X scores

Sum of Y scores

=sum of squares of X scores

= sum of squares of Scores

Sum of the product of paired X and Y scores

= Number of pairs

The reliability coefficient was found to be 0.73, which suggest that the test is reliable.

**Validity**

Validity is that quality of data gathering instrument or procedure that enables it to measure what is supposed to measure (Best and Kahn 2006,). The validity of the present tool was ensured by face validity. A test is said to have face validity when it appears to measure whatever the author had in mind namely what he thought he was measuring (Garret 2005).

To ensure face validity the investigator consulted the experts in the field of education, discussed with guidance personals, teachers who are in charge of guidance and counselling programmes. And the tool was given to the experts for the approval of items. The experts approved the tool, an appropriate tool for measuring guidance needs. Thus ensured face validity.

**Sample used for the study**

**Proposed Sample for Present Study**

The population concerned for the study is undergraduate students under three districts Kozhikode, Kannur, Malappuram. The proposed sample size was 600 undergraduate students from three districts of Kerala. As the population for the study consists of different categories like gender, locale, type of management and subject of study.

**Gender**

Gender has great influence on findings of research. Since it had been found that sex difference exist in many of the variables. The ratio of male students is low compared to the ratio of female students in undergraduate courses. So the investigator decide to give due weightage to male and female students.

**Locale**

The number of colleges in rural areas is more than the number of colleges in urban areas. So the investigator decided to give weightage to the locale of colleges.

**Type of management**

The number of aided colleges is more than the number of government colleges. Also the number of undergraduate students in aided colleges is more than undergraduate students in government colleges. So the investigator decide to give due weightage to the type of management.

**Subject of study**

The three main subjects in undergraduate curriculum were science, commerce and arts. The investigator gives equal weightage to subject of study.

Table 1

*Break up of Proposed Sample*

|  |  |  |  |
| --- | --- | --- | --- |
| Gender | Locale | Type of management | Subject of study |
| |  |  | | --- | --- | | Male | Female | | |  |  | | --- | --- | | Rural | Urban | | |  |  | | --- | --- | | Government | Aided | | |  |  |  | | --- | --- | --- | | Science | Commerce | Arts | |
| |  |  | | --- | --- | | 200 | 400 | | |  |  | | --- | --- | | 350 | 250 | | |  |  | | --- | --- | | 280 | 320 | | |  |  |  | | --- | --- | --- | | 200 | 200 | 200 | |

**Selection of Final Sample**

The study was conducted on a sample of undergraduate students of Kozhikode, Kannur and Malappuram districts of Kerala. To study the while population in order to arrive a generalisation would not be practical. Hence the samples of 580 undergraduate students were selected by using stratified sampling techniques.

As a population for the study consist of different categories like gender, locale, type of management, subject of study. The weightage was given to each category were already mentioned above.

Table 2

*Breakup of the Final Sample*

|  |  |  |  |
| --- | --- | --- | --- |
| Gender | Locale | Type of management | Subject of study |
| |  |  | | --- | --- | | Male | Female | | |  |  | | --- | --- | | Rural | Urban | | |  |  | | --- | --- | | Government | Aided | | |  |  |  | | --- | --- | --- | | Science | Commerce | Arts | |
| |  |  | | --- | --- | | 184 | 396 | | |  |  | | --- | --- | | 339 | 241 | | |  |  | | --- | --- | | 265 | 315 | | |  |  |  | | --- | --- | --- | | 183 | 195 | 202 | |

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

Table 3

*List of Institutions from where Data Collected.*

|  |
| --- |
| Sl no. Colleges |
| 1. Government Brennen College, Dharmadam, Thalasseri. 2. Government Arts and Science College, Meenchanda, Kozhikode. 3. Government College, Kodenchery, Kozhikode. 4. Government College, Malappuram. 5. Farook College, Faroke, Kozhikode. 6. Malabar Christian College, Kozhikode. 7. N S S College, Manjeri, Malappuram. 8. S E S College, Sreekandapuram, Kannur. 9. S N College, Kannur 10. Sir Syed College, Taliparamba, Kannur. |

**Mode of Data collection**

**Data collection procedures**

After finalising the sample and tools to be used, the investigator prepared the list of arts and science colleges to be visited. Then the investigator contacted the heads of colleges proposed, and obtained the permission for data collection. The investigator also met heads of allotted departments and necessary arrangements was made to collect data.

The data were collected from the final year undergraduate students of those selected colleges. Before answering the questions, clear and precise information were given to subjects, and their doubts were clarified. Every precautions was taken to make the study as reliable and as valid as possible. The investigator was able to secure all support of students as well as from their teachers, heads of departments and principals of colleges.

**Scoring and consolidation of data**

A respondent has to respond to 71 items by choosing any one of the five alternatives given, ‘not at all needed', ‘least needed', ‘ignorant’, ‘Most needed', ‘very highly needed'. To Mark their response a response sheet was provided.

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

**Statistical Techniques Used for Analysis of Data**

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

**Percentage of Means**

****

**Test of Significance difference between Means**

The statistical techniques used for analysis the data are the test of significance difference between mean for large independent samples in guidance needs between relevant sub samples.

The formula to calculate critical ratio is,

t =

= Means of first group

= Means of second group

= Standard deviation of first group

= Standard deviation of second group

= Size of first group

= Size of second group.

If the critical ratio is greater than the required tabled value at 0.05/0.01 (1.96/2.58) level of significance, the mean difference is concerned to be significant.

**CHAPTER IV**

**ANALYSIS AND INTERPRETATION OF DATA**

* Objectives
* Hypothesis
* Preliminary analysis
* Major analysis
* Conclusion

Data analysis deals with the analysis and interpretation of data described in the methodology chapter. The present study is an attempt to find out the extent of guidance needs of undergraduate students on the basis of gender, locale, type of management and subject of study. The analysis is based on following objectives and hypothesis.

**Objectives**

The objectives of the present study are presented below.

1. To find out the extent of guidance needs of undergraduate students in the total sample and sub sample based on

* Gender
* Locale
* Type of management
* Subject of study

1. To find out whether there exists significant difference in the mean scores of guidance needs of undergraduate students between the relevant sub samples based on

* Gender
* Locale
* Type of management
* Subject of study

**Hypothesis**

There exists significant difference in the mean scores of guidance needs of undergraduate students between the relevant sub samples based on

* Gender
* Locale
* Type of management
* Subject of study

**Preliminary Analysis**

The important statistical properties of the scores on the variable guidance needs were analysed as a preliminary step. The mean, median, mode, standard deviation, skewness, and kurtosis were calculated for total sample.

Table 4

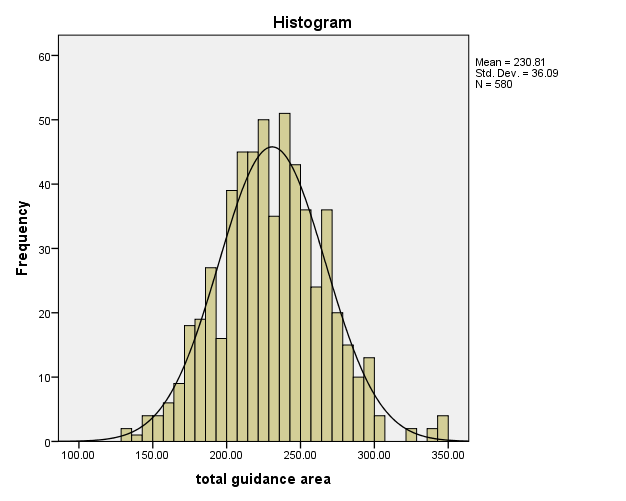
*Descriptive Statistic of the Variable Guidance Needs of Undergraduate Students.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | Standard  Deviation | Skewness | Kurtosis |
| Guidance  Needs | 580 | 230.81 | 230.00 | 221.00 | 36.09 | 0.14 | 0.27 |

**Discussion of the result**

Table 4 shows that the values of mean, median, mode, of the variable guidance needs for total sample are 230.81, 230.00, and 221.00 respectively. Mean and median are almost equal which shows that the possibility of variable to follow normal distribution. The obtained value for skewness is 0.14 which means the distribution is positively skewed. The value of kurtosis is 0.27 which means the distribution is approximately mesokurtic. The above discussion shows that the distribution of variable guidance needs is appropriately normal.

Graphical representation of the scores of the variable guidance needs of undergraduate students is represented below



*Figure 1*:

Histogram with smoothed curve of the guidance needs of undergraduate students on the total sample.

**Major analysis**

**Extent of guidance needs of undergraduate students in the total sample and relevant sub samples.**

Extent of guidance needs of undergraduate students in the total sample and relevant sub samples based on gender, locale, type of management and subject of study were established by using mean and percentages.

**Extent of guidance needs for the total sample**

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

Table 5

*Mean Standard Deviation and Percentages of Guidance Needs*

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of guidance needs | Mean | Standard deviation | Percentage |
| Total guidance needs  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | 230.81  45.02  35.47  31.14  23.46  16.69  23.46  27.46  28.04 | 36.09  6.51  5.49  8.37  7.58  7.12  5.87  6.49  6.74 | 65.02  75.03  78.82  62.28  52.13  41.73  67.20  68.65  62.31 |

The mean and standard deviation for total sample of guidance needs are 230.81 and 36.09 respectively, and the percentage of mean scores of total guidance needs is 65.02, which shows that there is substantial requirement of guidance for undergraduate students to solve their needs and problems.

The mean and standard deviation for educational area in the total sample of guidance needs are 45.02 and 6.51 respectively, and the percentage of mean scores of educational need is 75.03, which shows that there is high requirement of guidance to undergraduate students in educational area.

The mean, standard deviation and percentage of vocational area for total sample are 35.47, 5.49 and 78.82 respectively. The percentage shows that the students highly require guidance in vocational area.

The mean and standard deviation for psychological area in the total sample of guidance needs are 31.14 and 8.37 respectively, and the percentage of mean scores of psychological needs is 62.28, which shows that there is substantial requirement of guidance to undergraduate students in psychological area.

The mean, standard deviation and percentage of social area for total sample are 23.46, 7.58 and 52.13 respectively. The percentage shows that the students have average need for guidance in social area.

The mean and standard deviation of guidance needs for total sample in familial area are 16.69 and 7.12 respectively. The percentage is 41.73 which show that students need moderate level of guidance in familial area.

The mean, standard deviation and percentage of physical area for total sample are 23.52, 5.87 and 67.20 respectively. The percentage shows that the students have substantial requirement guidance in physical area.

The mean and standard deviation of guidance needs for total samples in consumer area are 27.46 and 6.49 respectively. The percentage is 68.65 which show that students need moderate level of guidance in consumer area.

The mean and standard deviation for emerging area in the total sample of guidance needs are 28.04 and 6.74 respectively, and the percentage of mean scores of emerging needs is 62.31, which shows that there is substantial requirement of guidance to undergraduate students in emerging area.

**Discussion**

Table 4 shows that guidance needs of undergraduate students for total area and sub areas. Majority of the total sample gave high priority for guidance in educational (75.03) and vocational area (78.82). Then comes other areas, which are consumer (68.65), physical (67.20), emerging (62.31), and psychological (62.28) needs. Half of the total sample require guidance in the social (52.13) and familial (41.73) areas.

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

*Figure 2:*

Percentage of students having guidance needs in the selected area.

**Extent of guidance needs of undergraduate students for the relevant sub samples**

Table 6

*Mean and Percentages Scores of Guidance Needs of Male and Female Undergraduate Students.*

|  |  |  |
| --- | --- | --- |
| Areas if guidance needs | Female  Mean Percentage | Male  Mean Percentage |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 233.42  45.87  35.78  31.74  24.00  16.48  23.73  27.45  28.19 | 65.75  76.45  79.51  63.48  53.33  41.70  67.80  68.63  62.64 | | |  |  | | --- | --- | | 225.15  43.21  34.80  29.85  22.29  16.73  23.07  27.47  27.73 | 63.42  72.02  77.33  59.70  49.53  41.83  65.91  68.68  61.62 | |

**Discussion of the result**

The mean scores of guidance needs of female and male undergraduate students in total guidance area are 233.42 and 225.15 respectively.

Table 6 also reveals that percentage of guidance needs of male and female students in total area are 65.75 and 63.42 respectively. This means 65.75% girls and 63.42% boy’s needs guidance in total area.

The mean scores of guidance needs in educational area of female and male students are 45.87 and 43.21 respectively. Percentages of mean scores are 76.45 and 72.02. This means 76.45% female students and 72.02% male student’s needs guidance in educational area. Similarly we can interpret other areas.

Table 7

*Mean and Percentage Scores of Guidance Needs of Undergraduate Students Based On Locality*

|  |  |  |
| --- | --- | --- |
| Areas if guidance needs | Rural  Mean Percentage | Urban  Mean Percentage |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 229.04  44.35  35.19  30.93  23.46  17.46  23.19  27.04  27.43 | 64.52  73.92  78.20  61.86  52.13  43.65  66.26  67.60  60.96 | | |  |  | | --- | --- | | 233.29  45.97  35.87  31.44  23.46  15.62  23.98  28.05  28.92 | 65.72  76.62  79.71  62.88  52.13  39.05  68.51  70.13  64.27 | |

**Discussion of the result**

The mean scores of guidance needs of rural and urban undergraduate students in total guidance area are 229.04 and 233.29 respectively.

Table 7 revealed that percentage of guidance needs of rural and urban students in total area are 64.52 and 65.72 respectively. This means 64.52% rural and 65.72% urban undergraduate students need guidance in total area.

The mean scores of guidance needs in educational areas of rural and urban undergraduate students are 44.35 and 45.97 respectively. Percentage of mean scores are 73.92 and 76.62, this means 73.92% rural students and 76.62% urban students need guidance in educational area. Similarly we can interpret other areas.

Table 8

*Mean and Percentages Scores of Guidance Needs Of Undergraduate Students On The Basis Of Type Of Management.*

|  |  |  |
| --- | --- | --- |
| Areas if guidance needs | Government  Mean Percentage | Aided  Mean Percentage |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 231.40  45.41  36.17  31.47  23.62  16.38  23.27  27.39  27.67 | 65.18  75.68  80.38  62.98  52.49  40.95  66.60  68.48  61.44 | | |  |  | | --- | --- | | 230.31  44.70  34.88  30.85  23.32  16.95  23.73  27.50  28.36 | 64.88  74.50  77.51  61.70  51.82  42.40  67.60  68.78  63.02 | |

**Discussion of the result**

Mean score of guidance needs of undergraduate students of government and aided colleges are 231.40, 230.31 respectively. Percentages of mean scores are 65.18 and 64.87 respectively. This means that 65.18% government college students and 64.89% aided college students need guidance to solve their problems

The mean scores of guidance needs in educational areas of government and aided college students are 45.41 and 44.70 respectively. Percentage of mean scores are 75.68 and 74.50, This means 75.68% government college students and 74.50% aided college students need guidance in educational area. Similarly we can interpret other areas.

Table 9

*Mean and percentage scores of guidance needs of undergraduate students on the basis of subject of study*

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of guidance needs | Science  Mean Percentage | Commerce  Mean Percentage | Arts  Mean Percentage |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 229.23  45.39  35.44  30.70  22.14  14.56  23.11  28.50  29.40 | 64.59  75.65  78.76  61.40  49.20  36.45  66.03  71.25  66.33 | | |  |  | | --- | --- | | 232.09  45.65  35.30  32.07  24.44  17.25  23.76  26.78  26.85 | 65.38  76.08  78.44  64.14  54.31  43.13  67.89  66.95  59.67 | | |  |  | | --- | --- | | 230.99  44.09  35.66  30.64  23.71  18.09  23.65  27.16  27.98 | 65.07  73.48  79.24  61.28  52.69  45.23  67.57  67.90  64.40 | |

**Discussion of the result**

The mean scores of guidance needs of undergraduate students on the basis of subject of study, science, commerce and arts are 229.23, 232.09 and 230.99 respectively. The percentages of guidance needs of students in science, commerce and arts subjects of study are 64.57, 65.38 and 65.07 respectively.

The table 9 revealed those 64.59% science subject students, 65.38% commerce subjects and 65.07% arts subject students’ needs guidance in total areas. Similarly we can interpret other areas.

**Comparison of mean scores of guidance needs and its components among undergraduate students based on relevant sub samples**

This step of the analysis was to find out whether there exists any significant difference in the mean scores of guidance needs and its components among undergraduate students on the basis of gender i.e. male and female, locale, i.e. Rural and urban, type of management i.e. Government and aided, and subject of study i.e. science and commerce; science and arts and commerce and arts.

**Comparison of guidance needs of undergraduate students on the basis of gender**

The extent of guidance needs is calculated by finding out the mean scores for each sub sample and comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The mean scores, standard deviation and critical ratio obtained are presented in table 10.

Table 10

*Comparison of Guidance Needs of Undergraduate Students on the Basis of Gender*

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of guidance needs | Female  Mean Standard Deviation | Male  Mean Standard  Deviation | t |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 233.42  45.87  35.78  31.74  24.00  16.68  23.73  27.45  28.19 | 36.87  6.25  5.21  8.17  7.58  7.15  5.75  6.54  6.61 | | |  |  | | --- | --- | | 225.15  43.21  34.80  29.85  22.29  16.73  23.07  27.47  27.73 | 33.72  6.69  6.02  8.66  7.53  7.09  6.16  6.39  7.01 | | 2.59\*\*  4.67\*\*  2.00\*  2.54\*  2.54\*  0.08  1.27  0.05  0.76 |

\*\* - 0.01 level of significant, \* - 0.05 level of significance.

**Discussion of the result**

From table 10, the calculated value of ‘t’ for guidance needs and its areas viz, total guidance area, educational area are 2.59 and 4.67 respectively. These two values are greater than the tabled value 2.58 required for significance at 0.01 levels. This means that there exists a significant difference between male and female undergraduate students in total guidance area and educational area of guidance. The mean score shows that female students need more guidance than male students on total guidance area and educational area.

The calculated value of ‘t’ for guidance needs in vocational, psychological and social areas are 2.00, 2.54 and 2.54 respectively. All these values are greater than tabled value 1.96, required for significance at 0.05 level. This indicates that there exists a significant difference between female and male undergraduate students in vocational, psychological and social areas of guidance needs, the mean scores shows that girls need more guidance than boys in these three areas.

Table 10 further shows that the critical values of guidance needs in familial, physical, consumer and emerging areas are 0.08, 1.27, 0.05 and 0.76 respectively. All these values are less than the critical value 1.96, required for significance at 0.05 levels. This reveals that there exists no significant difference between male and female undergraduate students.

**Comparison of Guidance needs of Undergraduate Students on the Basis of Locale**

The extent of guidance needs is calculated by finding out the mean scores for each sub sample and comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The mean scores, standard deviation and critical ratio obtained are presented in table 11.

Table 11

*Comparison of Guidance needs of Undergraduate Students on the Basis of Locale*

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of guidance needs | Rural  Mean Standard  Deviation | Urban  Mean Standard  Deviation | t |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 229.04  44.35  35.19  30.93  23.46  17.46  23.19  27.04  27.43 | 38.02  6.59  5.72  8.24  7.71  7.62  6.18  6.57  7.13 | | |  |  | | --- | --- | | 233.29  45.97  35.87  31.44  23.46  15.62  23.98  28.05  28.92 | 33.12  6.28  5.14  8.55  7.45  6.22  5.43  6.34  6.05 | | 1.40  2.96\*\*  1.48  0.73  0.01  3.09\*\*  1.58  1.85  2.64\*\* |

\*\* - 0.01 level of significance

**Discussion of the results**

From the table 11, the calculated value of ‘t’ for areas of guidance needs viz, educational area, familial area, emerging area are 2.96, 3.09 and 2.64 respectively. All these values are greater than table value 2.58 required for significance at 0.01 levels. This shows that there exists a significant difference between mean scores of rural college students and urban college students in these areas. The mean score shows that urban college students need more guidance than rural college students in educational areas and emerging areas. In familial area, rural college students need more guidance than urban students.

Table 11, further shows that calculated value of ‘t’ for total guidance area, vocational area, psychological area, social area, physical area and consumer area are 1.40, 1.48, 0.73, 0.01, 1.58 and 1.85 respectively. All these values are less than table value 1.96 required for significance at 0.05 levels. This shows that there exists no significant difference in the guidance needs of rural and urban college students in total guidance area, vocational area, psychological area, social area, physical area and consumer area.

**Comparison of Guidance needs of Undergraduate Students on the Basis of Type of management.**

To compare the mean scores of guidance needs of undergraduate students based on type of management viz, government and aided colleges. Comparison of guidance needs is done by finding the test of significance of difference between mean for large independent samples. The mean scores, standard deviation and critical ratio obtained are presented in table 12.

Table 12

*Comparison of Guidance needs of Undergraduate Students on the Basis of Type of management*

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of guidance needs | Government  Mean Standard  Deviation | Aided  Mean Standard  Deviation | t |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 231.40  45.41  36.17  31.49  23.62  16.38  23.27  27.39  27.67 | 37.00  7.24  5.71  8.70  7.56  6.81  5.93  6.64  7.23 | | |  |  | | --- | --- | | 230.31  44.70  34.88  30.85  23.32  16.96  23.73  27.50  27.36 | 35.36  5.81  5.24  8.08  7.64  7.38  5.85  6.36  6.29 | | 0.36  1.32  2.83\*\*  0.91  0.47  0.98  0.93  0.20  1.24 |

\*\* - 0.01 level of significant

**Discussion of the results**

From the table 12, calculated critical value of guidance needs in vocational area is 2.83. This value is greater than table value 2.58 at 0.01 level of significance difference. This shows that there exists a significant difference between government and aided undergraduate students on guidance needs of vocational area. The mean scores show that students who are studying in government colleges needs more guidance than aided college students in vocational area.

The calculated values of ‘t’ for guidance needs of undergraduate students in total guidance area, educational area, psychological area, social area, familial area, physical area, consumer area and emerging area are 0.36, 1.32, 0.91, 0.47, 0.98, 0.92, 0.20 and 1.24 respectively. These values are less than table value 1.96 required for 0.05 level of significant difference. This revealed that there exists no significant difference in the mean scores of guidance needs in total guidance area, educational area, psychological area, social area, familial area, consumer area and emerging area between government and aided college students.

**Comparison of Guidance needs of Undergraduate Students Studying in Science and Commerce Subjects**

To compare the mean scores of guidance needs of undergraduate students studying in science and commerce subjects. Comparison of guidance needs is done by finding the test of significance of difference between mean for large independent samples. The mean scores, standard deviation and critical ratio obtained are presented in table 13.

Table 13

*Comparison of Guidance needs of Undergraduate Students Studying in Science and Commerce Subjects*

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of guidance needs | Science  Mean Standard  Deviation | Commerce  Mean Standard  Deviation | t |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 229.23  45.39  35.44  30.70  22.14  14.56  23.11  28.50  29.40 | 29.79  5.57  5.76  8.49  5.75  5.23  5.39  6.02  5.83 | | |  |  | | --- | --- | | 232.09  45.65  35.30  32.07  24.44  17.25  23.76  26.78  26.85 | 38.94  6.80  5.32  8.57  8.03  7.40  5.81  6.77  7.02 | | 0.80  0.40  0.26  1.56  3.19\*\*  4.06\*\*  1.13  2.60\*\*  3.83\*\* |

\*\* - 0.01 level of significant

**Discussion of the results**

The table 13 shows that calculated ‘t’ value for guidance needs of undergraduate students in social, familiar, consumer and emerging areas are 3.19, 4.06, 2.60 and 3.83 respectively. These three values are greater than the table value 2.58 required for level of significance at 0.01. Which shows that there exist a significant difference between undergraduate students studying science and commerce subjects in guidance needs of social, familial, consumer and emerging areas. The mean score shows that commerce students need more guidance than science students in social and familial areas. And in consumer and emerging areas science subject students need more guidance than commerce subject students.

On the basis of science and commerce undergraduate students, there is no significant difference for the mean scores of guidance needs in total guidance, educational, vocational, psychological and physical areas, the obtained t values are 0.80, 0.40, 0.26, 1.56, and 1.13, respectively. These values are less than ‘t’ value 1.96 require for of significance at 0.05 level.

**Comparison of Guidance needs of Undergraduate Students Studying in Science and Arts Subjects**

To compare the mean scores of guidance needs of undergraduate students studying in science and arts subjects. Comparison of guidance needs is done by finding the test of significance of difference between mean for large independent samples. The mean scores, standard deviation and critical ratio obtained are presented in table 14.

Table 14

*Comparison of Guidance needs of Undergraduate Students Studying in Science and Arts Subjects.*

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of guidance needs | Science  Mean Standard  Deviation | Arts  Mean Standard  Deviation | t |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 229.23  45.39  35.44  30.70  22.14  14.56  23.11  28.50  29.40 | 29.78  5.57  5.76  8.49  5.75  5.23  5.39  6.02  5.83 | | |  |  | | --- | --- | | 230.99  44.09  35.66  30.64  23.71  18.09  23.65  27.16  27.98 | 38.48  6.92  5.42  8.01  8.46  7.88  6.38  6.53  7.03 | | 0.50  2.01\*  0.38  0.07  2.11\*  5.13\*\*  0.90  2.07\*  2.15\* |

\*\* - 0.01 level of significant, \*- 0.05 level of significance.

**Discussion of the results**

The table 14 shows that calculated ‘t’ value for guidance needs of undergraduate students in familial area is 5.13. This value is greater than the table value 2.58 required for significance at 0.01 levels. Which shows that there exists a significant difference between undergraduate students studying science and arts subjects in guidance needs of familial area. The mean score shows that arts students need more guidance than science students in familial area.

Table 14 also shows that ‘t’ value of guidance needs of undergraduate students on the basis of science and commerce subjects in educational, social, consumer and emerging areas is 2.01, 2.11, 2.08 and 2.15 respectively. These values are greater than 0.05 levels of significance (1.96). This shows that there exists a significant difference between undergraduate students studying in science and arts subjects in educational, social, consumer and emerging areas of guidance needs. The mean score indicated that science students needs more guidance than arts students in educational, consumer and emerging areas. In social area commerce students need more guidance than science students

On the basis of science and arts undergraduate students, there is no significant difference in the mean scores of guidance needs in total guidance, vocational, psychological and physical areas, the obtained t values are 0.50, 1.39, 0.07 and 0.90 respectively. Which are less than tabled ‘t’ value 1.96 require for level of significance at 0.05.

**Comparison of Guidance needs of Undergraduate Students Studying in Commerce and Arts Subjects**

To compare the mean scores of guidance needs of undergraduate students studying in commerce and arts subjects. Comparison of guidance needs is done by finding the test of significance of difference between mean for large independent samples. The mean scores, standard deviation and critical ratio obtained are presented in table 15.

Table 15

*Comparison of Guidance needs of Undergraduate Students Studying in Commerce and Arts Subjects*

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of guidance needs | Commerce  Mean Standard  Deviation | Arts  Mean Standard  Deviation | t |
| Total guidance area  Educational area  Vocational area  Psychological area  Social area  Familial area  Physical area  Consumer area  Emerging area | |  |  | | --- | --- | | 232.09  45.65  35.30  32.07  24.44  17.25  23.76  26.78  26.85 | 38.94  6.79  5.32  8.57  8.02  7.40  5.81  6.77  7.12 | | |  |  | | --- | --- | | 230.99  44.09  35.66  30.64  23.71  18.09  23.65  27.16  27.98 | 38.48  6.92  5.42  8.01  8.46  7.88  6.37  6.53  7.03 | | 0.28  2.25\*  0.68  1.72  0.89  1.10  0.18  0.58  1.60 |

\*- 0.05 level of significance.

**Discussion of the results**

The table 15 shows that critical values of guidance needs of undergraduate students in consumer area is 2.25, which is greater than table value 1.96 required for level of significance at 0.05. That is there exist a significant difference between mean scores of guidance needs of commerce and arts subject students. The mean score shows that commerce students need more guidance than arts students.

On the basis of commerce and arts undergraduate students, there is no significant difference for the mean scores of guidance needs in total guidance, vocational, psychological, social, familial, physical, consumer and emerging areas, the obtained t values are 0.28, 0.68, 1.72, 0.89, 1.10, 0.18, 0.58 and 1.60 respectively. Which are less than tabled ‘t’ value 1.96 require for level of significance at 0.05.

**Tenability of Hypothesis**

Hypothesis states that there exist significant difference in the mean scores of guidance needs and its components among the relevant sub samples based on (a) gender (b) locale (c) Type of management (d) subject of study

The first part of hypothesis states that there exists significant difference in the mean scores of guidance needs and its areas among male and female undergraduate students. The result shows that there exist significant difference in the mean scores of guidance needs between male and female in two areas at 0.01 levels. There exists significant difference in three areas of guidance needs between male and female students at 0.05 levels. Other four areas does not exists significant difference even at 0.05 levels. Thus the first part of hypothesis is partially substantiated.

The second part of hypothesis shows that there exists significant difference in the mean scores of guidance needs of undergraduate students between rural and urban samples. The findings of the study indicated that there is significant difference in the mean scores of rural and urban students in three areas of guidance needs at 0.01 levels. Other five areas of guidance needs show no significant difference even at 0.05 levels. Thus the second part of hypothesis is partially substantiated.

The third part of hypothesis shows that there exists significant difference on the mean scores of guidance needs of undergraduate students between government and aided college samples. The findings of the study revealed that there is significant difference in the mean scores, of government and aided college students, of one area at 0.01 level. The other areas of guidance needs show no significant difference even at 0.05 levels. The third part of hypothesis is partially satisfied.

The fourth part of hypothesis states that there exists significant difference in the mean scores of guidance needs of undergraduate students on the basis of subject of study. This has three parts as there are three subjects of study, viz science, commerce and arts. The findings shows that five areas of guidance needs have no significant difference even at 0.05 level in science, commerce undergraduate students and four areas having significant difference at 0.01 level and one area having significant difference at 0.05 level. In the case of science and arts subject students, findings of the study shows that only one area of guidance needs are having significant difference in the mean scores at 0.01 level, four areas of guidance needs are having 0.05 level of significance and other areas does not show any significant difference even at 0.05 level. The findings shows that in commerce and arts students only one area of guidance needs having significant difference in the mean scores, all other seven areas of guidance needs does not have any significant difference in the mean score of guidance needs even at 0.05 level. Thus fourth part of hypothesis is partially substantiated.

**CHAPTER V**

**SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS**

* Re statement of the problem
* Variables
* Objectives
* Hypothesis
* Methodology
* Major findings
* Conclusion
* Educational Implications
* Suggestions for further research

This chapter provides an overview of the significant aspects of the various stages of the study.

**Study in Retrospect**

Various aspects of the present study like the problem, variables, objectives and hypothesis are reviewed retrospectively.

**Restatement of the problem**

The present study is entitled as **GUIDANCE NEEDS OF UNDERGRADUATE STUDENTS.**

**Variables**

The only variable in this study is “Guidance needs”.

**Objectives**

The objectives of the present study are presented below.

1. To find out the extent of guidance needs of undergraduate students in the total sample and sub sample based on

* Gender
* Locale
* Type of management
* Subject of study

1. To find out whether there exists significant difference in the mean scores of guidance needs of undergraduate students between the relevant sub samples based on

* Gender
* Locale
* Type of management
* Subject of study

**Hypothesis**

There exists significant difference in the mean scores of guidance needs of undergraduate students between the relevant sub samples based on

* Gender
* Locale
* Type of management
* Subject of study

**Methodology**

Methodology deals with the precise description of the sample used for the study, tool employed and statistical techniques used for the study.

**Sample**

The population of the study is undergraduate students, and hence the study was conducted on a sample of 580 undergraduate students drawn from different colleges under Kannur and Calicut universities. The sample were selected by stratified sampling technique giving due representation to gender, locale, type of management and subject of study.

**Tools**

Guidance needs of undergraduate students was measured by using Guidance needs inventory. This was constructed by the investigator with the help of supervising teacher. This inventory was consisted of 71 items.

**Statistical techniques**

Statistical techniques proposed to be used are

* Preliminary analysis
* Percentage of means
* Test of significance of difference between means for large independent sample.

**Major Findings**

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

* Extent of guidance needs of undergraduate students on total sample is 65.02%.
* Extent of guidance needs of undergraduate students on the total sample in areas of guidance needs is given below.

Educational area ----- 75.03%

Vocational area ----- 78.82%

Psychological area ----- 62.28%

Social area ----- 52.13%

Familial area ----- 41.73%

Physical area. ----- 67.20%

Consumer area. ----- 68.65%

Emerging area. ----- 62.31%

* Extent of guidance needs of undergraduate female and male students in total guidance needs and areas of guidance needs are given below

Total guidance needs ----- 65.75%, 63.42%

Educational area ----- 76.45%, 72.02%

Vocational area ----- 79.51%, 77.33%

Psychological area ----- 63.48%, 59.70%

Social area ----- 53.33%, 49.53%

Familial area ----- 41.70%, 41.83%

Physical area. ----- 67.80%, 65.91%

Consumer area. ----- 68.63%, 68.68%

Emerging area. ----- 62.64%, 61.62%

* Extent of guidance needs of undergraduate students in rural and urban colleges in total guidance needs and areas of guidance needs are given below.

Total guidance needs ----- 64.52%, 65.72%

Educational area ----- 73.92%, 76.62%

Vocational area ----- 78.20%, 79.71%

Psychological area ----- 61.86%, 62.88%

Social area ----- 52.13%, 52.11%

Familial area ----- 43.65%, 39.05%

Physical area. ----- 66.26%, 68.49%

Consumer area. ----- 67.60%, 70.10%

Emerging area. ----- 60.96%, 61.27%

* Extent of guidance needs of undergraduate government and aided college students in the total guidance needs and areas of guidance needs are given below.

Total guidance needs ----- 65.18%, 64.87%

Educational area ----- 75.77%, 74.50%

Vocational area ----- 80.38%, 77.51%

Psychological area ----- 62.98%, 61.70%

Social area ----- 52.49%, 51.82%

Familial area ----- 40.95%, 42.40%

Physical area. ----- 66.60%, 67.80%

Consumer area. ----- 68.50%, 68.78%

Emerging area. ----- 61.51%, 63.02%

* Extent of guidance needs of undergraduate students studying in science, commerce and arts subjects in the total guidance needs and areas of guidance needs are given below.

Total guidance needs ----- 64.59%, 65.38%, 65.07%

Educational area ----- 75.65%, 76.08%, 73.48%

Vocational area ----- 78.76%, 78.44%, 79.24%

Psychological area ----- 61.40%, 64.14%, 61.28%

Social area ----- 49.20%, 54.31%, 52.69%

Familial area ----- 36.45%, 43.13%, 45.21%

Physical area. ----- 66.03%, 67.89%, 67.57%

Consumer area. ----- 71.25%, 66.95%, 67.90%

Emerging area. ----- 65.33%, 59.67%, 64.40%

* Based on gender, guidance needs of undergraduate students shows significant difference at 0.01 level in total guidance area and educational area ( t=2.59, 4.67 )
* There exists a significant difference in the mean scores of guidance needs of female and male undergraduate students at 0.05 level in vocational, psychological and social areas ( t=2.00, 2.54, 2.54 ).
* There exists no significant difference in the mean scores of guidance needs of female and male undergraduate students even at 0.05 level in familial, physical, consumer and emerging areas.
* Based on locality, rural and urban college students shows significant difference in guidance needs of educational, familial and emerging areas (t=2.96, 3.09, 2.64 ).
* Based on rural and urban college undergraduate students do not differ significantly in total, vocational, psychological, social, physical and consumer areas of guidance needs ( t=1.40, 1.48, 0.73, 0.01, 1.58, 1.85)
* There exists a significant difference in the mean scores of guidance needs of undergraduate students studying in government and aided colleges in vocational area at 0.01 level of significance (t=2.83).
* There exists no significant difference in the mean scores of guidance needs of undergraduate students studying in government and aided colleges in total guidance area, educational, psychological, social, familial, physical, consumer and emerging areas (t=0.36, 1.32, 0.91, 0.47, 0.98, 0.93, 0.20, 0.24).
* Based on, undergraduate students studying in science and commerce subjects differ significantly in social, familial, consumer and emerging areas (t=3.19, 4.06, 2.60, 3.83).
* Based on, undergraduate students studying in science and commerce subjects do not differ significantly in total, educational, vocational, psychological and physical areas ( t=0.80, 0.40, 0.26, 1.56, 1.13 ).
* There exists a significant difference in the mean scores of guidance needs of undergraduate students studying in science and arts subjects at 0.01 level of significance in familial area (t= 5.13).
* There exists a significant difference in the mean scores of guidance needs of undergraduate students studying in science and arts subjects at 0.05 level of significance in educational, social, consumer and emerging areas (t=2.01, 2.11, 2.08, 2.15)
* There exists no significant difference in the mean scores of guidance needs of undergraduate students studying in science and arts in total, vocational, psychological and physical areas ( t= 0.50, 0.39, 0.07, 0.90).
* Based on commerce and arts subject undergraduate students differ significantly in guidance needs of educational area at 0.05 level   
  ( t= 2.25)
* Based on, undergraduate students studying in commerce and arts subjects do not differ significantly in total, vocational, psychological, social, familial, physical, consumer and emerging areas of guidance needs ( t=0.28, 0.68, 1.72, 0.89, 1.10, 0.18, 0.58, 1.60).

**Conclusion**

Based on the analysis the investigator reached the following conclusion.

Extent of guidance needs of undergraduate students is 65.02%. It reveals that students need substantial level of guidance. From the percentages of mean scores of guidance needs for each of the area viz, educational area, vocational area, psychological area, social area, familial area, physical area, consumer area and emerging areas, students need guidance for solving their problems and satisfying their needs.

Based on gender, significant difference has been observed in the mean scores of guidance needs and areas of guidance needs. Female undergraduate students need more guidance than males in total area, educational area, vocational area, psychological area and social area. Other areas do not show any significant difference, but still need guidance in all areas.

Considering the locale of colleges, the guidance needs and its areas differ significantly in educational, familial and emerging area. Urban college students needs more guidance in educational and emerging area, but in familial area rural college students need more guidance. It is obvious that rural and urban college students want guidance to solve their problems.

Regarding the type of management, government and aided college undergraduate students differ significantly only in guidance needs of vocational area. Government college students need more guidance than aided college students.

Based on the subject of study, the calculated t value shows significance difference in social area, familial area, consumer area and emerging areas of science and commerce students. Science students need more guidance in consumer and emerging areas, while commerce students need more guidance in social and familial areas. Science and arts subject student’s shows significant difference in educational, social, familial, consumer and emerging areas. Science students need more guidance in educational, consumer and emerging areas. Arts students need more guidance in social and familial areas. Commerce and arts subject students, differ significantly in in educational area. Mean score shows that commerce students need more guidance than arts students. There is not much significant difference in other areas.. But percentages of mean score show that whether it is science, commerce and arts students all are need guidance. So it is identified that all undergraduate students require guidance.

**Educational Implications**

The present study gave the investigator clear-cut information about guidance needs of undergraduate students. The various areas of guidance needs will give an idea to the level of guidance needs, it will helps to know about requirement of guidance in undergraduate students.

The result of the analysis show that students need high guidance in educational and vocational areas, substantial need of guidance in total area, psychological area, physical area and emerging area, studentsneed average level of guidance in social and familial area. But it is obvious that students need guidance in all areas.

Now day’s girls are come to the main stream of society. In this situation they need more guidance to cope up with their problems and needs. Also the result of analysis shows girls have high need of guidance as compared to boys in total area, educational area, vocational area, psychological area and social areas. So the guidance personal should give priority to female students for providing guidance in these areas.

Considering our state, Kerala, rural and urban colleges are significantly same. Analysis does not show much significant difference in the mean scores of guidance needs of rural and urban college students. Significant difference is shown only in educational, familial and emerging areas. Rural college students need more guidance in familial area. So there is a need for strengthening rural college students in familial area. For this they need premarital counselling, family guidance etc. Urban college students need guidance in educational and emerging areas. Guidance person should give importance to these areas for providing guidance to urban college students.

On the basis of government and aided undergraduate students, does not show much significant difference except vocational area. Government college students need more guidance than aided college students in vocational areas. For the time of vocational guidance programme, experts should give importance government undergraduate students as compared to aided undergraduate students.

On the basis of subject of study undergraduate students does not show much significant difference in guidance needs and its areas. So the undergraduate students studying in science, commerce and arts subjects require high guidance irrespective of subject of study.

Undergraduate students are those who are passing through the period of transition, they want to be independent, so they can be face many problems and also they have lots of needs and desires. For solving their problems and satisfying their needs and desires they require proper guidance. This study will help the guidance personnel’s to provide need based guidance, to organise comprehensive guidance programme in all educational institutions. Study also suggests that separate guidance cell is needed for girls in every college. The study also mentioned the need for organisation of various guidance activities like career talk, career conference, career fair, and personal counselling programmes like role play, socio drama and psycho drama etc. in the educational institutions are helping to solve the problems of students.

**Suggestions for Further Research**

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

1. The study can be replicated in secondary and higher secondary school students, postgraduate and professional college students.
2. The study can be replicated by including unaided college students.
3. The study can be replicated by including more areas of guidance needs.
4. The study can be replicated by including students in all the districts.
5. The study can be replicated to professionals.

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**APPENDICES**

**APPENDIX 1**

**UNIVERSITY OF CALICUT**

**FAROOK TRAINING COLLEGE, CALICUT**

**GUIDANCE NEEDS INVENTORY**

**Abdul Basheer. U Sreeshma. P**

Associate Professor M.Ed Student

Farook Training College Farook Training College

**\nÀ-t±-i-§Ä**

\_n-cp-Z-X-e-¯n-se Ip-«n-IÄ-¡v k-lm-bw th-­n h-t¶-¡m-hp-¶ Nn-e B-h-iy-§fpw {]-iv-\-§fpw B-Wv Xp-SÀ-¶v \Â-In-bn-cn-¡p-¶Xv. Hmtcm B-h-iy-¯n-\v ({]-iv-\-¯n\v) t\-sc-bpw b-Ym-{Iaw "AÂ-]w t]mepw B-h-iy-anÃ', "B-h-iy-anÃ', "A-dn-ªp-IqS', "B-h-iy-ap-­v', "hf-sc Iq-Sp-XÂ B-h-iy-ap­v' F-¶o A-©v {]-Xn-I-c-W§-Ä \ÂIn-bn-cn-¡p-¶p. Hmtcm Bh-iyhpw ({]iv\hpw) {i²m-]qÀÆw hmbn-¡p-I. AXn\v tijw Bh-iy-¯n\v ({]iv\-¯n\v) \n§Ä F{X-am{Xw klmbw Bh-iy-am-sW¶v X¶n-cn-¡p¶ {]Xn-I-cW joänÂ A\p-tbm-Py-ambXns\ kqNn-¸n-¡p¶ NXp-c-¯nÂ "C:\Documents and Settings\user\Desktop\tick.png' (icn) A-S-bm-f-an-«v tc-J-s¸-Sp-¯pI.

| {I-a \¼À | **k-lm-bw B-h-iy-am-bn-h-t¶-¡m-hp-¶ ta-J-e-IÄ** |
| --- | --- |
| 1 | F-sâ I-gn-hp-IÄ¡pw XmÂ-]-cy-§Ä¡pw B-h-iy-§Ä¡pw A\p-tbm-Pyamb tIm-gv-kv Xn-csª-Sp-¡p-¶-Xn-\v |
| 2 | Rm³ ]Tn-¡p-¶ hn-Zym-`ym-k Øm-]-\-¯n-sâ km-l-N-cy-§-fp-am-bn s]m-cp-¯-s¸«p-t]m-Ip-¶-Xn\v. |
| 3 | hn-Zym-`ym-k-¯n-sâ e-£y-§Ä a-\-kn-em-¡p-¶-Xn-\v |
| 4 | F-sâ ]mTy-hn-j-b-§Ä-¡v A\p-tbm-Pyam-b ]mT-]p-kv-X-I-§Ä Xn-c-sª-Sp-¡p-¶-Xn\v. |
| 5 | ]T-\-¯nÂ Rm³ t\-cn-Sp-¶ {]-bm-k-§fpw \_p-²n-ap-«p-Ifpw Xc-Ww sN-¿p-¶-Xn\v. |
| 6 | hnhn-[ hn-j-b-§Ä ]Tn-¡p-¶-Xn-ep-Å F-sâ ]n-t¶m-¡m-h-Ø ]-cn-l-cn-¨v ]T-\-¯nÂ ]p-tcmK-Xn ssI-h-cn-¡p-¶-Xn-\pw D-]-tbm-K-{]-Zam-b ]T\-io-e-\-§-sf-¡p-dn-¨-dn-bp-¶-Xn-\pw |
| 7 | ]-co-£m-k-a-b-§-fn-ep-Å F-sâ D-Xv-IWvT Xc-Ww sN-¿p-¶-Xn\v. |
| 8 | \_n-cp-Z-X-e-¯n-\p-ti-jw F-\n-¡p ]Tn-¡m-hp-¶ hnhn[ tIm-gv-kp-I-sf-¡p-dn-¨v A-dn-bp-hm³ th­n. |
| 9 | D-]-cn-]T-\-¯n-\p-th-­n F-\n-¡p Xn-c-sª-Sp-¡m-hp-¶ hn-Zym-`ym-k Øm-]-\-§-sf-¡p-dn-¨v A-dn-bp-hm³ th­n. |
| 10 | tIm-gv-kp-IÄ Xn-c-sª-Sp-¡p-t¼mÄ A-h-bv-¡v B-h-iy-am-bn h-cp-¶ km-¼-¯n-Iam-b Nne-hv a-\-kn-em-¡p-¶-Xn-\v |
| 11 | D-]-cn-]T-\-¯n-\v F-\n-¡v e-`n-¡m-hp-¶ kv-tIm-fÀ-jn-¸p-I-sfbpw tem-Wp-I-sfbpw Ip-dn-¨-dn-bp-¶-Xn\v. |
| 12 | D-]-cn-]T-\-¯n-\m-bn hn-tZ-i-cm-Py-§-fn-te-¡v t]m-Ip-t¼mÄ ]qÀ-¯n-bm-t¡-­ Hu-]-Nm-cn-I-X-I-sf-¡p-dn-¨-dn-bp-¶-Xn\v. |
| 13 | F-sâ A-`n-cp-Nn-IÄ a-\-kn-em-¡n A-h-bv-¡v A-\p-k-cn-¨ sXm-gnÂ Xn-c-sª-Sp-¡p-¶-Xn-\v th­n. |
| 14 | F-\n-¡v e-`n-¨n-«p-Å hn-Zym-`ym-kw G-sXm-s¡ sXm-gn-ep-IÄ-¡v D-]-tbm-K-{]-Z-am-Wv F-¶-dn-bp-¶-Xn\v. |
| 15 | hnhn-[ sXm-gn-ep-I-sf-¡p-dn-¨v A-dn-bp-¶-Xn\pw A-h-bv-¡v B-h-iyamb tbm-Ky-XIÄ, {]mbw, X-¿m-sd-Sp-¸p-IÄ F-¶n-h-sb-¡p-dn¨pw A-dn-bp-¶-Xn-\v. |
| 16 | sXm-gn-e-[n-jvTn-Xamb tIm-gv-kp-IÄ \Â-Ip-¶ Øm-]-\-§-sf-¡p-dn-¨v a-\-kn-em-¡p-¶-Xn\v. |
| 17 | F-sâ \_n-cp-Z-]T-\-t¯m-sSm-¸w sN-¿m-hp-¶ ]mÀ-«v ssSw tPm-en-I-sf-¡p-dn-¨-dn-bp-¶-Xn\v. |
| 18 | ]mÀ-«v ssSw tPm-en \Â-Ip-¶ Øm-]-\-§-sf-¡p-dn-¨v A-dn-bp-¶-Xn\v. |
| 19 | kz-bw sXm-gn-ep-I-sf-¡p-dn-¨v a-\-kn-em-¡p-¶-Xn\v. |
| 20 | Iym¼-kv t¹-kv-saân-s\-¡p-dn¨pw A-h \Â-Ip-¶ Øm-]-\-§-sf-¡p-dn¨pw A-dn-bp-¶-Xn-\v th­n. |
| 21 | sXm-gn-en-\p-th-­n-bp-Å a-Õ-c-]-co-£I-sf A-`n-ap-Jo-I-cn-¡p-t¼mÄ B-h-iyam-b X-¿m-sd-Sp-¸p-I-sf-¡p-dn-¨v a-\-kn-em-¡p-¶-Xn\v. |
| 22 | F-sâ I-gn-hp-I-sfbpw ]-cn-an-Xn-I-sfbpw Ip-dn-¨v a-\-kn-em-¡p-¶-Xn-\v. |
| 23 | F-sâ I-gn-hp-I-fp-sS ]-cn-an-Xn-sb-¡p-dn¨v HmÀ-¯v \n-cm-i-s¸-Sm-Xn-cn-¡p-¶-Xn\v. |
| 24 | Rm³ t\-cn-Sp-¶ am-\kn-I {]-iv-\§-sf Xc-Ww sN-¿p-¶-Xn\pw Xr-]v-Xn-]-c-am-bn ]-cn-lm-cw I-s­-¯p-¶-Xn-\pw. |
| 25 | B-h-iy-am-bn h-cp-¶ km-l-N-cy-§-fnÂ F-\n-¡v B-ß-hn-izm-k-t¯m-sSbpw ss[-cy-t¯m-sSbpw Xo-cp-am-\-§Ä F-Sp-¡p-hm\pw {]-hÀ-¯n-¡p-hm\pw th-­n. |
| 26 | Rm³ H-ä-s¸«p-t]m-bn F-¶p tXm-¶p-¶ km-l-N-cy-§-fnÂ \n¶pw tamN-\w t\-Sp-¶-Xn-\p th­n. |
| 27 | {]-tem-`-\-§Ä-¡v hn-t[-b-am-bn {]-iv-\-§-fnÂ Rm³ A-I-s¸-Sm-Xn-cn-¡p-¶-Xn\v. |
| 28 | F-sâ Po-hn-X-¯nÂ ]-cm-P-b-§Ä kw-`-hn-¡p-t¼mÄ A-h-bnÂ \n¶pw D-­m-Ip-¶ am-\kn-I kw-LÀ-j-§Ä A-Xn-Po-hn-¡p-¶-Xn-\v th­n. |
| 29 | F-sâ B-ß-hn-izm-khpw B-ßm-`n-am-\-hpw h-fÀ-¯n-sb-Sp-¡p-¶-Xn-\p-th­n. |
| 30 | a-äp-Å-h-cp-am-bn kw-`m-j-W-¯nÂ GÀ-s¸-Sp-t¼mÄ F-\n-¡p-­m-Ip-¶ ]-cn-{`-aw CÃm-Xm-¡p-hm³. |
| 31 | F-sâ Po-hn-X-¯nÂ a-äp-hy-àn-I-fp-sS C-S-s]-S-ep-IÄ aq-e-ap-­m-Ip-¶ A-kz-Ø-X-IÄ ]-cn-l-cn-¡p-¶-Xn\v. |
| 32 | F-sâ Iq-«p-Im-cp-ambpw A-bÂ-hm-kn-I-fp-ambpw k-l-I-cn-¨p {]-hÀ-¯n-¡p-¶-Xn\pw \Ã \_-Ôw ]p-eÀ-¯p-¶-Xn\pw th­n. |
| 33 | a-äp-Å-h-cp-sS {]-iv-\-§Ä a-\-Ên-em-¡n ]-cn-lm-cw \nÀ-t±-in-¡p-¶-Xn\v. |
| 34 | F-sâ k-a-{]m-b-¡m-cnÂ \n-¶p-­m-Ip-¶ k-½À-±-§Ä A-Xn-Po-hn-¨v hn-P-b-I-c-am-bn ap-t¶m-«v t]m-Ip-¶-Xn\v. |
| 35 | Iq-«p-ImÀ-¡n-S-bnÂ F-sâ A-`n-{]m-b-¯n-\v Aw-Ko-Im-cw e-`n-¡p-¶-Xn-\v th­n. |
| 36 | a-äp-Å-h-cp-sS A-`n-{]m-b-§Ä Xp-d-¶ a-\-tÊm-sS kzo-I-cn-¡p-¶-Xn\pw hn-e-bn-cp-¯p-¶-Xn\pw th-­n. |
| 37 | k-aq-lw F-s¶ kzo-I-cn-¡p-¶n-sÃ-¶ A-Im-c-Wam-b `-b-¯nÂ \n¶pw tam-Nn-X-\m-Ip-¶-Xn\v. |
| 38 | ho-«p-Im-cp-sS bm-Ym-ØnXn-I a-t\m-`m-hw Imc-Ww Rm³ k-aq-l-¯nÂ t\-cn-Sp-¶ {]-iv-\-§Ä ]-cn-l-cn-¡p-¶-Xn\v. |
| 39 | k-aq-l-¯n-sâ ap³-]nÂ F-sâ A-`n-{]m-b-§Ä Aw-Ko-I-cn-¡-s¸Sptam F-¶ `-b-¯nÂ \n¶pw tam-Nn-X-\m-Ip-¶-Xn\v. |
| 40 | ¢-\_p-I-fnepw kw-L-S-\-I-fnepw Aw-KXzw kzo-I-cn-¨p Rm³ km-aqln-I Po-hn-X-¯nÂ ]-s¦-Sp-¡p-¶-Xn-\v. |
| 41 | am-Xm-]n-Xm-¡Ä X-½n-ep-Å Ie-lw aq-ew F-\n-¡p-­m-Ip-¶ am-\-kn-I k-½À-±w A-Xn-Po-hn-¡p-¶-Xn-\v. |
| 42 | am-Xm-]n-Xm-¡-fp-sS Zp-Èo-e-§Ä Imc-Ww a-äp-Å-hÀ F-s¶ A-h-K-Wn-¡p-¶-Xv Xc-Ww sN-¿p-¶-Xn\v. |
| 43 | am-Xm-]n-Xm-¡Ä F-sâ Im-cy-§Ä th-­Xp-t]m-se XmÂ-]cyw Im-Wn-¡p-¶nÃ F¶ tXm-¶Â ]-cn-l-cn-¡p-¶-Xn-\v. |
| 44 | k-tlm-Z-c-§Ä CÃm-¯-Xp-aq-ew Rm³ A-\p-`-hn-¡p-¶ {]-iv-\-§Ä A-I-äp-¶-Xn-\v. |
| 45 | k-tlm-Z-c-§Ä X-½n-ep-Å A-`n-{]m-b-hy-Xym-k-§Ä Imc-Ww F-\n-¡p-­m-Ip-¶ am-\-kn-Iam-b hnj-aw Zq-co-I-cn-¡p-¶-Xn\v. |
| 46 | Ip-Spw-\_-Im-cy-§-fn-ep-Å F-sâ A-`n-{]m-b§-sf am-Xm-]n-Xm-¡Ä Aw-Ko-I-cn-¡m-Xn-cn-¡p-t¼m-gp-Å am-\-kn-I hnj-aw Zq-co-I-cn-¡p-¶-Xn\v. |
| 47 | ho-«n-se km-¼¯n-I \_p-²n-ap-«p-IÄ Imc-Ww F-\n-¡p-­m-Ip-¶ {]-iv-\-§Ä A-Xn-Po-hn-¡p-¶-Xn\v. |
| 48 | ho-«n-ep-Å h-tbm-P-\-§-fp-ambpw A-h-cp-sS s]-cp-am-ä-§-fp-ambpw s]m-cp-¯-s¸-Sp-¶-Xn\v. |
| 49 | F-sâ i-co-c-¯n-\v B-h-iy-am-bXpw A\p-tbm-Py-am-b-Xpam-b hym-bm-a-§-sf-¡p-dn-¨v A-dn-bp-hm³ th­n. |
| 50 | F-sâ i-co-c-¯n-\v B-h-iyam-b co-Xn-bn-ep-Å `-£-W {I-ao-I-c-W-§-sf-¡p-dn-¨v A-dn-bp-hm³ |
| 51 | ]-cn-k-c-ip-Nn-Xzhpw hy-àn-ip-Nn-Xzhpw Rm³ ]m-en-t¡-­-Xn-sâ B-h-iy-X-I-sf-¡p-dn-¨v A-dn-bp-hm³ |
| 52 | hnhn[ tcm-K-§-sf-¡p-dn-¨v A-dn-bp-hm\pw A-h X-S-bp-¶-Xn-\p-Å ap³-I-cp-X-ep-I-sf-¡p-dn-¨v A-dn-bp-¶-Xn\pw th­n. |
| 53 | tcm-K-]-cn-N-c-W-s¯-¡p-dn¨pw A-Xn-sâ {]m-[m-\y-s¯-¡p-dn¨pw A-dn-bp-¶-Xn-\p th­n. |
| 54 | \Ã B-tcm-Ky-io-e-§-sf-¡p-dn-¨v hy-àam-b [m-c-W F-\n-¡p e-`n-¡p-hm³ th­n. |
| 55 | k-ao-Ir-Xm-lm-c-¯n-sâ {]m-[m-\y-s¯-¡p-dn-¨v A-dn-bp-hm\pw a-\-kn-em-¡m\pw th­n. |
| 56 | hnhn-[ DÂ-]-¶-§-fp-sS Ìm³-tUÀ-Uv Izm-fn-än kÀ-«n-^n-t¡-j³ am-À-¡v (BIS, ISI etc) I-sf-¡p-dn-¨v F-\n-¡v A-dn-bp-¶-Xn-\v th­n. |
| 57 | ]-c-ky-§-fnÂ hn-iz-kn-¨v Rm³ sXäm-b Xo-cp-am-\-§Ä F-Sp-¡m-Xn-cn-¡m³ th-­n. |
| 58 | Rm³ hm§n-b km-am-\-§-fnÂ Ir-{Xn-aw \S-¶p F-¶-dn-ªmÂ F-\n-¡v sN-¿m-hp-¶ \n-b-a-\-S-]-Sn-I-sf-¡p-dn-¨v a-\-kn-em-¡p-hm³. |
| 59 | D-]-t`m-àr kwc-£-W \n-ba (Consumer Protection Act)s¯-¡p-dn-¨v A-dn-bp-hm³. |
| 60 | km-[-\-§Ä kw-\_-Ôn-¨ ]-cm-Xn-IÄ F-t¸mÄ, F-hn-sS F-§n-s\ k-aÀ-¸n¡mw F-¶-dn-bp-¶-Xn\v. |
| 61 | H-cp D-]-t`m-àm-hv F-¶ \n-e-bnÂ F-sâ A-h-Im-i-§-sf-¡p-dn-¨pw B-h-iyam-b L-«-¯nÂ e-`n-t¡-­ \n-b-a-]-cn-c-£-sb-¡p-dn¨pw A-dn-bp-¶-Xn-\v th­n. |
| 62 | Hm¬-sse³ tjm-¸nw-Kn-s\-¡p-dn¨pw A-h-bp-sS CâÀ-s\-äv ssk-äp-I-sf-¡p-dn¨pw A-dn-bp-hm³. |
| 63 | Hm¬-sse³ tjm-¸nw-Kn-sâ {]-tbm-P-\-§fpw tZm-j-h-i-§fpw A-dn-bp-hm³ th­n. |
| 64 | h-fÀ-¶p-h-cp-¶ im-kv-{X-km-t¦Xn-I hn-Zy-sb-¡p-dn-¨v A-dn-hp k-¼m-Zn-¡p-hm³ th-­n. |
| 65 | im-kv-{X-km-t¦-Xn-I-hn-Zy F-sâ hn-Zym-`ym-k-¯n\pw `m-hn Po-hn-X-¯n\pw F-§n-s\ D-]-tbm-K-{]-Z-am¡mw F-¶-dn-bp-¶-Xn-\p th­n. |
| 66 | hn-Zym-`ym-k B-h-iy-§Ä-¡v D-]-tbm-Kn-¡m-hp-¶ hnhn-[ CâÀ-s\-äv ssk-äp-I-sf-¡p-dn-¨v A-dn-bp-hm³. |
| 67 | hn-h-c-km-t¦Xn-I hn-Zy sXm-gnÂ A-t\z-j-W-¯n\pw ssZ-\wZn-\ Po-hn-X-¯nepw F§-s\ k-lm-bn-¡p-¶p F-¶-dn-bp-¶-Xn\v. |
| 68 | km-t¦Xn-I hn-Zy-bp-sS ]p-tcm-K-Xn-aq-ew D-­m-Ip-¶ am-en-\yw (e-waste) \-½p-sS ]-cn-Øn-Xn-sb F§-s\ \_m-[n-¡p-¶p F-¶-dn-bp-¶-Xn\v. |
| 69 | sam-ss\_Â-t^m¬, I-¼yq-«À F-¶n-h-bp-sS Aan-tXm-]-tbm-Kw F-sâ B-tcm-Ky-s¯ F-§n-s\ \_m-[n-¡p-¶p F-¶v a-\-kn-em-¡p-¶-Xn-\v th­n. |
| 70 | ssk-\_À Ip-ä-Ir-Xy-§Ä G-sXm-s¡-bm-sW¶pw A-h-bp-sS \n-b-a-§-sf-¡p-dn¨pw in-£m-\-S-]-Sn-I-sf-¡p-dn-¨pw a-\-kn-em-¡p-¶-Xn\v. |
| 71 | B-tKm-f-Xm-]-\-¯n-sâ Im-c-W-§-sf-¡p-dn-¨pw A-h X-S-bp-hm-\p-Å amÀ-K-§-sf-¡p-dn¨pw A-dn-bp-hm³ |

**RESPONSE SHEET**

Name of the Student : Boy/Girl :

Name of the College : Subject :

Govt. /Aided : Urban/Rural :

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| Sl.  No. | AÂ-]w t]new B-h-iy-anÃ | B-h-iy-anÃ | A-dn-ªp-IqS | B-h-iy-ap-­v | hf-sc Iq-Sp-XÂ B-h-iy-ap­v |  | Sl.  No. | AÂ-]w t]mepw B-h-iy-anÃ | B-h-iy-anÃ | A-dn-ªp-IqS | B-h-iy-ap-­v | hf-sc Iq-Sp-XÂ B-h-iy-ap­v |
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**APPENDIX 2**

**UNIVERSITY OF CALICUT**

**FAROOK TRAINING COLLEGE, CALICUT**

**GUIDANCE NEEDS INVENTORY**

**ABDUL BASHEER U. SREESHMA P**

**Associate Professor M.Ed. Student**

**Farook Training College Farook Training College**

**INSTRUCTIONS**

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

Your response is to fall within the five options ranging between ‘not at all needed', ‘least needed', ‘ignorant', ‘most needed', and ‘very highly needed'. These responses are arranged in an increasing order from left to right in response sheet.

**Areas which may require guidance**

|  |  |
| --- | --- |
|  | To select a course according to my interests, abilities and needs. |
|  | To adjust with the environment of my educational institutions |
|  | To understand the aims of education |
|  | To select textbooks suitable for my subjects of study. |
|  | To overcome the difficulties and inconvenience facing in my study. |
|  | To compensate my backwardness in the study of various subjects and to know about appropriate study habits. |
|  | To overcome the anxiety at the time of examination. |
|  | To know different courses of study after my graduation. |
|  | To know about educational institutions that I have to select for higher studies. |
|  | To understand the financial expenses of a course to be chosen. |
|  | To seek information about the available scholarships and loans for higher education. |
|  | To know about the information that that is to be completed before joining for higher education for foreign countries. |
|  | To select career according to my aptitudes. |
|  | To know about different vocations suited for my educational qualification. |
|  | To know about various jobs, its required qualifications, age, preparations etc. |
|  | To understand various institutions providing vocational courses. |
|  | To know about part time jobs that can be done along with undergraduate course. |
|  | To know about institutions providing part time jobs. |
|  | To understand self-employment opportunities. |
|  | To know about campus placements and institutions which offer campus placements. |
|  | To understand the preparations for facing a competitive examination for securing a vocation. |
|  | To understand my strength and weaknesses. |
|  | To cope up with the limitations of my abilities. |
|  | To overcome my mental problems and find out suitable solutions for the problems. |
|  | To take decisions and do work with confidence and courage when needed. |
|  | To discharge the situations which I feel alone. |
|  | To be not include in any problems due to allurement. |
|  | To overcome mental strains, when failure happen in my life. |
|  | To develop self-confidence and self-esteem. |
|  | To remove the nervousness while having conversation with others. |
|  | To solve disturbances with the interference of others in my life. |
|  | To cooperate with my friends and neighbours and maintaining healthy relationship with them. |
|  | To give suggestions to others for solving their problems. |
|  | To go ahead successfully by overcoming the pressure from peers. |
|  | Getting acceptance for my opinions among friends. |
|  | To accept and evaluate the opinions of others with an open mind. |
|  | To relieve from the fear of being rejected off from the society. |
|  | To overcome the problems faced by me in society due to the orthodox mentality of family members. |
|  | Releasing from the from the fear of being rejected of my opinions from the society. |
|  | To participate in social life by accepting memberships in clubs and associations. |
|  | To overcome the tensions due to my parent's quarrel. |
|  | To overcome the stress of flouting by others on parent's bad behaviour. |
|  | To solve the feelings that parents are not properly taking care of my matters. |
|  | To overcome my feelings not having siblings. |
|  | To resolve the tension due to conflict among my siblings. |
|  | To reduce mental pressure due to unacceptance of my opinion in family matters. |
|  | To solve problems due to financial crisis. |
|  | To reconcile with grand parents and their behaviour in my house. |
|  | To know the suitable exercises for my body. |
|  | To know about dieting suitable for my body. |
|  | To know the significance of maintaining environmental and individual cleanliness. |
|  | To know about diseases and their preventive measures. |
|  | To understand the significance and method of nursing. |
|  | To gain clear understanding about healthy habits. |
|  | To know and understand about the importance of balanced diet. |
|  | To know about standard quality certification marks (BIS, ISI etc.) of different products. |
|  | Not to be misled by advertisements. |
|  | To know the legal measures once I notice malpractice in purchasing commodities. |
|  | To know consumer protection act. |
|  | To understand when, where and how to complaint a case about goods. |
|  | To know about consumer rights and protection when it needed. |
|  | To know information about online shopping and their internet sites. |
|  | To know about advantages and disadvantages of online shopping. |
|  | To seek information on recent developments in science and technology. |
|  | To know about how to use science and technology in my education and in future life. |
|  | To know about different internet sites for educational purposes. |
|  | To know the role of information technology in job enquiry and daily life. |
|  | To understand how e-waste affects our environment. |
|  | To understand the effects of over usage of mobile phones and computers on my health. |
|  | To understand cybercrimes, cyber laws and punishments. |
|  | To know the reasons and preventive measures of global warming. |

**RESPONSE SHEET**

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Name of the College : Subject :

Govt. /Aided : Urban/Rural :

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| Sl.  No. | Not at all Needed | Least Needed | Ignorant | Most Needed | Very Highly Needed |  | Sl.  No. | Not at all Needed | Least Needed | Ignorant | Most Needed | Very Highly Needed |
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