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Guidance needs of secondary school students with respect to their gender

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Abstract

The purpose of this research study was to find out the guidance needs of secondary school students with respect to their gender in Nabarangapur district of Odisha. Secondary school students fall under adolescence period of their life and have some personal and educational issues. It sometimes gender specific to adjust in their recent school and home environment. The sample for this study consisted of 50 boys and 50 girls who were randomly selected from 4 secondary schools in the area of Kosagumuda block. A tool like questionnaire was used for both boys and girl students of secondary schools to study their guidance needs and differential guidance needs with respect to their gender. The result of this study showed that the lesser score of girls indicates that girls need more guidance in specific areas like physical & social areas as compared to boys.

Keywords: Guidance, secondary school students and gender

Introduction

Students specially belong to secondary schools commonly have to meet this first growing society. In every step they try to cope up with their near environment needs. Sometimes they confuse about some situation and it puts them into a dilemma that which is the correct step for them at that moment. In this critical situation guidance assist them to confidently confront the challenges, understand themselves and the best opportunity suitable for them by showing the right way. Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work (secondary education commission, 1952).

Concept of Guidance

Guidance has been conceptualized as a program of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technical development (Okorodudu, 2004) ^[7]. According to the UNESCO module on guidance and counseling 2004, guidance is a program of service to individuals based on their needs and the influence of environmental factors. Gender has a significant influence on students attitude towards guidance and counseling services (Jesuha, 2010) ^[8]. Shyness has a direct relationship with two areas of guidance needs-social, educational and total guidance needs and as the shyness level increased, guidance need were also increased (D'souza and Gururaj, 2010) ^[9]. there were significant difference between boys and girls of working and non-working mothers on the measure of physical, personal, emotional, educational and vocational guidance needs (Rathee, 2014) ^[10]. Students having high level of academic anxiety have more guidance needs as compared to students having low level of academic anxiety. Moreover, a significant difference was found in the guidance needs of boys and girls of secondary schools (Sharma, 2014) ^[6]. Significant difference for guidance needs in various areas that is physical, social, psychological, educational and vocational and total guidance needs against type of institute and gender. Whereas, on the basis of family structure significant difference existed only in social, psychological and total guidance needs (Sanghwan, 2015) ^[11].

It provides crystal clear conclusion about the importance of guidance program in secondary schools. Guidance should be provided in such a way that it can successfully meet the current situation of the adolescents and helps in overall growth and development of both boys and

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girls. The objective of the study was to identify the guidance needs of secondary school students in physical, social, psychological, educational and vocational domains along with to study the differential guidance needs of secondary school students with respect to their gender.

Methods

Participants

Out of 950 secondary school students studying in 12 secondary schools coming under Kosagumuda block, the sample for the study were comprised of 50 boys and 50 girls who were randomly selected from 4 secondary schools.

Instruments

Self-developed questionnaire on 'Guidance Needs' was used for data collection which included 24 questions with a response of Yes and No. the scoring of this tools was 1 mark awarded for each correct response and 0 marks every wrong response.

Analysis and Interpretation

Descriptive statistics were used to obtain mean, median and standard deviation. Inferential statistics, t-test was used to compare the guidance needs of secondary students with respect to their gender and type of guidance.

Table 1: Distribution of 4 schools about the differential guidance needs of secondary school students.

S.L No.	Name of the School	Educational Guidance Needs	Vocational Guidance Needs	Social Guidance Needs	Physical Guidance Needs	Psychological Guidance Needs
1	Govt. high School, Kosagumuda	8%	10%	3%	5%	2%
2	U.G high school Majhidhanua	6%	12%	4%	2%	4%
3	Kodinga High School	7%	15%	2%	3%	2%
4	U.G Govt high School, Ekori	5%	9%	4%	5%	2%
5	Total	26%	46%	13%	15%	11%

It is revealed from the table-1 that among 4 schools 26% students are required educational guidance needs, 46% of students are needed of vocational needs, 13% of secondary school are in search of social guidance needs, 15% of physical guidance needs and 11% of psychological guidance needs.

Table 2: The score of the areas of guidance needs in physical, social, psychological, educational and vocational areas of boys and girls studying in secondary schools.

Areas	Girls (N=50)		Boys (N=50)		T-Value	Level of Significant
	Mean	SD	Mean	SD		
Educational	40.28	13.48	39.74	14.05	0.196	NS
Vocational	13.18	6.36	12.40	6.89	0.588	NS
Psychological	31.10	7.195	31.74	9.899	0.370	NS
Physical	19.48	5.019	21.92	5.728	2.265	0.05
Social	37.56	9.815	41.94	9.275	2.294	0.05

Table-2 indicates that there is no significance difference (T=0.196) in educational area, (T=0.588) in vocational area and (T=0.370) in psychological areas of boys and girls in secondary schools. Whereas the lesser score of girls indicate that girls need more guidance (T=2.265) in physical areas and (T=2.294) in social areas as compared to boys.

Conclusion

The finding of the present study revealed that there was a significant difference in physical and social guidance needs of secondary school students with respect to their gender. At the same pace there was no significant difference observed in educational, vocational and psychological guidance needs of boys and girls. However, boys had higher scores as compared to girls said that girls need more guidance as compared to boys.

The finding of the study may be useful in realizing the need of a professional counselor to cater the guidance needs of secondary school students. Existing school should motivate female students by organizing seminars, conferences and workshops to participate in guidance activities for proper self and academic adjustment. The present study should be useful for teachers to improve their behavioral pattern for a healthy interaction with their students which will help them

to know their students' needs and them to find an appropriate way to solve it.

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