

“The need of the guidance for IX class student based upon the gender and locality in PendurthiMandal of Visakhapatnam district”

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ABSTRACT

This paper discusses the need of the guidance for students in different aspects to achieve the goal. Guidance in the ordinary sense of the term means any kind of help or assistance, such a type of guidance is needed by man throughout life. Guidance is the process of assisting, Individual through their individual efforts to determine and improve their potentialities happiness and social practicality. The present study assess the statement developed on four dimensions namely personal guidance needs, educational guidance needs, vocational guidance needs and overall perceptions. A total of 100 IX class students were examined in order to investigate the need of guidance for students based upon the gender and locality in PendurthiMandal of Visakhapatnam district.

Keywords: Educational Guidance, Vocational Guidance, Assistance

INTRODUCTION

Guidance supports the understanding of some of the aims of education, as it assists the pupils to make the best selection of his educational course, so as to avoid disappointment and frustration. Guidance is neither instruction nor prospectus. It is a kind of specific service. Education guidance concerns each related feature of student education. Also, it offers assistance to students to select the school, course, study habit, and some others. Also, it helps in the progress and growth of children. Vocational Guidance help children to know what they are talented of and what they can become in lifetime. And this finally depends on what they are capable to do in their school life. In addition, they need to be on the right track to prepare them for life. It refers to that type of guidance where an individual overcome their problem on their own. Also, it is the assistance that is provided to a person to solve their social, emotional, ethical, health, and moral problems. It helps in solving those difficulties, which we cannot solve with just vocational and educational guidance. Personal assistance is of two types written and oral. They help to make an adjustment in our life. It is the guidance they let us know what we are now and what we can become later in life. Besides, it helps children and student to help them and look at them from the right point of view. Prince Dabula and Aifred Henry Makura (2013). High school student's perceptions of guidance and development programmes for university access.

METHOD

The present study is descriptive survey method. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting. To carry out the research of this type of collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to the employed. For this investigation the questionnaire had been considered as a suitable tool for

the collection of data. IX class students were selected basing on the step wise simple random sampling technique.

Design of the study

Objectives of the study

1. To compare the guidance needs of male and female IX class students in PendurthiMandal of Visakhapatnam district
2. To compare the guidance needs of rural and urban area IX class students in PendurthiMandal of Visakhapatnam district.

Hypothesis

There will be no significant difference between the perceptions of male and female IX class students in pendhurthiMandal of Visakhapatnam district.

There will be no significant difference between the perceptions of rural and urban area IX class students in pendurthiMandal of Visakhapatnam district.

RESULT AND DISCUSSION

Table 1.1 significant difference between the perceptions of male and female students towards personal guidance needs.

Area	Gender	N	Mean	Std.Dev	t-Value	p- Value
Personal guidance needs	Male	50	117.30	9.01	2.35*	0.02
	Female	50	113.34	7.79		

*significant at 0.05 level

Table 1.1 shows that the mean perception scores of male and female students with respect to personal guidance needs (117.30) is higher than the mean perception scores of female students (113.34). The S. D. value are 9.01 and 7.79 respectively. The t-value is found to be 2.35 and the p- value is 0.02 which Is significant at 0.05 level. This shows that there is a significant difference between the perceptions of male and female students with respect to personal guidance needs. Hence, the null hypothesis is rejected. We conclude that, male category students expressed high with respect to personal guidance needs than that of female category students.

Graph 1 mean comparison between the perceptions of male and female students towards personal guidance needs

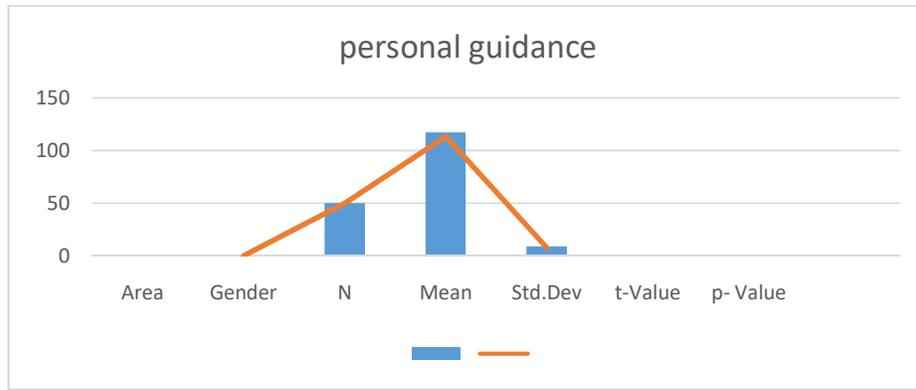


Table 1.2 Significant difference between the perceptions of male and female students towards educational guidance needs.

area	gender	N	Mean	Std. Dev	t- value	p- Value
Educational guidance needs	Male	50	49.56	3.35	0.73 NS	0.47
	female	50	50.20	5.23		

NS: not significant

Table 1.2 shows that the mean perception scores of female students with respect to educational guidance needs (50.20) is slightly higher than the mean perception scores of male students (49.56). The S. D. values are 5.23 and 3.35 respectively. The t- value is found to be 0.73 and the p- value is 0.47 which is not significant. This shows that there is no significant difference between the perceptions of male and female students with respect to educational guidance needs. Hence, the null hypothesis is accepted. We conclude that, both male and female students expressed similar opinion with respect to educational guidance needs of students.

Graph 2 mean comparison between the perceptions of male and female students towards educational guidance needs.

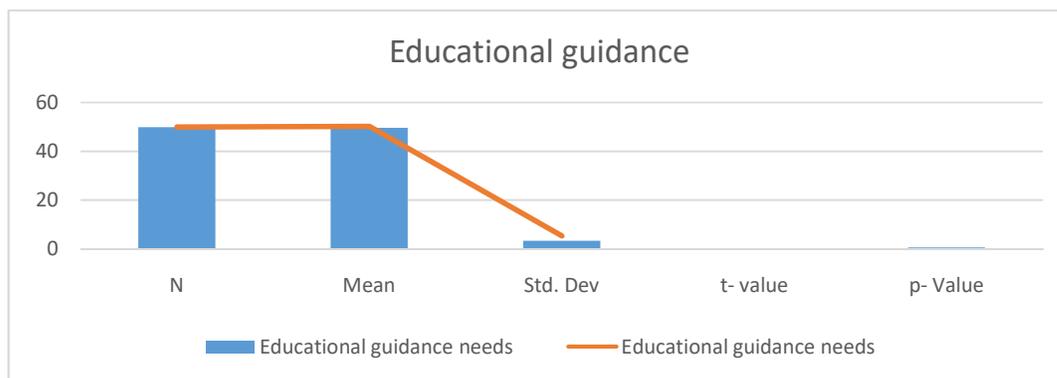


Table 1.3 significant difference between the perceptions of male and female students towards vocational guidance needs.

Area	Gender	N	Mean	Std.Dev	t- value	p- value
Vocational guidance	Male	50	37.02	3.18	1.68 NS	0.10
	female	50	38.12	3.37		

needs						
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NS: not significant

Table 1.3 shows that the mean perception scores of female students with respect to vocational guidance needs (38.12) is slightly higher than the mean perception scores of male students (37.02). The S. D. value are 3.37 and 3.18 respectively. The t- value is found to be 1.68 and the p- value is 0.10 which is not significant. This shows that there is no significant difference between the perceptions of male and female students with respect to vocational guidance needs. Hence, the null hypothesis is accepted. We conclude that, both male and female students expressed similar opinion with respect to vocational guidance needs of students.

Graph: 3 Mean comparison between the perceptions of male and female students towards vocational guidance needs

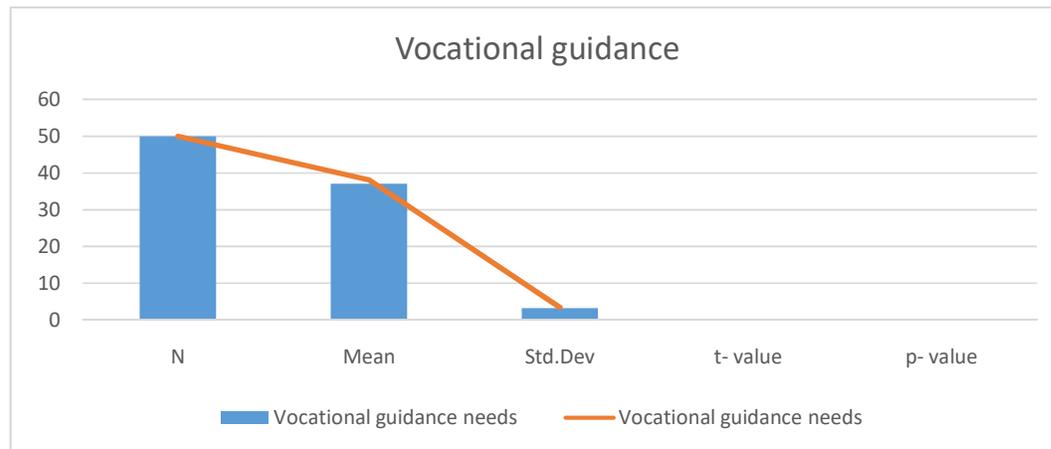


Table 1.4 significant difference between the perceptions of male and female students towards need of the guidance for IX class students in pendurthimandal of Visakhapatnam district.

Area	Gender	N	Mean	Std. Dev.	t- value	p- value
Overall perceptions	Male	50	203.88	13.58	0.84 NS	0.40
	Female	50	201.66	12.91		

NS: not significant

Table 1.4 shows that the mean perception scores of male students towards needs of the guidance for IX class students (203.88) is slightly higher than the mean perception scores of female students (201.66). The S. D. values are 13.58 and 12.91 respectively. The t- value is found to be 0.84 and the p- value is 0.40 which is not significant. This shows that there is no significant difference between the perceptions of male and female students towards need of the guidance for IX class students. Hence, the null hypothesis is accepted. We conclude that, both male and female students expressed similar opinion students towards need of the guidance for IX class students.

Graph: 4 mean comparison between the perceptions of male and female students towards needs of the guidance for IX class students in pendurthMandal of Visakhapatnam district

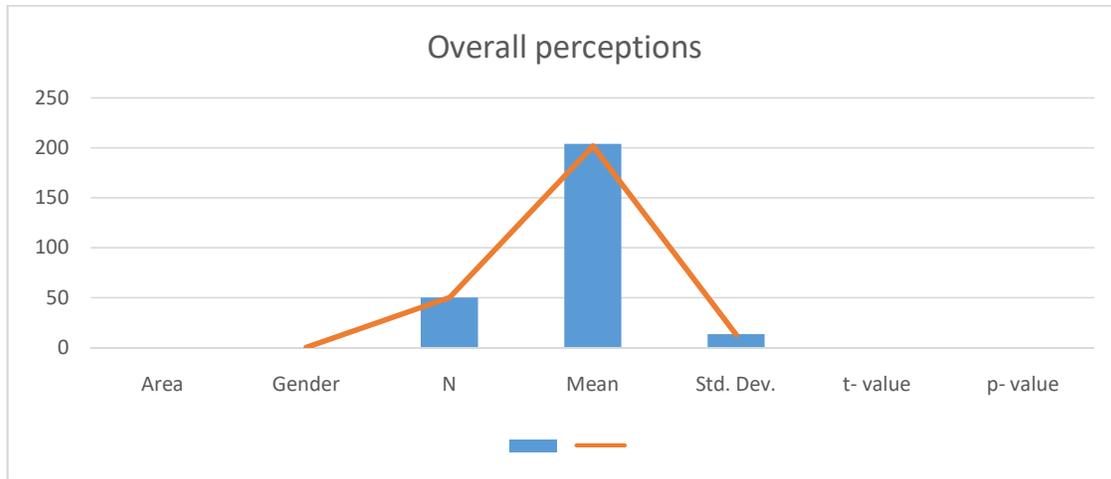


Table 2.1 significant difference between the perceptions of rural and urban area students towards personal guidance needs

Area	Area	N	Mean	Std. Dev.	t- value	p- Value
Personal guidance need	Rural	50	114.88	8.67	2.04*	0.04
	Urban	50	122.17	3.54		

*significant at 0.05 level

Table 2.1 shows that the mean perception scores of urban area students with respect to personal guidance needs (122.17) is higher than the mean perception scores of rural area students (114.88). The S. D. values are 3.54 and 8.67 respectively. The t- value is found to be 2.04 and the p- value is 0.04 which is significant at 0.05 level. This shows that there is a significant difference between the perceptions of rural and urban area students with respect to personal guidance needs. Hence, the null hypothesis is rejected. We conclude that, urban area students expressed high with respect to personal guidance needs than that of rural area students.

Graph 5: Mean comparison between the perceptions of rural and urban area students towards personal guidance needs.

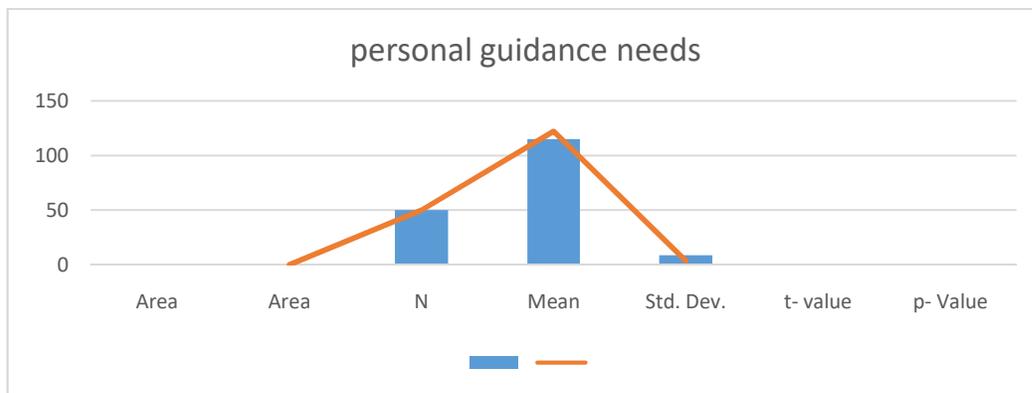


Table 2.2 significant difference between the perceptions of rural and urban students towards educational guidance needs

Area	Area	N	Mean	Std. Dev.	t- value	p- value
Educational guidance needs	Rural	50	49.77	4.49	1.03NS	0.31
	Urban	50	51.67	1.21		

NS: not significant

Table 2.2 shows that the mean perception scores of urban area students with respect to educational guidance needs (51.67) is slightly higher than the mean perception scores of rural area students (49.77). The S. D. values are 1.21 and 4.49 respectively. The t- value is found to be 1.03 and the p- value is 0.31 which is not significant. This shows that there is no significant difference between the perceptions of rural and urban area students with respect to educational guidance needs. Hence, the null hypothesis is accepted. We conclude that, both rural and urban area students expressed similar opinion with respect to educational guidance needs of students.

Graph6: Mean comparison between the perceptions of rural and urban area students towards educational guidance needs

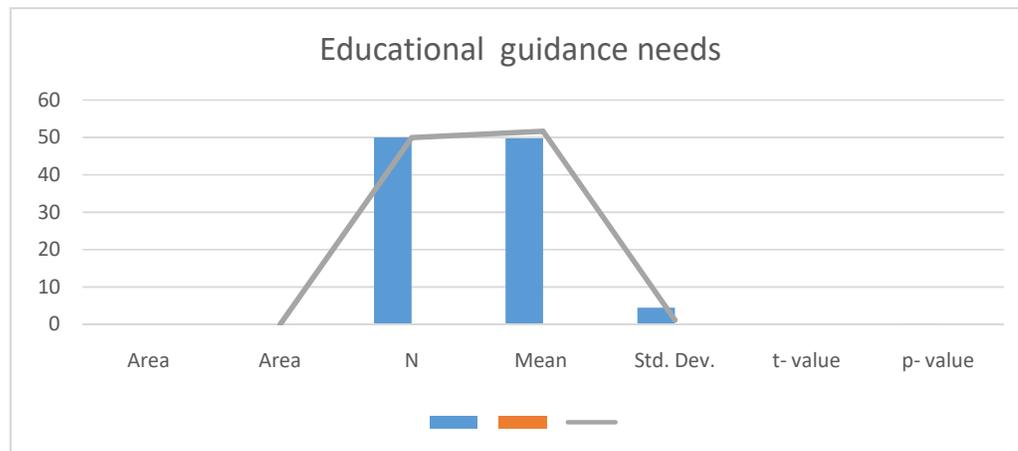


Table 2.3 significant difference between the perceptions of rural and urban area students towards vocational guidance needs.

Area	Area	N	Mean	Std. Dev.	t- value	p- value
vocational guidance needs	Rural	50	37.49	3.38	0.96 NS	0.34
	urban	50	38.83	1.60		

NS: not significant

Table 2.3 shows that the mean perception scores of urban area students with respect to vocational guidance needs (38.83) is slightly higher than the mean perception score of rural area students (37.49). The S.D. value are 1.60 and 3.38 respectively. The t- value is found to be 0.96 and the p- value is 0.34 which is not significant. This shows that there is no significant difference between the perceptions of rural and urban area students with respect to educational guidance needs. Hence, the null hypothesis is accepted. We conclude that, both

rural and urban area students expressed similar opinion with respect to educational guidance needs of students.

Graph 7: Mean comparison between the perceptions of rural and urban area students towards vocational guidance needs

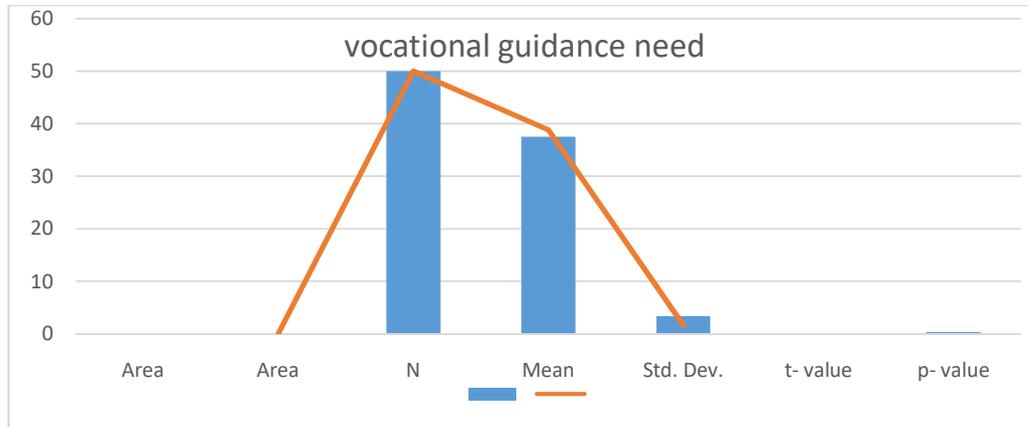


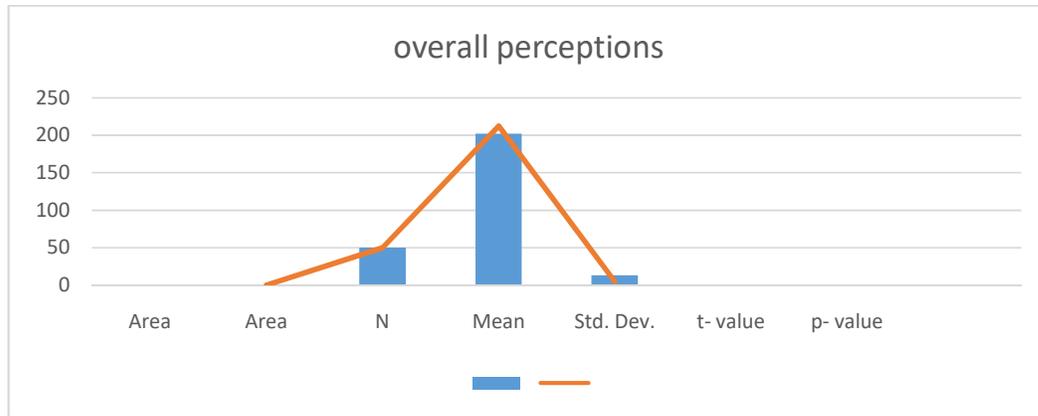
Table 2.4 significant difference between the perceptions of rural and urban area students towards need of the guidance for IX class students in PendurthiMandal of Visakhapatnam district.

Area	Area	N	Mean	Std. Dev.	t- value	p- value
Overall perceptions	Rural	50	202.14	13.36	2.02*	0.04
	urban	50	212.67	4.80		

*Significant at 0.05 level

Table 2.4 shows that the mean perception scores of urban area students towards needs of the guidance for IX class students (212.67) is higher than the mean perception scores of rural area (202.14). The S.D. values are 4.80 and 13.36 respectively. The t- value is found to be 2.02 and the p- value is 0.04 which is significant at 0.05 level. This shows that there is a significant difference between the perceptions of rural and urban area students towards need of the guidance for IX class students. Hence, the null hypothesis is rejected. We conclude that, urban area students expressed high towards need of the guidance for IX class students, than that of rural area students.

Graph 8: mean comparison between the perceptions of rural and urban area students towards need of the guidance for IX class students in pendurthiMandal of Visakhapatnam district.



CONCLUSIONS

Students expressed high perceptions with respect to needs of personal guidance, educational guidance, vocational guidance and overall perceptions towards need of the guidance for IX class students in PendurthiMandal of Visakhapatnam district.

According to their gender, male category students expressed high with respect to personal guidance needs than that of female category students. Whereas according to their gender, both male and female category students expressed similar opinion with respect to educational guidance, vocational guidance and overall perceptions towards need of the guidance for IX class students in PendurthiMandal of Visakhapatnam district.

According to their area, rural area category students expressed high perceptions with respect to needs of personal guidance and overall perceptions towards need of the guidance for IX class students in PendurthiMandal of Visakhapatnam district than that of urban area category students. Both rural and urban area category students expressed similar opinion with respect to educational guidance and vocational guidance needs of the IX class students in PendurthiMandal of Visakhapatnam district.

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