RESEARCH ARTICLE

Study of Guidance Needs of Science Students in Ferozepur District

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ABSTRACT

The present study was conducted on study of guidance needs of science students in Ferozepur district only. The major objective was to ascertain the guidance need of science students at different levels. In this study consists of data from different schools in Ferozepur. The data were collected through mailing, questionnaire and personal visits. The discipline statistical technique was used for analysis of the data. Results f study revealed that 42.5% of the students fall under high guidance needs and 27% of the students are low guidance needs.
Key words: Social, Science Student, High Guidance

INTRODUCTION

Guidance is the process of helping the individual to discover himself i.e. his potentialities, capacities, aptitudes and interests. Thus guidance is the process of helping the individual in developing body, mind, personality and character. Its importance is increased more when we relate it to the development of an adolescent. This age is considered as much sensitive part of human life where guidance can play an important role in various parts of his life as home, neighbourhood, school, society, playground etc. and home environment plays a very important role in all round development of the child. A perfect climate or environment of the family helps to develop the personality of the child.

Guidance cannot be restricted to problem solving situations only. These services are not just problem oriented. The main stress is on helping the students to achieve an all round development. When those are undertaken for the purpose of enabling individuals to overcome problems, the guidance may have to be terminated after the solution has been found. Guidance is never one shot or one time programme. Guidance is a continuous process intending all throughout one's life. Without on part guidance it is impossible for individual student to make a choice of courses and career and become responsible member of the society.

NEED OF GUIDANCE

Adolescence is the stage of turmoil and turbulence of stress and strain. It is the time when adolescent children need maximum attention and care of their parents. The focus of guidance particularly for adolescents is on helping the youngesters to realize and actualize his optimum self rather than in solving isolated problems. Guidance is based on the recognition of the dignity and worth of the individual and on his right to personal assistance in time of need. As a facilitating process, guidance helps students to help themselves in making wise choices, plan, interpretations and adjustments in the critical situation of life. It helps students to become self responsible and self determining.

Boys and girls are preparing very intensively and under great environmental stress for a life of change, a life of uncertainty and life of ever increasing competition brought about by the presence of more people. They are researching for solution of complex problems. To help each adolescent fulfill himself as a person, guidance help is today more necessary than ever.

SIGNIFICANCE OF THE STUDY

In the present time, due to rapid human explosion, influence of rapid industralization, impact of science and technological development entrance of modernity and social changes the human life has become more complex which compels him to take the help of guidance always or occasionally.

The study has been taken because guidance occupies an important place in the human life and especially in the life of a student. Guidance help the students to choose a right path and give a right direction to his capabilities. Besides this the importance of guidance service provided in the school is clearly known from its need and helps which is previously elaborated.

It has been noticed that guidance need of the student have been changing from time to time because of the changing pattern of the society. So it is necessary to study the change in their guidance needs also.

STATEMENT OF THE PROBLEM

The problem under investigation is stated as "A study of guidance needs of science students.

OBJECTIVES OF THE STUDY

1. Following are the objectives of the study-
2. To know the level of guidance needs of the students.
3. To study the level of guidance needs of science group students.
4. To study the level of guidance needs of boys.
5. To study the level of guidance needs of girls.
6. To study the difference in level of guidance needs of science students in the areas of physical, social, psychological, educational and vocational needs.

HYPOTHESES OF THE STUDY

Following are the hypotheses of the study-
1. There is no significant difference in the physical guidance needs of science students.
2. There is no significant difference in the social guidance needs of science students.
3. There is no significant difference in the psychological guidance needs of science students.
4. There is no significant difference in the educational guidance needs of science students.
5. There is no significant difference in the vocational guidance needs of science students.

DELIMITATION OF THE STUDY

Following are the delimitations of the study-
1. The study is restricted to 200 students.
2. The study is confined to students of 10th class.
3. The area of the study is limited to the schools of Ferozepur only.

REVIEW OF RELATED LITERATURE

Ohri (2006) studied the guidance needs of adolescents in relation to modernization. The sample study comprised 200 adolescents boys and girls from senior secondary schools of science group. The study concluded that there exists a difference in the guidance needs of boys and girls. Kaur (2006) conducted the study on guidance needs of Adolescents in relation to their family climate and parental employment and stated that there is a significance difference family climate and guidance needs of boys and girls. She also included that there was significant correlation between guidance needs of family climate. Kaur (2006) conducted a study and found that there exist no significant difference in the guidance needs of rural and urban adolescents. Rapetto (2007) stated in his study that one of the aim of educational guidance in social development and learning in secondary education. The guidance for socio-economic competencies not only improves student's learning process and academic performance it also favours their integration socially and at school. Kaur (2007) conducted a study on guidance needs of adolescents in relation to their parental encouragement and concluded that there is no difference in the parental encouragement of boys and girls. Higher parental encouragement means less guidance needs and low parental encouragement means more guidance needs. Kaur (2009) conducted a study on guidance needs of

rural and urban adolescents and found that there is significant difference in the guidance needs of rural and urban adolescents.

PLAN AND PROCEDURE

SAMBLE OF THE STUDY:
The present investigation is of survey type and explanatory in nature. It aims to study the guidance needs of science students. The sample of study consists of 200 students from schools of Ferozepur. 100 students of D.C. Model Senior Secondary School and 100 are from R.S.D. Raj Rattan School Ferozepur.

Table 1: The sample schools and the number of students from each school

Sr. No.	Name of the School	No. of Students
1	D.C. Model Senior Secondary School, Ferozepur	100
2	R.S.D. Raj Rattan School Ferozepur	100

Total sample students 200

TOOLS OF THE STUDY
To collect the data for study relating to the guidance needs of the students, Grewal's Guidance Needs Inventory was used.

STATISTICAL TECHNIQUES USED IN THE STUDY
The statistical terms used in the study are: Mean, S.D., Percentage, Significance of difference between two mean and standard scores.

GUIDANCE NEEDS OF THE STUDENT
The first objective of the study was to know the guidance needs of the students. To achieve this objective, the data from 200 students were collected by administering Grewal's Guidance Needs Inventory. To know the number of students under high, moderate and low guidance needs categories, the raw scores of the students were converted into Z scores. The students which lie below ⊠ -1 were placed under high guidance needs category and those who lie between $\pm$ ⊠ 1 were considered under moderate guidance needs category and those who were above $\pm$ ⊠ 1 were put under low guidance needs category. The number of students under each category was known and the percentage of students under each category was calculated as shown in table below

Table 2: Percentage of students under different category of guidance needs

Raw Score	Students	Z-score	Percentage	Guidance Needs Category
9-68	85	-4.9 to -0.9	42.5%	High
69-98	61	-0.1 to 0.1	30.5%	Moderate
99-176	54	0.1 to 6.1	27%	Low

N : 200   Mean : 83.25   S.D. : 14.9

It is to mention here that low scores on Guidance Needs Inventory indicate more guidance needs and high scores indicate less guidance needs.

Table 2 shows that 42.5% of the students fall under high guidance needs category and 27% of the students are in low guidance needs category. In the moderate guidance needs category there are 30.5% of the students. It is concluded that the number of students who are in high category of guidance need is more than the number of students who are in low or moderate category of guidance needs.

GUIDANCE NEEDS OF SCIENCE GROUP STUDENTS

Another objective of the study was to find out the guidance needs of science group students. For this purpose, the data collected from 100 science students were considered. In the same manner as explained above, their percentage under high, moderate and low guidance needs categories was found which is shown in table given below:

Table 3: Percentage of science students under each category of guidance needs

Raw Score	Students	Z-score	Percentage	Guidance Needs Category
9-55	38	-4.4 to -1.0	38%	High
56-82	31	-0.9 to 0.9	31%	Moderate
83-139	31	1 to 5	31%	Low

N : 100   Mean : 69.3   S.D. : 13.7

Table 3 shows that 38% of the students lie in the category of high guidance needs whereas 31% of the students lie in the moderate guidance needs category. In the low guidance need category there are 31% of the students. It is concluded that the number of science students who require moderate level of guidance is equal to the number of those who require low level of guidance. But the number of science students who are in high need of guidance is more as compared to those who are in moderate or low need of guidance. It means more of the science students needs guidance in physical, social, psychological, educational and vocational areas.

DIFFERENCE IN THE PHYSICAL GUIDANCE NEEDS OF SCIENCE STUDENTS

To know the difference in the physical guidance needs of science group students, the mean values of the total scores of science students (Boys and Girls) were calculated separately. The mean difference was known and to know the significance of difference between the means. t-value was calculated. Garrett (1966) was consulted in which Table 3 shows that for 198 df the value of the t-value to be significant should be 1.97 at 0.05 level and 2.60 at 0.01 level of significance. The calculated t-value for the difference between means is shown in below table.

Table 4: t-value for the difference in physical guidance needs of science students

Group	Students	Mean	S.D.	$S.E_D$	t-value
Boys	100	11.62	4.8	0.73	0.82^{ns}
Girls	100	11.22	5.5		

ns = not significant

DIFFERENCE IN THE SOCIAL GUIDANCE NEEDS OF SCIENCE STUDENTS

To know the difference in the social guidance needs of science students, the mean values of the social guidance needs scores of science students (boys and girls) were calculated separately. Their mean difference was known and t-value was calculated which is shown in below table 5.

Table 5: t-value for the difference in social guidance needs of science students

Group	Students	Mean	S.D.	$S.E_D$	t-value
Boys	100	17.66	9.43	1.42	2.59^{**}
Girls	100	21.34	10.84		

** Significant at 0.01 level of significance

DIFFERENCE IN THE PSYCHOLOGICAL GUIDANCE NEEDS OF SCIENCE STUDENTS

To know the difference in the psychological guidance needs of science students, the mean value of science students were calculated separately. To know the significance between the two means, t-value was calculated which is shown in table-5 below:

Table 6: t-value for the difference in the psychological guidance needs of science students

Group	Students	Mean	S.D.	S.E$_D$	t-value
Boys	100	13.58	7.52	0.75	7.30**
Girls	100	19.06	7.56		

** Significant at 0.01 level

DIFFERENCE IN THE EDUCATIONAL GUIDANCE NEEDS OF SCIENCE STUDENTS

To know the difference in educational guidance needs of science students (Boys and Girls).

Table 7: t-value for the difference in educational guidance needs of science students

Group	Students	Mean	S.D.	S.E$_D$	t-value
Boys	100	17.42	11.8	1.62	5.03**
Girls	100	25.58	11.2		

** Significant at 0.01 level of significance

DIFFERENCE IN THE VOCATIONAL GUIDANCE NEEDS OF SCIENCE AND HUMANITY GROUP STUDENTS

To know the difference in the vocational guidance needs of science students, the mean value of the vocational guidance mean scores of science students (Boys and Girls) were calculated separately. Their mean difference was known and to know the significance difference between the two means, t-value was calculated which is shown in the table -7 given below

Table 8: t-value for the difference in the vocational guidance needs of science students

Group	Students	Mean	S.D.	S.E$_D$	t-value
Boys	100	9.14	5.28	0.76	1.94**
Girls	100	7.66	5.68		

** Not Significant

CONCULUSIONS OF THE STUDY

1. The number of students who are in high category of guidance need is more than the number of students who are in low or moderate category of guidance needs.
2. The number of science students who require moderate level of guidance is equal to the number of those who require low level of guidance. But the number of science students who are in high are in high need of guidance is more as compared to those who are in moderate or low need of guidance.
3. 42.5% of the students fall under high guidance needs category and 27% of the students are put under low guidance needs category. In moderate guidance needs category there are 30.5% of the students.
4. 31% of the science students belong to the 'Moderate' guidance needs category. 38% of the science students lie in high guidance needs category and 31% of the students lie in low guidance needs category.

SUGGESTIONS FOR FURTHER STUDY

1. The present study is conducted on 10th Class students. The study may be conducted on higher classes.
2. Due to paucity of time, the study has been conducted to 200 students only. It may be conducted on a large sample.

3. The sample of the study was taken from only Ferozepur. The study may be carried out at District, State or National Level.
4. The study can be conducted to study the guidance needs of other types of exceptional children like delinquent, educationally backward and gifted students.
5. The guidance needs of students could be studied in relation to the other variables like intelligence, adjustment, home environment, sex area etc.

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