

GUIDANCE NEEDS OF URBAN ADOLESCENTS

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ABSTRACT

The aim of the study was to know the guidance needs of urban adolescents. The objectives of the study were - to assess the guidance required by the adolescents in physical, social, psychological, educational and vocational areas, and to know the guidance needs of adolescent boys and girls. Survey design was used to collect the data. A total sample of 120 adolescents comprising of 60 boys and 60 girls in the age range between 14 to 15 years were selected randomly from two different schools of Bangalore city. Guidance Need Inventory developed by Dr. J. S. Grewal was used to elicit the data. The data was compiled, tabulated and analyzed by using number, percentage and chi square test. The results indicated that the urban adolescents have average need of physical, social, psychological, educational and vocational guidance. There were no significant differences in the guidance needs of adolescent boys and girls.

Key words: adolescents, boys, girls, guidance needs, urban.

INTRODUCTION:

Adolescence is the period of life span which is the time of searching identity – personal, social and occupational. The term ‘adolescence’ is derived from the Latin verb “adolescere” which means “to grow up”. Adolescence lasts from about age 11 or 12 years until the late teens or early 20’s and it entails major, interrelated changes in all realms of development (Papalia, 2004). This period is a transition from childhood to adulthood.

Adolescence is considered as a period which begins in biology and ends in society (Santrock 2007). The changes in all the developmental domains and the associated behavior changes make an adolescent vulnerable to many conditions. The peer groups assume a major role in adolescents’ lives during this period. Social pressure is

a powerful force that helps in shaping character and value and adolescents need reassurance about their role orientation.

The major cognitive change of adolescence is the development of the capacity for abstract and logical thought. This gives rise to independent thinking and thus an adolescent attains autonomy. One of the major developmental tasks of adolescence is moving from a dependent to an independent state establishing an identity. As the adolescents become independent they start imbibing different values from all kinds of sources. They may make several false starts before deciding on any aspect related to their health, education, relationships, career and vocation. Difficulties in taking decisions and role confusions at this stage of development may manifest in many behavioural problems thus leading the adolescents to deviate from the normal growing up.

Adolescents have to deal with many challenges of day to day life. They are often confused about their role and are pressurized between their responsibilities as growing adults and they tend to feel overly emotional. Adolescence can be a time of stress for many adolescents most of them weather the trials and tribulations successfully. Adolescents face educational challenges and also distractions at school. Today's adolescents are living in a world which has no boundaries for them and they also face serious challenges of adapting themselves to the ever expanding demands of the society (Seeja 2015).

These problems usually affect adolescents' personal, social, and academic developments which are the significant variables that have a great effect on the later development and efficiency. To assist them to confidently address the challenges and realities they may face in the ever-changing environments, understand themselves, realize their potential and thereby identify the available opportunities in today's world, guidance is very much essential for them. Bailey (2006) reported that the guidance given by trained teachers, coaches, supportive and informed parents significantly influences the adolescents' participation in physical activities and also increases the likelihood of realizing the potential benefits of participation in physical activities.

Guidance means helping people to make wise choice and solve their educational, vocational, and personal problems. In the process of guidance individuals are assisted in making adequate adjustment to life situations (Kalhotra 2012). Guidance helps the adolescents to understand themselves better and also the significant others in their life. It also helps them to select appropriate courses to get information about different educational opportunities, to develop good study habits.

METHODOLOGY

Aim:

To know the guidance needs of urban adolescents

Objectives:

1. To assess the level of guidance required by adolescents in physical, social psychological educational and vocational areas.
2. To study the guidance needs of adolescent boys and girls.

Procedure:

Survey design was used for the present study. A total of 120 adolescents comprising of 60 boys and 60 girls between 14-15 years were selected randomly from two different schools of Bangalore city. To study the guidance needs of adolescents a standardized tool; Guidance Needs Inventory developed by J.S. Grewal was used. The tool consisted of 65 items categorized in to five dimensions: Physical, Social, Psychological , Educational and Vocational areas.

Scoring:

For the purpose of analysis of guidance need, the responses were classified into three levels viz., 'High', 'Average' and 'Low' need of guidance. 'Low' need of guidance with the score less than 10, 'Average' need of guidance with the score range between 11-22 and 'High' need of with the score of more than 23.

RESULTS AND DISCUSSION:

**Table 1: Need of guidance among adolescents in various areas
(Boys and Girls combined)**

Level	Guidance areas									
	Physical		Social		Psychological		Educational		Vocational	
	N	%	N	%	N	%	N	%	N	%
Low	25	20.8	37	30.8	16	13.4	41	34.2	35	29.2
Average	78	65.0	70	58.3	79	65.8	60	50.0	62	51.6
High	17	14.2	13	10.9	25	20.8	19	15.8	23	19.2
Total	120	100.0	120	100.0	120	100.0	120	100.0	120	100.0

The need of guidance among the respondents is depicted in Table 1. With regard to physical guidance, it was observed that a higher percentage (65%) of the respondents indicated average need of physical guidance and 14.2% of them indicated high need of physical guidance. About 20.8% of them indicated low need of physical guidance. With regard to the guidance needs in social aspect, it was observed that a higher percentage (58.3%) of the adolescents indicated average need of social guidance and 30.8% of them indicated low need social guidance. About 10.9% of them indicated low need of social guidance.

Guidance needs of respondents in psychological aspects indicated that, majority (65.8%) of the respondents indicated average need of psychological guidance and 20.8% of them indicated high need of psychological guidance. About 13.4% of them indicated low need of psychological guidance. The educational guidance needs of respondents revealed that 50% of the respondents indicated average need of educational guidance, 34.2% of them indicated low and 15.8% indicated high need of educational guidance. The need of vocational guidance among the respondents indicated that 51.6% of the respondents indicated average need of vocational guidance, 29.2% of them indicated low and 19.2% of them indicated high need of vocational guidance. The results thus indicated that the urban adolescents need average level of guidance in physical, social, psychological educational and vocational aspects. Kenneth (2007) opines that adolescents have to be guided at the school level as it helps them to find suitable education and career later. Kashoniet. al, (2009) opines that by providing guidance services at schools the retention of students in school could be improved as it reduces the dropout rate, academic achievement of the students could be improved and misbehaviors be was minimized. The guidance also helps the students to develop better self-esteem and good inter personal relationships.

Table 2: Guidance needs of adolescent boys and girls

Level of Guidance	Respondents				χ^2 Test
	Male		Female		
	N	%	N	%	
Low	23	38.3	23	38.3	4.50 ^{NS}
Average	11	18.3	20	33.3	
High	26	43.4	17	28.4	

NS: Non-Significant, χ^2 (0.05, 2df) = 5.991

The gender wise need of guidance of the respondents is depicted in Table 2. With regard to the male respondents, it was observed that 43.4% of them need high level of guidance, 18.3% of them indicated average need of guidance and about 38.3% of them indicated low need of guidance. With regard to the female respondents, it was found that 33.3% of them indicated average need of guidance and 28.4% of them indicated high need of guidance. About 38.3% of them indicated low need of guidance. The comparison of boys and girls in the high need of guidance reveals that a higher percentage of boys indicated a high need of guidance when compared to the girls. However the chi square test (χ^2 value = 4.50^{NS}) reveals no significant difference between gender and need of guidance among the respondents. Thus it is inferred that gender do not play a significant role with the guidance needs of adolescents. Both the adolescent boys and girls need high level guidance. Agnihotri (2012), also reports no significant difference between boys and girls in their guidance needs.

CONCLUSION:

The results of the study on guidance needs of urban adolescents indicated that the urban adolescents need average level of physical, social psychological educational and vocational guidance. Both boys and girls require average to high level of overall guidance. Gender of the adolescent does not play a significant role as far as the guidance in physical, social psychological educational and vocational aspects are concerned. Adolescents need guidance in various aspects for the smooth transition in to adulthood.

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