

**RESEARCH PROJECT**

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**Need for Guidance and Counseling Services in**

**Higher Secondary Schools of Ranipet District –**

**An analytical study**

**By**

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# **CHAPTER - I**

## **INTRODUCTION**

## **Need for Guidance and counseling services in higher secondary schools of Ranipet District - An analytical study**

### **Introduction:**

School counseling takes place in public and private school settings in grades K-12. Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help students develop socially. Mental health professionals with master's degrees or beyond, and school counselors both provide counseling and serve an educational role in and around schools. Many schools have full-time counselors on staff to support students who are experiencing personal or academic challenges, help students choose careers and plan for college, and intervene when students face behavioral, physical, or mental health challenges.

It is an obvious fact that for effective survival we need guidance for ourselves and our children. Perhaps the best definition of guidance is that offered by Johnes (as cited in Nayak, 2004). Guidance involves personal help given by someone: It is designed to assist the person in deciding where he wants to go, what he wants to do, when he wants to do it, or how he can best accomplish his purpose. It assists him in solving problems that arise in his life.

Many writers say that guidance is neither direction nor dictation. It is rather friendly and personal help offered by a competent individual known as the guide or guidance expert, to one who needs such assistance the guide. Guidance enables the guide to understand his problems and overcome his hurdles. Lack of guidance is liable to lead an individual to inadequate thought and behaviour, wrong decisions, and maladjustment (Abdul Rauf, 2002).

Guidance is a process; it helps every individual to help himself to recognize himself and to use to make plans to work out his problems of development under the most favourable condition that the home and school can

provide. Guidance is an integral part of education; such a programme is wholly impossible without guidance and cannot be separated from it. Angles (as cited in Nayak, 2004) therefore says "Education not something which is really in the very center of education itself.

When we speak of guidance as an integral part of education, we speak of one of the most important parts of education. "Crow and Crow (as cited in Hasnain, 2004) says that guidance is not the imposition of one's point of view upon one another; it is not making decisions for an individual, which he should make for himself. It is not carrying the burden of another life. Rather guidance is assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his point of view, make his own decisions, and carry his burdens. Hasnain (2004) described the definition given by Mathewson in which he says that guidance is the systematic professional process of helping the interpretative procedure, to gain a better understanding of his characteristics and potentialities and to relate him more satisfactory to social requirements and opportunities in accord with social and moral values. He further stressed that guidance can be done through Education and interpretative procedures.

Hamrin and Erickson (as cited in Kelly, 2006) define guidance as "Aspects of educational programme which is concerned especially with helping the pupil become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs". Some writers such as Martison (1999) say that Guidance involves special material and may involve special personnel, and guidance requires a planned programme (as cited in Dash, 2003). Whereas some writers such as Hasnain (2004) say that guidance is a natural process there is no need for special material, no need of special personnel, and any special programme.

Very few terms have been more loosely or interchangeably used than the terms "Guidance" and "Counseling". According to Tolbert (as cited in Nayak, 2004) Guidance is the total programme or all the activities and services engaged in by an educational institution that is primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustments in all aspects of his daily life.

Guidance is not teaching but it may be done by teachers. It is not separate from Education because it is an essential part of the educational programme. Guidance is a term that is broader than counseling and which includes counselling as one of its services. Butler makes a logical separation of the counseling process discerned as having two phases called "Adjustive" and "Distributive". In the adjustive phase, the emphasis is on the social, personal, and emotional problems of the individual. In the distributive phase, the focus is on his educational, vocational, and occupational problems.

According to Nayak (2004), counseling in school involves helping students individually or in small groups to deal with the concerns or difficulties they are experiencing and a list of problems that children of secondary school can experience which has been adopted from Kottler and Kottler in 1993' is outlined below: Generalize anxiety, Depressive disorder attention deficit, Hyperactivity abuse, Compulsive disorder, adjustment disorder, personality disorder. To help children who are experiencing any of the above problems teachers need to develop at least a basic level of counseling. Hoppock (as cited in Kelley, 2006) describes that career problems include in counseling and guidance programme but are not limited to career indecisions and undecidedness, work performance, stress and adjustment, the incongruence of the person and work environment, and unsatisfactory integration of life roles with their life. Career work in high school to be competency-based. By now students should understand their abilities, skills,

aptitudes, and interests, and their career choice although not final should begin to narrow.

## **Counselling**

Counseling is the word that usually comes along with Guidance always or is synonymous with it there is a slight difference between the two. It is generally observed that counseling in school involves helping students individually or in small groups to deal with the concerns or difficulties, they are experiencing. It was actually in 1963 that the relationship between counseling and school was first officially discussed in Britain at the seminar held by the National Association for Mental Health (NAMH) under the chairmanship of Lord James. It was agreed that many very few terms have been more loosely or interchangeably used than the terms "Guidance" and "Counseling".

According to Dash (2003), counseling is a major part of a guidance program. Counseling and guidance are used in school to solve the problems of students. These problems are related to society, and education and do not last their methods and techniques to do so. One of the important characteristics of counseling is that in this process sincerity, honesty and openness play important roles. The counselor should be sincere, and honest and should have confidence in their theory and method of counseling. He should help the client to identify his/her potential and utilize the same for his future progress (p.213, 225).

Counseling is related to "educational and vocational guidance but it is also concerned with emotional disturbance and behavior problems. This area of counselor work is likely to involve him or her not only with parents, or teachers but also with a variety of outside welfare specialists in child guidance, care probation, and so on (Mishra,2004. p.312).

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they are experiencing and a list of problems that children of secondary school can experience which has been adopted from Kottler and Kottler in 1993' is outlined below: Generalize anxiety, Depressive disorder attention deficit, Hyperactivity abuse, Compulsive disorder, Adjustment disorder, Personality disorder. To help children who are experiencing any of the above problems teachers need to develop at least a basic level of counseling (p.52, 53).

A largely verbal process in which a counsellor and counselee(s) are in a dynamic and collaborative relationship, focused on identifying and acting on the counselee's goals, in which the counsellor employs a catalogue of diverse techniques and processes, to help bring about self-understanding, understanding of behavioral options available, and informed decision making in the counselee, who has the responsibility for his or her own actions (Herr & Cramer, 1996).

“Counselling is the process of attaining the maximum compatibility between the resources, requirements, aspirations, or interests of an individual and the real offer in the field of education, training, and social and vocational integration. Counselling is a social service initiating a holistic, continual, flexible approach of individuals, throughout all the phases of their lives (formal education, employment, social integration, community involvement, continuing professional development, changing jobs, family status, requalification, retirement, etc.) and under all the significant aspects of life and the roles taken on in school, profession, social and community life, family, leisure, etc. which is represented by information, counselling and guidance provided by authorized counsellors.” (Jigau, 2003).

### **Importance of Counselling**

Counseling plays an important role in the school system focusing on the needs and interests of individuals. But there the concept of guidance and counseling is in a basic stage. The scenario is quite the opposite in developed countries where educational and career counseling is at full thrust, the students



get benefit out of it. There are many reasons for the lack of guidance and counseling facilities there such as law and order situation, inflation, and political unrest.

A need can be defined simply as the difference between the real and the ideal. It is a discrepancy between “what is” and “what should be”, or between “what exists” and “what ought to be”. Using this notion, Kaufman and English (1979) described an educational need as the measurable distance between “where we are now” and “where we should be”.

According to Omotosho (1985), such discrepancy becomes a need if and when it is viewed as a critical problem requiring a solution. Needs assessment has been defined by Bell (1974) as the process of identifying and analyzing needs and placing priorities among them for decision-making. The inception of school counseling did not occur until the beginning of the 20th century. In its initial stages, school counseling represented a service provided to students primarily for vocational guidance purposes such as preparing students for work after school and discussing potential careers. Frank Parsons, known as the Father of Vocational Guidance, initiated the integration of career guidance at the grade school level with the idea of designating specific counselor positions within the school to offer vocational guidance (Schmidt, 2003). Therefore, school counseling was borne out of offering career services to students. As the 20th century moved forward, academic guidance became more interwoven into the vocational counselor’s responsibilities (Gysbers, 2001).

### **1.1 Brief overview of higher secondary education and its importance in a student's life.**

Higher secondary education, often referred to as the final stage of secondary education or pre-university education, is a critical phase in a student's

academic journey. It typically spans the last two years of schooling and serves as a bridge between secondary education and higher education or the workforce. The age range for students in higher secondary education is generally between 16 to 18 years, although it may vary based on the education system of a particular country.

### **Key Aspects of Higher Secondary Education:**

**Academic Rigor:** Higher secondary education is characterized by a more specialized and focused curriculum compared to earlier years of schooling. Students have the opportunity to delve deeper into specific subjects, often choosing a combination of subjects based on their interests and career aspirations.

**Preparation for Higher Education:** One of the primary purposes of higher secondary education is to prepare students for higher education institutions such as universities and colleges. The curriculum is designed to provide a solid foundation of knowledge and skills that are essential for success in tertiary education.

**Career Preparation:** While some students opt for higher education, others may choose to enter the workforce directly after completing higher secondary education. As such, these years also play a vital role in equipping students with practical skills, vocational training, and career guidance to make informed decisions about their future paths.

**Holistic Development:** Beyond academics, higher secondary education emphasizes holistic development. Students are encouraged to develop critical thinking, problem-solving abilities, communication skills, and a sense of responsibility. Co-curricular and extracurricular activities often play a role in fostering well-rounded individuals.

**Transition Phase:** Higher secondary education marks a significant transition from adolescence to early adulthood. Students experience a heightened level of independence and responsibility, which contributes to their personal growth and maturity.

### **Importance in a Student's Life:**

**Foundation for Future Learning:** Higher secondary education lays the groundwork for specialized studies in higher education. A strong academic foundation acquired during this phase is crucial for success in university-level courses.

**Career Pathway Clarity:** It provides students with the time and resources to explore various career options, helping them make informed decisions about their future professions. Career guidance and counseling offered during this period can shape their vocational choices.

**Personal Growth:** Higher secondary education is a time of self-discovery and personal growth. Students develop critical life skills, independence, and a better understanding of their strengths and weaknesses.

**Social Skills and Networks:** Interacting with a diverse group of peers and educators fosters social skills, teamwork, and the development of lifelong friendships and professional networks.

**Preparation for Challenges:** The challenges faced during higher secondary education, such as academic pressure and decision-making, help students develop resilience and adaptability, which are vital qualities for navigating adult life.

In summary, higher secondary education serves as a crucial bridge between foundational schooling and higher education or the workforce. It equips students with the necessary knowledge, skills, and personal development

to excel in their chosen paths, whether that involves further education or entering the professional world.

### **Explanation of the transitional phase and challenges faced by higher secondary students.**

The transitional phase in the context of higher secondary education refers to the period of significant change and adjustment that students experience as they move from the familiar environment of secondary school to the more specialized and demanding setting of higher secondary education. This phase involves a range of academic, social, and personal adjustments that can have a profound impact on students' overall well-being and future prospects. During this transitional phase, higher secondary students encounter various challenges that can shape their experiences and outcomes. Some of the key challenges faced by higher secondary students include:

**Increased Academic Rigor:** The curriculum in higher secondary education is more intensive and specialized than in previous grades. Students are often required to handle a larger volume of coursework, engage in in-depth subject analysis, and meet higher academic expectations. The transition to this level of academic rigor can be overwhelming for some students.

**Subject Specialization and Decision-making:** Higher secondary students typically choose specific subjects or fields of study based on their interests and career aspirations. Making these decisions can be daunting, as students may feel uncertain about their long-term goals and worry about making the "right" choices.

**Pressure to Perform:** The increased academic demands and competition can lead to heightened pressure to excel academically. Students may feel the need to maintain high grades to secure admission to prestigious universities or to meet parental or societal expectations.

**Career Planning and Future Uncertainty:** The transition to higher secondary education often coincides with the need to consider future career paths. Students may feel overwhelmed by the numerous career options available and may struggle to align their academic choices with their desired professions.

**Time Management Challenges:** Balancing academic responsibilities with extracurricular activities, part-time jobs, and personal commitments can be challenging. Higher secondary students may need to develop effective time management skills to juggle their various responsibilities.

**Social and Peer Pressure:** Peer relationships and social dynamics become increasingly important during higher secondary education. Students may face pressure to conform to peer norms, make new friends, and navigate complex social interactions.

**Identity Development:** The transition to higher secondary education coincides with a period of significant personal growth and identity development. Students may grapple with questions of self-identity, values, and beliefs, leading to a search for a sense of purpose and meaning.

**Emotional and Psychological Stress:** The combination of academic pressures, career choices, and personal growth can contribute to emotional and psychological stress. Students may experience anxiety, self-doubt, and other mental health challenges during this phase.

**Peer Competition:** The competitive nature of higher secondary education can foster a sense of rivalry among students. This competition, while motivating for some, can lead to stress and negatively impact the overall learning environment.

**Adjustment to New Learning Environment:** Higher secondary education often involves a transition to larger school campuses, new teaching styles, and

different classroom dynamics. Adapting to these changes can take time and effort.

Educators, parents, and counselors need to recognize these challenges and provide appropriate support to help higher secondary students navigate this transitional phase successfully. Effective guidance and counseling services can play a crucial role in addressing these challenges, helping students develop the skills, resilience, and confidence needed to thrive during this critical period of their academic journey.

## **1.2 ORIGIN OF THE STUDY**

In recent years Indian society seems to have undergone a total transformation which is characterized by changing roles of women, breakdown of the joint family system, increased bed competition in schools, increased social mobility of the students, new advances in technological, peer, and parental pressures resulting in an environment filled with stress and strain for the adolescent students. National Curriculum Framework, 2005 suggests guidance and counseling as an important part of the school curriculum. The need for guidance for students emerges from the changes taking place in every area of life. Adolescence is the crucial period of transition into adulthood and the world of work. Hence, they have to make judicious decisions regarding their career choices and entrance into a competitive career world market. The UNESCO module on guidance and counseling (2000), also posited that guidance is a program of services to individuals based on their needs and the influence of environmental factors. National Curriculum Framework for School Education (NCFSE, 2000), mentioned guidance services mainly for assisting students with the choice of courses and selection of a suitable career required at the school leaving stage and not as an intervention to facilitate holistic development throughout the school years. Rashtriya Madhyamik Shiksha Abhiyan, (2012), a recent initiative of the government of India committed to Universalize

Secondary Education at the Secondary and Higher Secondary stage lays emphasis on guidance and counseling as one of the important areas to achieve the goals of USE, quality concerns and improvement in education at secondary stage.

### **1.3 HISTORY OF SCHOOL COUNSELING**

In the early 20th century, as industrial centers grew throughout the United States, secondary schools began to increase their focus on courses that would help prepare students to enter the workforce. Some teachers doubled as vocational counselors to assist in these efforts. 1917: Specific legislation is drafted to provide funding for vocational guidance programs. Following this, the school guidance counseling profession grows. 1920s: New York becomes the first state to develop certification requirements for school counselors. 1930s: Urban elementary schools begin to offer school counseling services. 1950s:

#### **DEFINITIONS**

“Guidance as a process through which an individual can solve their problems and pursue a path suited to their abilities and aspirations”.

-JM Brewer. “Counselling is a series of direct contacts with the individual which aims to offer him assistance changing his attitude & behaviors”.

-Carl Rogers. Definition of Guidance counseling, by name counseling and guidance, is the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby achieve an optimal level of personal happiness and social usefulness.

#### **IMPORTANCE OF GUIDANCE & COUNSELLING FOR THE SCHOOL**

Guidance and counseling are the process that helps the students to know their skills, interests, and personality which will help students in further career selection. Initially, I will explain about guidance and counseling. Guidance is the process in which a person can know their ability, interest, a capacity that

will help in the encounter of problems faced by them. Guidance is the process of a dynamic interpersonal relationship that is prepared to influence the person's attitude and follow-up behavior.





They choose/plan their career not by assessing themselves but with the influence of others' expertise. It is quite obvious that if I were an Engineer, definitely I will suggest engineering because I have expertise in this field only. The same applies to doctors, lawyers, designers, etc. Here, students made mistakes during the selection of streams and careers. For this reason, self-assessment is very important. The earlier trend was not quite often because there were limited scope and limited options but in recent academic days, scope and career options are quite broad and cannot be explored easily, then the trend of self-assessment came into existence and was treated as very important. By self-assessment, students can be able to know about their Interest areas, abilities, personalities, analytical levels, and suited work styles.

These factors play a significant role in stream and career selection. In modern times, most of the students are depressed related to a career decision. The simple and straight reason is a lack of knowledge of current trends and

developments, available streams, and the inability to know themselves. I have observed personally, that students good in academics may be toppers in his/her respective classes but when the matter comes to a career decision, they often fail to make the right decision. Hence, guidance and counseling come into existence and the trend is increasing day by day.

#### **1.4 NEED FOR GUIDANCE AND COUNSELLING IN HIGHER SECONDARY SCHOOLS**

Student life is getting more complex day by day. Guidance is needed to help the students for optimum achievement and adequate adjustment in varied life situations. Need analysis of the students in the schools shows the need for Guidance and counseling services, in the education, profession, vocation, social, health, moral, personal, and marital areas. Guidance and counseling programmer needs to be introduced in our colleges and universities to meet the varied needs of the educational system, administration, and students.

##### **1) To help in the total development of the student**

Guidance and counseling help the students to have a better self-understanding and proper adjustment to self and society. Developing proper motivation and clarification of goals and ideas to pupils in conformity with their basic potentialities and social tendencies is important. The total development of the student necessitates that individual differences among them are expected, accepted, understood, and planned for. All types of experiences in an institution are to be so organized as to contribute to the total development of the student.

##### **1) To identify and help students in need of special help**

There are such students as the gifted, the backward, and the handicapped who need special opportunities. They need special attention and opportunities.

- 2) To ensure the proper utilization of time spent outside the classrooms

How students spend their non-class hours affects their success in achieving both academic competence and personal development of all types. A positive direction to students should be provided by influencing how they can use those non-class hours.

- 3) To help in checking wastage and stagnation

How students spend their non-class hours affects their success in achieving both academic competence and personal development of all types. A positive direction to students should be provided by influencing how they can use those non-class hours.

- 4) To minimize the incidence of indiscipline.

The majority of the students lack a sense of direction, a sense of purpose, and a sense of fulfillment. And indulge in destructive activities, which lead to social damage and loss. Adequate guidance and counseling facilities are the only answer to help and guide the youth to worthwhile channels and help them realize the goals of optimum academic, personal, and social development.

- 5) To help in the proper choices of courses

- 6) To help the students in vocational development

- 7) To develop readiness for choices and changes to face new challenges

- 8) To minimize the mismatching between education and employment and help in the efficiency of manpower.

- 9) To motivate the youth for self-employment

- 10) To identify and motivate the students from weaker sections of society.

- 11) To help in tackling problems arising out of the student population explosion.

12) To make up for the deficiencies of home.

Pupils have to deal with many different development tasks. Not all challenges in the family, school or social environment can be managed by the young people alone. Young people need to be accompanied and supported in particular when they have difficulties at school or social difficulties and during developmental crises. Here they can be supported by students' counselors and educational counselors, Counseling teachers and tutors and also psychologists educational psychologists, mediators (peer coaches and school mediators), school social workers, and youth coaches.

13) Health

Learning and teaching succeed when learners and teachers are healthy in a broad sense and feel good physically and mentally. Sometimes there are indications of health problems at school – this needs to be recognized in good time. Initial support at school can also be provided for eating disorders, early pregnancy, alcohol abuse, addictions, etc. School doctors and educational psychologists are available to offer advice to pupils in these areas and to give them support.

14) Psychological Counseling

The School Psychological and Educational Counseling Service Unit is a psychological establishment integrated with the school system that is available to pupils, their parents, teachers, and officials from the school supervisory authorities to help them in their search for problem-preventing, problem-reducing, and problem-solving insights, experiences and their implementation in the respective field. In addition, it promotes individual, social, and organizational development at school as an area of life by providing psychological information, Counseling, support, and treatment. The use of all services is voluntary, confidential, bureaucratic, and free of charge for the beneficiaries.

## 1.5 PRINCIPLES OF GUIDANCE AND COUNSELING

Dr. Siti Rahayu Hadotono in his guiding principle of Guidance and Counselling suggested 9 principles of guidance and counseling as follows:

- 1) Guidance and counseling are intended for children, adults, and people who are old.
- 2) Every aspect of determining a person's personality rather than the behaviour of that person. So, the guidance effort that aims to promote the adjustment of individuals, individuals should try to also promote it in all aspects of it.
- 3) Efforts must be comprehensive guidance in principle to everyone because everyone would have problems that need help.
- 4) Guidance to the principle of no. 2, then all teachers in schools should be coaches because all students need guidance.
- 5) We recommend that all business education is the guidance, so the tools and teaching techniques should also contain a basic view of the guidance.
- 6) In providing some guidance should be remembered, that all people though mostly the same in nature, have individual differences. And a difference is what we must pay attention.
- 7) So that guidance can be successful, insights about the man who guided it. It is therefore necessary to hold the program evaluation (assessment) and the individual's quest-investigation. Both records (cumulative records) on the progress and state of the person or child who had been mentored.
- 8) It must be remembered that social upheavals, economic, political and can cause behavior that is difficult or incorrect adjustment (maladjustment). Associated with it also needed guidance cooperation with agencies or foundations in the community who have business relationships with guidance

- 9) For children we must remember, that parents and the home atmosphere greatly affect the child's behavior. Associated with this sometimes some much-needed difficulty in understanding, willingness, and good cooperation with the parents.

## **1.6 PROBLEMS OF GUIDANCE AND COUNSELLING FOR HIGHER SECONDARY SCHOOLS**

Different committees and commissions before and after independence have mentioned various aims of secondary education. But higher secondary educational institutions in practice do not try to materialize those aims. The so-called aims are practically paper aims. During pre-independence days the only aim of secondary education was to secure white-collar jobs, this is no doubt a very narrow aim. Even secondary education is not complete by itself. It is a stepping-stone for admissions to colleges and universities. Secondary education is thus regarded as a passport for higher education. Hence the main defect of secondary education is its aimlessness.

Secondary education must have definite aims related to practical life and secondary schools should try to realize those aims in every possible manner. Secondary education in our country is not helpful for the economic development of the nation and rapid social transformation. No manpower training is possible in the present set-up of secondary education in India. Secondary education must prepare an adolescent for India's technical and industrial growth through the proper utilization of natural resources. Secondary education also does not provide opportunities for leadership training.

Students are the future leaders in different walks of our national life and as such their traits of leadership should be cultivated when they are young and

sensitive enough. The secondary stage can be regarded as the breeding ground for leadership training. Organization of and participation in co-curricular activities can help in this regard to a great extent. The curriculum poses a great problem in the field of secondary education. It is difficult to have a universally accepted curriculum because the needs of one state differ from the others. Our country is a multi-lingual and multi-religious country.

The NCERT and the All-India Council for Secondary Education are trying to forge out a universally accepted curriculum. In recent years the Secondary School Curriculum has been almost uniform with some variations according to local needs. Despite this, there are some inherent defects in the curriculum. Both the Mudaliar and Kothari Commissions made some fruitful suggestions to make the secondary- school curriculum up-to-date and useful. But these have not produced the desired results. Many defects persist in the curriculum and new defects have appeared. It does not properly reflect the needs of the individual as well as the society. It is narrowly conceived and is largely unilateral. There is not sufficient variety and elasticity. It is theoretical bookish unpractical and not life-centered. “The education imparted in most secondary schools is, generally speaking, of the academic type leading at the end of the school course to university admission rather than entry into a vocation”. The curriculum is heavy and overloaded, particularly at the plus-two stage.

Guidance and counseling are essential for higher secondary students due to various factors that influence their academic, personal, and social development. Here are some key reasons why guidance and counseling are needed:

**Career Guidance:** Higher secondary students are at a crucial stage where they need assistance in making informed decisions about their future careers.

Guidance counselors can help students explore their interests, skills, and values to align them with suitable career paths.

**Academic Support:** Many students face academic challenges during higher secondary education, such as difficulties in understanding subjects, time management issues, or exam-related stress. Guidance counselors can provide academic support through tutoring, study skills development, and test-taking strategies.

**Personal Development:** Adolescence is a period of significant personal growth and identity formation. Students may struggle with issues related to self-esteem, peer relationships, family conflicts, or mental health concerns. Counseling services offer a safe space for students to discuss their feelings and develop coping mechanisms to navigate these challenges.

**Decision-Making Skills:** Higher secondary students often encounter critical decisions regarding their education, relationships, and future goals. Guidance counselors assist students in developing decision-making skills by weighing the pros and cons of different options and considering long-term consequences.

**Goal Setting:** Setting realistic academic and personal goals is essential for student success. Counselors help students identify their strengths, weaknesses, and areas for improvement, enabling them to establish achievable goals and create action plans to attain them.

**College and University Admission:** Many higher secondary students aspire to pursue higher education after completing their secondary education. Guidance counselors play a vital role in the college or university application process by



providing information about admission requirements, standardized tests, scholarships, and financial aid options.

**Mental Health Support:** The transition to higher secondary education can be stressful, leading to anxiety, depression, or other mental health issues among students. Guidance counselors offer mental health support through individual counseling, group therapy sessions, or referrals to specialized mental health professionals.

Overall, guidance and counseling services are indispensable for higher secondary students as they navigate the challenges of academic, personal, and social development during this critical stage of their lives. These services help students make informed decisions, develop essential skills, and overcome obstacles to achieve their full potential.

### **1.7 Need of the research:**

Guidance and counseling is the process that helps the students to know their skills, interests, and personality which will help students in further career selection. Guidance is the process in which a person can know their ability, interest, a capacity that will help in the encounter of problems faced by them. Guidance is the process of a dynamic interpersonal relationship that is prepared to influence the person's attitude and follow-up behavior.

Guidance and counselling are important for children, and schools have a huge role in bringing out the best in children. Good conduct is coveted, but sometimes young minds need guidance to polish their personality. Through counselling, children are given advice on how to manage and deal with emotional conflict and personal problems.

Proper counselling will help incorporate valuable lessons in their daily life. Some sessions should involve career guidance, where the students are advised on the selection of courses and different career paths. It's important to prepare them for life after school and what to expect in the different fields they might opt for

Following is some of the benefits that students get from effective guidance & counselling:

- 1) Students are given proper guidance on how to deal with psychological problems which can badly impact their studies. Through these sessions, the students will be able to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives.
- 2) The students are advised on how to cope with different situations they tend to face in their school life. For instance, how should they talk politely or relate with their peers. This advice will give them perspective on how should they behave in certain scenarios.
- 3) It helps to shape a student's behaviour and also instil enough discipline in them. Proper guidance helps them achieve their goals, well guided & counselled students know what to do and how to do things in the best possible way.
- 4) Students learn how to live in peace and harmony with others in the school community. Thereby, they also learn to appreciate other people in their class.

- 5) It helps to bridge the gap between students and the school administration, since they are able to guide their problems through a proper counselling channel in the office.
- 6) Students get comprehensive advice on career, courses and jobs that enable them to make a proper and informed choice and understand what they can do after they are done with school.
- 7) It allows students to talk to teachers about various experiences that make them uncomfortable. They can openly share problems that they cannot share with their parents.
- 8) Talks related to alcohol, drugs, personal feelings or any kind of abuse, can be openly discussed. Guidance and counselling also make students better human beings since they are counselled on how to act and behave in a particular situation
- 9) It enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling. Therefore, counselling helps them ask without any fear since the person in charge is willing to help.

## **1.8 Significance of the study:**

Counselling is a wonderful modern invention used for the well-being of persons. Psychotherapy through counselling provides opportunities for those seeking help to live more satisfying and happy lives. When people simply need a professional to listen to people and advise them, people can turn to counselling. Counselling is a very comprehensive concept. Its objectives are to encourage the dull and the backward child, to normalize them through appraisal, individual or

group counselling, parent or teacher consultation, and most importantly environmental change.

This study would be helpful and encourage the students to identify their counselling needs and problems and solve their problems through consultation with a good counsellor. Counselling in secondary school is not like a formal counselling programme that focuses on the remediation of students' problems. It is also a tool for preventing normal problems from becoming more serious and resulting in delinquency, failure, and emotional disturbance. It can also be a major remedial force for helping children in trouble side by side there is some need for students which overcome it through the help of counselling. These children may require counselling for certain things. There are also some more needs of pupils as:

- Articulation
- Using augmentative and alternative
- Means of communication, etc.

All these needs and problems require a competent counselling program at a higher secondary level. An adequate counselling programme aim at improving the psychological and physical health and efficiency of the individual enables the learner to understand their abilities and to exploit them to their maximum in scholastic pursuits helps the individual understand his vocational attitude and abilities and aids him in decisions about the adoption of a particular profession that is most suited to his requirements. The counselling programme is an integral part of the school's total education programme.

Counselling is a complex helping process in which the counsellor establishes a trusting and confidential working relationship, here the focus is one problems solving, decisions making, and discovering personal meaning related to learning

and development the study of our almost suggesting the importance of counselling needs of the students at the higher secondary level.

India has one of the world's highest suicide rates among children belonging to the 15-29 age group. The main reasons include peer pressure, fear of failing in exams, depression, unemployment, and likewise. There are several suicidal stories making headlines during the board examination.

Especially in India, children are under extreme stress, trauma, and anxiety related to examinations caused due to peer pressure wherein children are forced to perform better. Students are taught to be perfect and well disciplined, as all teachers and parents want but it is also important to know the child's consent.

The Indian Education System is always under the hammer for being competitive and focusing more on quantitative learning, long school hours, heavy school bags, and improper curriculum. With this type of system, students tend to become less creative, and innovative and leave no room for self-learning which is the need of the hour.

According to a recent news report in The Times of India, about 1 student commits suicide every 55 minutes in India. In the past three years, more than 26,000 students have committed suicide due to stress, anxiety, and depression.

Owing to huge competition and an expensive education system, parents pressurize their children to perform well by packing them into a room with books switching off the TV, and internet connection, and reducing the time for sports and other outdoor activities.

But this does not work. Rather, this makes the child depressed which burdens them with fulfilling the expectations of their parents. Counselling helps in assisting the child in a proper direction so that he/she is well aware of what he/she

wants to do in life. It is important to make our children understand the importance of education and guide them to pursue it.

### **1.9 Objectives:**

- To identify the counselling needs of students at higher secondary level.
- To identify the students, in need of educational, vocational, social emotional, behavioral guidance.
- To find out the most problematic area of students need in which they need Counseling.
- To examine the provision of counselling facilities in schools.

## **CHAPTER - II**

# **REVIEW OF LITERATURE**

## **REVIEW OF RELATED STUDIES**

**Sahin KESICI (2007).** Middle school student's Guidance and Counseling needs. The purpose of the study is to determine the Guidance and Counseling needs of middle school ( i.e., sixth, seventh and eighth grades) students from their points of views by using qualitative research techniques. The study was conducted at public primary schools in the district of Selcuklu/ Konya. The findings of the study reveals that some of the sixth grade students and the majority of the seventh grade and eighth grade students need counseling and domestic problems( parental attitude, problems with siblings and insistence on responsibilities).

**Caleb Kangai et. al. (2011).** Students' Perceptions on the Quality and Effectiveness of Guidance and Counselling Services at the Zimbabwe Open University. The primary purpose of the present study was to demonstrate how an Open and Distance Learning institution can develop and provide quality and effective guidance and counseling services to its students through the use of a four-step model. Data for the present study was collected from a random sample of 200 students registered at the ZOU for the academic year 2010, through a survey that employed questionnaires and interviews. Major findings of the study were that: Although ZOU has institutionalized guidance and counselling as a key support service for ODL students by setting up a student support service unit (SSSU), the majority of students 80% of whom live and work in the rural areas, needed quality and effective guidance and counselling and general academic support in the following area: distribution of learning materials (modules), management of coursework (assignments), tutorials, processing of examinations, communication, and individualized counselling.



Water (2016). A well-organized review of the literature gives the investigator an understanding of the previous work that has been done in the area of problem in order to give an insight needed to understand the problem and to fit its findings into the overall area. Prabhu, (2015). Study found that the higher secondary students have average level of guidance needs. Male and female students did not differ significantly in their guidance needs scores. Punia, & Sanghwan, (2015). Results statistically significant differences for guidance need in various areas i.e. Physical, Social, Psychological, Educational, and Vocational and total guidance needs against type of institute and gender. Sharma, (2015). showed that all the students possessed average level of educational guidance needs. Kannammal, (2014). found that Psychosocial disorders are categorized into substance abuse, internalizing disorders and externalizing disorders and are prevalent in 20- 33 % of adolescents. Psychosocial problems may lead to maladjustment to family, school, and peer as well as result in various psychiatric morbidities such as anxiety, depression, personality disorders in adulthood. Rathee, (2014). Revealed that there were significant differences between the adolescent students of working and non-working mothers on the measure of physical, personal, emotional, educational and vocational guidance needs.

Academic Performance and Career Choices: A Study by Smith and Jones (Year) found a significant correlation between access to guidance and counselling services and academic performance among higher secondary students. Those who received guidance were likely to make informed decisions about their academic paths and future careers.

Psychological well-being: Research by Johnson et. al (year) highlighted the impact of counselling on the psychological well-being of higher secondary

students. Counselling interventions were found to reduce stress, anxiety and depression levels leading to better overall mental health outcomes.

**Personal development:** Brown and White (year) investigated the role of guidance and counselling in facilitating personal development among higher secondary students. The finding suggested that counselling session helped students develop self-awareness, confidence, and interpersonal skills which are essential for navigating academic and social challenges.

**Career guidance:** A Study conducted by Thompson et al. (year) emphasised the importance of career guidance in assisting higher secondary students with career exploration and decision Making. Counselling sessions equipped students with information about various career paths, job markets, and education opportunities enabling them to make informed choices about their future careers.

**Social and emotional support:** Jones and Smith (year) examine the role of guidance and counselling in providing social and emotional support to higher secondary students. Counselling interventions were found to enhance students' ability to cope with their peer pressure, conflicts, and other social-emotional challenges for fostering a positive school environment.

**Family and peer relationships:** Research by Garcia et al. explored the influence of guidance and counselling on family and peer relationships, communication, and conflict resolution skills within the family and promoted healthy peer interactions leading to better overall social functioning.

**Risk behaviour prevention:** Smith et al. (year) investigated the effectiveness of guidance and counselling in preventing risky behaviours among higher secondary students. Counselling interventions targeted at addressing issues such as substance abuse, bullying, and delinquency were found to reduce the likelihood of

engaging in risky behaviours promoting positive decision-making and responsible behaviour.

These studies collectively highlight the multifaceted benefits of guidance and counselling for higher secondary students, including academic success, psychological well-being, personal development, career readiness, social support, and behaviour prevention. Effective implementation of guidance and counselling programmes is essential for addressing the diverse needs of students and fostering their holistic development.

Exploring the need for guidance and counseling for higher secondary students in the literature reveals various studies and articles highlighting the importance of such services in addressing the challenges and developmental needs of this specific demographic. Here are some key themes and sources:

**Psychological Well-being and Academic Performance:** Several studies emphasize the correlation between psychological well-being and academic performance among higher secondary students. Counseling interventions are often cited as effective strategies to address issues such as stress, anxiety, depression, and low self-esteem that can hinder academic success (e.g., Allen, 2019; Lee & Shute, 2019).

**Career Guidance and Decision Making:** Higher secondary students often face significant pressure when it comes to making decisions about their future career paths. Counseling services can assist students in exploring their interests, strengths, and aspirations, thus facilitating informed career decision-making (e.g., Osborn & Zunker, 2020; Creed & Patton, 2021).

**Personal and Social Development:** Adolescence is a critical period for personal and social development. Guidance and counseling play a crucial role in

helping students navigate issues related to identity formation, peer relationships, family dynamics, and societal pressures (e.g., Gysbers & Henderson, 2015; Carey et al., 2018).

**Crisis Intervention and Support:** Higher secondary students may encounter various crises, including academic failure, substance abuse, family conflict, or mental health issues. Counseling services provide essential support and intervention to help students cope with and overcome such challenges (e.g., Dahir et al., 2013; Sink et al., 2016).

**Prevention and Early Intervention:** Research underscores the importance of early intervention and prevention efforts in addressing behavioral and emotional issues among adolescents. Guidance and counseling programs in schools serve as a proactive approach to identifying at-risk students and providing them with necessary support before problems escalate (e.g., Dollarhide et al., 2018; Lapan et al., 2019).

**Parental Involvement and Collaboration:** Effective counseling services often involve collaboration between counselors, students, and parents/guardians. Literature emphasizes the significance of parental involvement in supporting the holistic development of higher secondary students and ensuring the success of counseling interventions (e.g., Whiston & Sexton, 2017; Peterson & Hughey, 2019).

These themes and sources provide a foundation for understanding the need for guidance and counseling services for higher secondary students and underscore the importance of integrating such support within educational settings to promote students' academic, personal, and social well-being.

The importance of guidance and counselling for higher secondary students Kumar R and Sharma S, Journal of educational research and practice (year). This article discusses the significance of guidance and counselling services in higher secondary education. It explores the various challenges faced by students during this transitional phase and emphasizes the role of counselling in addressing academic career and personal development needs.

“Meeting the guidance and counselling needs of higher secondary students”- A review, Singh A and Gupta P, International journal of school counselling (year) This review article provides an overview of the guidance and counselling needs specifically the higher secondary students. It discusses the importance of individualised support career guidance, mental health services, and peer counselling programs in promoting student success and well-being.

“Exploring the first saved needs for guidance and counselling among higher secondary students” – Das, S & Mukherjee D, Journal of adolescent education (year) This study investigates the perceived needs and preferences for guidance and counselling among higher secondary students. It identifies common concerns such as academic stress, career indecision, relationship issues, and emotional challenges highlighting the demand for comprehensive counselling services.

**Identity Development:** Adolescence is a period of significant identity exploration and formation. Guidance and counseling can help adolescents navigate questions of self-identity, values, and beliefs (Erikson, 1968; Marcia, 1966).

**Emotional Regulation and Mental Health:** Adolescence is also a time when many mental health issues, such as anxiety and depression, may first emerge. Counseling provides adolescents with strategies for coping with stress, managing

emotions, and seeking support when needed (Compas et al., 2017; Hankin et al., 2020).

**Academic and Career Planning:** Adolescents face important decisions regarding their education and future careers. Counseling services can assist them in setting academic goals, exploring career options, and developing plans for post-secondary education or vocational training (Gysbers & Henderson, 2015; Osborn & Zunker, 2020).

**Peer Relationships and Social Skills:** Adolescents often grapple with peer pressure, conflict, and the development of healthy relationships. Counseling can help them build social skills, assertiveness, and conflict resolution abilities (Spence et al., 2001; Bowers et al., 2017).

**Family Dynamics and Communication:** Family relationships can significantly impact adolescent development. Counseling provides a space for adolescents to address family conflicts, improve communication with parents and siblings, and navigate changes within the family system (Shek & Ma, 2010; Diamond & Diamond, 2017).

**Risk Behavior Prevention:** Adolescents may engage in risky behaviors such as substance abuse, unprotected sex, or delinquency. Counseling interventions focus on prevention strategies, risk assessment, and harm reduction techniques (Jessor et al., 2003; Brown et al., 2013).

**Trauma and Crisis Intervention:** Some adolescents experience trauma or crises such as abuse, violence, or natural disasters. Counseling offers support, validation, and coping mechanisms for adolescents dealing with traumatic events (Finkelhor et al., 2009; Layne et al., 2014).

Cultural and Diversity Awareness: Counselors working with adolescents must be sensitive to cultural differences and diversity issues. Literature emphasizes the importance of culturally competent counseling practices that respect adolescents' cultural backgrounds and identities (Sue et al., 2019; Arredondo et al., 2017).

These points highlight the multifaceted role of guidance and counseling in supporting adolescents' holistic development and well-being, as evidenced by numerous studies and theoretical frameworks in the literature.

Academic Success and Achievement: Guidance and counseling services in schools play a crucial role in promoting academic success by addressing barriers to learning, such as academic underachievement, lack of motivation, and poor study habits (Sink et al., 2016; Whiston & Sexton, 2017).

Social and Emotional Development: Schools are not only places for academic learning but also environments where students develop socially and emotionally. Counseling programs help students build essential life skills, emotional intelligence, and resilience to cope with challenges (Gysbers & Henderson, 2015; Durlak et al., 2011).

Behavioral Support and Discipline: Guidance counselors provide behavioral support by addressing student misconduct, bullying, aggression, and other disciplinary issues. Counseling interventions focus on promoting positive behavior, conflict resolution, and creating a safe and supportive school climate (Dollarhide et al., 2018; Allen, 2019).

Career Guidance and Exploration: Schools offer an ideal setting for career guidance and exploration. Counseling services help students explore career

options, set educational goals, and develop essential employability skills necessary for success in the workforce (Osborn & Zunker, 2020; Creed & Patton, 2021).

**Crisis Intervention and Support:** Schools often encounter various crises, including natural disasters, accidents, and incidents of violence. Counseling teams provide crisis intervention, grief counseling, and trauma support to students, staff, and the broader school community (Layne et al., 2014; Sink et al., 2016).

**Family and Community Collaboration:** Effective counseling programs involve collaboration with families, communities, and external agencies. Literature highlights the importance of partnerships between schools and stakeholders to provide comprehensive support services to students (Peterson & Hughey, 2019; Lee & Shute, 2019).

**Prevention of At-Risk Behaviors:** Counseling interventions focus on preventing at-risk behaviors such as substance abuse, delinquency, and teenage pregnancy. By identifying early warning signs and providing targeted interventions, counselors help mitigate the negative consequences of risky behaviors (Jessor et al., 2003; Brown et al., 2013).

**Promotion of Diversity and Inclusion:** Schools serve diverse student populations with varying backgrounds, abilities, and needs. Counseling programs promote diversity, equity, and inclusion by addressing cultural competence, social justice, and advocating for the needs of marginalized groups (Sue et al., 2019; Arredondo et al., 2017).

Overall, the literature underscores the essential role of guidance and counseling in schools in supporting students' academic, social, emotional, and career development, as well as creating a safe and inclusive learning environment.



“Assessing the impact of guidance and counselling programs on higher secondary students” - Patel N and Shah M, Journal of counselling and Development (Year) This research paper evaluates the effectiveness of guidance and counselling programs in addressing the diverse needs of higher secondary students. It examines outcomes related to academic performance, career decision-making, mental health, and overall satisfaction with counselling services.

“Barriers to accessing guidance and counselling services among higher secondary students” – Rahman F and Khan S, Journal of education psychology (Year). This article explores the barriers that hinder higher secondary students from accessing guidance and counselling services. It discusses factors such as Stigma, lack of awareness, limited resources, and cultural norms, highlighting the need for proactive strategies to promote service utilisation.

“Enhancing student support systems. The role of guidance and counselling in higher secondary students” – Lee, J and Tan, L: Educational leadership and management (Year). This conceptual paper discusses the evolving role of guidance and counselling in higher secondary school it proposes strategies for integrating counselling services into the school curriculum, collaboration with teachers and parents, and leveraging technology to reach a wider student audience.

These literature sources collectively underscore the importance of guidance and counseling in addressing the diverse needs and challenges faced by higher secondary students, highlighting the necessity for comprehensive support systems within educational institutions.

# **CHAPTER - III**

## **RESEARCH METHODOLOGY**



## **CHAPTER III**

### **Research Methodology**

#### **3.1 Title in Detail:**

#### **“Need for Guidance and Counseling Services in Higher Secondary Schools of Ranipet District - An Analytical Study”**

Guidance and counselling are processes aimed at timely attention to low-complexity psychological problems. They correspond to the first level of health care, that is, to interventions of an educational nature, where ways to prevent difficulties in interpersonal communication are taught, basic knowledge about self-control, problem-solving, stress control, and crisis management, or some behaviours are detected that are not yet dysfunctional but could become so without proper guidance.

#### **What is Guidance?**

The guidance refers to advice and instructions given to a person by someone with more experience or authority on various issues. It is a process in which a person (often more knowledgeable or experienced than the one receiving the guidance) offers instructions and advice on the best ways or solutions to find the correct answer to a problem faced by a person.

Guidance occurs in almost all fields; however, it is in education where counselling is most common. Teachers, professors, or professors guide students on their educational paths.

## **What is Counselling?**

Counselling is a counsellor's professional advice based on individuals' personal or psychological problems. In short, counselling is a form of psychological guidance for an individual.

Therefore, unlike the general counselling that can be received, counselling is primarily intended to help people deal with their mental problems. To become a professional counsellor, one must have extensive academic knowledge and training in psychology and a natural predisposition to help people. A counsellor deals directly with someone needing psychological assistance to alleviate their condition.

## **3.2 Hypothesis**

- There is no significant difference between the educational needs for guidance and counselling services in higher secondary schools based on Gender.
- There is no significant difference between the educational needs for guidance and counselling services in higher secondary schools based on the academic stream.
- There is no significant difference between the educational needs for guidance and counselling services among XI and XII students.
- There is no significant difference between the educational needs for guidance and counselling services in higher secondary schools based on parent's educational qualifications.
- There is no significant difference between the educational needs for guidance and counselling services in higher secondary schools based on economic background.

- There is no significant difference between the emotional needs for guidance and counselling services in higher secondary schools based on Gender.
- There is no significant difference between the emotional needs for guidance and counselling services in higher secondary schools based on the academic stream.
- There is no significant difference between the emotional needs for guidance and counselling services among XI and XII students.
- There is no significant difference between the emotional needs for guidance and counselling services in higher secondary schools based on parents' educational qualifications.
- There is no significant difference between the educational need for guidance and counselling services in higher secondary schools based on economic background.
- There is no significant difference between the social needs for guidance and counselling services in higher secondary schools based on Gender.
- There is no significant difference between the social needs for guidance and counselling services in higher secondary schools based on the academic stream.
- There is no significant difference between the social needs for guidance and counselling services among XI and XII students.
- There is no significant difference between the social needs for guidance and counselling services in higher secondary schools based on parents' educational qualifications.
- There is no significant difference between the social needs for guidance and counselling services in higher secondary schools based on economic background.

- There is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on Gender.
- There is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on the academic stream.
- There is no significant difference between the Professional educational needs for guidance and counselling services among XI and XII students.
- There is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on parents' educational qualification.
- There is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on economic background.
- There is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on Gender.
- There is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on the academic stream.
- There is no significant difference between the behavioural needs for guidance and counselling services among XI and XII students.
- There is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on parents' educational qualifications.

- There is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on economic background.

### **3.3 Methodology**

In this study, attempts were made to determine the counselling needs of students at the higher secondary level the study was descriptive in nature. The following steps were followed:

### **3.4 Population and Samples**

The population of study was all the student of Higher Secondary Schools in Ranipet District. According to the convenience of the researcher, only 08 schools were selected so students of these schools were the population. The higher secondary students of various streams in selected government higher secondary schools from all eight blocks of Ranipet district were selected for this survey. The list of schools selected as samples is as follows.

- 1) Government Higher Secondary School, Arakonam, Arakonam Block
- 2) Government Higher Secondary School, Tirumalpur, Nemili Block
- 3) Government Boys Higher Secondary School, Kaveripakkam, Kaveripakkam Block
- 4) Government Higher Secondary School, Gudalur, Sholinger Block
- 5) Government Girls Higher Secondary School, Walajapet, Walaja East Block
- 6) Government Higher Secondary School, Ammoor, Walaja West Block
- 7) Government Boys Higher Secondary School, Arcot, Arcot Block
- 8) Government Higher Secondary School, Vilapakkam, Timiri Block



A sample of 252 students (From XI and XII standard) was taken on a convenient basis from available students on the particular days of the visit.

### **3.5 Instrumentation**

For the present study, the questionnaire was developed as an instrument. After reading books and by the consultation of the advisor of the study researcher derived a need assessment questionnaire (NAQ). Five areas of needs were identified as General Education (Academic) needs, Emotional needs, Social needs, Professional education needs, and Behavioural needs. Statements indicating deficiency of those needs were devised. Many statements related to all five areas were constructed. The final questionnaire consisted of 35 questions on the whole. There were 07 statements in each need was constructed. For responses instructions with examples were prepared and students were asked to check the statements either ✓ or X.

### **3.6 Administration of the Questionnaire**

The questionnaire was administered with the permission of the school headmaster to students. The researcher personally went to 8 higher secondary schools. Before the administration of the questionnaire, the students were informed about the purpose of the study and requested to fill it honestly & completely.

### **3.7 Scoring**

Statements checked as positive (✓) indicated the existence of a need for counselling so 01 score was allotted to it and if the statement was checked as negative (X), a Zero score was given. After giving a score to each statement, the total score for each type of need was calculated separately.

One student's score was plotted against his / her number for all needs same as the procedure for all the students. The total score of each need was 07. The following criteria were made to evaluate and compare the needs of students. For Academic, Emotional, Social, Professional Education, and Behavioural needs:

Score above 4 = high need

# **CHAPTER - IV**

## **DATA ANALYSIS AND INTERPRETATION**

## **CHAPTER IV**

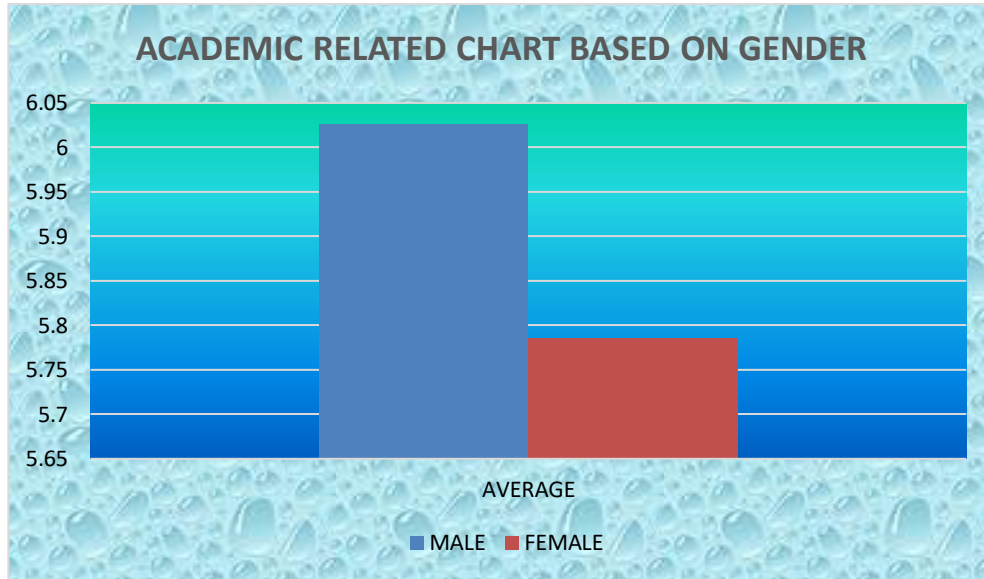
### **Data Analysis and Interpretation**

The data collected were edited, processed, and subjected to analysis in terms of the specific objectives of the study. The details of the analysis and the results that emerged from the investigation are presented under relevant headings.

#### **Hypothesis 1**

**There is no significant difference between the educational (academic needs for guidance and counseling services in higher secondary schools based on Gender.**

<b>Educational related</b>	<b>MALE</b>	<b>FEMALE</b>
<b>AVERAGE</b>	<b>6.025974</b>	<b>5.785714</b>
<b>STDEV</b>	<b>1.188863</b>	<b>1.283505</b>
<b>t VALUE</b>	<b>1.665226</b>	



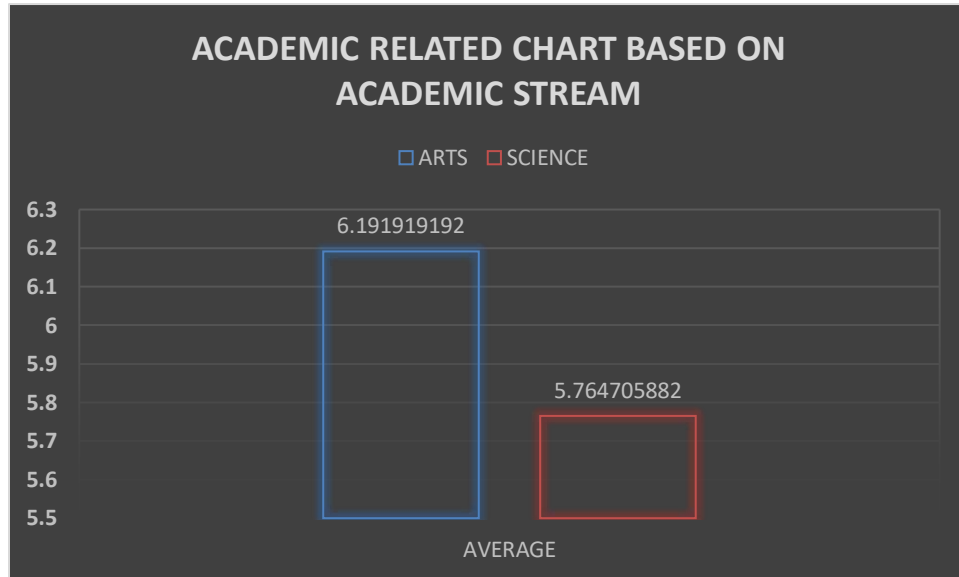
The calculated  $t'$  value of academic needs for guidance and counseling services in higher secondary schools concerning gender is 1.67 which is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the educational needs for guidance and counseling services in higher secondary schools based on Gender is accepted.

The bar diagram implies that the academic needs among Male students related to guidance and counseling services are slightly higher than those of Female students.

## Hypothesis 2

**There is no significant difference between the academic needs for guidance and counseling services in higher secondary schools based on academic stream.**

Academic related	ARTS	SCIENCE
AVERAGE	6.191919	5.764706
STD DEVIATION	1.006882	1.145728
t VALUE	3.092814	



The calculated  $t'$  value of academic needs for guidance and counseling services in higher secondary schools concerning academic stream is 3.09 which is greater than 1.96. Hence the null hypothesis stating that there is no significant difference between the academic needs for guidance and counseling services in higher secondary schools based on academic stream, is rejected.

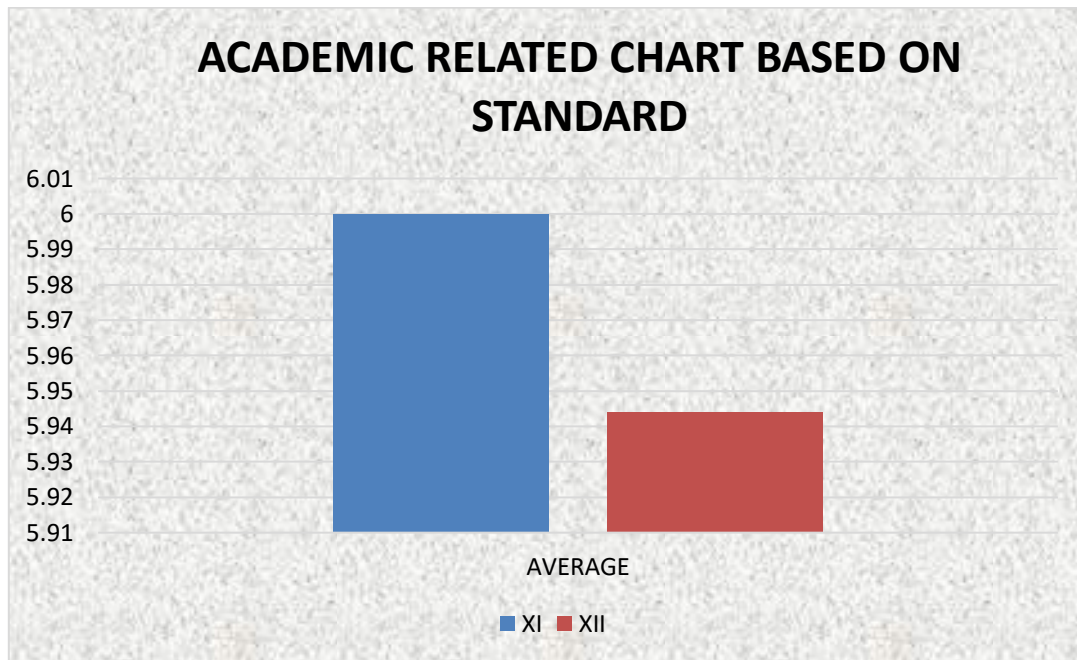
The bar diagram implies that the academic needs among the Arts group students related to guidance and counselling services are slightly higher than those of Science group students.

### Hypothesis 3

**There is no significant difference between the academic needs for guidance and counseling services in higher secondary schools among XI and XII students.**

Academic related	XI	XII
AVERAGE	6	5.944134
STDEV	0.957427	1.168912

<b>t VALUE</b>	<b>0.393165</b>
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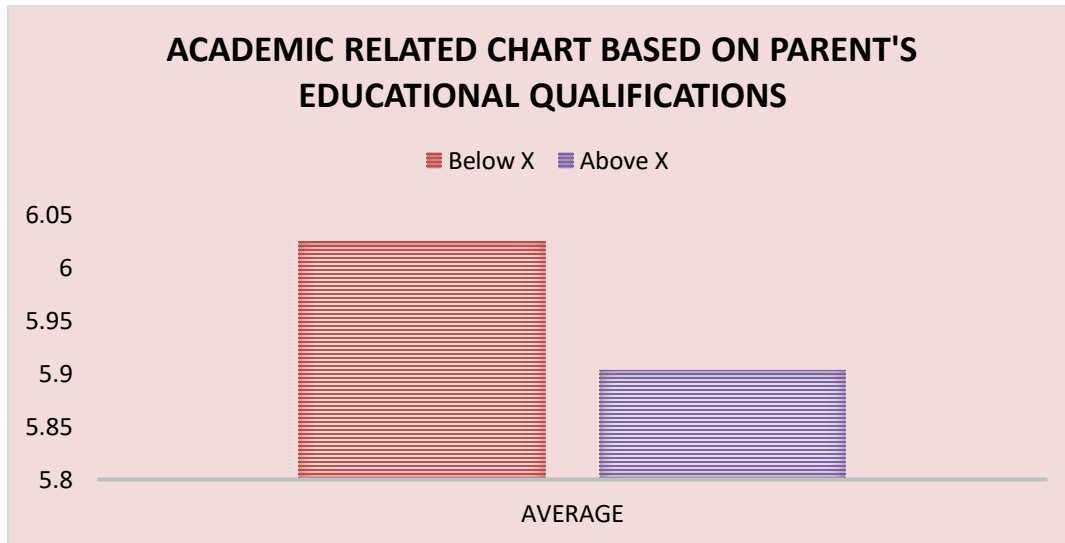
The calculated t' value of academic needs for guidance and counseling services in higher secondary schools concerning the Standard is 0.39 which is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the academic needs for guidance and counseling services in higher secondary schools among XI and XII students, is accepted.

The bar diagram implies that the academic needs among the XI students related to guidance and counseling services are not as high as XII students.

#### **Hypothesis 4**

**There is no significant difference between the academic needs for guidance and counseling services in higher secondary schools based on parent's educational qualifications.**

<b>Academic related</b>	<b>Below X</b>	<b>Above X</b>
<b>AVERAGE</b>	<b>6.02381</b>	<b>5.902439</b>
<b>STDEV</b>	<b>1.04104</b>	<b>1.114431</b>
<b>t VALUE</b>	<b>0.848209</b>	



The calculated t' value of academic needs for guidance and counseling services in higher secondary school students concerning their parent's educational qualifications is 0.85 which is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the academic needs for guidance and counseling services in higher secondary schools based on parents' educational qualifications is accepted.

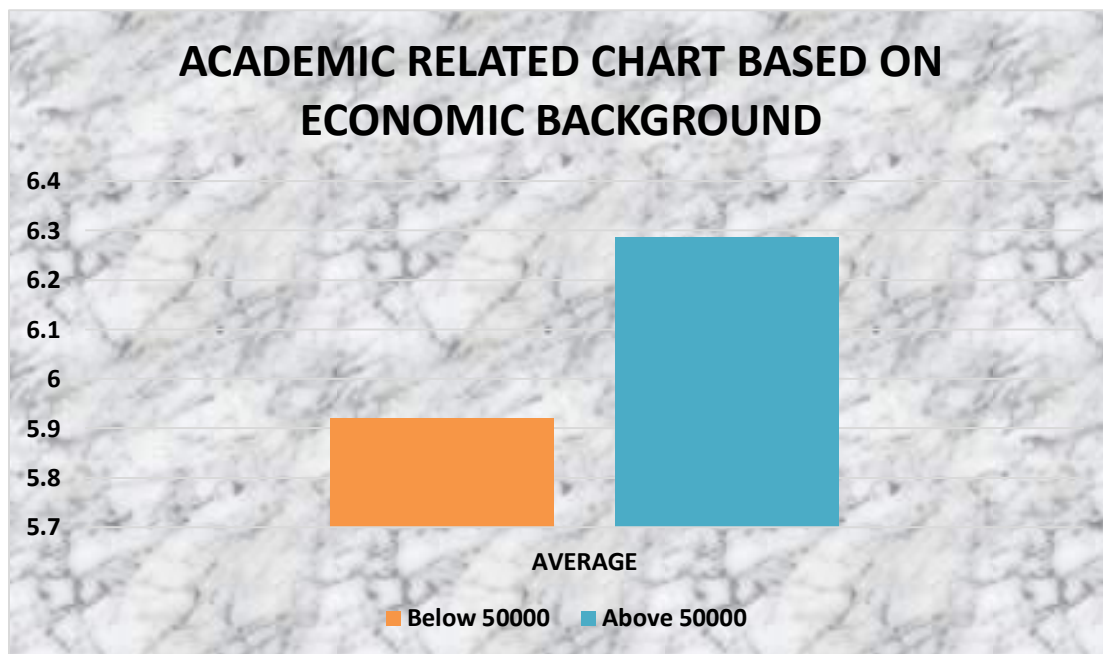
The bar diagram implies that the academic needs among the students whose parent educational qualification is below X standard concerning guidance and counseling services are slightly higher than those of the students whose parent educational qualification is above X standard.



## Hypothesis 5

There is no significant difference between the academic needs for guidance and counseling services in higher secondary schools based on economic background.

Academic related	Below 50000	Above 50000
AVERAGE	5.919643	6.285714
STDEV	1.105538	1.162849
t VALUE	-1.57898	



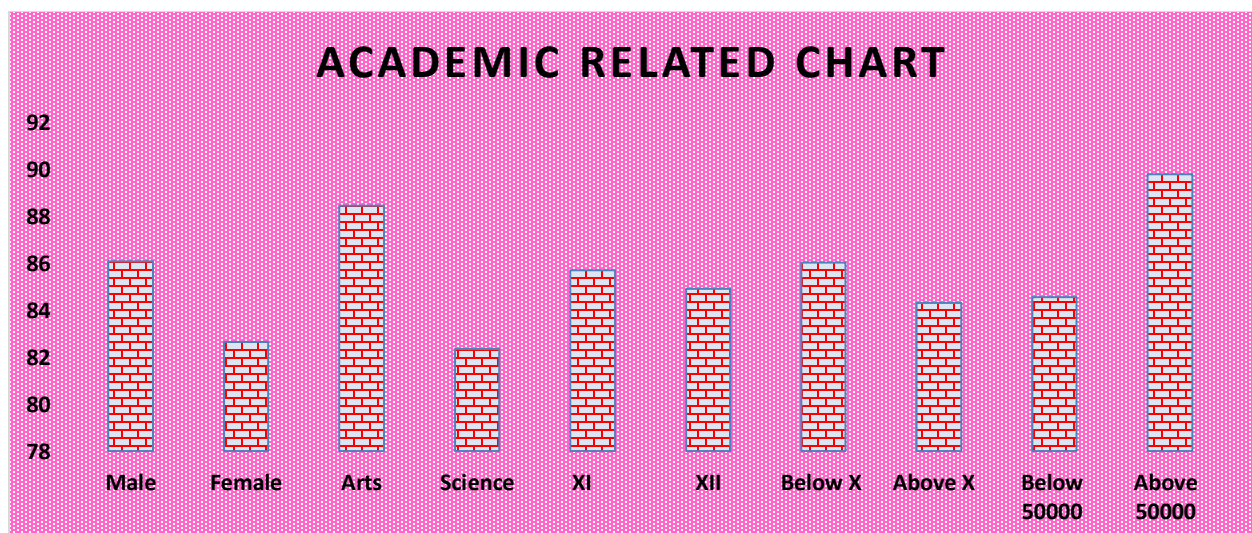
The calculated t' value of academic needs for guidance and counseling services in higher secondary school students concerning their parent's annual income is -1.58 which is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the academic needs for guidance and counseling services in higher secondary schools based on economic background is accepted.

The bar diagram implies that the academic needs among the students whose parent's annual income is above Rs.50000 with guidance and counseling services are higher than those of the students whose parents' annual income is below Rs.50000.

### Percentage of needs based on education in general (ACADEMIC)

Dimensions	Details	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
	No. of students	154	98	99	153	73	179	84	164	224	28
Academic	Scored Marks	928	567	613	882	438	1064	506	968	1326	176
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	86.08	82.65306	88.45598	82.352	85.714	84.916	86.05	84.32	84.56	89.795

	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
Academic	86.09	82.65	88.46	82.35	85.71	84.92	86.05	84.32	84.57	89.8

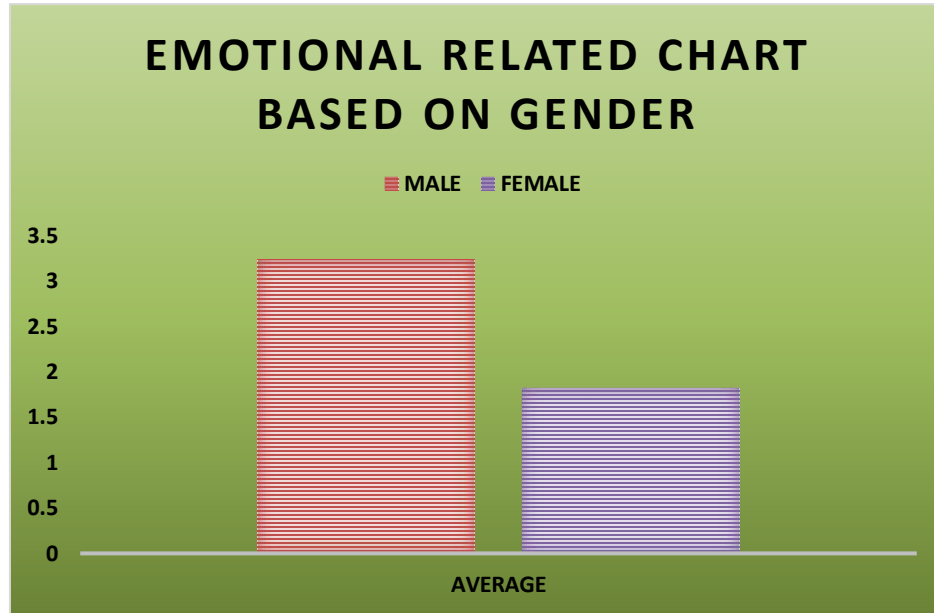


Scores of Higher Secondary Schools students in Ranipet district based on academic aspects indicate that they seek guidance and counselling more for selecting their future studies irrespective of all dimensions. Students may be worried about their professions in the future. After Higher secondary school level, students have to choose their job line such as medicine, engineering, or another area of interest. This analysis shows that there is a requirement for counseling programmes in schools that guides students about their future careers. Students also require enough time to play and importance should be given to co-curricular activities.

### **Hypothesis 6**

**There is no significant difference between the emotionally related needs for guidance and counseling services in higher secondary schools based on Gender.**

<b>EMOTIONAL RELATED</b>	<b>MALE</b>	<b>FEMALE</b>
<b>AVERAGE</b>	<b>3.233766</b>	<b>1.816327</b>
<b>STDEVE</b>	<b>1.953017</b>	<b>1.670526</b>
<b>t- VALUE</b>	<b>6.142833</b>	



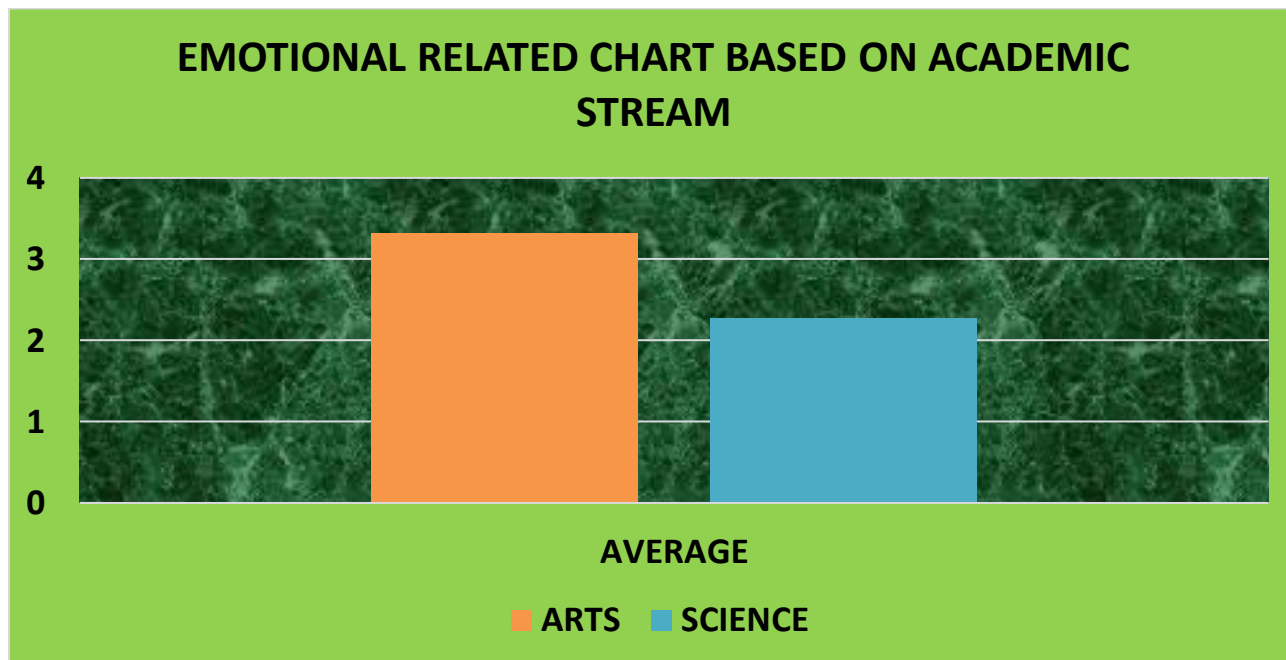
The calculated  $t'$  value of emotional-related needs for guidance and counselling services in higher secondary schools concerning gender is 6.14 which is higher than 1.96. Hence the null hypothesis stating that there is no significant difference between the emotional related needs for guidance and counseling services in higher secondary schools based on Gender is rejected.

The bar diagram implies that the Emotional needs among Male students related to guidance and counseling services are fairly higher than those of Female students.

### Hypothesis 7

**There is no significant difference between the Emotional-related needs for guidance and counseling services in higher secondary schools based on academic stream.**

EMOTIONAL RELATED	ARTS	SCIENCE
AVERAGE	3.313131	2.27451
STDEVE	2.073381	1.792658
t – VALUE	4.091873	



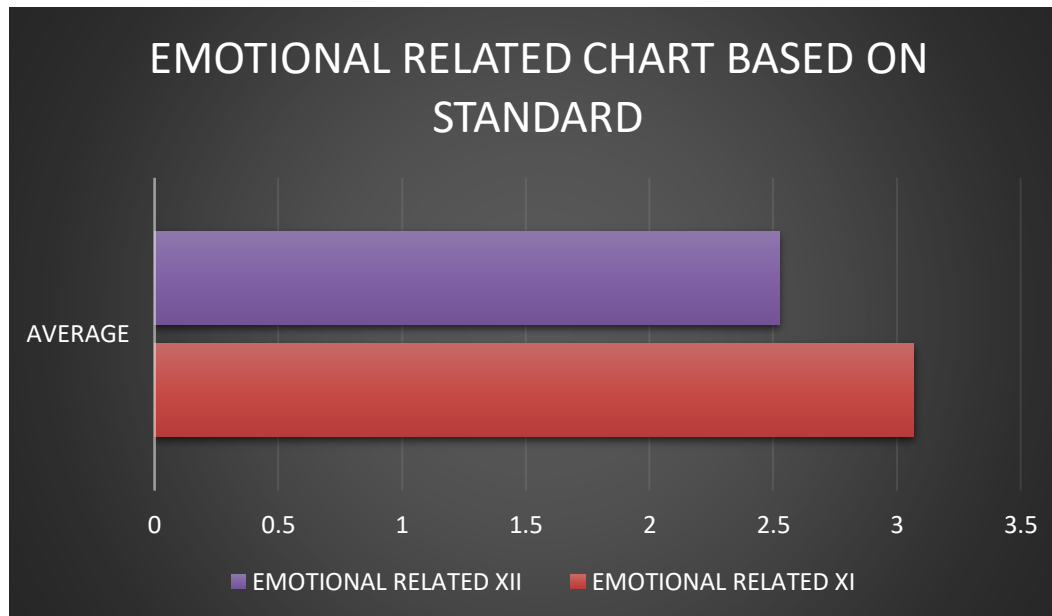
The calculated  $t'$  value of Emotional-related needs for guidance and counseling services in higher secondary schools concerning academic stream is 4.09 which is higher than 1.96. Hence the null hypothesis stating that there is no significant difference between the Emotional-related needs for guidance and counseling services in higher secondary schools based on academic stream is rejected.

The bar diagram implies that the Emotional-related needs among the Arts group students related to guidance and counseling services are slightly higher than those of Science group students.

### **Hypothesis 8**

**There is no significant difference between the Emotional-related needs for guidance and counseling services in higher secondary schools among XI and XII students.**

EMOTIONAL RELATED	XI	XII
AVERAGE	3.068493	2.52514
STD. DEV	2.358959	-1.77156
t – VALUE	1.774475	



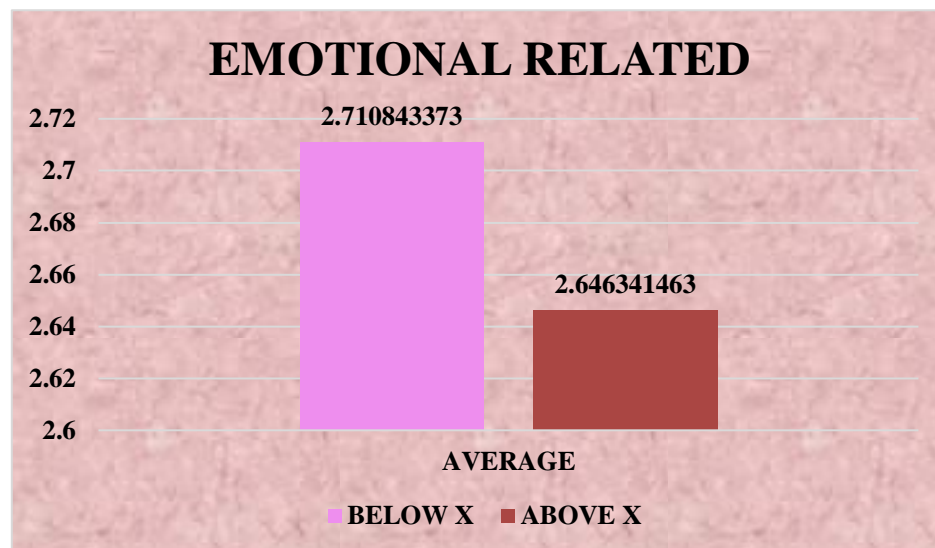
The calculated t' value of emotional-related needs for guidance and counseling services in higher secondary schools concerning the Standard is 1.77 which is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the Emotional-related needs for guidance and counseling services in higher secondary schools among XI and XII students is accepted.

The bar diagram implies that the emotional needs among the XI standard students related to guidance and counseling services are slightly higher than those of XII standard students.

## Hypothesis 9

There is no significant difference between the emotional related needs for guidance and counseling services in higher secondary schools based on parent's educational qualifications.

EMOTIONAL RELATED	BELOW X	ABOVE X
AVERAGE	2.710843	2.646341
STDEVE	1.871025	1.993067
T VALUE	0.250318	



The calculated t' value of emotional-related needs for guidance and counseling services in higher secondary school students concerning their parent's educational qualifications is 0.25 which is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the emotionally related needs for guidance and counseling services in higher secondary schools based on parents' educational qualifications is accepted.

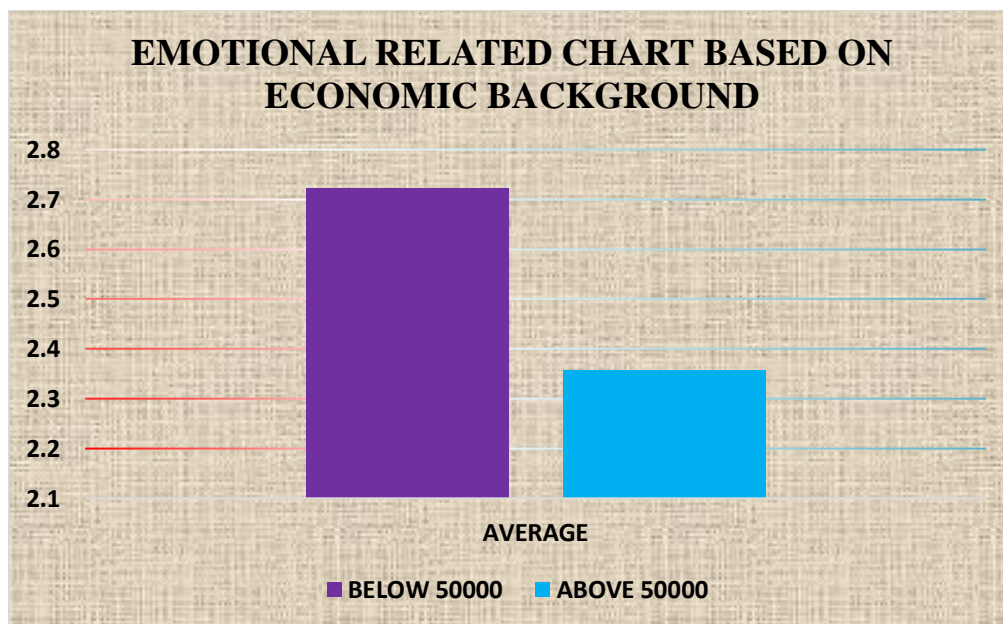
The bar diagram implies that the Emotional-related needs among the students whose parent educational qualification is below X standard concerning guidance

and counseling services is slightly higher than those of the students whose parent educational qualification is above X standard.

## Hypothesis 10

**There is no significant difference between the emotional-related needs for guidance and counseling services in higher secondary schools based on economic background.**

Emotional related	Below 50000	Above 50000
<b>AVERAGE</b>	<b>2.723214</b>	<b>2.357143</b>
<b>STD. DEVIATION</b>	<b>2.01879</b>	<b>1.520582</b>
<b>t VALUE</b>	<b>1.153178</b>	



The calculated t' value of emotional-related needs for guidance and counseling services in higher secondary school students concerning their parent's annual income is 1.15 which is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the emotional-related needs for guidance and



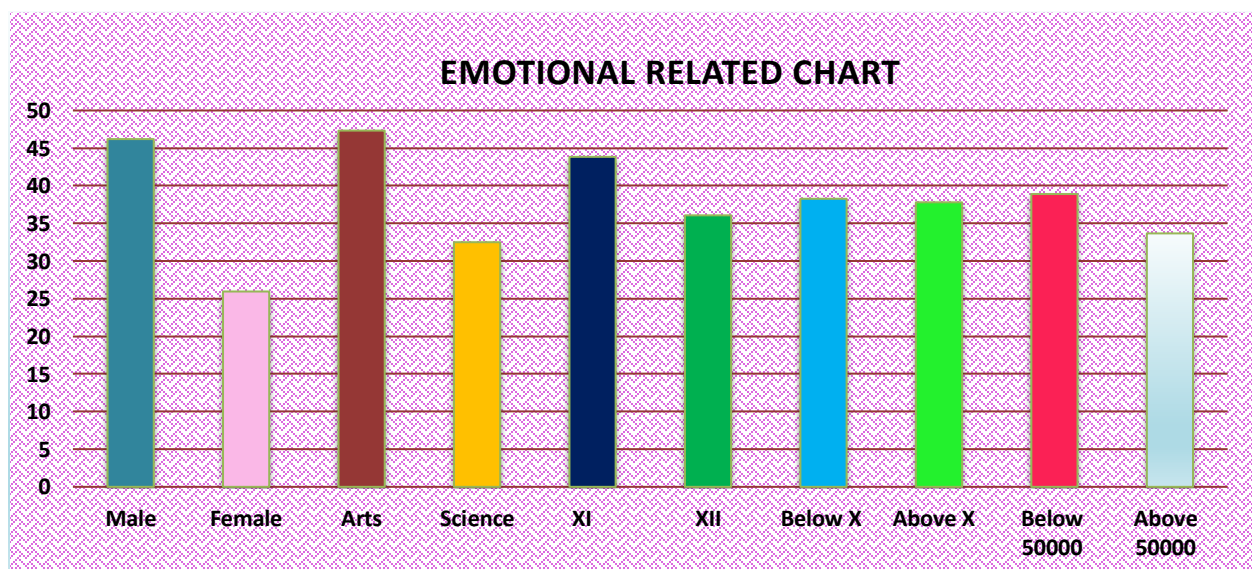
counseling services in higher secondary schools based on economic background is accepted.

The bar diagram implies that the Emotional-related needs among the students whose parent's annual income is below Rs.50000 concerning guidance and counseling services are higher than those of the students whose parent's annual income is above Rs.50000.

### Percentage of needs based on emotional aspects

Dimensions	Details	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
	No. of students	154	98	99	153	73	179	84	164	224	28
Emotional	Scored Marks	498	178	328	348	224	452	225	434	610	66
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	46.19	25.949	47.3303	32.493	43.8356	36.073	38.265	37.805	38.903	33.673

	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
Emotional	46.2	25.95	47.33	32.5	43.84	36.07	38.27	37.8	38.9	33.67

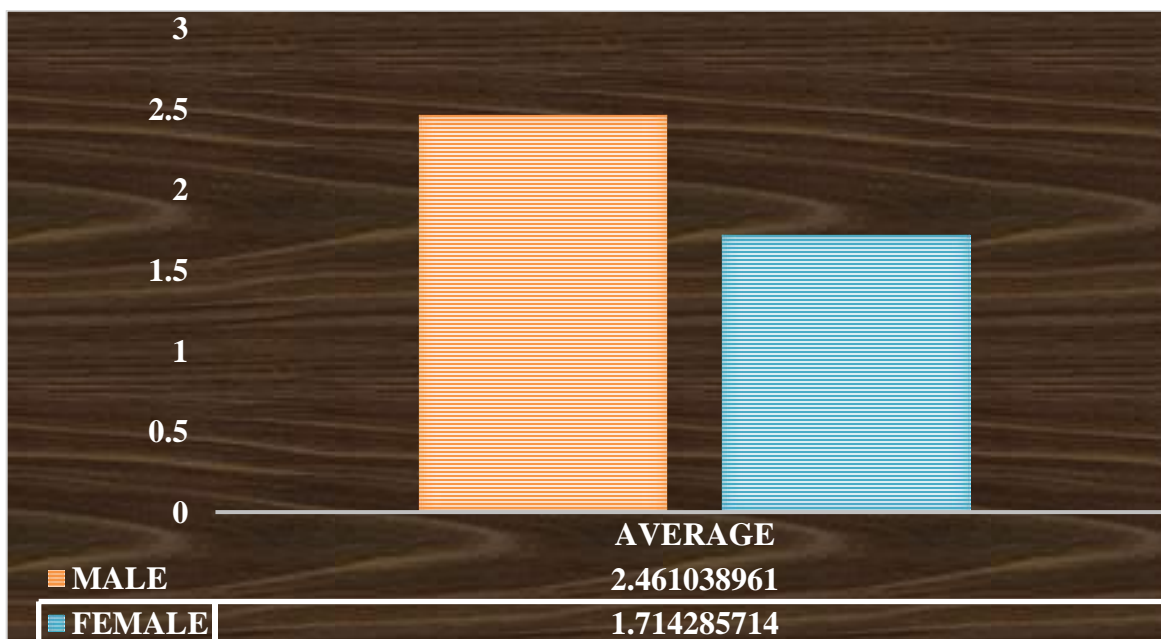


Scores of Higher Secondary School students in Ranipet district regarding emotional indicate that they are seeking less percentage of guidance and counselling in balancing their emotions irrespective of all dimensions. Students have confidence in themselves and cope with the prevailing critical situations easily.

## Hypothesis 11

**There is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools based on Gender.**

SOCIAL RELATED	MALE	FEMALE
AVERAGE	2.461039	1.714286
STDEV	1.790071	1.377283
t VALUE	3.72615	



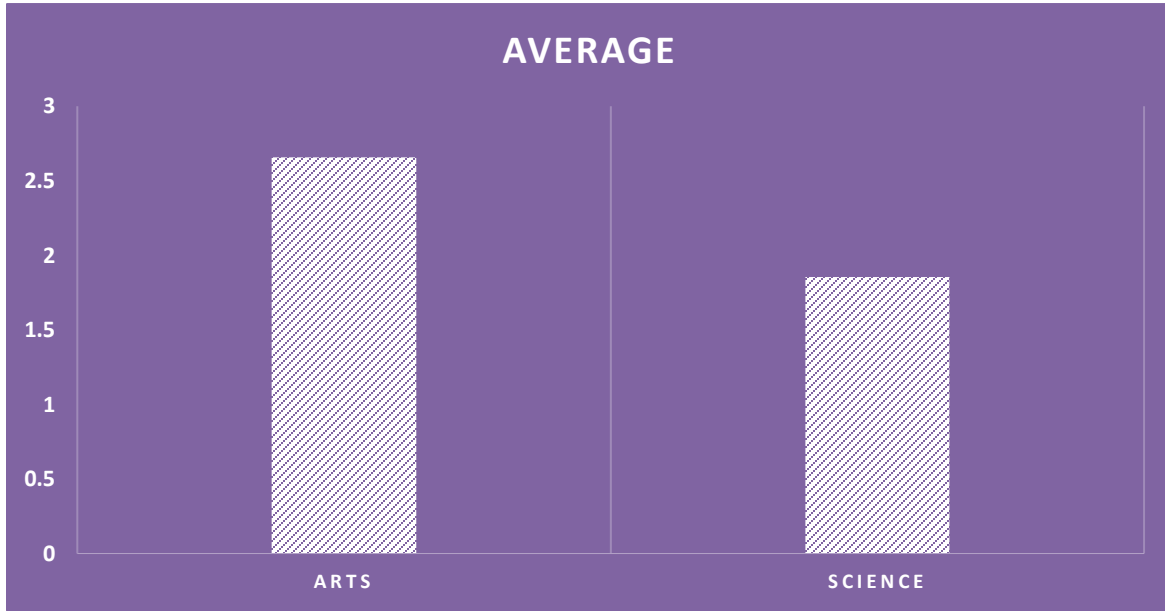
The calculated  $t'$  value of social-related needs for guidance and counseling services in higher secondary schools concerning gender is 3.72 which is greater than 1.96. Hence the null hypothesis stating that there is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools based on Gender is rejected.

The bar diagram implies that the social-related needs among Male students related to guidance and counseling services are fairly higher than those of Female students.

## **Hypothesis 12**

**There is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools based on academic stream.**

<b>SOCIAL BASED</b>	<b>ARTS</b>	<b>SCIENCE</b>
<b>AVERAGE</b>	<b>2.656566</b>	<b>1.856209</b>
<b>STDEVE</b>	<b>1.847014</b>	<b>1.484208</b>
<b>T VALUE</b>	<b>3.620927</b>	



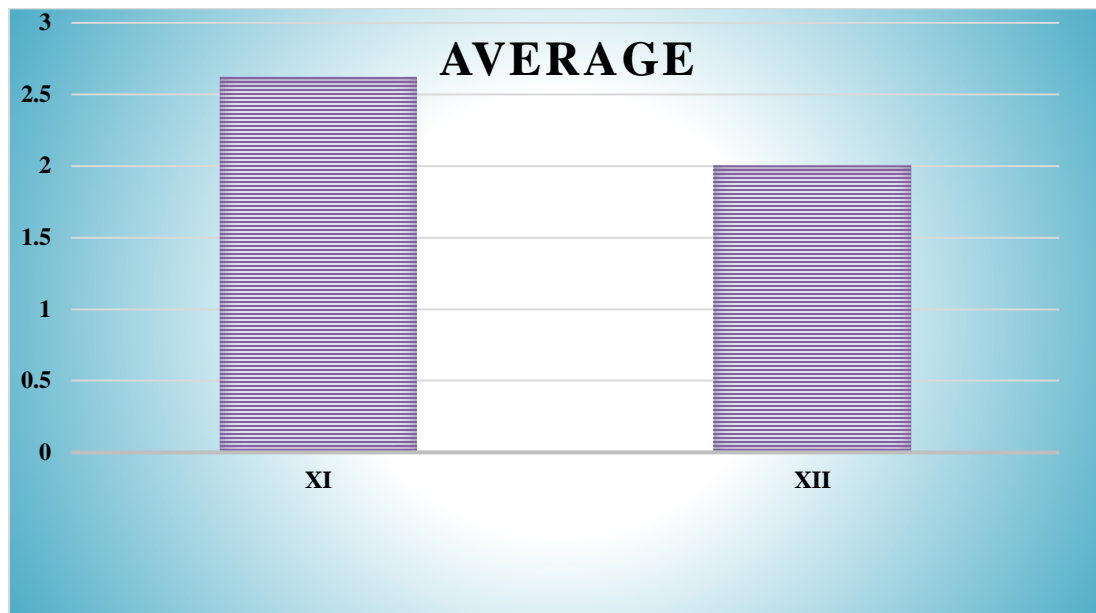
The calculated  $t'$  value of social-related needs for guidance and counseling services in higher secondary schools concerning academic stream is 3.62 which is greater than 1.96. Hence the null hypothesis stating that there is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools based on academic stream is rejected.

The bar diagram implies that the social-related needs among the Arts group students related to guidance and counseling services are slightly higher than that of Science group students.

### Hypothesis 13

**There is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools among XI and XII students.**

SOCIAL BASED	XI	XII
AVERAGE	2.621102	2.005587
STDEVE	1.657555	1.657456
t VALUE	2.694833	



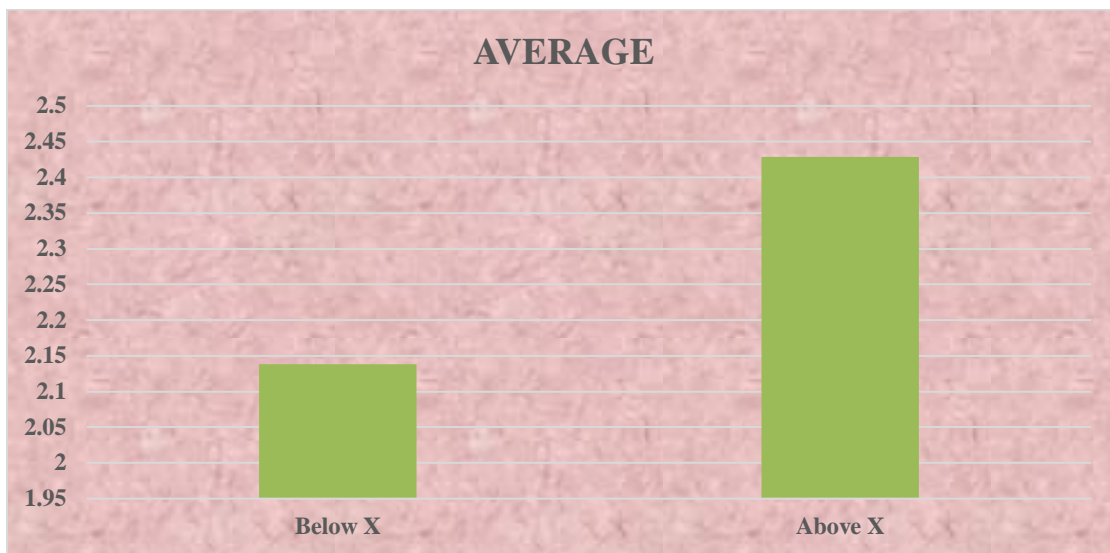
The calculated  $t'$  value of social-related needs for guidance and counseling services in higher secondary schools concerning the Standard is 2.69 which is greater than 1.96. Hence the null hypothesis stating that there is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools among XI and XII students is rejected.

The bar diagram implies that the social-related needs among the XI students related to guidance and counseling services are slightly higher than those of XII students.

### **Hypothesis 14**

**There is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools based on parent's educational qualifications.**

<b>SOCIAL BASED</b>	<b>Below X</b>	<b>Above X</b>
<b>AVERAGE</b>	<b>2.138393</b>	<b>2.428571</b>
<b>STDEVE</b>	<b>1.668368</b>	<b>1.772811</b>
<b>t -VALUE</b>	<b>-0.82183</b>	



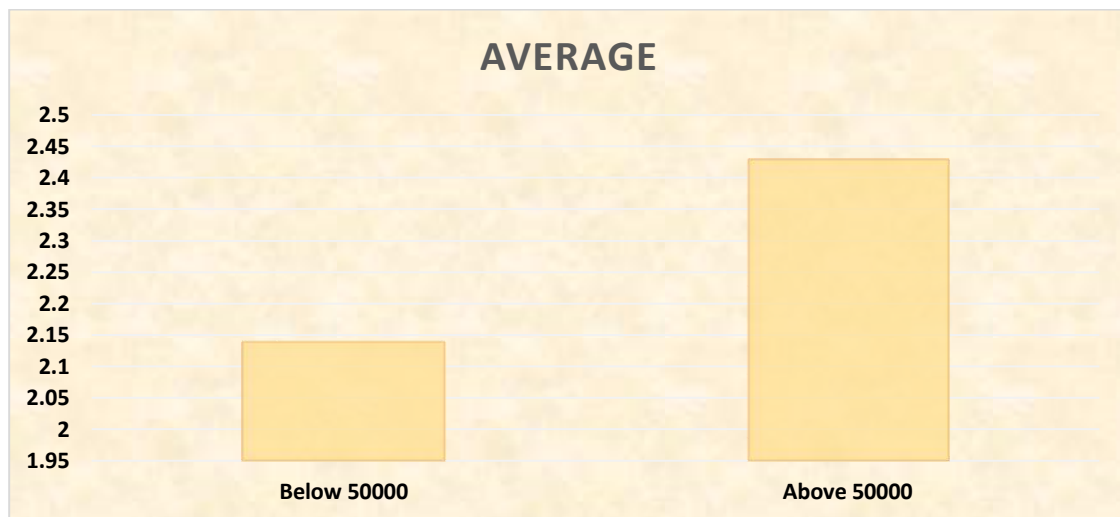
The calculated  $t'$  value of social-related needs for guidance and counselling services in higher secondary school students concerning their parent's educational qualifications is -0.82 which is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools based on parents' educational qualifications is accepted.

The bar diagram implies that the social-related needs among the students whose parent educational qualification is below X standard concerning guidance and counseling services are slightly lower than those of the students whose parent educational qualification is above X standard.

## Hypothesis 15

There is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools based on economic background.

SOCIAL BASED	Below 50000	Above 50000
AVERAGE	2.138393	2.428571
STDEVE	1.668368	1.772811
T VALUE	-0.82183	



The calculated  $t'$  value of social-related needs for guidance and counseling services in higher secondary school students concerning their parent's annual income is -0.82 is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the social-related needs for guidance and counseling services in higher secondary schools based on economic background is accepted.

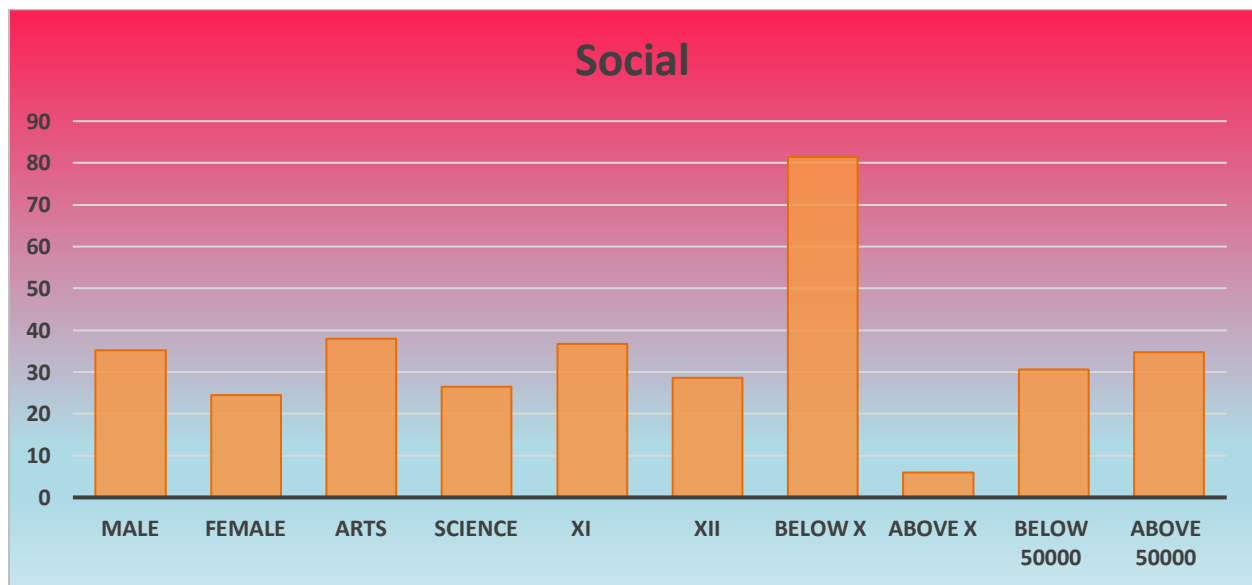
The bar diagram implies that the social-related needs among the students whose parent's annual income is below Rs.50000 concerning guidance and counseling

services are lower than those of the students whose parents' annual income is above Rs.50000.

### Percentage of needs based on social aspects

Dimensions	Details	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
	No. of students	154	98	99	153	73	179	84	164	224	28
Social	Scored Marks	379	168	263	284	188	359	479	68	479	68
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	35.157	24.489	37.950	26.517	36.790	28.651	81.463	5.9233	30.548	34.693

	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
Social	35.16	24.49	37.95	26.52	36.79	28.65	81.46	5.92	30.55	34.7



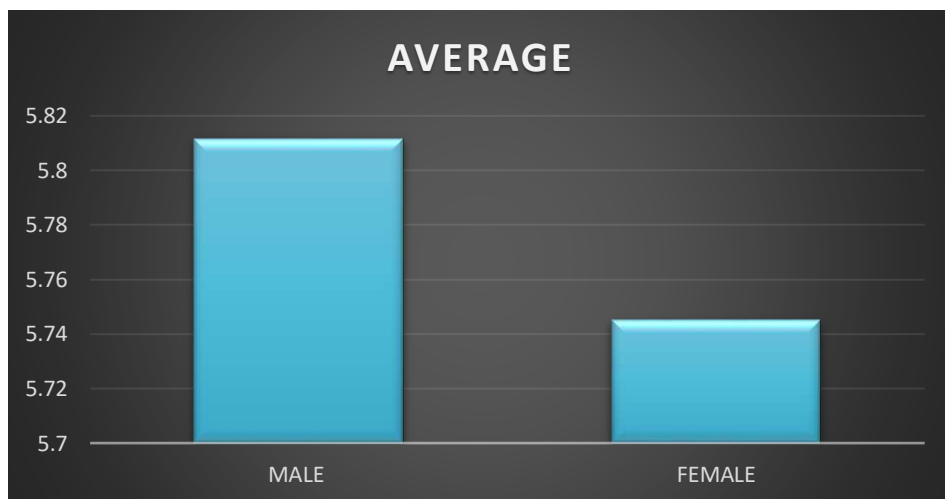
Scores of Higher Secondary Schools students in Ranipet district regarding social aspects indicate that they are not seeking any guidance and counselling services, especially in building a good rapport with peer groups and societal members. They also could balance their emotions to a certain level.



## Hypothesis 16

There is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on Gender.

Professional Education Based	Male	Female
AVERAGE	5.811688	5.744898
STDEVE	1.408515	1.096491
t- VALUE	0.42115	



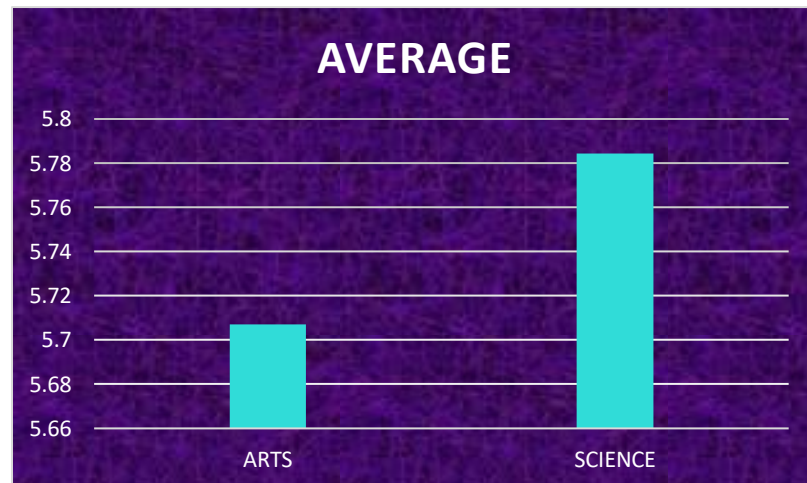
The calculated t' value of Professional educational needs for guidance and counseling services in higher secondary schools concerning gender is 0.42 is less than 1.96. Hence the null hypothesis stating that there is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on Gender is accepted.

The bar diagram implies that the Professional educational-related needs among Male students related to guidance and counseling services are fairly higher than those of Female students.

## Hypothesis 17

There is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on the academic stream.

PROFESSIONAL EDUCATION BASED	ARTS	SCIENCE
AVERAGE	5.707071	5.784314
STDEVE	1.27177	1.081794
t- VALUE	-0.49874	



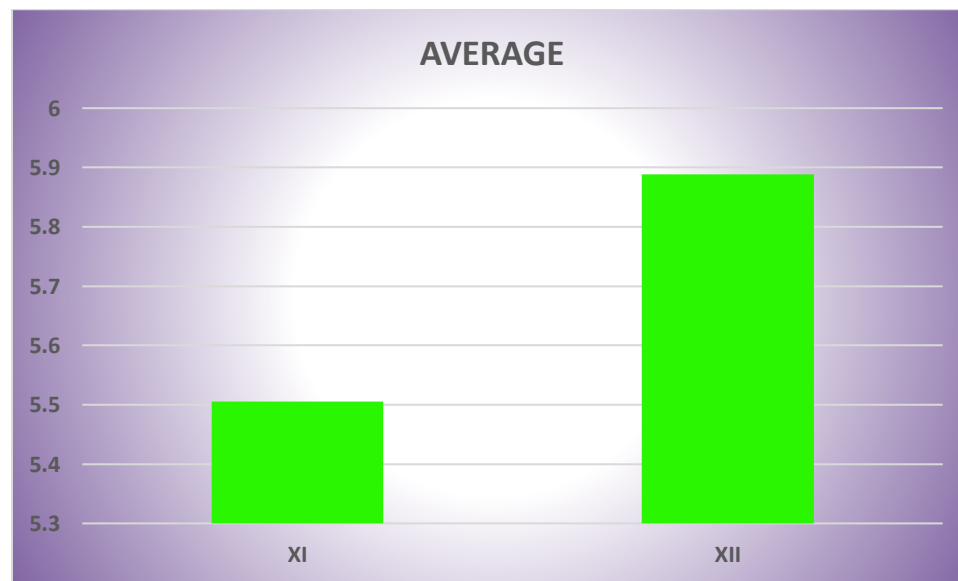
The calculated t' value of Professional educational needs for guidance and counseling services in higher secondary schools concerning academic stream is -0.49 is less than 1.96. Hence the null hypothesis states that there is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on the academic stream accepted.

The bar diagram implies that the Professional educational-related needs among the Arts group students related to guidance and counseling services are slightly lower than those of Science group students.

### Hypothesis 18

There is no significant difference between the Professional educational needs for guidance and counselling services among XI and XII students.

PROFESSIONAL EDUCATION BASED	XI	XII
AVERAGE	5.505015	5.888268
STDEVE	1.347388	1.08038
t- VALUE	-2.16317	



The calculated t' value of Professional educational needs for guidance and counseling services in higher secondary schools concerning the Standard is -2.16 is greater than 1.96. Hence the null hypothesis states that there is no significant

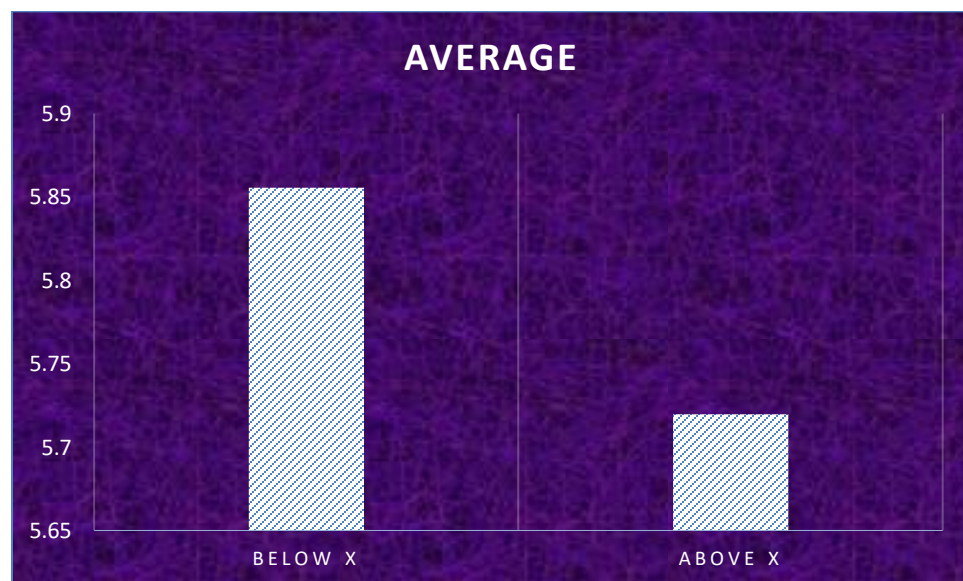
difference between the Professional educational needs for guidance and counselling services among XI and XII students is rejected.

The bar diagram implies that the Professional educational-related needs among the XI students related to guidance and counseling services are slightly lower than those of XII students.

## Hypothesis 19

<b>PROFESSIONAL EDUCATION BASED</b>	<b>Below X</b>	<b>Above X</b>
<b>AVERAGE</b>	<b>5.855422</b>	<b>5.719512</b>
<b>STDEV</b>	<b>1.250683</b>	<b>1.024538</b>
<b>T VALUE</b>	<b>0.855363</b>	

is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on parents' educational qualifications.



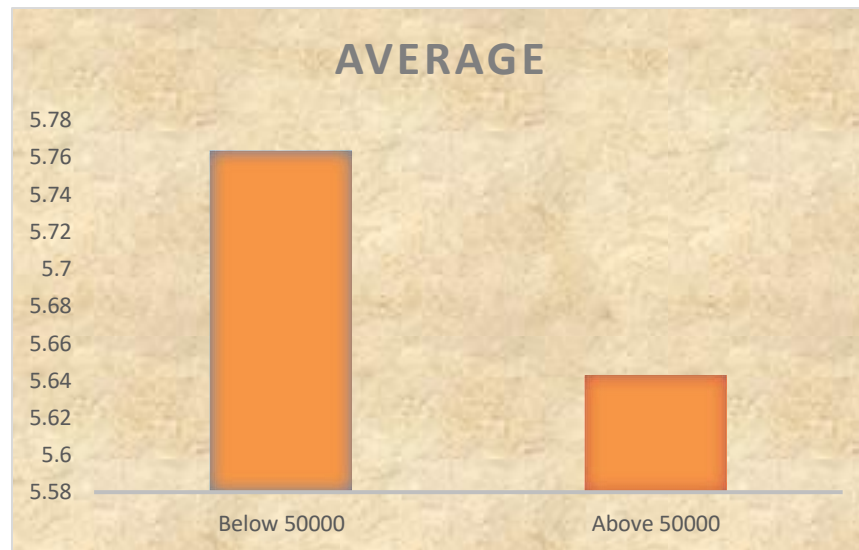
The calculated  $t'$  value of Professional educational needs for guidance and counseling services in higher secondary school students concerning their parent's educational qualifications is 0.85 is less than 1.96. Hence the null hypothesis states that there is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on parents' educational qualifications is accepted.

The bar diagram implies that the Professional educational-related needs among the students whose parent educational qualification is below X standard concerning guidance and counseling services are slightly higher than those of the students whose parent educational qualification is above X standard.

## **Hypothesis 20**

There is no significant difference between the Professional education needs for guidance and counselling services in higher secondary schools based on economic background.

<b>PROFESSIONAL EDUCATION BASED</b>	<b>Below 50000</b>	<b>Above 50000</b>
<b>AVERAGE</b>	<b>5.763393</b>	<b>5.642857</b>
<b>STDEVE</b>	<b>1.179914</b>	<b>0.95119</b>
<b>T VALUE</b>	<b>0.614083</b>	



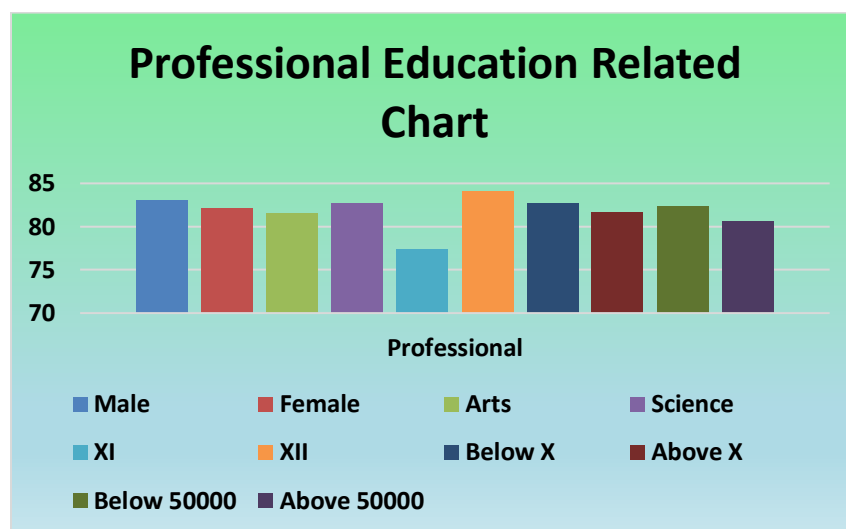
The calculated  $t'$  value of Professional educational needs for guidance and counseling services in higher secondary school students concerning their parent's annual income is 0.61 is less than 1.96. Hence the null hypothesis states that there is no significant difference between the Professional educational needs for guidance and counselling services in higher secondary schools based on the economic background is accepted.

The bar diagram implies that the Professional educational-related needs among the students whose parent's annual income is below Rs.50000 concerning guidance and counseling services are lower than those of the students whose parent's annual income is above Rs.50000.

## Percentage of needs based on professional education

Dimensions	Details	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
	No. of students	154	98	99	153	73	179	84	164	224	28
Professional Education based aspects	Scored Marks	895	563	565	885	395	1054	486	938	1291	158
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	83.024	82.069	81.529	82.633	77.299	84.118	82.653	81.707	82.334	80.612

	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
<b>Professional</b>	83.02	82.07	81.53	82.63	77.3	84.12	82.65	81.71	82.33	80.61

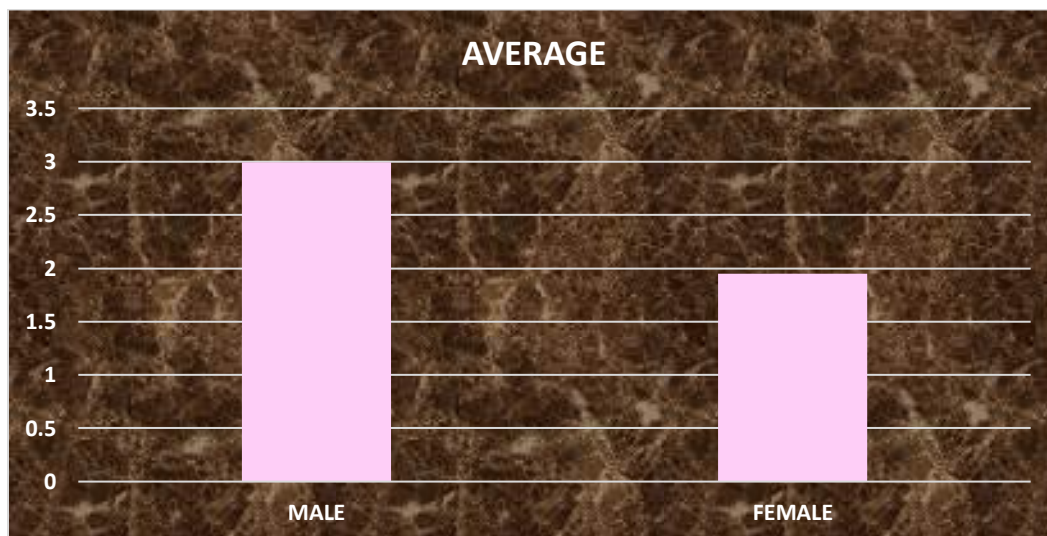


Scores of Higher Secondary Schools students in Ranipet district concerning professional education indicate that they are seeking guidance and counselling more to get awareness for selecting their further studies irrespective of all dimensions. In particular Students of XI standard need special attention in getting knowledge of professional education, life skills, and many other skill development programmes. They also require a special person to guide them by all means and require hands-on training in educational technology.

## Hypothesis 21

There is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on Gender.

BEHAVIOUR RELATED	MALE	FEMALE
AVERAGE	2.993506	1.94898
STDEVE	1.952028	1.581937
t- VALUE	4.658291	



The calculated  $t'$  value of behaviour-related needs for guidance and counseling services in higher secondary schools concerning gender is 4.66 is greater than 1.96. Hence the null hypothesis states that there is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on Gender is rejected.

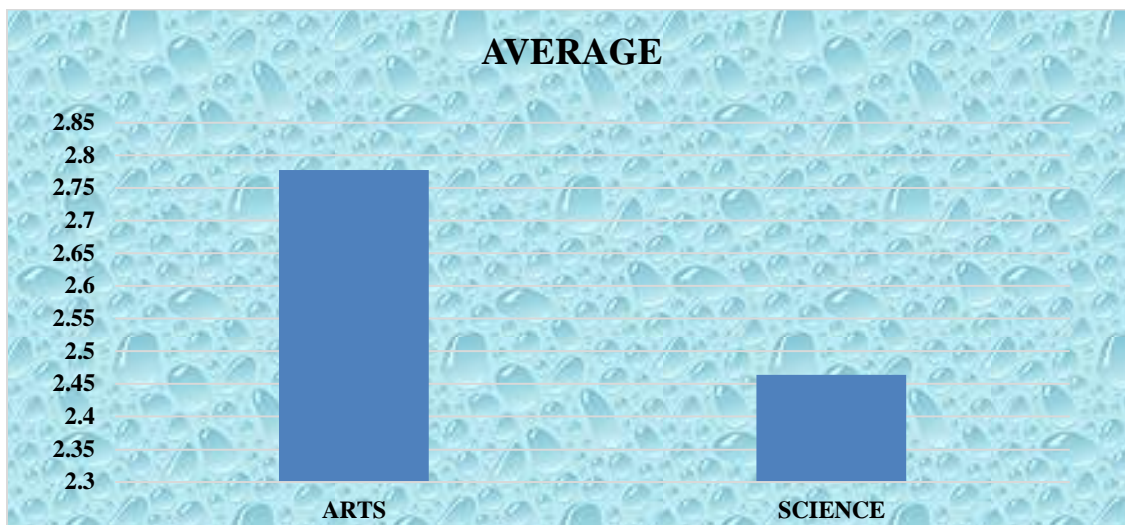
The bar diagram implies that the behaviour -related needs among Male students related to guidance and counseling services are fairly higher than those of Female students.

## Hypothesis 22

There is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on the academic stream.

BEHAVIOUR RELATED	ARTS	SCIENCE
AVERAGE	2.77778	2.46405
STDEVE	2.04318	1.76972
T VALUE	1.25352	





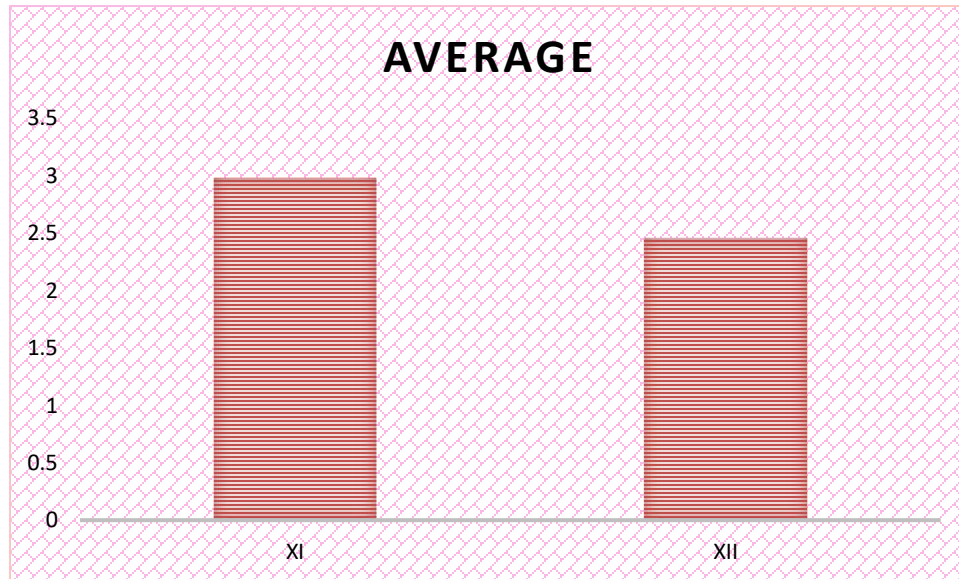
The calculated  $t'$  value of behaviour-related needs for guidance and counseling services in higher secondary schools concerning academic stream is 1.25 is less than 1.96. Hence the null hypothesis states that there is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on the academic stream is accepted.

The bar diagram implies that the behaviour-related needs among the Arts group students related to guidance and counseling services are slightly higher than those of Science group students.

## Hypothesis 23

There is no significant difference between the behavioural needs for guidance and counselling services among XI and XII students.

BEHAVIOUR RELATED	XI	XII
AVERAGE	2.975805	2.452514
STDEVE	1.572554	1.980731
T VALUE	2.215396	



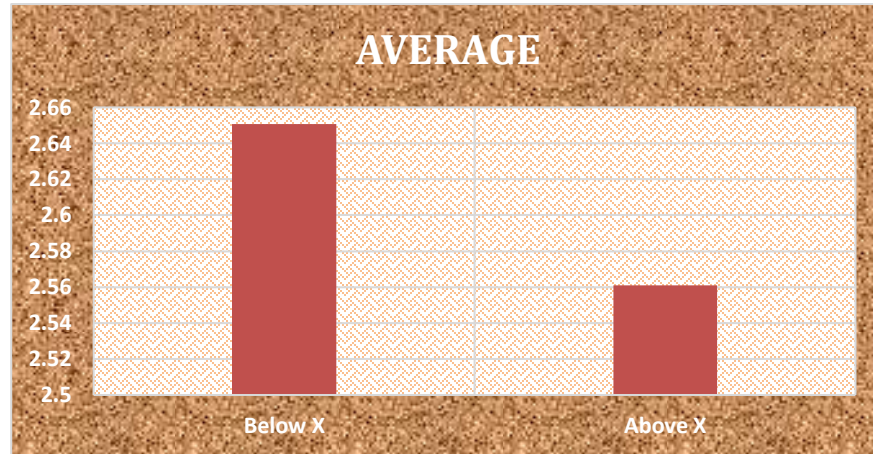
The calculated  $t'$  value of behaviour-related needs for guidance and counseling services in higher secondary schools concerning the Standard is 2.22 is greater than 1.96. Hence the null hypothesis states that there is no significant difference between the behavioural needs for guidance and counselling services among XI and XII students is rejected.

The bar diagram implies that the behaviour-related needs among the XI students related to guidance and counseling services are slightly higher than those of XII students.

## Hypothesis 24

There is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on parents' educational qualifications.

BEHAVIOUR RELATED	Below X	Above X
AVERAGE	2.650602	2.560976
STDEVE	2.044825	1.817418
T VALUE	0.337512	



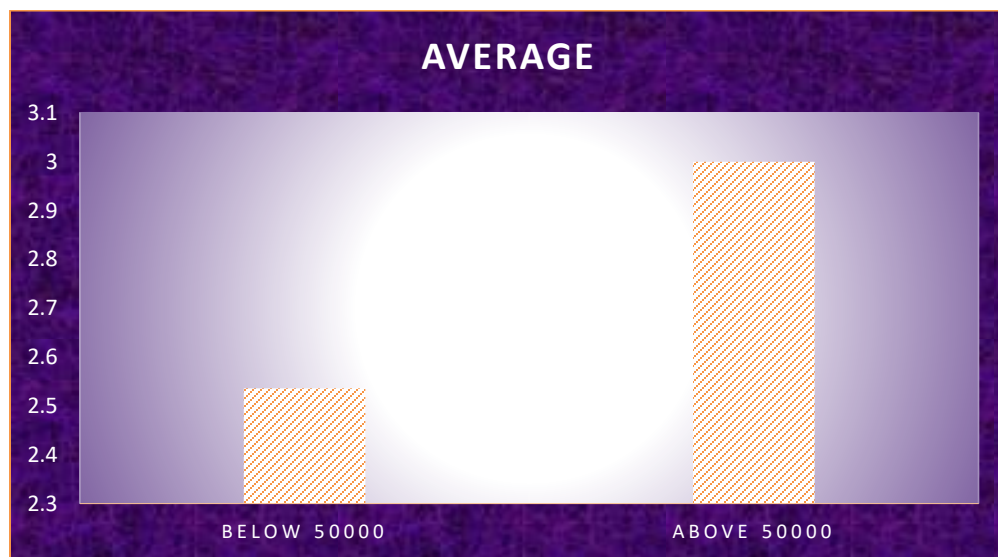
The calculated  $t'$  value of behaviour-related needs for guidance and counseling services in higher secondary school students concerning their parent's educational qualifications is 0.34 is less than 1.96. Hence the null hypothesis states that there is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on parents' educational qualifications is accepted.

The bar diagram implies that the behaviour-related needs among the students whose parent educational qualification is below X standard concerning guidance and counseling services are slightly higher than those of the students whose parent educational qualification is above X standard.

## Hypothesis 25

There is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on economic background.

BEHAVIOUR RELATED	Below 50000	Above 50000
AVERAGE	2.535714	3
STDEVE	1.831114	2.260777
T VALUE	-1.0447	



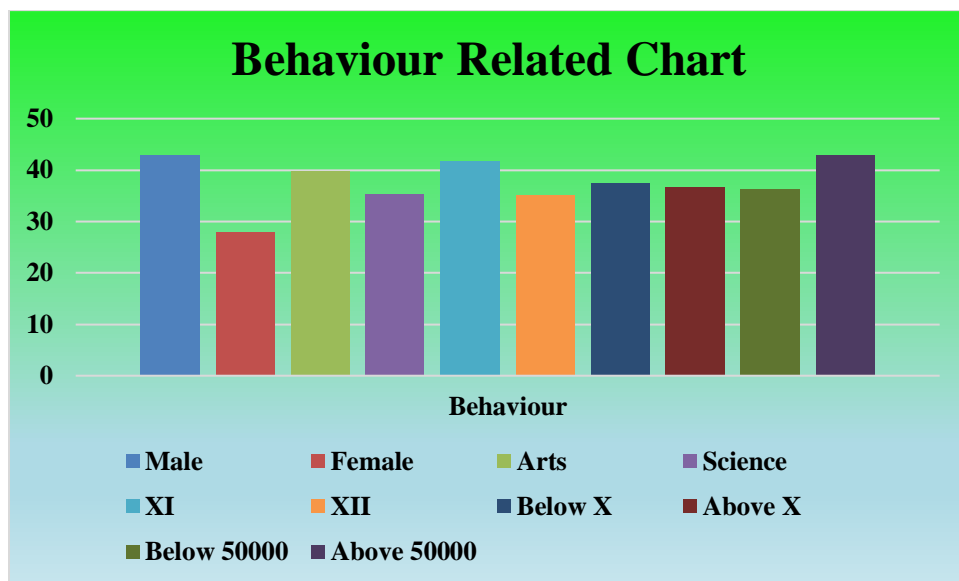
The calculated  $t'$  value of behaviour-related needs for guidance and counselling services in higher secondary school students concerning their parent's annual income is -1.04 is less than 1.96. Hence the null hypothesis states that there is no significant difference between the behavioural needs for guidance and counselling services in higher secondary schools based on economic background is accepted.

The bar diagram implies that the behaviour-related needs among the students whose parent's annual income is below Rs.50000 concerning guidance and counseling services are lower than those of the students whose parents' annual income is above Rs.50000.

## Percentile

Dimensions	Details	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
	No. of students	154	98	99	153	73	179	84	164	224	28
Behaviour - based aspects	Scored Marks	461	191	275	377	213	439	220	420	568	84
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	42.764	27.842	39.682	35.200	41.682	35.035	37.415	36.585	36.224	42.857

	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
Behaviour	42.76	27.84	39.68	35.2	41.68	35.04	37.41	36.58	36.22	42.86



Scores of Higher Secondary School students in Ranipet district based on behavioural aspects indicate that they seek very little guidance and counselling services in handling the hard situations in their life and have a positive attitude too.

## ANALYSIS AND DISCUSSION OF DATA

The main objective of this study was to identify the counselling needs of the students. It was assumed that students have counselling needs in all areas of life. The results of this research study also explore that a majority of Higher secondary school students need academic, professional education and Behaviour based guidance and counselling. Higher Secondary school students are in a transitional period of their age from childhood to adulthood so they need emotional counselling and guidance also. This age may be the most sensitive age of a student. Students face different kinds of changes in them. They act highly emotional in

different matters. They do not know how to control their feelings and emotions and how to release their tension. Teachers may provide guidance and counselling for their emotions otherwise students may spoil their lives.

The results of this study explore that higher secondary school students are seeking guidance and counselling in vocational areas. The need for vocational guidance is highest (84.11%) among higher secondary school students. Students, after higher secondary school leaving certificate, have to choose a career or interested field of study. Students can either adopt medical or engineering professions or further studies in specific areas. Students, due to unawareness of the nature of professions and untrustworthy of their skills and abilities, feel culpable in choosing the right career path for future life. Therefore, they have to consult for guidance and counselling for future career planning. Proper guidance can help them to find a career that is suitable for them. Sometimes parents understand that they should properly guide their child for further studies of career planning. They guide their child according to social setup, the child's interest, or their information but often parents do not understand their child's interests or trends and force the child to adopt the career they like. Students of secondary level are not enough mature to understand the nature of different works and careers and also they are not aware of their abilities and skills for different works or careers or subjects of further studies that can help them in future planning. So vocational guidance and counselling should be provided to students of the secondary level at the right time.

The results of this research study also explore that (88%) of Higher secondary school level students have educational needs. Students may be worried about their professions in the future. After the secondary school level, students have to choose their job line such as medical, engineering, or other area of interest. There is a deficiency of such counsellors in schools who guide students about their

future careers. The student's problematic area is educational needs. It may be due to that each teacher in school is capable of solving students' educational problems and guiding their students academically. Students often consult their teachers for successful methods of study and teachers guide them properly.

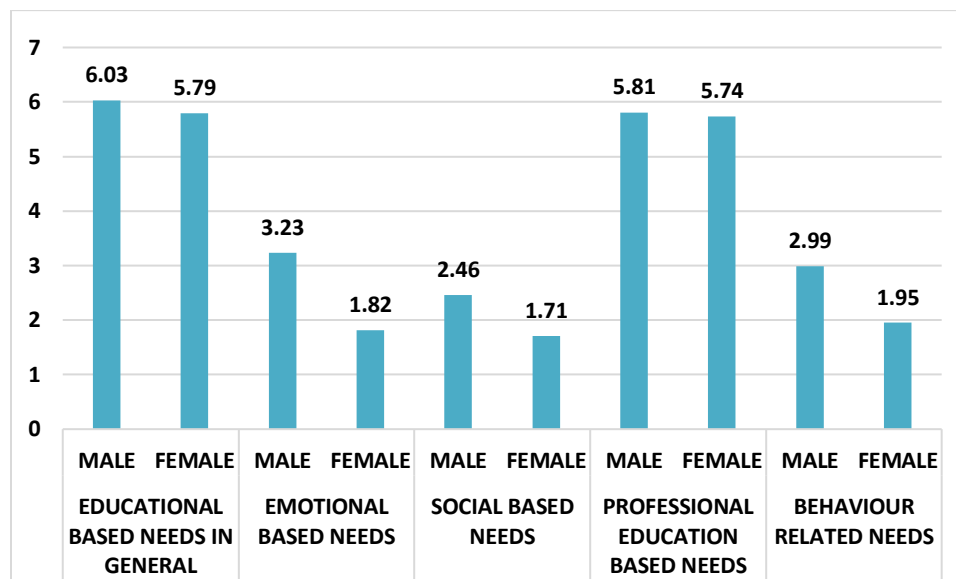
Similarly, only 42.85% of students have behavioural problems. It may be due to parents and teachers who are always guiding them to improve their behaviour.

Only (35%) of students of higher secondary level need social guidance and counselling. If the students are socially guided then they may develop friendships with others that satisfy them mentally.

**Represent the Mean, Std. Deviation & t ratio in guidance and counselling needs of male and female students studying in Higher secondary schools**

DIMENSION	GENDER	MEAN	SD	t value	Significant Relationship
EDUCATIONAL-BASED NEEDS IN GENERAL	MALE	6.03	1.19	1.67	Accepted
	FEMALE	5.79	1.28		
EMOTIONAL BASED NEEDS	MALE	6.19	1.01	3.09	Rejected
	FEMALE	5.76	1.15		
SOCIAL BASED NEEDS	MALE	6	0.96	0.39	Accepted
	FEMALE	5.94	1.17		
PROFESSIONAL EDUCATION-BASED NEEDS	MALE	6.02	1.04	0.85	Accepted
	FEMALE	5.9	1.11		
BEHAVIOUR RELATED NEEDS	MALE	5.92	1.11	-1.58	Accepted
	FEMALE	6.29	1.16		

### Mean score for guidance and counselling needs of male and female students

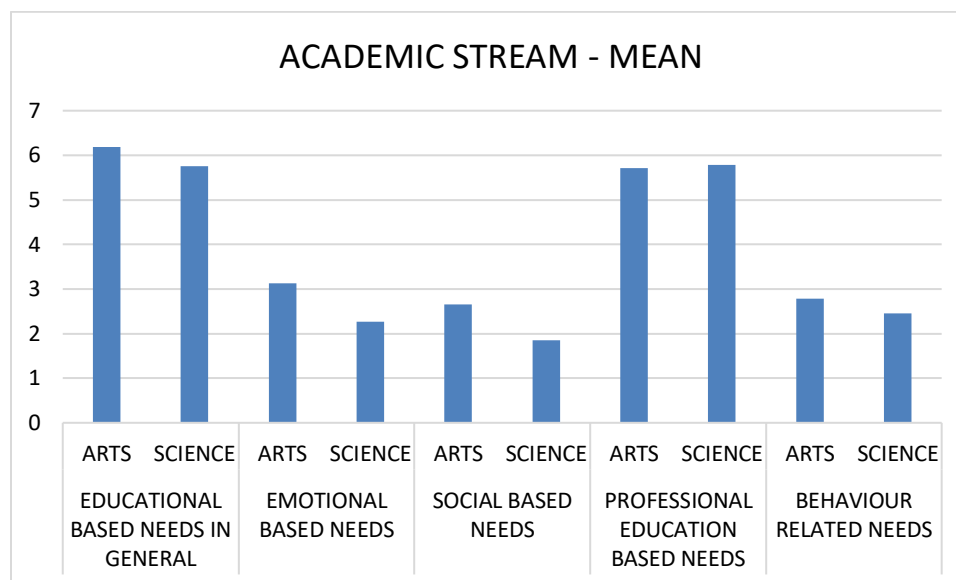


### Represent the Mean, Std. Deviation & t ratio in guidance and counselling needs of Arts and Science group students studying in Higher secondary schools

DIMENSION	ACADEMIC STREAM	MEAN	SD	t value	Significant Relationship
EDUCATIONAL-BASED NEEDS IN GENERAL	ARTS	6.19	1.01	3.09	Rejected
	SCIENCE	5.76	1.15		
EMOTIONAL BASED NEEDS	ARTS	3.13	2.07	4.09	Rejected
	SCIENCE	2.27	1.79		
SOCIAL BASED NEEDS	ARTS	2.66	1.86	3.62	Rejected
	SCIENCE	1.85	1.48		
PROFESSIONAL EDUCATION-BASED NEEDS	ARTS	5.71	1.27	-0.5	Accepted
	SCIENCE	5.78	1.08		
BEHAVIOUR RELATED NEEDS	ARTS	2.78	2.04	1.25	Accepted
	SCIENCE	2.46	1.77		



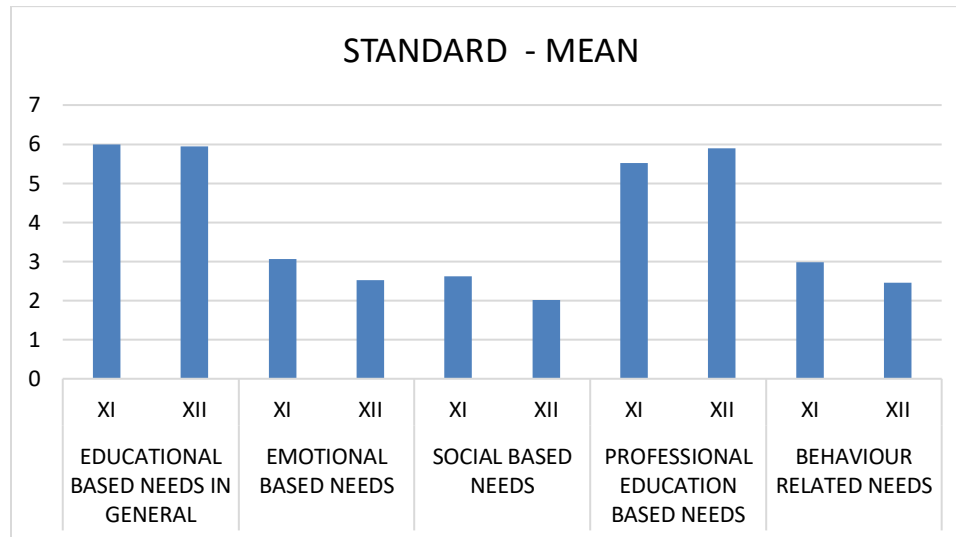
## Mean score for guidance and counselling needs of Arts and Science Group students



## Represent the Mean, Std. Deviation & t ratio in guidance and counselling needs of XI and XII students studying in Higher secondary schools

DIMENSION	STANDARD	MEAN	SD	t value	Significant Relationship
EDUCATIONAL BASED NEEDS IN GENERAL	XI	6	0.96	0.39	Accepted
	XII	5.94	1.17		
EMOTIONAL BASED NEEDS	XI	3.07	2.36	1.77	Accepted
	XII	2.53	1.77		
SOCIAL BASED NEEDS	XI	2.62	1.66	2.69	Rejected
	XII	2.01	1.66		
PROFESSIONAL EDUCATION BASED NEEDS	XI	5.51	1.35	-2.16	Rejected
	XII	5.89	1.08		
BEHAVIOUR RELATED NEEDS	XI	2.98	1.57	2.22	Rejected
	XII	2.45	1.98		

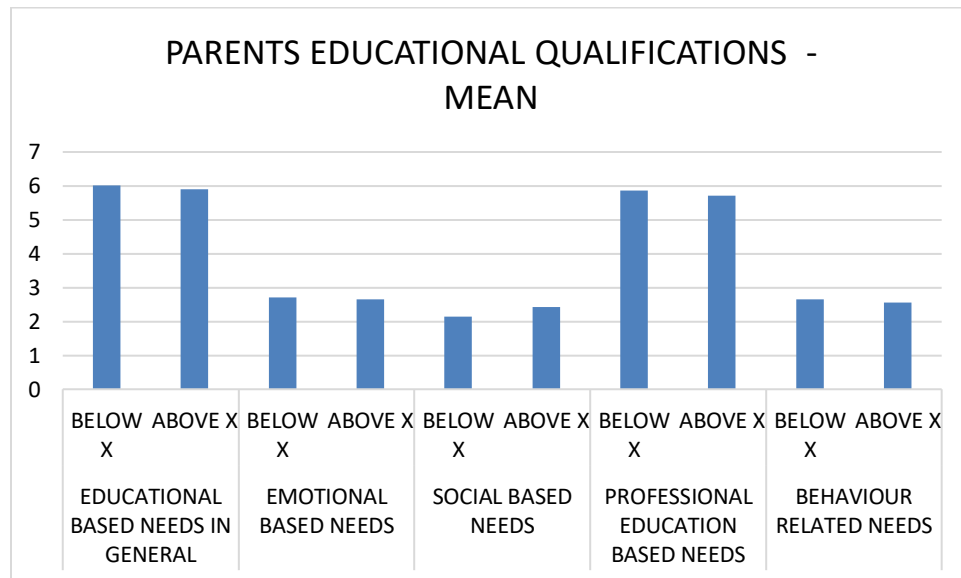
### Mean score for guidance and counselling needs of XI and XII students



### Represent the Mean, Std. Deviation & t ratio in guidance and counselling needs of parents Educational Qualifications of students studying in Higher secondary schools

DIMENSION	PARENTS EDUCATIONAL QUALIFICATIONS	MEAN	SD	t value	Significant Relationship
EDUCATIONAL BASED NEEDS IN GENERAL	BELOW X	6.02	1.04	0.85	Accepted
	ABOVE X	5.9	1.11		
EMOTIONAL BASED NEEDS	BELOW X	2.71	1.87	0.25	Accepted
	ABOVE X	2.65	1.99		
SOCIAL BASED NEEDS	BELOW X	2.14	1.67	-0.82	Accepted
	ABOVE X	2.43	1.77		
PROFESSIONAL EDUCATION BASED NEEDS	BELOW X	5.86	1.85	0.86	Accepted
	ABOVE X	5.72	1.02		
BEHAVIOUR RELATED NEEDS	BELOW X	2.65	2.04	0.34	Accepted
	ABOVE X	2.56	1.82		

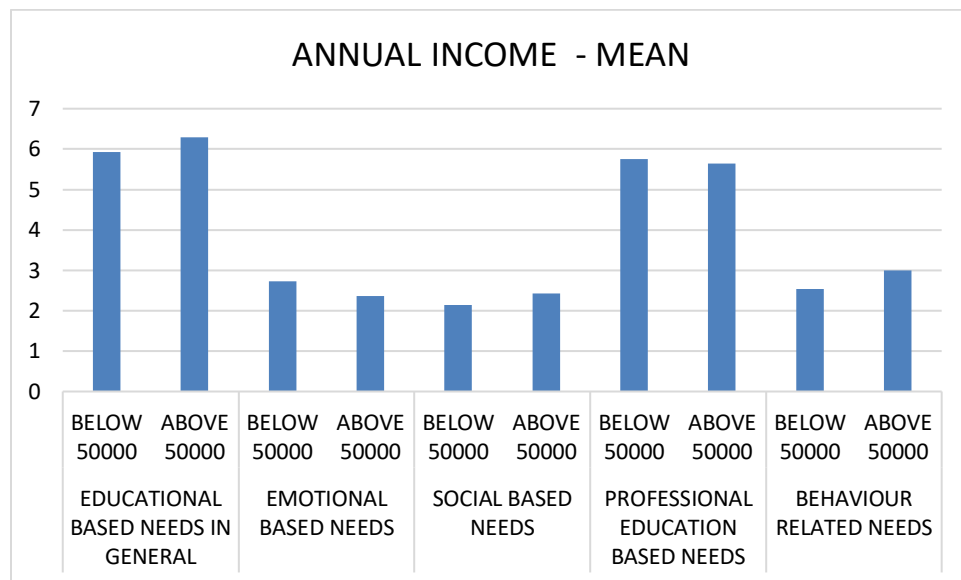
**Mean score for guidance and counselling needs based on parent's educational qualifications of higher secondary students**



**Represent the Mean, Std. Deviation & t ratio in guidance and counselling needs of parent's annual income of students studying in Higher secondary schools**

DIMENSION	ANNUAL INCOME	MEAN	SD	t value	Significant Relationship
EDUCATIONAL-BASED NEEDS IN GENERAL	BELOW 50000	5.92	1.11	-1.58	Accepted
	ABOVE 50000	6.29	1.16		
EMOTIONAL BASED NEEDS	BELOW 50000	2.72	2.02	1.15	Accepted
	ABOVE 50000	2.36	1.52		
SOCIAL BASED NEEDS	BELOW 50000	2.14	1.67	-0.82	Accepted
	ABOVE 50000	2.43	1.77		
PROFESSIONAL EDUCATION-BASED NEEDS	BELOW 50000	5.76	1.98	0.61	Accepted
	ABOVE 50000	5.64	0.95		
BEHAVIOUR RELATED NEEDS	BELOW 50000	2.54	1.83	-1.04	Accepted
	ABOVE 50000	3	2.26		

**The mean score for guidance and counselling needs based on parent's annual income of higher secondary students**



# **CHAPTER - V**

## **RESULTS**

# FINDINGS AND CONCLUSION

## 5.1. FINDINGS

The specific findings that emerged out of the present investigations are as follows:

- ✚ There is a requirement for periodical counselling programmes in schools that guide students about their future careers.
- ✚ Students also require enough time to play and importance should be given to co-curricular activities.
- ✚ Male students, Arts group students, XI standard students, students whose parents studied below X std, and students from fairly high economic backgrounds require more guidance and counselling than Female, Science group, XII students, and students from poor educational and economic backgrounds.
- ✚ Emotional needs of students indicate that they are seeking less percentage (25% - 46%) of guidance and counselling in balancing their emotions irrespective of all dimensions.
- ✚ Students have confidence in themselves and cope with the prevailing critical situations easily.
- ✚ Social needs of students indicate that they are not seeking any guidance and counselling services, especially in building a good rapport with peer groups and societal members.
- ✚ Professional education-based needs of students (83%) indicate that they are seeking guidance and counselling more to get awareness for selecting their further studies irrespective of all dimensions.

- ✚ In particular male students (83%) and Students of XII standard (84%) need special attention in getting knowledge of professional education, life skills, and many other skill development programmes.
- ✚ They also require a special person (expert) to guide them by all means and require hands-on training in educational technology.
- ✚ Needs based on behavioural aspects indicate that they seek diminutive (27% - 42%) guidance and counselling services in handling the hard situations in their life and have a positive attitude too.

## **Summary of Findings**

The following are the main findings of the present investigation.

1. 90% of Students require guidance and counselling in academics and 83% of students in professional education-based aspects.
2. Male (46%) and female (23%) students differ significantly in their emotional guidance needs.
3. Science (52%) and Arts (59%) students differ significantly in their scores of guidance needs in all dimensions. Arts group students need more guidance than science group students in academic (88%), emotional (47%) , and social (38%) needs.
4. XI and XII students differ significantly (nearly 7% difference ) in their social, Professional education, and behavioural-based guidance needs.
5. The students whose parents' education is below and above X do not differ significantly in their guidance needs.

6. The students whose parents' annual income is below and above Rs.50000 do not differ significantly in their guidance needs.
7. Students require a reliable and consoling person to share their views to clarify their confused state of mind and also hate comparing themselves with others.
8. Facing strangers is a challenging task for the students and they do unwilling tasks too to avoid comments.

## **5.2 Conclusion**

The present study reveals that the higher secondary students have an average level of guidance needs in emotional and social aspects. The male students need more guidance than their counterparts. The Arts students need additional guidance than Science group students. The XI standard students need guidance more than their counterparts. Students from poor educational backgrounds need guidance more than their counterparts. The students whose parent's annual income is below Rs. 50000 need more guidance in emotional and professional education-based aspects than their counterparts.

This study would be helpful and encourage the students to identify their counselling needs and problems and solve them through consultation with a good counsellor. Counselling in higher secondary school is unlike a formal counselling program focusing on remedying students' problems. It is also a tool for preventing normal problems from becoming more serious and resulting in delinquency, failure, and emotional disturbance. It can also be a major remedial force for helping children in trouble side by side there is some need for students which is overcome through the help of counselling.



### **5.3 Educational Implications**

The result of the study shows that the level of higher secondary students' guidance needs, and guidance programs need to be introduced in schools to meet the varied needs of the educational systems, administration, and students. Guidance helps the students to have a better self-understanding and proper adjustment to self and society. It is important to develop proper motivation and clarify goals and ideas to students in conformity with their basic potentialities and social tendencies.

Students are given proper guidance on how to deal with psychological problems which can badly impact their studies. It helps shape a student's behaviour and instil enough discipline in them. Proper guidance helps them achieve their goals, well guided & counselled students to know what to do and how to do things in the best possible way. Students learn how to live in peace and harmony with others in the school community.

### **5.4 RECOMMENDATIONS**

The following recommendations are made for Factors that influence Higher secondary school students' choice of career in the Ranipet district:

- 1) The government should support guidance and counselling practically by providing and making funds available for all the services in guidance and counselling.
- 2) Guidance and counselling should be integral to higher secondary school programmes and therefore supported by all concerned.
- 3) All school administrations should consult the guidance counsellor in implementing some of the counselling programmes.

- 4) Guidance counsellors should be committed to the counselling programmes by helping the teachers identify students with learning problems and informing the teachers so that different individualized methods can be used for effective teaching and learning.
- 5) Parents should also be included in the guidance and counselling programme by giving them progressive reports of their students.
- 6) Counsellors should understand their limits in helping the students and therefore use referrals.
- 7) Teachers are made responsible for students' guidance and counselling.
- 8) Each higher secondary school should appoint a Career consultant and professional counsellor.
- 9) Market need assessment results should be communicated to students through handouts, information display boards, and teacher-parent meetings.
- 10) The counselling process should be assessable to each student.

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# APPENDICES

**மேல்நிலை வகுப்பு மாணவர்களிடையே வழிகாட்டல் மற்றும்  
ஆலோசனை வழங்கலின் அவசியம் – வினாநிரல்**

ஆய்வாளர்: நா. வளர்மதி, முதுநிலை விரிவுரையாளர்,

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம், இராணிப்பேட்டை

மாணவர் பெயர்		பள்ளியின் பெயர்	
வகுப்பு	XI / XII	பாலினம்	ஆண் / பெண்
பாடப்பிரிவு	அறிவியல் கலை தொழிற்கல்வி	பெற்றோர் ஆண்டு வருமானம்	ரூ.50,000 க்கும் கீழ் ரூ.1,00,000 க்கும் மேல் ரூ.5,00,000 க்கும் மேல்
கல்வித்தகுதி: தாய்		கல்வித்தகுதி: தந்தை	

குறிப்பு:

பின்வரும் கூற்றுகளைப் படித்து நீங்கள் ஒப்புக்கொண்டால் ஆம் எனவும் ஒப்புக்கொள்ளவில்லை எனில் இல்லை எனவும் (✓) குறியிடவும்.

வ. எண்	கூற்றுகள்	ஆம்	இல்லை
	<b>கல்வி சார்ந்தவை</b>		
1	கல்லூரிகளில் சேர்ந்து பயில வேற்கொள்ள வேண்டிய வழிமுறைகள் குறித்த ஆலோசனை எனக்கு தேவை		
2	என்னிடம் உள்ள திறமைகளின் அடிப்படையில் கல்லூரியில் எந்த பட்டப்படிப்பைத் தேர்ந்தெடுப்பது என்பது குறித்த ஆலோசனை எனக்கு தேவை		
3	என் கல்விசார் பிரச்சனைகளை வெளிப்படையாக பகிர்ந்து கொள்ள எளிதில் அணுகக்கூடிய நபர்கள் எங்கள் பள்ளியில் இல்லை.		
4	பள்ளியில், எதிர்கால வாழ்க்கைக்கு உகந்த வழிகாட்டல் வகுப்புகள் நடைபெற வேண்டியது அவசியம்		

5	ஒவ்வொரு பள்ளியிலும் இலக்கை நிர்ணயித்தல், அதை நோக்கிய பயணத்துக்கு வழிகாட்டி நெறிப்படுத்த ஆலோசகர் இருக்க வேண்டியது அவசியம் .		
6	பள்ளியில், மாணவர்களுக்கு விளையாட போதுமான நேரம் ஒதுக்குதல் அவசியம்		
7	கல்வி இணைச் செயல்பாடுகள் (போட்டிகள், கலை நிகழ்ச்சிகள்) மாணவர்களின் ஆளுமையை வளர்க்க உதவும் என்பதால் அதற்கு முக்கியத்துவம் அளிக்கப்படல் வேண்டும்		
	<b>மனவெழுச்சி சார்ந்தவை</b>		
8	சக மாணவர்கள் எனக்குப் பிடிக்காத சில செயல்களைச் செய்ய வற்புறுத்துவதால் என்னால் படிப்பில் அதிக கவனம் செலுத்த இயலவில்லை.		
9	என்னுடைய வாழ்க்கைச் சூழலால் எனக்கு ஏற்படும் குழப்பங்கள் குறித்து யாரிடம் பகிர்ந்து கொள்வது என எனக்குத் தெரியவில்லை.		
10	மன அழுத்தம் காரணமாக நான் பிறரிடம் எரிச்சலுடன் பேசுகிறேன்.		
11	தற்பொழுது எல்லாம் எனக்கு நண்பர்களுடன் இயல்பாக பேச தயக்கமாக உள்ளது. என்ன காரணம் என்று தெரியவில்லை.		
12	பெற்றோர், ஆசிரியர்கள் என்னைப் பிறருடன் ஒப்பிட்டுப் பேசுவது என் தன்னம்பிக்கையைக் குறைக்கிறது.		
13	பெரும்பாலான நேரங்களில் நான் விரக்தியாக உணர்கிறேன்.		
14	அலைபேசியை அதிகமாக பயன்படுத்துவது மட்டுமே எனக்கு மகிழ்ச்சியை அளிக்கிறது		
	<b>சமூகம் சார்ந்தவை</b>		
15	புறத்தோற்றத்தின் அடிப்படையில்தான் நான் நண்பர்களைத் தேர்ந்தெடுப்பேன்		

16	பள்ளி இறுதி நாளில் சக மாணவர்களுடன் இணைந்து மேசை, நாற்காலி போன்ற பள்ளியிலுள்ள பொருள்களைச் சேதப்படுத்துவது மகிழ்ச்சியாய் இருக்கும்		
17	எனக்கு கோபம் வரும்போது பெரியவர், சிறியவர் என எவ்வித பேதமுமின்றி கடுஞ்சொற்களால் பேசி விடுவேன்		
18	வங்கி, அஞ்சலகம் போன்ற பொது இடங்களில் படிப்பறிவற்ற மக்களுக்குத் தேவையான உதவுகளைச் செய்யத் தேவையான விழிப்புணர்வு என்னிடம் இல்லை		
19	எனக்குத் தெரிந்தவர்களைத் தவிர வேறு நபர்களிடம் பேசுவது எனக்குச் சவாலாக உள்ளது.		
20	எனக்கு சமூக அக்கறையுடன் மேற்கொள்ள வேண்டிய செயல்பாடுகள் குறித்த விழிப்புணர்வு இல்லை		
21	பிறரின் விமர்சனத்துக்கு ஆளாகக் கூடாது என்பதற்காகவே எனக்கு பிடிக்காத செயலையும் செய்கிறேன்		
	<b>தொழிற்படிப்பு சார்ந்தவை</b>		
22	உயர்நிலை வகுப்பு முடிக்கும்போதே அடுத்து என்ன படிக்கலாம் என்பது குறித்த வழிகாட்டல் அவசியம்		
23	எந்தெந்த பாடப்பிரிவைப் படித்தால் எந்தெந்த வேலைக்குச் செல்லலாம் என்ற விழிப்புணர்வு பள்ளிகளில் அளிக்கப்படல் வேண்டும்		
24	மருத்துவம், பொறியியல், வேளாண்மை, வங்கி / வணிக மேலாண்மை போன்ற பட்டப்படிப்புகள் மட்டுமே சிறந்தவை		
25	அடிப்படை தகவல் தொழில்நுட்பம் சார்ந்த பயிற்சி மேல்நிலை வகுப்புகளில் அளித்தல் அவசியம்		
26	கருத்தியல் சார்ந்த கற்பித்தலைவிட செய்முறை வகுப்புகளுக்கு அதிக முக்கியத்துவம் அளித்தால் மாணவர்களிடையே தன்னம்பிக்கையை வளர்க்க முடியும்		
27	பள்ளிகளில் உயர் படிப்புக்கு வழிகாட்ட தனியாக ஓர் ஆசிரியர் இருப்பது நலம் பயக்கும்		

28	திறன் வளர் பயிற்சி, வாழ்க்கைக் கல்வி போன்றவற்றிற்கு வாரந்தோறும் ஒரு சிறப்பு பாடவேளை ஒதுக்கப்படல் வேண்டும்.		
	<b>நடத்தை சார்ந்தவை</b>		
29	திடீரென நான் சோகமாகவும் எதிலும் பற்றின்றியும் காணப்படுகிறேன்		
30	நான் சமீப காலமாக படிப்பில் கவனக்குறைவாக இருக்கிறேன்		
31	என் நண்பர்களின் நடத்தை தவறு என தெரிந்தும் அவர்களிடம் இருந்து என்னால் விலக இயலவில்லை		
32	பெற்றோர், ஆசிரியர்கள் என்னைக் கண்டிக்கும்போது எனக்கு அளவுக்கதிகமான கோபம் வருகிறது		
33	பிறரைத் துன்பப்படுத்திப் பார்ப்பதில் எனக்கு மட்டற்ற மகிழ்ச்சி ஏற்படுகிறது		
34	பிறரின் கவனம் எப்பொழுதும் என்மேல் இருக்க வேண்டும் என விரும்புவேன்		
35	மன வருத்தமாக இருக்கும்போது நண்பர்கள் கூறும் அனைத்து செயல்களையும் சிறிதும் யோசிக்காமல் மேற்கொள்வேன்		

## Need for Guidance and Counselling among Higher Secondary Students - An analytical Study

### PERCENTAGE CHART

Dimensions	Details	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
	Number of students	154	98	99	153	73	179	84	164	224	28
Educational	Scored Marks	928	567	613	882	438	1064	506	968	1326	176
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	86.08534323	82.6530612	88.4559885	82.35294	85.71429	84.9162	86.054	84.321	84.566	89.7959
	Scored Marks	498	178	328	348	224	452	225	434	610	66
Emotional	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	46.19666048	25.9475219	47.3304473	32.493	43.83562	36.07342	38.265	37.805	38.903	33.6735
Social	Scored Marks	379	168	263	284	188	359	479	68	479	68
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	35.15769944	24.4897959	37.950938	26.51727	36.79061	28.65124	81.463	5.9233	30.548	34.6939
Professional	Scored Marks	895	563	565	885	395	1054	486	938	1291	158
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	83.02411874	82.0699708	81.5295815	82.63305	77.29941	84.11812	82.653	81.707	82.334	80.6122
Behaviour	Scored Marks	461	191	275	377	213	439	220	420	568	84
	Total Marks	1078	686	693	1071	511	1253	588	1148	1568	196
	Percentile	42.76437848	27.8425656	39.6825397	35.20075	41.68297	35.03591	37.415	36.585	36.224	42.8571

Dimension	Male	Female	Arts	Science	XI	XII	Below X	Above X	Below 50000	Above 50000
Educational	86.09	82.65	88.46	82.35	85.71	84.92	86.05	84.3	84.6	89.8
Emotional	46.2	25.95	47.33	32.5	43.84	36.07	38.27	37.8	38.9	33.7
Social	35.16	24.49	37.95	26.52	36.79	28.65	81.46	5.92	30.6	34.7
Professional	83.02	82.07	81.53	82.63	77.3	84.12	82.65	81.7	82.3	80.6
Behaviour	42.76	27.84	39.68	35.2	41.68	35.04	37.41	36.6	36.2	42.9
Total	293.2	243	294.95	259.2	285.3	268.8	325.8	246	273	282
Overall %	58.65	48.6	58.99	51.84	57.06	53.76	65.17	49.3	54.5	56.3

# PHOTOGRAPHS



## **PHOTOS**

### **Students filling up the Questionnaire – GHSS, Gudalur**



### **Students filling up the Questionnaire – GBHSS, Arcot**





## Students filling up the Questionnaire – GGHSS, Walajapet





**Students filling up the Questionnaire – GHSS, Arakonam**



**Students filling up the Questionnaire – GHSS, Vilapakkam**

