

Assessing the Guidance Need of Secondary Level Students: An Emergence Towards National Education Policy 2020

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ABSTRACT

Education is crucial for a successful nation, promoting economic growth, social stability, and individual empowerment. It unlocks potential, helping students understand their strengths, weaknesses, interests, and aspirations through providing appropriate guidance. In the path of becoming 'Vishwaguru,' to achieve educational excellence, the schools must be vigilant about 21st-century learners' diverse needs to prepare them for the global market with proper guidance and counselling because learners aged 13-16 years have been getting overwhelmed for dynamic causes. The present study aims to identify the guidance needs of secondary-level students through a descriptive survey method. Randomly selected 200 samples from different schools of Nilagiri block and Balasore Sadar were administered with a standardized tool developed by P. Sharma & D. Sharma (2020). The study resulted in the finding that around 65% of secondary-level students had an average need for guidance. The majority of secondary-level students (63.31%) need support in social aspects, while a significant 61.26% need guidance on academics, 60.43% need to choose correct vocational paths, and 52.10% need help regarding the solution of personal issues. Moreover, female students, students from rural areas, and, surprisingly, the students of government secondary schools need more serious guidance than their counterparts. The study will be helpful in developing targeted intervention programs to address the specific needs of secondary-level students, particularly in social, educational, vocational, and personal aspects. Additionally, it highlights the importance of providing guidance and support to female students, those in rural areas, and those attending government secondary schools to ensure their overall well-being and success.

Keywords- Education, Guidance Need, Secondary students, National Education Policy 2020.

I. INTRODUCTION

Education is a mantra for a successful nation, promoting economic growth, social stability, and individual empowerment. It addresses challenges and unlocks potential for individuals and communities, making it a cornerstone for their progress.

“विद्या ददाति विनयं विनयाद्याति पात्रताम्।
पात्रत्वाद्धनमाप्नोति धनात् धर्मं ततः सुखम्॥” -Hitopadesha

This shloka illustrates the transformative power of education in shaping character and values that emphasizes the true knowledge leads to humility and moral integrity, guiding individuals towards a fulfilling life because Guidance facilitates this by helping students understand their strengths, weaknesses, interests, and aspirations, leading to a more balanced development which is embedded in the process of education and should be regarded as “an integral part of education” as per the Indian Education Commission (1964-66).

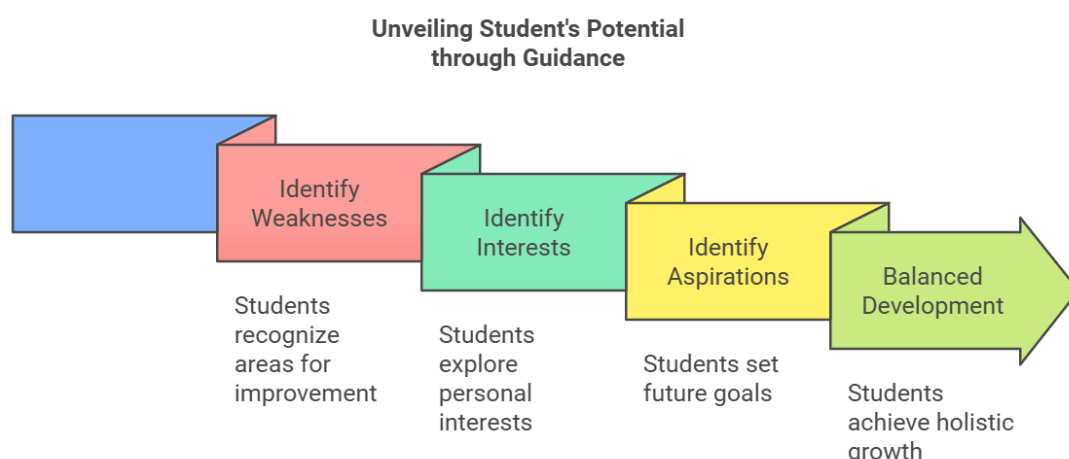


Fig. 1 Unveiling Student's holistic development through Guidance

The New India aims to become a Vishwaguru by 2047 by focusing on educational excellence, cultural richness, and global leadership. By leveraging its historical strengths and modernizing its educational framework through initiatives like the NEP 2020, India is trying to prepare their future generation, those who can contribute meaningfully to the global community as a beacon of knowledge and wisdom. Therefore, proper guidance and counselling is very much essential for every individual, particularly at the age of 13-16 yrs. to make informed decisions about their successful future (Hussain et al, 2024; Yanti, 2022) which carries the potential to fulfil the educational, social, personal and vocational needs of a person (Aminu et al, 2022). However, research papers identified Adolescents in this age group may feel overwhelmed by the pressure to perform academically, particularly when they compare themselves to peers (The Great Schools Editorial Team, 2023), express uncertainty regarding their career aspirations (Subhrajyoti, 2023; Wigfield et al, 2017; Greenberg et al, 2017) due to lack of practical experience and exposure to various professions (Euro School, 2023; Enright, 2022), experience mood swings and insecurities that affect their overall well-being (The Great Schools Editorial Team, 2023) and their desire of independence often clashes with parental expectations and societal norms, leading to conflicts at home (Euro School, 2023). Additionally, romantic relationships become more significant during this period, which can further complicate their social interactions (The Great Schools Editorial Team, 2023; Enright, 2022). Hence, it is the prior responsibility of a school to be very much vigilant about 21st century learners' dynamic needs where students with 13-16 yrs age groups are constructing themselves for the global market with the mission and visions set by the National Education Policy, 2020.

II. MATERIALS AND METHODS

2.1 Design

The present study employed a descriptive survey design to determine the Secondary level students' overall Guidance need and identify gender, locality and type of school management as factors for secondary level students' Guidance need.

2.2 Objectives of the study

1. To identify the level of Guidance need of the Secondary level students.
2. To examine the Guidance need of the Secondary level students with reference to educational guidance, Social Guidance, Personal Guidance, Vocational Guidance.
3. To find out the Guidance need of the Secondary school students with respect to gender, locality and type of school managements.

2.3 Population and Sample

The population of the study targeted all the secondary level students of Balasore district. Researchers selected 200 samples randomly from four different schools located at Nilagiri block and Balasore Sadar after discarding 33 responses due to data insufficiency. The 200 samples comprised 48% male students & 52% female students aged between 13-16 yrs, 51% rural area students and 49% urban area students and 47% were of privately managed schools as well as 53% were Govt. school students.

2.4. Data Collection and analysis

The instrument used to measure the Guidance Need of Secondary level students were developed and standardized by P. Sharma & D. Sharma (2020). This tool was constructed by considering four major dimensions i.e., Educational Guidance, Personal Guidance, Social Guidance and Vocational Guidance for which Secondary level students face dilemmas. The questionnaire were administered to the students with the permission of respective Headmasters/Principals. Finally, the data analysed using the SPSS 26.0 statistical package after appropriate screening and coding.

III. RESULTS AND DISCUSSION

Objective 1&2. Status of guidance need of the secondary level student w.r.t four major dimensions

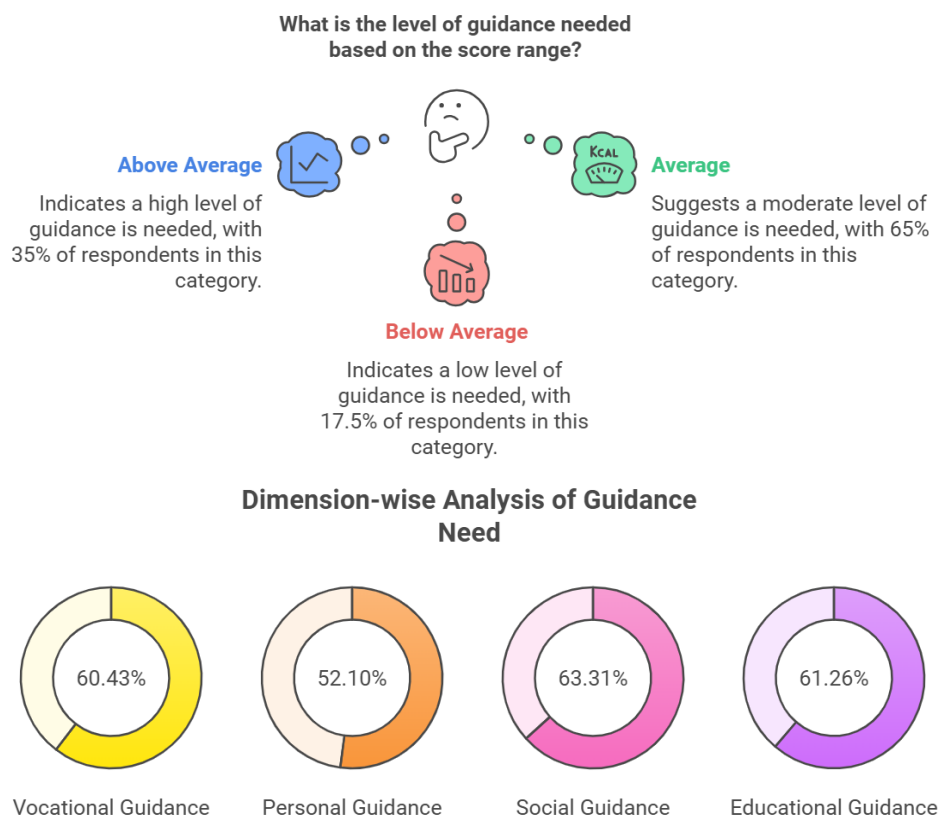


Fig. 2 Overall status of ‘Guidance Need’ of Secondary level students

Figure 2. Revealed that 65% of students (around 130) have an average need for guidance, 17.5% of students (35 students) have an above-average need for guidance, with scores ranging between 265 and 325 and the remaining 17.5% have a below-average need for guidance. majority (63.31%) of Students at Secondary level require support in social aspects, including interpersonal relationships and social skills, A significant (61.26%) students need guidance related to their academics, such as study skills, subject choices, and academic planning, Many (60.43%) students also seek help in planning their future careers and exploring various vocational paths and A smaller but still notable percentage (52.10%) of students require assistance with personal issues, such as emotional well-being and self-development etc.

Objective 3. Guidance need of the Secondary school students with respect to gender, locality and type of school management

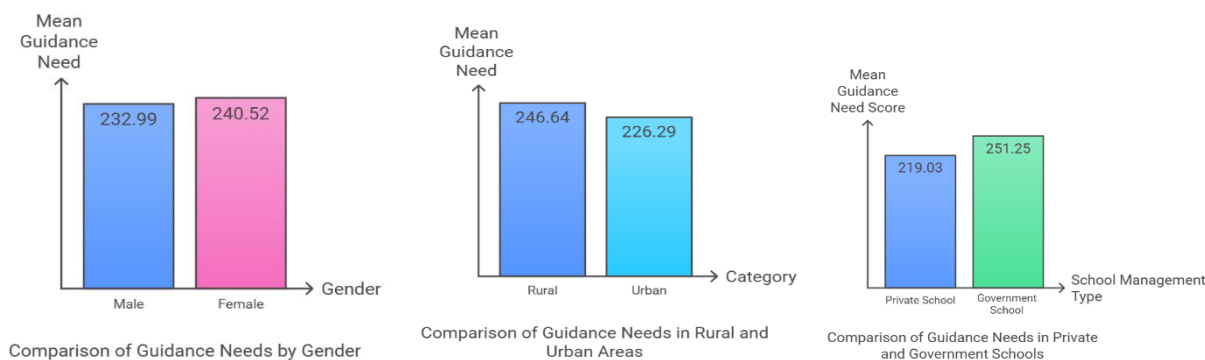


Fig. 3 Graphs representing Guidance need of the Secondary school students with respect to gender, locality and type of school management

From the above graphs, the statistical analysis of t-test for all the variables like Gender, locality and type of school management resulted that female students at secondary level need more guidance than their counterpart with p-value 0.08 and with quite statistical significant difference at 0.05 level of significance which is supported by Manyika et al, (2017), Erikson, (2014) due to female students' higher levels of emotional expression and social sensitivity and Gysbers & Henderson, (2015) due to more relational and interdependent nature.

Secondary students of rural area require more guidance than urban area students having extremely statistical significant mean differences. Gysbers & Henderson, (2015) found rural students face a lot of problems like limited access to resources and support services that directed towards more guidance needs. However, individual difference, personality and motivation play an important role in determine guidance needs than geographic location (Hackett & Lent, 2017).

Further, an extremely statistically significant mean difference found between the guidance need scores of Govt. and Private school students. Government school student required more guidance than Private school students at secondary level which might be in support of the study of Gysbers & Henderson, (2015) where students from diversified background, often found more support.

IV. CONCLUSION

Guidance helps students recognize their interests, abilities, and potential. This self-awareness is crucial for making informed decisions throughout the life. Aligning with the focus of National Education Policy 2020, for promoting holistic approach individually among all the students, understanding their individual need and guiding them in a correct path should be prioritized by every educational institution as well as responsibility of the stakeholders associated with the education system. The present study will alert to take immediate actions regarding introducing guidance cell in various schools, proper monitoring of the guidance and counselling sessions organized by the school etc.

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