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An Analytical Study of Imphal Adolescents Guidance Needs Across Education Streams

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Abstract

The present study was an attempt to analyze the adolescent guidance needs in one of the most trouble-torn city of Imphal, India and to identify if they vary according to their education streams. Out of the 60 schools situated in Imphal district, Manipur, India, 30 schools were randomly drawn for the study. Further, from these list, 25% of the total adolescents studying in XI standard were randomly selected for the present study making a total of 651 respondents. The sample comprised 66.51% respondents from Science stream and 33.49% from Arts stream. A self-structured questionnaire was used to study the socio-demographic and socio-economic characteristics of the respondents as well as respondents' future plans and general ideas on guidance. Guidance needs were assessed in five areas viz. Physical, Social, Psychological, Educational and Vocational areas using Guidance Needs Inventory developed by Dr. J.S. Grewal. The results revealed that guidance needs of the adolescents of Imphal, India didn't vary according to their education stream. All the adolescents of the region, irrespective of their education stream, reflected extreme need for guidance in all the domains of growth and development.. The need for guidance was most preferred in vocational domain followed by educational domain. Least need for guidance was expressed in psychological domain.

Introduction

Guidance is the assistance given to the individuals in making intelligent choices, solving problems and making-adjustment. An individual requires guidance in all the domains of growth and development namely physical, social, psychological, educational and vocational (Grewal, 1982). Physical guidance needs encompass guidance on appearance, building a healthy body image, information regarding diet, type of exercise *etc.* Social guidance needs symbolize the need of establishing social relations, creating an identity among peers thereby achieving self-esteem and of recognition among peers. Psychological guidance needs refer to guidance to acquire self-confidence, tolerate attitude *etc.* Educational and vocational guidance needs encompass guidance to take an informed decision regarding career choice.

Generally speaking, guidance is essential for everybody at every stage of life but during adolescence, in particular, (Eliamani *et al*, 2014) since it's a period of transition from immature child to a mature adult as well as "heightened emotionality". An adolescent on his own may also employ trial-and-error approach and master the developmental tasks essential for smooth transition from childhood to ideal adulthood, but, in the process, firstly he will waste valuable time that he might spend in learning more constructive activities; and secondly he would weaken his self-confidence and motivation to take up the tasks that have proved to be difficult. Guidance by parents or elders at home during this stage of life will help him in smooth and quick transition from childhood to

adulthood with minimum psychological damage.

Till 20th century, grandparents and parents used to act as mentors for the young and for the persons in distress. However, in 21st century the scenario has changed drastically. Revolutionary and evolutionary changes have taken place in all walks of human life. There is unprecedented growth of information of all sorts-censored and uncensored; easy and unchecked accessibility of this information by our X generation, liberalization, need for outstanding leadership, a shift in standards of morality and integrity, people's high aspirations *etc.* coupled with extraordinary growth in our population. All this together has made the social structure of India very complex. Head or other senior members of the family have limited time as well as limited knowledge of the changed conditions and thus, they are hardly competent in providing guidance to our X generation adolescents.

As a result, these adolescents in the absence of proper guidance are finding it difficult to adjust themselves in this highly dynamic and competitive world and sometimes even succumb to the environmental pressure. This is quite evident from the increasing number of reported incidences of juvenile delinquency, suicide, murder, depression *etc.* throughout the country. In some extreme cases, adolescents are even misguided and used by terrorist groups as weapons of terror as it is very easy to influence them. Such poignant changes are being manifested in great heights even in the fringes of the Indian mainland such as Manipur. The potential and talent of this X generation adolescents of Manipur, who stand at the threshold of adulthood goes unidentified and wasted due to sheer negligence, lack of stimulating environment and most importantly inappropriate guidance at the most crucial stage.

Hence, in today's era, we cannot afford to limit the responsibility of guiding adolescents only with the parents. It has to be assumed by all those who live or work with adolescents. It means that adolescents of today require more professional guidance in addition to the general guidance provided to them by the parents and teachers (Kanchana, 2002). Consequently, there is a need for specialized guidance services. Guidance - unorganized and informal - in all places and at all levels is a vital aspect of the educational process. Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term with a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational *etc.*, which aims to adjust the individual to his environment in an effective way. Borders and Drury (1992) found that school counseling interventions have positive impacts on students.

In the Indian educational system, adolescents at higher secondary level have to opt between Arts, Science and Commerce education stream. Researchers have shown that adolescents from different streams of education differ significantly on various aspects.

Singh *et al* (2012) compared college girls from four streams of education viz. Home Science; Arts with Home Science as a subject; Arts with subjects other than Home Science and Science – Medical group on their beliefs regarding upbringing of children. He noticed that college girls from Home Science stream were found to have most modern beliefs about upbringing approach of the children, role of father in child's upbringing, gender related expectations and aspirations in comparison to other streams. Similarly, Dinesh (2003) conducted a study on randomly selected XI standard adolescents (86 Science stream; 125 Arts stream and 89 Commerce stream) and concluded that study habits of adolescents belonging to science and arts streams differs significantly. Iqbal and Bano (2013) also observed that there is a marked significant difference in the personality traits of science and arts students. The mean score of arts students was more than the science students' one. So probably, the guidance needs of adolescents also vary with their field of education (cited in reference)

In order to resolve the present vexed circumstances and to bring about changes to set things right for the future of adolescents as well as Imphal and the nation at large, there was a dire need to take up a study which will ascertain the adolescents' guidance needs and henceforth, suggest ideal strategies for dealing with their identified needs.

Objectives

In the light of above reflections, the present study was planned with the following specific objectives:

1. To identify the guidance needs of adolescents of Imphal, India
2. To assess the guidance needs of adolescents of Imphal, India across streams of education

Method

Sample

The present study was carried out exclusively in the schools of Imphal districts, Manipur in the year 2011. Firstly, the List of Higher Secondary Schools located in Imphal East and Imphal West was procured from the Department of Education, Manipur. Further, from the list comprising of 60 schools, fifty percent (50%) of the schools located in Imphal East and Imphal West, were drawn randomly for the study. Lastly, twenty five percent (25%) of the Class XI adolescents from each selected school were selected for the present research study making a total of 651 respondents (272 boys and 379 girls). The sample comprised of 66.51% respondents from Science stream and 33.49% respondents from Arts stream.

Tools

A self-structured questionnaire was employed to study the socio-demographic and socio-economic characteristics of the respondents. Guidance Needs Inventory (GNI) developed by Dr. J.S. Grewal (1982) was administered to identify the guidance needs of

the respondents. It is an instrument developed to identify the type and strength of guidance needs of secondary school students in the five areas, namely, (i) Physical, (ii) Social, (iii) Psychological, (iv) Educational and (v) Vocational. The inventory consists of 65 items. All the 65 items of this inventory take the shape of positive statements. The response options available for them are: Highly True, Mostly True, Quite true, Least True and Not True which are respectively assigned the scores of 0, 1, 2, 3 and 4. The test-retest reliability of GNI was estimated to be 0.82. High scores on the GNI are an indication of less need and low scores on GNI is an indication of more need.

Procedure

The psychological tools were administered individually to all respondents in classroom setting. After administration of tools, answer sheets were scored and raw scores calculated. Mean values and average scores were calculated. Z test was applied to see if differences exist between the mean score across streams of education and Chi-square test done to find out if guidance needs are independent of streams of education.

Results and Discussion

The data presented in Fig. 1 clearly indicates that majority of the respondents from Arts (72.02%) and Science (71.59%) stream were in extreme need for physical guidance followed by that of moderate need (27.06% and 27.94% respectively). Only 0.92% of the respondents from Arts stream and 0.46% of those from Science stream accounted for the least need for physical guidance. Physical guidance needs encompassed guidance on appearance, building a healthy body image, information regarding diet, type of exercise *etc.*

Somewhat similar trend, but, of comparatively less intensity was seen under social guidance domain also. 54.59% of the respondents from Arts stream and 53.35% of those from Science stream were identified to have extreme need for social guidance and 44.04% and 42.49% of the respondents from Arts and Science stream, respectively had moderate need for it. It can also be brought forth that 1.38% and 4.16% of the respondents from Arts and Science stream, respectively were having least need for social guidance which symbolizes the need for establishing social relations, creating an identity among peers thereby achieving self-esteem and recognition among peers.

On the other hand, under the psychological guidance domain it was observed that large proportion of the respondents from Arts and Science stream that is 50.00% and 49.19% respectively were in moderate need for guidance and bit less proportion that is 41.74% and 39.03% of respondents respectively were in extreme need for it. Moreover, it is also evident from the table that 8.26% of respondents from Arts stream and 11.78% from Science stream were in least need for psychological guidance. This finding is in contrast to that of Kalhotra (2011) who reported that the need for guidance for acquiring self-confidence, tolerating attitude *etc* is less among arts students than science stu-

dents.

Just like under physical guidance, majority of the respondents from Arts (76.15%) and Science stream (74.36%) were observed to have extreme need for educational guidance followed by moderate need for it (22.94% and 24.02%, respectively). Only 0.92% of the respondents from Arts stream and 1.62% of those from Science stream were in least need for educational guidance. It can be noted that taking an informed decision regarding career choice is one of the hardest decisions for adolescents as it determines their future. Therefore, educational and vocational guidance needs were the most sought among adolescents irrespective of their education stream.

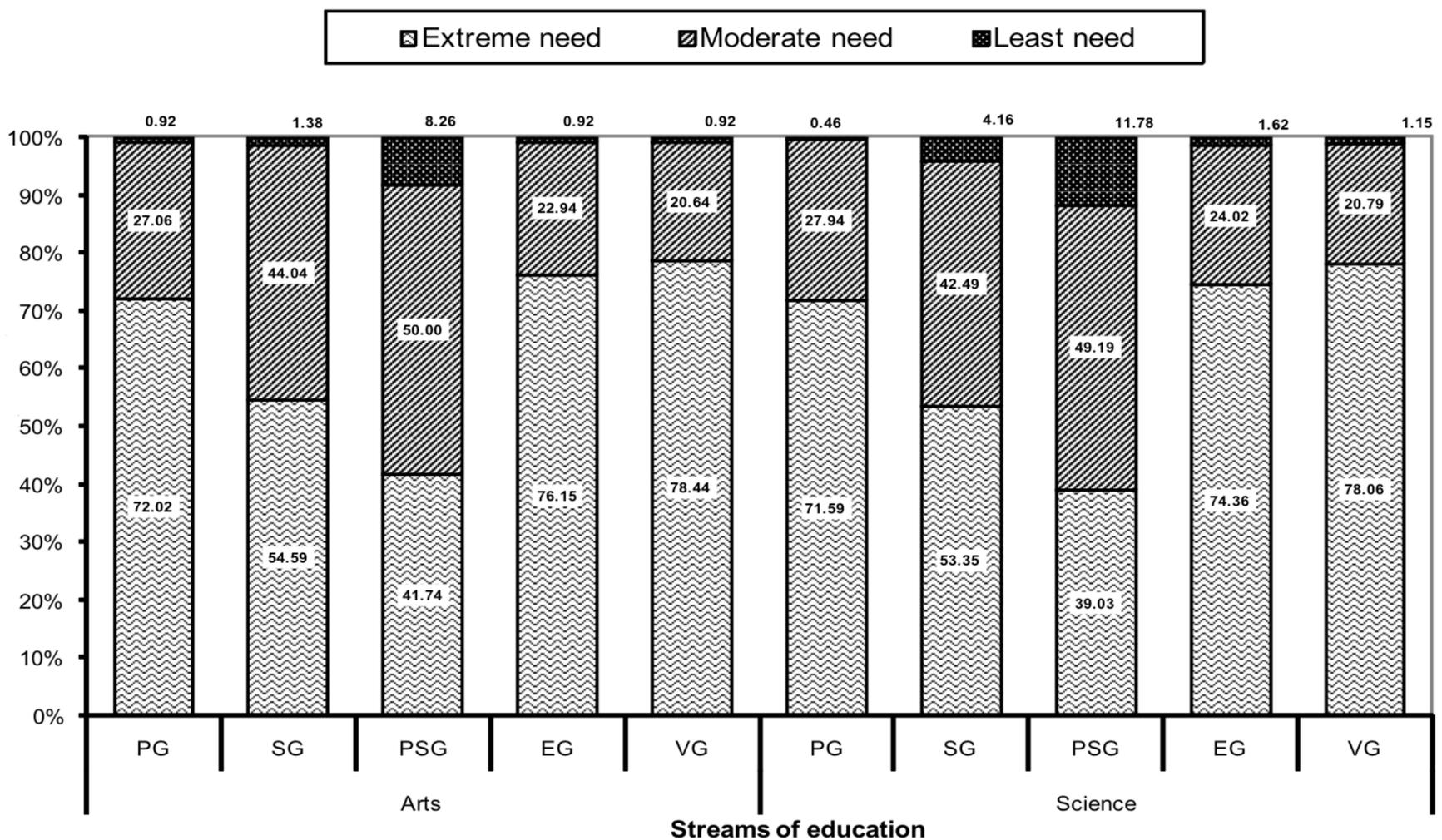


Figure 1

Percentage distribution of senior secondary school adolescents of Imphal districts on guidance needs across streams of education

Note: PG indicates Physical guidance, SG indicates Social guidance, PSG indicates Psychological guidance, EG indicates Educational guidance, VG indicates Vocational guidance

Likewise, in the area of vocational guidance too, majority of the respondents from Arts stream (78.44%) and Science stream (78.06%) exhibited extreme need for guidance in vocational domain. Only 0.92% of the respondents from Arts stream and 1.86% from Science stream reported least need for it. Table 1 displays the order of priority of guidance needs of respondents. It can be seen that respondents from both Arts and Science stream had the highest need for guidance in vocational domain.

Table 1

Average score and ranking of various guidance needs of the respondents according to streams of education

Areas of Guidance Needs	Respondents from Arts stream (n₁=218)		Respondents from Science stream (n₂=433)	
	Avg. score	Rank	Avg. score	Rank
<i>Physical</i>	2.71	III	2.71	III
<i>Social</i>	2.53	IV	2.49	IV
<i>Psychological</i>	2.33	V	2.27	V
<i>Educational</i>	2.76	II	2.73	II
<i>Vocational</i>	2.78	I	2.77	I

The need for guidance in vocational domain was felt more as industrialization and mechanization of every aspect of life has brought about tremendous increase in the variety of jobs available in the employment market. Besides this, specialization has become the word of the present age. Secondary school adolescents thus, required thorough exposure to the wide varieties of jobs available along with their different requirements. Adolescents seemed to realize that the decision they take regarding their vocation will have a profound impact in later stages of their lives and hence they reported highest need of guidance in this area from parents, teachers and professionals who can guide them and teach them lessons on what lays ahead of them. The second direst need for guidance was felt in the educational domain irrespective of respondents' education stream. Adolescents expressed the desire to have a special type of service in schools which will assist them in selecting the curriculum that best fits their abilities, aspirations, interests and future needs as well as help them develop ideal work and study habits to achieve success in studies and ultimately life. Moreover, they were interested in a type of educational guidance that would facilitate their overall development. After educational domain, respondents from both the streams of education needed guidance in physical domain, then in social domain and lastly in psychological domain. Interestingly, it was seen that the priority list of guidance needs of the adolescents across five domains was exactly similar among respondents from both the streams of education under study.

Table 2

Mean and SD of scores of guidance needs of senior secondary school adolescents of Imphal districts across streams of education

Areas of Guidance Needs	Respondents from Arts stream (n ₁ =218)		Respondents from Science stream (n ₂ =433)		Z calculated
	Mean	SD	Mean	SD	
<i>Physical</i>	10.33	5.75	10.49	5.8	0.32
<i>Social</i>	20.57	8.19	20.35	9.96	0.31
<i>Psychological</i>	21.17	8.81	21.14	9.81	0.05
<i>Educational</i>	19.36	10.04	19.26	12	0.11
<i>Vocational</i>	8.99	5.17	8.84	5.47	0.35

An overview of the Table 2 clearly shows that the adolescents guidance needs in the five studied domains did not vary significantly according to their education stream. It can also be concluded from Table 3 that physical, social, psychological, educational and vocational guidance needs were independent of the influence of adolescent education stream.

Table 3

Chi-square value of independence between guidance needs and streams of education of senior secondary school adolescents of Imphal districts

	Areas of Guidance Needs				
	Physical	Social	Psychological	Educational	Vocational
Streams of Education	0.01	0.09	1.74	0.25	0.01

This observation is in contrast with that of Sharma (2013) who reported that there is a significant difference in the overall guidance needs of undergraduate girls from arts and science stream. The said finding of the present study might be supported with the fact that technological and evolutionary transitions taking place at both family and societal level influence adolescents indiscriminately. In simple words, adolescents' need for survival and excellence, like any other basic need, remains the same whatever be their caste, creed, education stream *etc.* It can also be noted that guidance needs of adolescents is dependent on other contextual factors such as gender (Valentina and Singh, 2014), occupation of mothers (Rathee, 2014), type of education received (Kalhotra, 2011), personality of the adolescent (D'Souza *et al*, 2008) and various other environmental factor that affect the development of adolescents directly or indirectly. At such, there is a need for further in-depth study considering the fact that adolescent development is an integrated approach.

Conclusion

It is evident from the present study that adolescents' needs for guidance are tremendous and it does not vary with the education stream. In order to meet the need of the changing society there is a need to include professional guidance during childhood and carry it forth during adolescence. Guidance and counseling services at school would help adolescents in tapping their tremendous physical and mental energies and evolve into ideal adults for taking our nation to greater heights. In the last two decades, guidance movement has spread like a wild-fire throughout the world and generated a great amount of enthusiasm and zeal among parents, teachers and social workers who have devoted time to explore its feasibility and the utility for general population including school going adolescents. All are convinced that proper provision of guidance services should be made for children at different age levels for the harmonious development of their personalities in the larger interest of the society and the individual.

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