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Gender and Locale Differences in Guidance Needs among Adolescents

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ABSTRACT

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The present study was under taken to assess guidance needs of male and female adolescents in urban and rural areas. The study was conducted on 200 adolescents (100 urban and 100 rural) of Government Senior Secondary Schools of Ludhiana district. The sample was further equally distributed over two genders (100males and 100 females). For the assessment of guidance need, Grewal guidance need inventory (1997) was used. The result revealed that in rural sample, males and females showed non significant difference in all dimensions of guidance needs. Irrespective of locale, no significant gender difference was found in the dimensions of guidance needs except physical guidance needs, where females displayed more need than males. Rural respondents required more guidance in physical, social, psychological, vocational and overall guidance than urban adolescents. Academic achievement has significant positive correlation with guidance needs.

Introduction

Guidance and counselling in the modern age have become escalated needs because of multiplicity of problems that the individual faces in important domains of life. Guidance is regarded as conceptualized programme of activities that offers a gateway out to the existing problems in present era of complex scientific and technological developments (Okobiah and Okorodudu 2004). In other words, Guidance is a programme of service

given to people based on the needs of each pupil which provide an understanding of his immediate environment, the influences of the factors on the client and distinctive characters of the school (Omebe (2005). The aim of counselling is to assist behavior change, enhance coping skills, promote decision making, improve relationship and to facilitate users' potential (Fuster 2002). Guidance and counselling has become very imperative for young children and schools have a massive role in fetching out the best in children, as at

today's time young minds need guidance to polish their personality and also help to attend to the physical, social, psychological, educational and vocational needs of the school students who go a long way to remove impediments of learning.

Guidance and counselling helps to recognize and understand about one's talents and abilities, help to develop optimistic outlook for removal of undesirable traits, it aids to develop resourcefulness and self direction in adapting to changes in society. Guidance and counselling earn recognition through their services rendered in enhancing human happiness by being healthier, more productive, attain valuable lesson and also eliminate later stage problems. The major aim of guidance and counselling services is to encourage students' academic, social, emotional and personal development. These are thus, an integral component of education as well.

Adolescence is generally considered as a turbulent period and is often portrayed as a negative phase of life-a phase of storm and stress to be survived or endured (Arnett 1999). This stage is best defined as a critical period in relation to puberty and also considered as revolution of person's life which starts with biological transformation and finished in adjusting with those challenges in the society (Petersen 1988). Adolescence means 'to emerge' to attain 'identity' and this way of attaining identity has to go long facing up with challenges as well as changes. During this period a variety of physiological, cognitive, emotional and social changes take place. Adolescence emerges from later childhood and merges into adulthood with sexual maturity, increased hormone levels, desire for more independence (Youniss & Smollar 1985), the capacity to think abstractly, escalating interest in peers, distancing from parents due to relationship with peers or outside (Steinberg 1988) and the inauguration

of romantic relationship are characteristics of adolescence. These characteristics are like shifting from child like to being adult like (Lerner & Spanier 1980).The tendency to make innovative discoveries is more frequent in adolescence as compare to childhood because in childhood scope of activity is restricted as child has fear of guardians or afraid of going far whereas in adolescence they discover superior freedom. Additionally, there are diverse number of conflicts that adolescents are faced with, such as making decisions about future adult role, identity formation and separating themselves from caregivers.

Adolescents require explicit attention. Today, millions of children are addicted to drugs, engaged in various crime, school drop out, delinquency, attempts suicide, suffer from anxieties and depressions. In spite of rise in literacy rates, the trend of opting wrong decision or being confuse is continuously increasing in children because of lack of guidance services. At this stage of life, adolescents are packed with multifarious challenges and if these challenges are not resolved, they may go on to become a social misfit in later life. An adolescent on his own may also make use of trial-and error approach and master the developmental tasks vital for switch to ideal adulthood but in the practice, they used to waste their precious time that they might spend in learning and knowing further constructive activities and also it would deteriorate their self-confidence and motivation to acquire up tasks that have proved to be hard in doing it. They are not mature enough to critically evaluate baffling situation arising due to these changes around them. Many of these problems not only require remedial treatment but also prominently help from guidance and counselling profession to take preventive efforts. Thus, adolescence becomes a challenging as well as a puzzling chapter of

lifespan development for those who are facing and also for the parents and adults who are raising and nurturing their children (Lerner *et al.*, 1998). So to survive this period and get direction of fulfilling their potential, adolescents require guidance and honest support.

The vast majority of the world's adolescents - 88 per cent - live in developing countries like India. In India adolescence has good hold on population. They will be controlling and running the world someday. Clearly, we need to better understand these challenges and find appropriate solutions. Braddock (2001) stated that, the principle of guidance and counseling in schools is to make progress in academic achievement, increase acquisitions and application of conflict resolution, promote affirmative study attitudes and behavior and reduce school dropouts of the children.

Teachers as well as parents choose academic achievement as sole criteria to judge students' performance. However, it can be a very hard period during which a great deal of understanding, patience and support is required. Modernization has given many positive effects as it is providing so many opportunities, but at the same time, it has remitted into multiple stressors in adolescents' life. These stress leads to massive mental health problems. It is therefore, very pertinent that students' guidance and counselling needs must be known, so that, steps can be taken to make available required support services in this regard to them at adequate level.

Most of the schools in Punjab, particularly in Government funded schools, there is no provision for professional counselling services. However, some of the teachers who hold an interest in guiding the students to solve their personal, psychological, social and academic problems, help them in this direction. Although, some of the private schools (those affiliated to CBSE) follow the

board regulation and appoint school counsellor, but these counsellors in most of the schools are often asked to perform other duties like teaching classes, supervising, office work and class scheduling instead of their real job. As a result, adolescents confront problems which they cannot readily cope with in the absence of assistance from their parents, teachers or professionals such as school counsellors. The academic achievement may be one of the determinants of adolescent mental health and as a result can be associated with the adolescents' need for guidance and counselling. A school counsellor's role also becomes sensitive when the ultimate aim is students academic achievement. (Shechtman 2002) Hence, guidance and counselling needs may differ according to their academic achievement.

The main objectives of this study, to identify and compare the guidance needs of rural and urban adolescents of both gender groups. And to explore the correlation between academic achievement of adolescents and their needs.

Materials and Methods

Sample

The sample comprised of 200 adolescents in the age range of 16-18 years drawn randomly from Senior Secondary Schools in rural and urban areas of Ludhiana district. The selection was made to have equal number of boys ($n_1=100$) and girls ($n_2=100$) from rural and urban schools.

Selection of Rural sample

The sample selection was made through multi-stage purposive cum random sampling technique. There are 12 blocks in Ludhiana district. From these blocks, one block i.e. Ludhiana-I was purposely selected for the study keeping in view easy access to schools. A complete list of all the villages in the

selected block having Government Senior Secondary schools was procured from the internet. From this list, two schools were randomly selected to draw the rural sample.

The in-charges of all the classes enrolling adolescents in the age range of 16 to 18 years were approached.

From these classes, 50 adolescents i.e. 25 males and 25 females were randomly selected from each school. Thus, the rural sample included 100 adolescents in total.

Selection of Urban sample

Municipal Corporation Ludhiana has divided the city into four zones i.e. Zone A, Zone B, Zone C and Zone D. One Zone i.e. Zone D was purposely selected for this study keeping in view easy access to schools.

A complete list of all the Government Senior Secondary Schools falling in this zone was procured from the internet. From this list, two schools were randomly selected to draw the urban sample.

In line with the selection of rural sample, 100 adolescents in the age range of 16 to 18 years were drawn from the selected urban schools. From each school, 50 adolescents i.e. 25 males and 25 females were randomly selected.

Criteria of selection

The following criteria of selection were used to select the sample from urban and rural localities:

Age range of 16-18 years.

Students going to Government Schools.

Research Instruments

Grewal Guidance Need inventory

The Guidance Needs scale developed by

Grewal (1997) was used to identify the guidance needs of students. The inventory consists of 65 items and divided into 5 major areas namely physical guidance need, social guidance need, psychological guidance need, educational guidance need and vocational guidance need.

Academic achievements

The academic achievement level of the selected students was assessed through the percentage of marks obtained by them in previous class as per the school records.

Results and Discussion

Locale differences in the mean scores (\pm S.D.) of the respondents across various dimensions of guidance needs.

The data presented in the table 1 showed the significant difference in the mean scores of adolescents across all the dimensions of guidance needs in both areas except educational guidance needs.

Mean scores revealed that guidance needs were higher among rural adolescents in physical, social, psychological, vocational and overall guidance needs. As for physical guidance need (t-value 3.79; $p \leq 0.01$) mean scores of urban adolescents (25.65) was higher than rural (21.29) which means rural adolescents have more physical guidance need than urban. Similarly, for social guidance need (t-value 2.53; $p \leq 0.05$), rural adolescents mean scores was 29.1 and urban adolescents mean score was 33.48 which make rural social guidance need proved to be higher than urban. Even for psychological guidance (t value 1.74; $p \leq 0.10$) and vocational guidance (t value 1.85; $p \leq 0.10$) the mean scores of urban respondents were higher than the mean scores of rural respondents. As a result rural respondents were in more need of psychological and vocational guidance. Overall guidance needs

also show significant locale difference where again rural respondents were at higher needs than urban respondents.

Though the result was non significant in the dimension of educational guidance but the trend is same as the mean score of rural respondents were lower as compared to respondents belonging to urban area. Therefore, it can be concluded that respondents living in rural areas have higher guidance needs than urban respondents. The reason may be ascribed as lack of resources, less exposure to environment, less of guidance and counselling services. A study conducted by Barwal (2016) also suggested that differences in guidance needs among rural and urban senior secondary students in overall guidance needs was due to lack of facilities, difference in environment and working conditions.

Gender differences in the mean scores (\pm S.D.) of the respondents across various dimensions of guidance needs.

The data in table 2 revealed no significant gender difference in social, psychological, educational and vocational aspects of guidance needs except in the dimension of physical guidance where significant difference was illustrated (t- value 2.49; $p \leq 0.05$) as mean scores of males (24.93) was higher than females (22.01).

As a result it can be concluded that females had more need in the aspect of physical guidance. Similarly, significant difference was portrayed in overall guidance need (t value- 5.32; $p \leq 0.01$) where females had low mean scores than males which again indicate that females need more guidance services than males.

A study conducted to see the relationship between shyness and guidance needs showed a positive relationship with social and

educational dimensions of guidance needs (Souza *et al.*, 2008). Another researcher Seeja (2015) also concluded the same findings depicting lower guidance needs in males as compared to females. This finding may be attributed to less exposure to the environment, less freedom to discuss their problems, shyness and parental education etc.

Locale wise gender differences in the mean scores (\pm S.D.) of the respondents across various dimensions of guidance needs.

The perusal of data presented in table 3 revealed that, in rural sample males and females showed no significant difference in all the dimensions of guidance needs. Even in urban sample no significant gender difference was seen except in the dimension of physical guidance (t value 2.28 ; $p \leq 0.05$) where mean scores of urban females (23.88) was lower than of urban males (27.42) which indicate more need of physical guidance in females as compared to males.

Though the result was non significant in rural sample but mean scores revealed that females required more guidance in all dimensions whereas in urban sample males need more guidance services in social and educational dimensions and females require guidance services more in physical, vocational and overall dimensions than males.

In line with this finding Prabhu S (2015) reported that both the gender did not differ significantly and also reported females demands more guidance services as compared to males.

Thus, it could be concluded that females required more guidance may be being sensitive in nature. Hence, proper guidance services are required to assist the young generation in meeting their challenges of day to day life.

Table.1 Locale differences in the mean scores (\pm S.D.) of the respondents across various dimensions of guidance needs.

(n=200)

Dimensions of guidance needs	Rural (n ₁ = 100)		Urban (n ₂ = 100)		t value
	Mean	SD \pm	Mean	SD \pm	
Physical	21.29	8.32	25.65	7.84	3.79***
Social	29.15	12.40	33.48	11.67	2.53**
Psychological	21.12	9.75	23.68	10.90	1.74*
Educational	28.39	14.69	30.94	15.23	1.20 ^{NS}
Vocational	8.88	5.41	10.38	5.98	1.85*
Overall guidance needs	108.83	37.24	125.1	41.98	2.88**

p \leq 0.10 *p \leq 0.05 ***p \leq 0.01

Table.2 Gender differences in the mean scores (\pm S.D.) of the respondents across various dimensions of guidance needs.

(n=200)

Dimensions of guidance needs	Female (n ₁ = 100)		Male (n ₂ = 100)		t value
	Mean	SD \pm	Mean	SD \pm	
Physical	22.01	8.05	24.93	8.43	2.49**
Social	31.58	11.92	31.05	12.54	0.30 ^{NS}
Psychological	21.9	9.26	22.9	11.45	0.68 ^{NS}
Educational	29.81	15.05	29.52	14.99	0.14 ^{NS}
Vocational	9.24	5.10	10.02	6.32	0.96 ^{NS}
Overall guidance needs	85.05	37.78	114.54	40.25	5.32***

*p \leq 0.10 **p \leq 0.05 ***p \leq 0.01

Table.3 Locale wise gender differences in the mean scores (\pm S.D.) of the respondents across various dimensions of guidance needs.

(n=200)

Dimensions of guidance needs	Rural (n ₁ = 100)				t-value	Urban (n ₂ = 100)				t-value
	Female (n ₃ =50)		Male (n ₄ =50)			Female (n ₅ =50)		Male (n ₆ =50)		
	Mean	SD \pm	Mean	SD \pm		Mean	SD \pm	Mean	SD \pm	
Physical	20.14	8.13	22.44	8.43	1.37 ^{NS}	23.88	7.60	27.42	7.74	2.28**
Social	28.4	13.06	29.9	11.79	0.60 ^{NS}	34.76	9.79	32.2	13.27	1.09 ^{NS}
Psychological	19.94	9.18	22.3	10.24	1.20 ^{NS}	23.86	9.00	23.5	12.61	0.16 ^{NS}
Educational	26.64	14.39	30.14	14.92	1.18 ^{NS}	32.98	15.16	28.9	15.18	1.33 ^{NS}
Vocational	8.6	5.60	9.16	5.25	0.51 ^{NS}	9.88	4.51	10.88	7.18	0.83 ^{NS}
Overall guidance needs	103.72	41.54	113.94	31.98	1.36 ^{NS}	125.36	36.16	124.84	47.46	0.06 ^{NS}

**p \leq 0.05

Table.4 Locale wise correlation between various dimensions of guidance needs and academic achievement.

(n=200)

Dimensions of guidance needs	Rural (n ₁ = 100)	Urban (n ₂ = 100)
	Academic achievement	Academic achievement
Physical	0.29169**	0.409548**
Social	0.339262**	0.4782**
Psychological	0.393461**	0.503327**
Educational	0.654987**	0.633828**
Vocational	0.666812**	0.622283**
Overall guidance needs	0.636575**	0.660791**

**p≤0.01

Table.5 Gender wise correlation between various dimensions of guidance needs and academic achievement.

(n=200)

Dimensions of guidance needs	Female (n ₁ = 100)	Male (n ₂ = 100)
	Academic achievement	Academic achievement
Physical	0.412848**	0.309742**
Social	0.438126**	0.385919**
Psychological	0.539422**	0.39549**
Educational	0.611682**	0.681846**
Vocational	0.664941**	0.640889**
Overall guidance needs	0.64994**	0.649224**

**p≤0.01

Table. 6 Locale wise gender correlation between various dimensions of guidance needs and academic achievements.

(n=200)

Dimensions of guidance needs	Rural (n ₁ = 100)		Urban (n ₂ = 100)	
	Female (n ₃ = 50)	Male (n ₄ = 50)	Female (n ₅ = 50)	Male (n ₆ = 50)
	Academic achievement	Academic achievement	Academic achievement	Academic achievement
Physical	0.437698**	0.1511 ^{NS}	0.362839**	0.5464**
Social	0.44716**	0.228071 ^{NS}	0.4145**	0.548212**
Psychological	0.621157**	0.199131 ^{NS}	0.453246**	0.577416**
Educational	0.639458**	0.664122**	0.57412**	0.704505**
Vocational	0.724216**	0.613752**	0.622291**	0.701542**
Overall guidance needs	0.682983**	0.598557**	0.620573**	0.733217**

*p≤0.05

**p≤0.01

Locale wise correlation between various dimensions of guidance needs and academic achievement

Data presented in the table 4 depicted that irrespective of locale the dimensions of guidance need inventory and academic achievement were highly positively correlated where vocational guidance and academic achievement correlation was highest in different dimension of guidance need in both the locale (rural adolescents $r=0.666$; $p\leq 0.01$, (urban adolescents $r= 0.622$; $p\leq 0.01$) followed by educational, overall, psychological, social and physical. Similarly, irrespective of locale overall guidance needs also had significant positive correlation with academic achievement which indicated that with rise in academic achievement guidance needs decreases.

In line with these findings Glossoff and Koprowicz (1990) also reported that school guidance and counseling programme enhanced academic achievement of the adolescents.

So, the result concluded that academic achievement is strongly correlated with all the dimensions of guidance needs in both the locale. In our Indian society academic achievement of the student is the wholesome criteria to evaluate his overall personality and growth of students. So now a days the provision of guidance services is the need of the hour for adolescents.

Gender wise correlation between various dimensions of guidance needs and academic achievement.

Table 5 portrayed the correlation of academic achievement with different dimensions of guidance needs. Irrespective of gender, a positive correlation was found between academic achievement and all dimensions of guidance needs. (females and males: physical

$r= 0.412848$ and 309742 , $r=0.438126$ and 0.385919 , psychological $r=0.539422$ and 0.39549 educational $r=0.611682$ and 0.681846 , vocational $r=0.664941$ and 0.640889 , overall guidance need 0.64994 and 0.649224 where $p\leq 0.01$)) which implies that need of guidance services declines with the progress in academics. Similar findings were revealed by Shaterloo and Mohammadyari (2011) where they stated that for improving academic achievement guidance and counselling services should be provided to the students and the students should follow guidance and counselling programs for better academic results.

To improve academic achievement performance, it is must to deal with all dimensions of guidance need and provide fruitful assistance so that adolescents conflicts can be solved and they could have bright future.

Locale wise gender correlation between various dimensions of guidance needs and academic achievement.

Table 6 highlighted the correlation between academic achievement of the respondents and various dimensions of guidance needs. Results depicted significant positive correlation ($p\leq 0.01$) in all the dimensions (physical, social, psychological, educational and vocational) of guidance needs among urban adolescents which implies that guidance need increases as academic achievement of the respondents (% of previous class) of the respondents decreases. Similarly in rural area female adolescents showed significant positive correlation ($p\leq 0.01$) in all the dimensions of guidance need whereas rural boys showed a significant positive correlation in educational ($r= 0.664122$; $p\leq 0.01$), vocational ($r=0.613752$; $p\leq 0.01$) and overall guidance need ($r=598557$; $p\leq 0.01$) whereas result were non significant at physical, social and

psychological guidance need. Positive correlation between academic achievement and various dimensions of guidance need means that students having good academic record need less guidance services.

So here the role of school counselor is very important in helping students to solve their problems or to answer their queries.

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