

# “GUIDANCE NEEDS OF ADOLESCENTS STUDYING IN CBSE AND HBSE SCHOOLS IN RELATION TO ADJUSTMENT”

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## ABSTRACT

*The present is an attempt to study the guidance needs of adolescent studying in CBSE and HBSE schools in relation to adjustment. In this study descriptive research method was used. 8 schools of Jind district 2 from rural CBSE and 2 from rural HBSE other 2 from urban CBSE and 2 urban HBSE, 200 students 100 male students and 100 female students in Jind were considered in this study. Adjustment Inventory constructed and standardized by Prof. A.K.P.Sinha and Prof. R.P.Singh and Guidance Needs Inventory constructed and standardized by J.S. GREWAL 1982. Nature of the present study was qualitative and quantitative both. Data was collected by using random sampling technique. This study was conducted on two variables guidance needs and adjustment. This study was useful in finding in guidance needs of adolescents studying in CBSE and HBSE schools in relation to adjustment. After the investigation it was found that there exists statistical significant relationship between guidance needs of school going adolescents in relation to their adjustment and also found that there was more need of guidance of rural and urban school going adolescents.*

*Keywords: Guidance, Adolescents, Adjustment, CBSE, HBSE, Random, Constructed, Standardized.*

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## Introduction

Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. This period emerges from childhood and merges into adulthood. During this period, the establishment of childhood goes away and a revolutionary process of change starts. Adolescence is the most important and critical period of individual's development with which the teacher has to deal.

Adolescents have to face various difficult situations and education should be organized to enable them to face all these problems of life. So the entire program of guidance in school revolves around adolescent boys and girls. For an effective guidance program it is imperative on the part of guidance worker to understand the meaning, importance, problems and needs of adolescents as well as of the society and education of the adolescents. It should be remembered that guidance is specially needed for adolescents because adolescence is the most critical period of life because of stress and strains, storm and strife, heightened emotionality, adventures, day-dreaming, intense affections, stirring of the heart, rapid physical, intellectual, emotional and sexual changes and problems and psychological needs. Incidents occurring in adolescents' period are of great importance in molding character, personality, educational and vocational career of a youth and it is very essential that the guidance worker should be fully acquainted with the problem and psychology of adolescents.

## Guidance

There is no need to understand: "That everyone needs assistance at some time in his life; some will need it constantly and throughout their entire lives, while others need it only at rare intervals at times of great crisis."

According to narrow view guidance is a kind of specialized service which is given to the individual in solving problems of crucial nature. Under this concept help is given by specialized guidance workers.

According to the broader view guidance is any form of assistance given to the child which helps his best development of personality. According to this concept assistance or help can be given by parents, teachers, counselors, psychologists, physician, career masters, social workers or guidance workers.

Jones defines guidance as the promotion of the growth of the individual in self- direction.

The United State of Education define guidance as " the process of acquainting the individual with the various ways including special training in which he may discover his natural endowment so that he makes a living to his own best advantage and that of society."

According to Secondary Education Commission (1952-53) "Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of the factors that can be mastered about themselves and about the world in which they are to live and work."

## Scope of guidance

**Educational guidance:** Educational guidance may be described as the help given to the students in the following areas:

- Selection of a school or college.
- Selection or choice of curriculum including subject and co-curricular activities.
- Adjustment in curricular and co-curricular activities. I.e. making satisfactory progress and adjustment in the school.

**Vocational guidance:** Vocational guidance may be described as the help given to the individuals in the following areas:

- Choice of an occupation.
  - Preparation of an occupation.
  - Entering the job.
  - Making suitable progress and adjustment in it.
- It also aims at helping the students in the following areas:
- Making students familiar with the world of work and with its diverse requirements.
  - To place at the disposal of the individual all possible aids in making a correct appraisal of his strengths and weaknesses in relation to the job requirements offered by his environment.

**Personal guidance:** Personal guidance may be described as the help given to the students in the following areas:

- Solving personal, emotional or psychological problems.
- Minimizing various types of conflicts, frustration and maladjustment and making adjustments.
- Making the child emotionally balanced and helping him in the best possible development of personality.

- This threefold division of guidance should not be taken to form water-tight compartments, but it is more a matter of practical convenience for making the concept more clear.

### **Adjustment**

The dictionary meaning of 'Adjustment' is, to fit, make suitable, adopt, arrange, modify harmonize or correspondent. Thus when we make an adjustment between two things, we adopt or modify one or both of them to correspond to each other. In some situations, one of the factor may not be changeable and so the one which is, has to be modified in some way to suit the others. The extension of a ladder by a suitable length to reach an upper story window is good example of such an adjustment.

Webster (1951) defines adjustment as the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like.

The concept of adjustment is as old, as the human race on this planet. It starts right from the birth of the child and continues till the last moment of his life. It is an important characteristic of living organism. Every organism tries to achieve some sort of working arrangement with his environment. Adjustment needs reaction to the varying demands and pressures of social environment imposed upon the individual (Uniyal,1970)

Chauhan (1987) defines that the systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term adaptation. The adaptability to environmental hazards goes on increasing as we proceed on the scale from lower extreme to higher extreme of life. Insects and germs, in comparison to human beings can't withstand the hazards of changing conditions in the environment and as the season changes they die. Man among the living organisms has the higher capacity to adapt to new situations. Man as a social animal not only adapts to physical demands but he also adjust to social pressures.

### **Areas of adjustment**

Meaning of adjustment can be further illustrated by highlighting areas or aspects of adjustment:

#### **Health adjustment:**

Sound health is the source of satisfaction and adjustment. Persons who have physical defects or deformities may develop various types of complexes and frustration and the result is maladjustment.

#### **Emotional adjustment:**

A person is emotionally adjusted if he expresses proper emotion in a proper situation in a proper form. An emotionally stable person may be well adjusted and emotionally unstable conditions cause mental disorder and maladjustment.

#### **Home adjustment:**

Relations of the child with his family members influence his adjustment. Home promotes satisfaction and security. Congenial environment in the home promotes home adjustment and uncongenial environment in the home causes maladjustment.

#### **School adjustment:**

Healthy environment in the school helps the person in making school adjustment. Satisfaction of the child with the behavior of his class-fellows, teachers and head of the institution, methods of teaching, discipline, time-table, co-curricular activities influences his adjustment.

**Occupational adjustment:**

Occupational world of adults determine their adjustment. Degree of satisfaction with the choice of occupation, working conditions, relationship with co-workers and employers, financial satisfaction and chances for promotion and advancement influence the total adjustment of the person.

**Social adjustment:**

Area of social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family, neighbours, playmates, class-fellows, teachers and other members of the society. Socially mature person behaves in accordance with social norms, customs and traditions. He never engages himself in anti-social activities.

**Adolescence**

The term adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. This period emerges from childhood and merges into adulthood. In fact it is a period of revolution it is markedly a period of growing up, during which the child develops into a man and woman. Adolescence is the most important and critical period of individual's development with which the teacher has to deal. Adolescents have to face various difficult situations and education should be organized to enable them to face all these problems of life. The adolescents have to be so educated that they should also build up their life in a way that they may successfully bring about the welfare of the society. Parents, teachers and educationist have a vital role to play in the life of adolescents. They can build up their life in a successful manner. Hence they should have the knowledge of the general characteristics, needs and problems of adolescents. The following points highlight the importance of the study of adolescence:

Etymologically defines "Adolescence" comes from the word "Adolescere" which means 'to grow' or 'to grow to maturity'.

Psychologically defines adolescence as a marginal situation which involves psychological disturbances and problems of adjustment. It differentiates the childhood behavior from the adulthood behavior.

Jersild defines 'Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.

Kaur (1999) studied the adjustment problem of adolescents in relation to their academic achievements. She used a sample of 200 students. She concluded that adolescents face adjustment problem, boys and girls differ slightly in adjustment problem.

Gysbers, N. C. (2001) stated that "the guidance programme help students acquired the knowledge, skills and attitude to reach their fullest potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others".

Garber et.al (2001) studied the relation among maternal depression, family dysfunction, emotional autonomy and adolescents' adjustment participants were 145 mothers and children who were assessed in 8<sup>th</sup> grade and again in 9<sup>th</sup> grade, results indicated that maternal depression significantly moderate the relation between emotional autonomy and adolescents adjustment.

Beyers, et. Al (2003) examined the association between psychological, separation and adjustment to university in a sample of 945 late adolescents. Results indicated that both dimension of psychological separation (Independent from parents and positive separation feelings) positively predicted better adjustment to university.

Dr. Najma Unnisa (2011) stating that adjustment is adaptation to physical environment as well as social demands, the author over that there is a close relationship between adjustment and education with well adjusted individuals prospering in their education endeavor and those with adjustment problems being retarded in their scholastic achievement.

Rathee (2014) studied the guidance needs of adolescents boys and girls of working and non- working mothers. The study aimed to find out whether the guidance need of adolescent boys and girls of working mothers differ significantly from those of non- working mothers. The study further compared the guidance need of adolescent boys and girls of working and non- working mothers on the basis of five dimensions of guidance needs that are physical, emotional, educational and vocational. The sample of study consisted of 80 adolescents boys and girls (20 male students of working mothers, 20 female students of working mothers, 20 male students of non- working mothers & 20 female students of non-working mothers) of the age group 13 to 15 years belonging to rural and urban areas selected randomly from different educational institutions of district Sonapat, Haryana. Guidance Needs Inventory by Grewal J.S. was administered to the selected sample to assess their guidance need. The study revealed there were significant differences between the adolescent students of working and non- working mothers on the measure of physical, emotional, educational and vocational guidance needs.

Sharma, M(2014) studied guidance needs of Secondary School Students in relation to Academic Anxiety. The aim of the study was to determine the effect of gender and academic anxiety on the guidance needs of students studying in government secondary school of District Shimla of Himachal Pradesh. Guidance Needs Inventory ( GNI) developed by Dr. J. S. Grewal (1999) and Academic Anxiety Scale for children (AASC) developed by Dr. A.K. Singh & Dr. A. Sen Gupta(1999) were administered on a sample of 160 adolescents selected through random cluster sampling technique from 16 government schools of district Shimla of Himachal Pradesh. The results indicated that students having high level of academic anxiety have more guidance needs as compared to students having low level of academic anxiety. Moreover a significant difference was found in guidance needs of boys and girls of secondary schools.

#### **Objectives of the study:**

- To study the guidance needs of male and female school going adolescents.
- To study the guidance needs of rural and urban school going adolescents.
- To study the adjustment of male and female school going adolescents.
- To study the adjustment of rural and urban school going adolescents.
- To study the relation between guidance needs and adjustment of school going adolescents.
- To study and compare the guidance needs of school going adolescents having good and poor adjustment.

#### **Methodology**

Descriptive Research method was followed in the conduct of present study. A sample of 200 adolescents was selected randomly. The sample consisted to 10<sup>th</sup> class students of Jind District. Sample was taken from 8 schools, 2 from rural H.B.S.E. and 2 from rural C.B.S.E. other 2 from urban H.B.S.E. and 2 from C.B.S.E. were taken. The following tools were used to collect the data.

- Adjustment Inventory by Prof. A.K.P. Sinha and Prof. R.P. Singh.
- Guidance Needs Inventory by J.S. Grewal (1982).

These objectives were achieved with the help of following hypothesis:

- There exists no significant difference between guidance needs of male and female school going adolescents.
- There exists no significant difference between guidance needs of rural and urban school going adolescents.
- There exists no significant difference between adjustment of male and female school going adolescents.
- There exists no significant difference between rural and urban school going adolescents.
- There exists significant relationship between guidance needs and adjustment of school going adolescents.
- There exists no significant difference in guidance needs of school going adolescents having good and poor adjustment.

The raw score obtained were statistically treated to verify the above mentioned hypothesis.

In the proceeding chapter, problem of the study, hypothesis, tools, sample, design and procedure of the study is discussed. The present data is devoted to statistical analysis of the data, interpretation of the result and conclusions.

The acronyms used throughout the tables are as follows:-

Sr. No.	Abbreviation	Meaning
1	N	No. of Students
2	M	Mean
3	S.D.	Standard Deviation
4	S.E.	Standard Error
5	df	Degree of Freedom

**Table 1.1 Significance of difference between guidance needs of male and female school going adolescents.**

TYPES	N	M	S.D	S.E	SEM	t- ratio
MALE	100	164.17	51.3962	5.13	6.99	1.314
FEMALE	100	154.98	47.5876	4.75		

df = 198

\*not significant at 0.05 level of confidence

\*not significant at 0.01 level of significant

### Interpretation

Table 1.1 depicts the t- ratio for the difference between the male and female school going students on the score of guidance needs. The t- ratio is not significant at 0.05 and 0.01 level. Thus the hypothesis “ there exists no significant difference between guidance needs of male and female school going adolescents is accepted.”

**Table 1.2 Significance of difference between guidance needs of rural and urban school going adolescents.**

TYPES	N	M	S.D	S.E	SEM	t- ratio
URBAN	100	174.88	49.0491	4.904	6.69	4.56
RURAL	100	144.32	45.5549	4.555		

df = 198

\*significant at 0.05 level of significance

\*significant at 0.01 level of significance

**Interpretation**

Table 1.2 depicts the t- ratio for the difference between the rural and urban school going students on the score of guidance needs. The t- ratio is significant at 0.05 and 0.01 level. Thus the hypothesis, “there exists no significant difference between guidance needs of rural and urban school going adolescents is rejected.”

**Table 1.3 Significance of difference between adjustment of male and female school going adolescents.**

TYPES	N	M	S.D	S.E	SEM	t- ratio
MALE	100	18.34	5.8761	0.5876	0.912	0.592
FEMALE	100	18.88	6.9823	0.6982		

df= 198

\*not significant at 0.05 level of significance

\*not significant at 0.01 level of significance

**Interpretation**

Table 1.3 depicts the t-ratio for the difference between male and female school going adolescents on the score of adjustment. The t- ratio is not significant at 0.05 and 0.01 level. Thus the hypothesis, “there is no significant difference between adjustment of male and female school going adolescents is accepted.”

**Table 1.4 Significance of difference between adjustment of rural and urban school going adolescents.**

TYPES	N	M	S.D	S.E	SEM	t- ratio
RURAL	100	17.85	6.8834	0.6883	0.906	1.67
URBAN	100	19.37	5.9060	0.5906		

Df= 198

\*not significant at 0.05 level of significance

\*not significant at 0.01 level of significance

**Interpretation**

The table 1.4 depicts the t-ratio for the difference between the rural and urban school going adolescents on the score of adjustment. The t- ratio is not significant at 0.05 and 0.01 level. Thus the hypothesis, “there exists no significant difference between adjustment of rural and urban school going adolescents is accepted.”

**Table 1.5 Significant relationship between guidance needs and adjustment of school going adolescents.**

TYPES	N	M	CORRELATION
ADJUSTMENT	200	18.825	0.14
GUIDANCE		160.645	

Df= 198

\*significant at 0.05 level of significance

\*significant at 0.01 level of significance

**Interpretation**

Table 1.5 depicts the t-ratio for the relationship between guidance needs and adjustment of school going adolescents. The t- ratio is significant at 0.05 and 0.01 level. There is positive co-relation between guidance needs of school going adolescents in relation to their adjustment. Thus the hypothesis, “there exists significant relationship between guidance needs and adjustment of school going adolescents is accepted.”

**Table 1.6 Significance of difference in guidance needs of school going adolescents having good and poor adjustment.**

TYPES	N	M	S.D	S.E	SEM	t- ratio
GOOD	54	168.666	60.378	8.22	10.15	1.206
POOR	54	156.418	43.874	5.97		

df = 198

\*not significant at 0.05 level of significance

\*not significant at 0.01 level of significance

**Interpretation**

Table 1.6 depicts the t-ratio for the difference in guidance needs of school going adolescents having good and poor adjustment. The t-ratio is not significant at 0.05 and 0.01 level. Thus the hypothesis, “there exists no significant difference in guidance of school going adolescents having good and poor adjustment is accepted.”

**Findings of the study**

- There exists statistical significant relationship between guidance needs of school going adolescents in relation to their adjustment.
- There was no statistical significant difference between guidance needs of male and female school going adolescents.
- There was statistical significant difference between guidance needs of rural and urban school going adolescents.
- There was no statistical significant difference between adjustment of male and female school going adolescents.
- There was no statistical significant difference between adjustment of rural and urban school going adolescents.

**Educational implications**

The study is well supported by authentic data collection from the subjects. These observations can be helpful for both parents and teachers to understand the psyche of school going adolescents. Guidance needs plays an important role in the adjustment of everyone. This study will help the teachers or lecturers to guide parents, so that they can better understand their children. The results of present study show that guidance needs effect the adjustment of school going adolescents. Both complement each other which have an implication for educational planners, for designing curriculum, instructional material and evaluation procedures. This study will help improving the adjustment of school going adolescents.

### Suggestions for further study

- Research work can be carried out on the large scale.
- A study can be carried out to know the role of socio- economic status and environment in improving the level of adjustment.
- We can study guidance needs in relation to vocational adjustment, personal and educational problem.
- the study can be done in big cities like Chandigarh, Panchkula and Gurugram.
- The study can be extended for guidance needs at different level of district.

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