A STUDY OF VOCATIONAL GUIDANCE NEEDS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR FAMILY TYPE AND SOCIO-ECONOMIC STATUS

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ABSTRACT

This research is an examination of the study of vocational guidance needs of senior secondary school students in relation to their family type and socio-economic status. In the present investigation, a sample of 322 students studying in class 10+2 from district Kangra of Himachal Pradesh was selected. In the present study Vocational Guidance Needs Scale developed by Dr. Meena Buddhisagar Rathod and Mrs. Pallavi Shukla. Socio Economic Status Scale (SESS) developed by R. L. Bhardwaj was used. Results revealed that senior secondary school students having high, moderate and low socio-economic status did not differ significantly from each other with respect to their vocational guidance needs and possess more or less the same vocational guidance needs. Senior secondary school students belonging to nuclear and joint type of families do not differ significantly from each other with respect to their vocational guidance needs. Socio-economic status level and family type did not interact significantly with regard to their combined influence on vocational guidance needs of senior secondary school students.

Key Words: vocational guidance needs, senior secondary school students, family type, socio-economic status.

INTRODUCTION

Guidance helps to prepare the individual for his future life. Preparation for the future life implies creating ability in the individual to bear responsibilities that are to fall to his lot. These future responsibilities can take a variety of forms. Guidance helps in looking at education in the modern context. It puts up new demands in education. Guidance is coming to be regarded as that inseparable aspect of the educational process that is peculiarly concerned with helping individuals to discover their needs, assess their potentialities, develop their life purpose, formulate plans of action in the service of these purposes, and proceed to their realization. In the present scientific age, increasing complexities of life are becoming responsible for the need of guidance. From the very beginning more experienced person has been guiding un-experienced or less experienced persons. All of us have some goals in life. Sometimes the goal one sets for oneself may be unrealistic and beyond reach. Perhaps someone trained in this job would be able to analyze our capabilities and help us to set goals that are realistic. We may not be able to meet all needs in the classroom. Beyond classroom also, we may have occasions to interact with elders who could guide us. We need to utilize our human resources optimally. If our resources are not optimally utilized it could be a waste, not only for the individual but also for the society to which we belong.

There is need for guidance from the point of view of the society as well as of the individual. Society can only make progress if its individuals find places in the occupational, civic and social order where they can contribute their best for the welfare of others. Vocational guidance is the assistance rendered by an individual to another in the latter's solving of problems related to his progress and vocational selection keeping in mind the individual's peculiarities or special abilities and their relations with his occupational
opportunity. We need vocational guidance to find out suitable vocations for the individual to minimize the percentage of misfits and to increase the national rate of productivity.

The socio economic conditions of a family obviously refer to the socio-economic status of its members. It evokes unique behavior through the social rituals. It determines one’s potential in life. An urban based student has different potential that his counterpart coming from rural areas and within the urban and rural population itself there is difference of potential between the rich and poor people and between the educated and uneducated. A family’s socio economic status is based on family income, parental education level, parental occupation and social status in the community (such as contacts within the community, group associations and the community’s perception of the family). Families with high socio economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children’s development. They are able to provide their young children with high quality child care, books and toys to encourage children in various learning activities at home. Also they have easy to access to information regarding their children’s as well as social, emotional and cognitive development. In addition, families with high socio economic status often seeks out information to help them better prepare their young children for school. So, in order to up bring children according to the changing needs of society there is need to have good socio-economic status.

SIGNIFICANCE OF THE STUDY

Every year new innovations, new facts, new concepts, new ways of doing things, new knowledge, new theories or principles come into the field of education. As society is a complex whole which requires all law, duties, traditions, taboos, system, myths, cultural lag and dogmatic and orthodox feelings. So, society play main role to direct all the system towards positive side. When society will create a hindrance in the path of student, automatically he/she will become river in the society. The students need guidance at each step of their life mainly when they are in the growing and changing period of life. Among the many needs that human beings seek to fulfill, need for vocational guidance is the most fundamental and it influences the individual and society in a number of ways. It is in guiding and nurturing of human potential especially during the growing years that the foundation of healthy growth and development for entire life is laid. The term 'need' occupies a central position in the educational system. The country's success in various fields of life depends on the proper vocational guidance of adolescents. The research in the field of vocational guidance needs of senior secondary schools students is relevant as the area in this field need to explore as it remains intact. The students of today are the potent hope of the future and hence cannot be ignored in their vocational guidance needs. There is lack of researches related to vocational guidance needs and the socio-economic status of senior secondary school students. So the research work is significant.

STATEMENT OF THE PROBLEM

The statement of the problem is as below.

"A STUDY OF VOCATIONAL GUIDANCE NEEDS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR FAMILY TYPE AND SOCIO-ECONOMIC STATUS."

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives.
1. To study the nature of distribution of vocational guidance need scores of senior secondary school students.
2. To study vocational guidance needs of senior secondary school students at different levels of their socio-economic status.
3. To study family-wise difference in vocational guidance needs of senior secondary school students.
4. To study the interactional effect of socio-economic status and family type on vocational guidance needs of senior secondary school students.

HYPOTHESES OF THE STUDY

In the present study following hypotheses were formulated.
1. There will be no significant difference in vocational guidance needs of senior secondary school students at different levels of their socio-economic status.
2. There will be no significant family-wise difference in vocational guidance needs of senior secondary school students.
3. Level of socio-economic status and family type will not interact significantly with regard to their combined influence on vocational guidance needs of senior secondary school students.
DELIMITATIONS OF THE STUDY
For the convenience of the researcher the study was delimited in terms of following.
1. The study was delimited to the students studying in class 10+2 in HPBSE affiliated schools in district Kangra of Himachal Pradesh.
2. The study involved the analysis of vocational guidance needs of senior secondary school students as measured by Vocational Guidance Needs Scale.

OPERATIONAL DEFINITIONS OF TERMS USED
It indicates the functional meaning of different terms as used in the statement of the problem or in the entire body of the report. In the following paragraphs operational definitions of key terms have been presented.

1. Vocational Guidance Needs: Vocational guidance needs means the needs to know about the problems relating to occupational choices, to cope with these problems, prepare, and enter in the world of work and find a place for oneself in society with a view of achieving self-fulfillment. In the present study the vocational guidance needs of senior secondary school students was assessed by using Vocational Guidance Needs Scale developed and standardized by Dr. Meena Buddhisagar Rathod and Mrs. Pallavi Shukala.

2. Senior secondary school students: In this study senior secondary school students are referred to the students studying in 10+2 class in session 2016-17.

3. Family Type: In the present study it refers to nuclear and joint type of families.

4. Socio-Economic Status: It includes parental occupation, parental education, monthly income, house type, household material etc. as measured by socio-economic status scale developed by Dr. R.L. Bhardwaj.

REVIEW OF RELATED LITERATURE
A brief review of the research studies which bears a direct or indirect link with the present work is given as under.

Leggett (2004) conducted a study entitled, “The effects of solution focused class-room guidance intervention with elementary students.” Results of this study supported the prediction that it would be reasonable to hypothesize that solution-focused classroom as a classroom guidance intervention could have a positive effect in a class-room setting.

Rowley & Sink (2005) found that comprehensive guidance and counseling programmes are being implemented throughout the United States. The authors discuss the results of the study exploring the national trends in the use of counseling material.

Monk (2006) conducted a study on the topic, “Usage of consultation under the system support component of a comprehensive developmental guidance model.” The findings showed that there was not a significant relationship between the number of years of teaching experience or years of counseling. Experience and the utilization of consultation by Texas rural school counselor under the system support component.

Mishak (2007) concluded that although statistical analysis did not yield significant findings with respect to the instructional methods and activities used by the school counselors. Significant differences were found between early career and veteran elementary schools counselor on key attitude towards their classroom guidance programme.

Giovazolias et. al. (2010) revealed that those students who face psychological difficulties had negative attitude towards counselling.

Eyo et. al. (2010) revealed that students’ attitude at secondary school stage towards guidance and counselling was significantly positive and that the gender and school location significantly influenced students’ attitude towards guidance services.

METHOD AND PROCEDURE
Keeping into consideration the objectives of present study, following methodology was adopted.

METHOD
The present study is 'descriptive survey' type. The term 'survey’ means gathering of information relating to the current problem. Descriptive research is concerned with the conditions or relationships that exist, points of view or attitudes that are held, processes that are going on, effects that are being felt, or trends that are developing. Descriptive studies may be focused to investigate what exists with respect to variables or conditions in a present situation.

SAMPLING
In the present investigation, a sample of class 10+2 students was drawn from government and private senior secondary schools of Himachal Pradesh by adopting the procedure of multistage sampling. In the first stage Kangra district was selected. Secondly, the researcher selected 10 senior secondary schools from Nurpur and Jawali education blocks. The selection of the schools from the above mentioned two education blocks was done on random basis. Finally, at the last stage, a representative sample of 322 students studying in class 10+2 class in session 2016-17 was selected.
RESEARCH TOOL USED
For the collection of data some instruments are used. These instruments are called tools. The selection of the tool depends upon the objectives and design of the study and the type of responses that researches tend to cover. The researcher has to select the tool, which will provide data, he/she requires for the testing of hypotheses. For the collection of the data for the present study, the investigator used following research tools.
- Vocational Guidance Needs Scale developed by Dr. Meena Buddhisagar Rathod and Mrs. Pallavi Shukla.
- Socio Economic Status Scale (SESS) developed by R. L. Bhardwaj was used.

STATISTICAL TREATMENT OF DATA
In order to study the distribution of vocational guidance need scores of senior secondary school students, descriptive statistics like mean, median, mode, S.D., Q.D., skewness and kurtosis was calculated.

For studying the main effects of gender, type of institution, family type, and level of socio-economic status and their interactional effect on vocational guidance needs of senior secondary school students, the statistical technique of analysis of variance (two way) was used.

ANALYSIS AND INTERPRETATION OF DATA
Analysis and interpretation of data is that part of the study, which is associated with the drawing of inferences from collected facts. The raw scores fail to reveal any results unless they are critically analyzed and scientifically interpreted. In educational research, the step that comes next to collection of data is that of its analysis. Analysis of data means studying the tabulated material in order to make it meaningful. It involves breaking down the existing complex factors into simple facts and putting these parts together, making new arrangements for the purpose of interpretation. The main purpose of collection of data is to draw some inference and conclusions. This cannot be done without systematically organizing the data collected. Analysis and interpretation of the data is the heart of the research report.

NATURE OF DISTRIBUTION OF VOCATIONAL GUIDANCE NEED SCORES OF SENIOR SECONDARY SCHOOL STUDENTS
Before presenting the actual analysis of data and discussion of results pertaining to the hypotheses formulated in the present study, it was deemed desirable to describe the nature of distribution of vocational guidance need scores of senior secondary school students so as to ensure that whether the condition of basic assumptions necessary for statistical techniques used herein was fulfilled. Hence, for verifying the normality of distribution of vocational guidance need scores, values of mean, median, mode, standard deviation, quartile deviation, skewness and kurtosis were calculated and are given below in table

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Cumulative Frequency (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>214-223</td>
<td>2</td>
<td>322</td>
<td>100</td>
</tr>
<tr>
<td>204-213</td>
<td>7</td>
<td>320</td>
<td>99.37</td>
</tr>
<tr>
<td>194-203</td>
<td>37</td>
<td>313</td>
<td>97.20</td>
</tr>
<tr>
<td>184-193</td>
<td>82</td>
<td>276</td>
<td>85.71</td>
</tr>
<tr>
<td>174-183</td>
<td>123</td>
<td>194</td>
<td>60.24</td>
</tr>
<tr>
<td>164-173</td>
<td>59</td>
<td>71</td>
<td>22.04</td>
</tr>
<tr>
<td>154-163</td>
<td>8</td>
<td>12</td>
<td>3.72</td>
</tr>
<tr>
<td>144-153</td>
<td>4</td>
<td>4</td>
<td>1.24</td>
</tr>
</tbody>
</table>

Mean | Median | Mode | S.D. | Q.D. | Skewness | Kurtosis |
-----|--------|------|------|------|----------|----------|
181.80 | 180.81 | 179.30 | 11.40 | 7.5 | +0.260 | 0.247 |

Table shows the values of mean, median and mode of vocational guidance need scores of senior secondary school students as 181.80, 180.81 and 179.30 respectively, which are quite proximate to each other. The value of S.D and Q.D. is 11.40 and 7.5 respectively. Further, the value of skewness is +0.260 which shows that the curve is positively skewed. In addition to this, the value of kurtosis for the frequency distribution of vocational guidance need scores of senior secondary school students was calculated to be
0.247 which indicates that the curve is leptokurtic in nature. Since there is less distortion, so the data can be taken as normally distributed which can also be seen from figure

**Frequency Curve Showing Distribution of Guidance Need Scores of Senior Secondary School Students**

![Frequency Curve](image)

**VOCATIONAL GUIDANCE NEEDS OF SENIOR SECONDARY SCHOOL STUDENTS AT DIFFERENT LEVELS OF SOCIO-ECONOMIC STATUS**

To study the vocational guidance needs of senior secondary school students at different levels of their socio-economic status, the statistical technique of analysis of variance (two way) was applied. The variable, i.e., socio-economic status was divided into three levels viz. high, moderate and low socio-economic status. The sample was divided into three categories on the basis of their socio-economic status scores by adopting the procedure of $P_{75}$ and $P_{25}$ in the following manner.

(i) The students with socio-economic status score as 764 or above ($P_{75}$) were grouped in high socio-economic status group.

(ii) The students with socio-economic status scores as 638 to 763 were grouped in moderate socio-economic status group.

(iii) The students with socio-economic status scores as 637 or below ($P_{25}$) were grouped in low socio-economic status group.

Distribution of senior secondary school students into three groups on the basis of their socio-economic status scores is shown in table

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Group</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High Socio-economic status Group</td>
<td>94</td>
</tr>
<tr>
<td>2.</td>
<td>Moderate Socio-economic status Group</td>
<td>177</td>
</tr>
<tr>
<td>3.</td>
<td>Low Socio-economic status Group</td>
<td>95</td>
</tr>
</tbody>
</table>

After this, the three groups were made equal in terms of total number of students in each group by using ‘Random Numbers Table.’

**VOCATIONAL GUIDANCE NEEDS OF SENIOR SECONDARY SCHOOL STUDENTS BELONGING TO NUCLEAR AND JOINT FAMILIES AT DIFFERENT LEVELS OF THEIR SOCIO-ECONOMIC STATUS**

In order to study the family-wise difference in vocational guidance needs of senior secondary school students at different levels of their socio-economic status, means of vocational guidance need scores were computed which are given in table

**Means of Vocational Guidance Need Scores of Senior Secondary School Students Belonging to Nuclear and Joint Type of Families at Different Levels of Socio-Economic Status**

<table>
<thead>
<tr>
<th>Family type</th>
<th>Means of Vocational Guidance Need Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Socio-Economic Status Group</td>
</tr>
<tr>
<td>Nuclear</td>
<td>181.39</td>
</tr>
<tr>
<td>Joint</td>
<td>181.04</td>
</tr>
<tr>
<td>Total</td>
<td>181.21</td>
</tr>
</tbody>
</table>
To test the significance of the difference in the means of vocational guidance need scores of senior secondary school students at different levels of their socio-economic status, the statistical technique of Analysis of Variance (two way) was employed. The summary of results is given in table.

### Summary of the Results of Analysis of Variance (two-way) for Vocational Guidance Needs of Senior Secondary School Students Belonging to Nuclear and Joint Type of Families at Different Levels of Socio-Economic Status

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square Variance</th>
<th>F- Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Socio-Economic Status(A)</td>
<td>388.80</td>
<td>2</td>
<td>194.4</td>
<td>1.57&lt;sup&gt;NS&lt;/sup&gt;</td>
</tr>
<tr>
<td>2.</td>
<td>Family type (B)</td>
<td>36.53</td>
<td>1</td>
<td>36.53</td>
<td>0.29&lt;sup&gt;NS&lt;/sup&gt;</td>
</tr>
<tr>
<td>3.</td>
<td>Interaction (AXB)</td>
<td>466.21</td>
<td>2</td>
<td>233.10</td>
<td>1.89&lt;sup&gt;NS&lt;/sup&gt;</td>
</tr>
<tr>
<td>4.</td>
<td>Within Means</td>
<td>16278.85</td>
<td>132</td>
<td>123.32</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Total</td>
<td>17170.39</td>
<td>137</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>NS</sup> Not Significant at 0.05 level of significance

### MAIN EFFECTS

(a) **SOCIO-ECONOMIC STATUS** (A)

The computed value of ‘F’ for the main effect of socio-economic status on vocational guidance needs of senior secondary school students irrespective of their family type came out to be 1.57 which is less than the table value (3.06) at 0.05 level of significance, for df 2/132.

Therefore, it may be said that senior secondary school students with high, moderate and low socio-economic status did not differ significantly from each other with respect to their vocational guidance needs and possess more or less the same vocational guidance needs as already discussed under paragraph.

(b) **FAMILY TYPE** (B)

It is evident from table that the ‘F’ value for the main effect of family type on vocational guidance needs of senior secondary school students came out to be 0.29 which is less than the table value (3.90) at 0.05 level of significance, for df 1/132. Hence, the **Hypothesis No. 2** that, “There will be no significant family-wise difference in vocational guidance needs of senior secondary school students” was **accepted**.

Therefore, it may be interpreted that senior secondary school students belonging to nuclear and joint type of families do not differ significantly from each other with respect to their vocational guidance needs.

### INTERACTIONAL EFFECT

**(SOCIO-ECONOMIC STATUS x FAMILY TYPE):**

The obtained value of ‘F’ for the interactional effect of socio-economic status level and family type on vocational guidance needs of senior secondary school students came out to be 1.89 which is less than the table value (3.06) at 0.05 level of significance, for df 2/132. Hence, the **Hypothesis No.3** that, “Level of socio-economic status and family type will not interact significantly with regard to their combined influence on vocational guidance needs of senior secondary school students” was **accepted**. Therefore, it may be interpreted that socio-economic status level and family type did not interact significantly with regard to their combined influence on vocational guidance needs of senior secondary school students.

Therefore, it may be interpreted that there are approximately the same difference in the means of vocational guidance need scores of senior secondary school students belonging to nuclear and joint type of families regardless to different levels of socio-economic status.

### CONCLUSIONS

From the analysis and interpretation of the data, following conclusions may be drawn.

- Senior secondary school students having high, moderate and low socio-economic status did not differ significantly from each other with respect to their vocational guidance needs and possess more or less the same vocational guidance needs.
- Senior secondary school students belonging to nuclear and joint type of families do not differ significantly from each other with respect to their vocational guidance needs.
- Socio-economic status level and family type did not interact significantly with regard to their combined influence on vocational guidance needs of senior secondary school students.
EDUCATIONAL IMPLICATIONS

On the basis of the results, the present study has the following educational implications.

❖ Different programmes should be organized by the administrators to provide vocational guidance to students. Vocational guidance services can help a lot in imparting valuable vocational information and to help the students in the selection of future jobs, according to ones abilities, interests and aptitude.

❖ Institution should provide conducive environment for proper development of mental abilities and organize group games, group discussion, debates and dramas to develop the self-confidence and tolerating attitude in students.

❖ Every teacher should deal with the vocational usefulness of his subjects, the way to develop good study habits and the relationship between efforts and results. In today’s era, guidance of adolescents should be assumed by all who are directly or indirectly related to the adolescent instead of merely restricting it to parents. It means that adolescents of today require more vocational guidance in addition to the general guidance provided to them by the parents and teachers. Students should be motivated for physical exercise. More importance should be given to co-curricular activities and sports. Students should be encouraged to learn yoga exercise.

❖ There should be proper provisions of guidance to adolescents by parents or elders at home because it helps him in smooth and quick transition from childhood to adulthood with minimum psychological damage.

❖ The growing technical and scientific advancement and complexity of life, the world of work has become very extensive and wide. There have been multiple growths of many new and novel occupations that need the services of our young men and women. Therefore, there is an urgent need of guidance services for rendering necessary information regarding all such jobs areas and opportunities.

❖ The knowledge of parents and youngsters regarding the world of work is narrow and specific. A few professions and occupations are considered to be lucrative and reputable, while others are neglected or are unknown to them. Thus, there is an urgent need to acquaint the students with growing trends in employment market. The teachers present an ideal model through his dealing and teaching in the class. The teacher should help adolescents to develop positive attitude towards life. Special programmes should be organized in the schools as regard their social, educational and psychological problems.

References:


