

A Study of Guidance Needs in relation to their Personality type of Secondary School Students

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Abstract:

Guidance service is an important for children and schools have a huge role in bringing out of the best in children. Good conduct is coveted, but sometimes young minds need guidance to polish their personality. Through this service children are given advice on how to manage and deal with emotional conflict and personal problems. In view of this, the investigator aimed to study the need of guidance of secondary school students in relation to their personality type. For this purpose, the sample of 300 boys and girls student of secondary school students of Malda district in West Bengal has been selected through simple random sampling method. Guidance Needs Inventory by J.S.Grewal(1979) and Eynenck's Personality Inventory has been used for data collection. Descriptive Statistics has been used for data analysis. The result revealed that there is no significant correlation between Need of Guidance of students in relation their personality type at secondary level.

Keywords: Guidance, Personality type.

Introduction:

Give people enough guidance to make the decisions you want them to make. Don't tell them what to do, but encourage them to do what is best.

Jimmy Jobnoson

Guidance is a service through which an individual/group of individuals is helped guide himself/themselves. It is a process by which individuals are assisted in making of their life and their career to better adapt to the environment and enjoy temporarily worldly life. It is designed to help them in making adjustments to the environment whether in school or outside it. It stands for creating a spirit of self dependence in the students, thus, helping them to solve their own problems by themselves. It is old as society. Now days it is becoming more important because it is not giving directions, it is not the imposition of one person, it is not making decisions for an individual which he should make for himself.

Life is full of problems. In every step of life individual faces so many problems at a time. To overcome such problem s/he needs a person who considers mature enough to provide light in the darkness. Guidance can be looked at as a programme of service which helps to give individuals in making intelligent choices and adjustment. It helps an individual to discover himself according to his potentialities, capacities, and aptitude, to help him make maximum development and use of all these potentialities to the best advantages of an individual. At first it is an educational construct involves those experiences and gradually it concerns with getting jobs for young people, which assist each learner to understand him/herself, accept him/herself and life effectively in his/her society.

One of the important aims of education is to equip children for earning their lively hood. Hence, vocation and work experience are the two important part of education. Students from Secondary level have to be provided opportunities to educational planning. So Guidance needed for helping them in proper educational

adjustment as well as proper educational development so that they develop confidence to sit for the examination.

From the very beginning guidance provided by more matured person to young ones in the case of education and vocation. But gradually, there are many types of guidance have been admitted in to the life those are interrelated to individual's life. Such as for physical fitness individual needs health guidance, for social adjustment he needs social guidance, personal guidance is needed to overcome personal guidance etc.

Students, especially in secondary stage have more intricate personal problems as well as to their parents, teachers, and friends. They lead their life with stress and strain during that period. Sometimes even dominating attitude of the elders increase their problems so that their progress hampers and it results poor achievement. In this period they need moral guidance by which they can able to progress on the right way and lead novel lives.

Personality:

Personality is derived from the Latin word 'Persona' means 'false face' or 'mask'. Ordinarily it is taken as the external or out appearance. It refers to a person's characteristics both acquired and inherited, which make him unique interns of the impression he makes upon others.

It is a broad and comprehensive concept which covering the individual's dynamic organisation of psycho social behaviour and his unique adjustment to environment. It can be developed through proper education because the modern aim of education is harmonious or balanced, wholesome development of personality.

Personality type attempts to explain human personality by observing behavioural characteristics of individual. Each behavioural pattern represents one type in which individual are placed in terms of the similarity of their behavioural characteristics with that person. Different psychologists classified personality type differently like the Ancient Indian Physician broadly categorized of all human beings according to three basic elements of body namely *pitt*(bile), *vata*(wind) and *kafa*(mucus). Greek philosopher **Hippocrates** classified personality type according to body disposition as follows-sanguine, melancholic, choleric and phlegmatic. **Kretschmer** classified all human beings into certain biological types according to their physical structure and has allotted following definite personality characteristics associated with each physical make-up as follows-pyknic, athletic and leptosomatic. **Sheldon** too, like Kretschmer, classified human beings into types according to their physical structures and attached certain temperamental characteristics to them as –endomorph, mesomorph and ectomorph. **Jung** divided all human beings according to their social participation, the interest in social activities and psychological functions as-extrovert and introvert.

Review of Related Literature

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

Kalhotra, K.S. (2011) concluded in his study that there is a significant difference in guidance needs of adolescents studying in government and private school. The adolescents studying in government secondary schools have more need for guidance than adolescents studying in private secondary schools.

Vajary, Hosseiniyan, and Gaedi (2011) showed that the degree of need to guidance in various aspects is different and need to education is the first order and occupational need is the second importance. The lowest was in need to physical guidance. Kaur (2012) reported girls to have better social adjustment and school adjustment than boys. Consequently, it can be assumed that boys are in a greater need for social and educational guidance. Impact Factor: 6.644&ISSN: 2249-5894 82 International Journal of Physical and Social Sciences <http://www.ijmra.us>, Email: editorijmie@gmail.com Singh et al. (2013) accounted girls to be more socially adequate and boys to be more socially adjusted; however, gender differences were not observed in emotional maturity of adolescents in the same study of guidance needs. Justification of the Study: The history has revealed that man has always felt need of guidance especially for his young ones. It is necessary at every phase of human life achieving his best developments. Every share of our life i.e. health, education,

home, family, religious life, moral life, civic awareness, leisure time activities, vocational planning means every activity or whole life has been covered by guidance. Guidance really helps us to discover our own abilities within us. It introduces a person to him by providing the quality of self-recognition. A child or a person who is the victim of his problems does not know that what he wants to do or where he wants to or what is right for him at mean time. Guidance actually develops the decision making ability, which meets a person to find the root cause of his problem and to vanish it. It does not have to restrict the freedom of an individual; the main purpose of guidance is to create self-confidence and spirit of self-direction in a person so that he does not feel neglected due to any reason whether it is related to the adjustment in society especially for the students who feels that being a student of government or rural school he could not achieve success in the desired or particular area. Guidance and Counselling can help these students to realize their aim in life or in which field they can do well as per their qualification and interest in a particular area. Thus guidance is necessary for both rural and urban students of secondary schools. They have needs to be guided in a right direction for their career. And their needs can be fulfilled by their parents and teachers.

Statement of the Problem:

“ Study of the Guidance Needs of Secondary School Students in relation to their Personality Type”.

Objectives:

The objectives of the study are:

- i. To find out the difference of guidance needs between boys and girls secondary students.
- ii. To find out the difference of guidance needs between Govt. and Private Secondary students.
- iii. To find out the difference of guidance needs between secondary students of working and non-working mothers.
- iv. To find out the difference of guidance need of secondary students on the basis of their personality type.
- v. To find out the relationship guidance and personality type of secondary school students.

Hypotheses:

- There is no significant difference of guidance needs between male and female secondary students.
- There is no significant difference of guidance needs between Govt. and private secondary school students.
- There is no significant difference of guidance needs between secondary students of working and non working mothers.
- There is no significant difference of guidance needs of secondary students on the basis of their personality type.
- There is no significant relationship between need of guidance and personality type.

Methodology:

The total sample of the study comprised 100 secondary school students of Malda district in West Bengal. From place of work male and female students were selected randomly through simple random sampling technique and then they were categorized under gender variation, types of mother (Working and non working) and types of schools variation as per the following table. The tool used for data collection is Guidance Need Inventory by J.S. Grewal(1979) and Eyseneck’s Personality Questionnaire .

TABLE NO -1
SAMPLE DISTRIBUTION

Sl. No	Variable	Sub –Variable	No of Students	Total
01	Gender	Male	50	100
		Female	50	
02	Type of School	Govt.	50	100
		Private	50	
03	Type of mother	Working	35	100
		Non working	65	

Analysis and Interpretation of Data

The Mean, S.D and t-test and correlation were calculated for the statistical analysis of data. The details are given below

TABLE NO-02

Values of Mean, SD and t-ratio of Guidance Needs of Secondary School Students with respect their Gender, Type of school and Type of Mother.

Variation	Category	N	M	SD	t-ratio	Level of significance
Gender	Male	50	56.76	45.89	3.01**	Significant
	Female	50	79.32	43.79		
Type of School	Govt.	50	3.53	29.68	1.99	Not significant
	Private	50	102.32	43.58		
Type of mother	Working	35	78.59	52.67	4.86**	Significant
	Non working	65	57.87	42.29		
Personality type	Psychotic vs. Neurotic	100	7.23	2.19	5.70**	Significant
		100	6.41	2.93		
	Neurotic vs. Extrovert	100	6.89	3.32	1.02	Not significant
		100	6.57	2.99		
	Psychotic vs. Extrovert	100	6.96	2.75	5.31**	Significant
		100	4.97	3.66		

As shown in table 2. That there exists significant difference in the guidance needs of male and female students. The mean value of female students shows greater than their counterparts. It is clear that female students need more guidance than male students. Thus, hypothesis 01 is rejected.

When the type of school was considered the 't' ratio is 1.99 which is smaller than table value at 0.01 level of significance which indicates that there was no significant difference between 'secondary students of Govt. And Private school on the basis of guidance needs. Thus, the null hypothesis (Ho-2) is accepted.

The 't' ratio calculated for children of working and non working mother has shown 4.86, is greater than the table value at 0.01 level of significance which indicates that there was a significant difference between

students of working and non working mother in their guidance needs.. Thus, the null hypothesis (Ho-3) is rejected.

The t ratios calculated for secondary students on the basis of their personality type have shown 5.70, 1.02 and 5.31 accordingly. It is clear from the table that neurotic students need more guidance than extrovert and extrovert students need more guidance than psychotic.

TABLE NO -03

Values of Coefficient of Correlation between Guidance needs and Personality Type

Variables	N	Correlation	Level of Significance
Guidance Needs	100	0.10	Not significance
Personality type	100		

Table no 3 represents the value of coefficient of correlation is 0.10, which is not significant at any level of significance i.e are independent of each other.

Finding, Discussion and Conclusion:

The finding and discussion in the study reveal that gender variation is a decisive factor in the view of guidance needs . Female students need more guidance than male secondary students. Females having higher Mean value than male students at 0.01 levelof significance.Types of schools have not a decisive factor for guidance needs at levelof secondary education. Both govt.and private secondary schoolstudents need equal guidance for betterof their future development. In the case of type of mother it is proved that students of working mother have higher guidance needs than students of non working mother. Inthe case of prsonality type , 3 types are considered in this study and it is concluded that neurotic students have higher than both extrovert and psychotic students and it is further concludedthat extrovers show higher mean value than psychotic. Lastly ,it is concluded that their is nosignificant relationship between personality types and guidance needs of secondary school students.

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