

A Study on Guidance Needs of Adolescents in Relation to Their Learning Environment

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ABSTRACT

The present study aims to know the guidance needs of adolescents in relation to their learning environment. Adolescence is the transitional stage of development between childhood and adulthood, representing the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. Adolescence is the period characterized by physical and psychological changes in the age group of 10-19 years. To study the guidance needs (physical, social, psychological, educational and vocational) of adolescents on the basis of gender and location of their residence. The researcher adopted simple random sampling method for the selection of samples. Accessible population of the study was students from randomly selected adolescents for Kuwait, 1032 adolescents were selection for this study. There questions in this questionnaire which are in five point rating scale. The statistical techniques are used to Descriptive analysis, Differential analysis and Correlation analysis. Adolescents, due to developmental crisis, are prone to face a myriad of psychosocial challenges. Psychosocial disorders are categorized into substance abuse, internalizing disorders and externalizing disorders and are prevalent in 20-33 % of adolescents. The study concluded that there is considerable discussion and anxiety about young people's guidance needs academically and none academically. The stage of adolescence is a critical period in an individual's life not only due to tremendous changes in one's mental, physical, social and emotional development but also due to an important decision to be taken at this stage i. e. in choice of a career. So a prime objective of guidance is to be created the positive conditions for a new style of guidance and learning, in which ultimately self-directed learning may flourish.

Keywords: *Guidance needs, Adolescent, Learning, Environment*

The idea of education is not merely to impart knowledge to the pupil in some subjects but to develop in him those habits and attitudes with which he can successfully face the future. Peter Worsely says a large part of our social and technical skills are acquired through deliberate instruction which we call education. It is the main waking activity of children from the ages of five to fifteen and often beyond.

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Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as 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 in his environment in an effective way.

Guidance at home was based on a generalized model of children's needs. There was little evidence of the impact of particular pupils' needs on the nature and structure of guidance provision in each home. Some direct relationship was evident with socio-economic background. Pupils' socio-economic background was one of the major sources of variation in pupils' needs within and across the schools. Deprivation was seen as having an impact on pupils' needs and this influenced provision in a number of respects. Guidance teachers did not identify particular needs experienced by middle class pupils but they may well have had unmet needs.

Guidance means the help, assistance, and suggestions for progress and showing the way. In that sense guidance is a lifelong process. Man needs guidance throughout his life. He needs it even from his infancy. When a child is born, the world for him is big, buzzing, blooming confusion and he knows nothing. He learns everything from the society. The society guides the individual to learn, to adjust oneself to the physical and social environment. To sum up we may say that guidance is a personal help rendered by the society to the individual so as to enable him to adjust to the physical and social environment and to solve the problems of life. Guidance is an integral part of education and is centered directly on this function. Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choices is not innate but, like other abilities, must be developed.

Guidance Needs of Adolescence

Guidance covers the whole process of education which starts from the birth of the child. As individuals need help throughout their lives, it is not wrong to say that guidance is needed from the cradle to the grave. Guidance is as old as the human civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance unorganized and informal in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. The head of the family or leader of the community with a limited knowledge of the changed conditions is hardly competent in providing guidance and counselling to the youth of today.

The term guidance is related to all types of education formal, non formal and informal, where the aim is to help the individual to adjust to his/her environment in an effective way. It can also be said that guidance is given to individuals in making appropriate choices and adjustments.

An analysis of guidance needs of secondary school students is of paramount importance; hence this study. Guidance involves the difficult art of helping boys and girls to plan their

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own futures wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the work of a few specialists, but rather a service in which the entire school staff must co-operate under the guidance of some persons with special knowledge and skill in this particular field. Guidance in this sense is not confined to the vocational only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the co-operative endeavour of understanding parents, teachers, head masters, principals and guidance officers.

Adolescents

The adolescence is one of the most crucial and significant period of individual life. It is often referred to as the spring of human life. The word adolescence comes from Greek word adolescent which means to grow to maturity. It is a period which begins with puberty and ends with general cessation of physical growth. It emerges from the later childhood stage and merges into adulthood. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. The most important fact about adolescence is that it is a period of transition from childhood to adulthood. Transition from one period to another always is associated with some problems.

Learning Environment

Learning environment has something to do with the circumstance of the surroundings of the learner. Learning environment that want to be clean, well-lighted, ventilate, spacious that allows actions and free from unnecessary distraction in encouraging to learning. Constructive factors for learning environment are intellectual factors, learning factors, mental factors, emotional factors, social factors and environmental factors. Each person has different mental level. Child, who has high intelligence, gets good scores in exams. But all children have different kinds of intelligence. So, guardians and teachers want to know child's intellectual capacity and want to motivate in studies. Children who suffering with physical defects, glandular abnormality, and malnutrition interferes are seriously hazardous in developing skills such as power of concentrate, reading and reading. One child's attitude will help to studies. Attitudes develop from home and from child's surroundings. It may help to make personality, mental organization and general behavior. Some child dislike to one subject because child could not find that subject value or basic knowledge about that subject. It creates negative emotional level to one student. If students have good friend circle in surroundings can act purposively.

REVIEW OF LITERATURE

Mega Fagge (2011) examined variable learning environment. To know the environment's impact on the user and understanding its relevance to students' perception of the environment and learning outcomes. This thesis contains two distinct but interrelated works: a research based written document with design implications, and a design project, which takes into account the research findings. The bodies of research related to the design issues are quite wide, and narrowing the field of focus was a difficult task. It was easy to be convinced of the importance of design nearly on: of its impact upon the user physiologically and psychologically. However, few studies offered any concrete recommendations for the designer to carry into practice. In the absence of research or application of research to design, a designer's awareness of the impact of decisions may usefully regulate impulsivity, but otherwise leaves him other helpless: aware of responsibility, but ill-equipped to take appropriate action.

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Hassan and Farah (2015) was conducted a study on Guidance and Counseling Needs of Secondary Schools Students from their point of view/Feedback in Khartoum State Sudan. The aim of the study is to determine the guidance and counseling needs of secondary schools students according to their options. Self-constructed questionnaire was used as a tool for collecting data. Study group selected from secondary schools students about 215 students by using random sampling techniques. The data was analysed by using SPSS program. Result of the study highlighted that guidance and counseling needs connected with school problems are effective studying skills, managing the time better, how to study and listen, the guidance and counseling needs connected with social problems are getting along with family members, getting along with other students better, improving communication, making friends dealing or relationship issue, getting involve in school activities and guidance and counseling needs connected with psychological problems are- reducing test anxiety, concerns about smoking, helping oneself, gaining more self-confidence, stop feeling sad or depressed, stop feeling stressed, dealing with anger etc.

Kannammal (2017) adopted quantitative survey method to study guidance needs of urban and rural adolescents in relation to the home environment. 300 secondary school students were randomly selected from selected secondary schools in Rasipuram, Namakkal district for the sample of the study. A self-constructed questionnaire both in English and Tamil language was used for collecting data for the study. The result of the study revealed that there is no significant difference between the guidance needs of urban and rural adolescents in relation to the home environment with respect to gender.

Renu Singh and Sudipa Sarkar (2021) studied learning environments in Andhra Pradesh, India: children's 'academic self-concept' and mathematics performance. To find out the relationship, at primary school level, between a child's beliefs about their ability to perform academic tasks i.e. 'academic self-concept' and performance in mathematics, as well as between academic self-concept and aspects of the observed classroom environment. A significant and positive correlation between the academic self-concept and the progress in mathematics of students in primary schools. Disciplinary action taken by the teacher and the temporary absence of the teacher are seen to have a negative significant association with students' 'academic self-concept'. On the other hand the preparation and use of teaching and learning material (TLM) by the teacher improves academic self-concept significantly. These results have important implications for educationists, school leaders, teachers, parents and policymakers, since they all need to work together to create learning environments that foster the self-concept of children and provide fertile ground to help it develop.

Walia Kiran (2022) was studied on vocational guidance needs in relation to family climate of adolescents. The objective of the study was to find out the relationship between vocational guidance needs and family climate of adolescents studying in Government Senior Secondary Schools, situated in rural areas of district Ludhina. A total sample of 480 adolescents was selected for study. The standardized tools, for each variable, were used to collect the data from selected sample. Data was analysis by using different descriptive and inferential statistical techniques. Result of the study revealed that there is significant relationship between variables of Vocational guidance needs and self-concept of adolescents.

RESEARCH METHODOLOGY

Research Method

The investigator adopted the quantitative survey method of research to study the guidance needs of adolescents level. Survey research is a procedure in which information is systematically collected from a population through some form of direct solicitation such as administering questionnaire or schedule. The information of what exists is gathered by studying and analyzing important aspects of present situation. The information of what we want is obtained by clarifying goals, and objectives possibly through a study of the conditions existing elsewhere or what experts consider to be desirable.

Need of the study

The adolescence is said to be one of the most important periods of human life. It is a transitional period from childhood to adulthood when the individual experiences many anxieties and difficulties. The significance of choosing an appropriate career is the most important phase of development among adolescents. An adverse decision has an adverse effect in their future life and learning environment. Unfortunately lack of proper guidance often leads to making incorrect choices in life which results in many bright minds to be lost into oblivion. The complex and changing nature of the world poses a great challenge to the young learner today which needs some kind of help and assistance. Many students in School face difficulties in making career-oriented decisions due to lack of adequate guidance.

Significance of the study

The atmosphere of the home has much to do with student guidance. The setting should be appealing, with attention given to varying the physical features and the schedule to prevent boredom in both the parents and the adolescents. Then parents must consistently reinforce the desired guidance while ignoring or in some other way extinguishing the undesirable ones. Some parents make too many rules, and the children, confused or frustrated, ignore them. Parents should establish only a few rules and should specify the consequences for not following them. Guidance can be defined as a technique that decelerates the frequency of a behavior when it is given contingent on that behavior. Reprimands, frowns, reminders and other subtle expressions can serve as punishment, and can be very effective when used appropriately. These three procedures are also known as timeout, extinction, and response cost. Timeout can involve physically removing a student for short periods from the reinforcing event or area.

Statement of the problem

Guidance is aimed at assisting the individual through counsel to make wise choice adjustment and interpretations in connection with critical situations in his life in such a way so as to ensure continual growth in ability for self-direction. The problem taken up for the study can be stated as follows “**A STUDY ON GUIDANCE NEEDS OF ADOLESCENTS IN RELATION TO THEIR LEARNING ENVIRONMENT**”.

Objectives of the study

- To study the guidance needs (physical, social, psychological, educational and vocational) of adolescents on the basis of gender and location of their residence.
- To compare the guidance needs (physical, social, psychological, educational and vocational) of adolescents on the basis of gender and location of their residence.
- The significant relationship between guidance needs and learning environment of the adolescents.

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Hypotheses of the study

- There is no significant difference between the mean scores of guidance needs of adolescence in relation to the learning environment with respect to gender.
- There is no significant difference in the mean scores of guidance needs of urban and rural adolescence in relation to the home environment with respect to location of school.
- There is no significant difference between the mean scores of guidance needs of urban and rural adolescence in relation to the home environment with respect to place of residence.
- There is no significant relationship between guidance needs and learning environment of the adolescents.

Variables of the study

Dependent variables

The dependent variable for this study is guidance needs among adolescents.

Independent variables

1. Gender (Male/female)
2. Age
3. Class
4. Type of institution
5. Location of institution
6. Location of residence
7. Family type (Joint family/Nuclear family)

Population

The population is the totality of all possible values, measurements, of a particular characteristic for a specific group or objects. And a sample is part of a population selected according to some rule or plan. The larger group of individuals represented by the sample is called "Population". The usual purpose of educational research is to learn something about a large group of people by studying much smaller group of people. The large group to learn about is called a population. The population is also called universe, that means the members of a real or hypothetical set of people, events or objects to which the research intends to generalize the results of research study. In this study, all adolescents are called population. Accessible population of the study was students from randomly selected adolescents for Kuwait, 1032 adolescents were selection for this study.

Sample

A sample is a small portion of a population selected for analysis. By observing the sample, certain inferences may be made about the population. Sampling means selecting a given number of people's defined populations, as representative of that population. The researcher adopted simple random sampling method for the selection of samples.

Description of the Research Tools

Questionnaire was constructed and all the questions have a focus on "guidance needs of adolescence in relation to learning environment" in English for the present trend of educational set up. There were forty one questions in this questionnaire which are in five point rating scale.

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Statistical Techniques Used

The following statistical techniques are used to analyse the characteristics of the collected data. They are:

- Descriptive analysis
- Differential analysis
- Correlation analysis

RESULT AND DISCUSSION

Table: 1 Showing Mean, S.D. and t-value for respondents level of guidance needs on the basis of gender

Gender	No. of respondents	Mean	SD	Calculated “t” value	P-value	Significance at 0.05 Level
Male	456	136.5	17.38	1.25	1.68	Not significant
Female	576	142.1	17.46			

Ho: There is no significant difference between the mean scores of guidance needs of adolescence in relation to the learning environment with respect to gender.

The obtained “t” value 1.25 is lesser than the critical value of 1.68 at 0.05 level. This indicates that there is no significant difference between guidance needs of adolescence in relation to the learning environment with respect to gender. Hence the above hypothesis is accepted. There is no significant difference between the mean scores of guidance needs of adolescence in relation to the learning environment with respect to gender.

Table 2 Number and percentage of the level of physical guidance needs on the basis of gender

Gender	Physical guidance needs level							Total
	A	B	C	D	E	F	G	
Male	23 (5.04%)	36 (7.89%)	45 (9.86%)	168 (36.84%)	140 (30.70%)	43 (9.42%)	1 (0.21%)	456
Female	59 (10.24%)	70 (12.15%)	89 (15.45%)	166 (28.81%)	129 (22.39%)	61 (10.59%)	2 (0.34%)	576
Total	82 (7.94%)	106 (10.27%)	134 (12.98%)	334 (33.33%)	269 (26.06%)	104 (10.07%)	3 (0.29%)	1032

It has been observed from the table and the figure that in physical guidance needs, 5.04% (23) and 10.24% (59) of male and female adolescents belonged to level A-no need of guidance, 7.89% (36) and 21.15% (70) of them belonged to level B-very low need of guidance, 9.86% (45) and 15.45% (89) of them belonged to level C-low need of guidance, 36.84% (168) and 28.81% (166) of them belonged to level D-average need of guidance, 30.70% (140) and 22.39% (129) of them belonged to level E-high need of guidance, 9.42% (43) and 10.59% (61) belonged to level F-very high need of guidance and 0.21%(1) and 0.34%(2) of adolescents belonged to level G i.e. extreme need of guidance respectively.

Table 3 Number and percentage of the level of physical guidance needs on the basis of locality

Locality	Physical guidance needs level							Total
	A	B	C	D	E	F	G	
Urban	14 (4.04%)	35 (10.11%)	29 (8.38%)	115 (33.23%)	101 (29.19%)	51 (1.73%)	1 (0.28%)	346
Rural	68 (9.91%)	71 (10.34%)	105 (15.30%)	219 (31.92%)	168 (24.48%)	53 (7.72%)	2 (0.29%)	686
Total	82 (7.94%)	106 (10.27%)	134 (12.98%)	334 (32.36%)	269 (26.06%)	104 (10.07%)	3 (0.29%)	1032

It has been observed from the table that in physical guidance needs, 4.04% (14) and 68 (9.91%) of urban and rural adolescents belonged to level A-no need of guidance, 10.11% (35) and 10.34% (71) of them belonged to level B-very low need of guidance, 8.38% (29) and 15.30% (105) of them belonged to level C-low need of guidance, 33.23% (115) and 31.92% (219) of them belonged to level D-average need of guidance, 29.19% (101) and 24.48% (168) of them belonged to level E-high need of guidance, 1.73% (51) and 7.72% (53) of them belonged to level F very high need of guidance and 0.28% (1) and 0.29% (2) adolescents belonged to level G-extreme need of guidance respectively.

Table: 4 Showing Mean, S.D. and t-value for respondents level of learning environment on the basis of gender

Variables	Gender	Mean	S.D	t-value	p-value
Learning environment	Male	63.71	20.59	2.32	0.001 S
	Female	59.45	21.22		

S-Significant

The above table exhibits the details of Mean, S.D. and t-value for respondents level of learning environment on the basis of gender. It is inferred from the obtained t-value there is a significant difference in respondents level of learning environment on the basis of gender. Since the calculated t-value (2.32) which is significant at 0.001 level. Therefore, the stated null hypothesis is rejected and alternate hypothesis is accepted. Therefore, it is concluded that respondents differ in their level of learning environment on the basis of gender.

Table: 5 Showing Mean, S.D. and t-value for respondents level of learning environment on the basis of locality

Variables	Locality	Mean	S.D	t-value	p-value
Learning environment	Urban	17.90	4.20	4.16	0.001 S
	Rural	19.68	5.48		

S-Significant

The above table exhibits the details of Mean, S.D. and t-value for respondents level of learning environment on the basis of locality. It is inferred from the obtained t-value there is a significant difference in respondents level of learning environment on the basis of locality. Since the calculated t-value (4.16) which is significant at 0.001 level. Therefore, the stated null hypothesis is rejected and alternate hypothesis is accepted. Therefore, it is concluded that respondents differ in their level of learning environment on the basis of locality.

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Table: 6 Correlation analysis between guidance needs and learning environment

Variables	Learning environment
Guidance needs	-0.59**

** Correlation is significant at the 0.01 level.

* Correlation is significant at the 0.05 level.

The above table reveals the correlation between guidance needs and learning environment. Result indicates that there is a negative and significant relationship between the guidance needs and learning environment. It is also significant at 0.01 level. Hence the stated null hypothesis is rejected and alternate hypothesis there is a significant relationship between guidance needs and learning environment is accepted. But here the relationship is negative i.e if the learning environment is high and adolescents of guidance needs is low. Learning environment has a negative effect on the guidance needs of the adolescents.

Findings of Statistical Analysis

- There is no significant difference between the mean scores of guidance needs of adolescence in relation to the learning environment with respect to gender.
- Analysis proved that in physical guidance needs, 5.04% (23) and 10.24% (59) of male and female adolescents belonged to level A-no need of guidance, 7.89% (36)
- Result shows that in physical guidance needs, 4.04% (14) and 68 (9.91%) of urban and rural adolescents belonged to level A-no need of guidance, 10.11% (35).
- The statistical result proved that respondents differ in their level of learning environment on the basis of gender.
- Survey exhibits that respondents differ in their level of learning environment on the basis of locality.
- The correlation result shows that there is a negative and significant relationship between the guidance needs and learning environment. But here the relationship is negative i.e. if the learning environment is high and adolescents of guidance needs is low. Learning environment has a negative effect on the guidance needs of the adolescents.

CONCLUSION

In the study there is considerable discussion and anxiety about young people's guidance needs academically and none academically. It is worth looking as some of the factors that may be shaping that perceived change. There is greater realization, too, of the rights of students to be more involved in many of the decisions that involve their lives. If one now expect to consult with students when we conduct special needs reviews. Guidance is an essential requirement of the individual for his/her future life. It helps the individual acquire essential skills, abilities and capacities for the tasks to be accomplished in future. Guidance is not only remedial but also preventive. The stage of adolescence is a critical period in an individual's life not only due to tremendous changes in one's mental, physical, social and emotional development but also due to an important decision to be taken at this stage i. e. in choice of a career. So, a prime objective of guidance is to be created the positive conditions for a new style of guidance and learning, in which ultimately self-directed learning may flourish. As well as keeping order in our schools and teaching the curriculum, teachers and parents have to face the challenge of teaching and negotiating responsible to social and adolescent's guidance needs.

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Conflict of Interest

The author(s) declared no conflict of interest.

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