

A Study on Guidance Needs of Adolescents in Relation to Their Emotional State and Academic Performance

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ABSTRACT

The present study aims to identify the guidance needs of adolescents in relation to their emotional state and academic performance. Normative survey method will be adopted for the present study. The present study is mainly aimed at finding out the guidance needs of adolescents in relation to their emotional state and academic performance. The objectives of the present study are guidance needs of the adolescents, Physical guidance needs of adolescents, Social guidance needs of adolescents, Psychological guidance needs of adolescents, Educational guidance needs of adolescents, Vocational guidance needs of adolescents. To impact the school, graduate and post graduate student of high school with respect to their emotional state. To collect the primary data standard questionnaire was used. The random sampling method was used to select the samples. 1032 samples were selected from male and female adolescents. The following statistical techniques are used to independent sample t-test and ANOVA. Based on the findings shows that respondents differ in their level of emotional state on the basis of gender. There is a significant difference in respondents level of academic performance on the basis of gender. Survey exhibits that respondents differ in their level of academic performance on the basis of gender. Therefore, it is concluded that guidance is an essential requirement of the individual for his/her future life. 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.

Keywords: *Guidance needs, Adolescents, Emotional State, Academic Performance*

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. There are usually three connotations attached to the word guidance:

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1. Guidance as a Specialised Service whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;
2. Guidance as a General Service and is considered to be synonymous with education and educational processes; and
3. Guidance as a Sub-Process of education in which developmental needs of the learners are considered the basic points.

Emotional State

Emotional development is one of the major aspects of the human growth and development. Emotions like love, anger, fear etc. play a great role in the development of a child's personality. Not only his physical growth and development is linked with his emotional makeup but his intellectual, social, moral and aesthetic development are also controlled by his emotional behavior and experiences. The overall importance of emotional experiences in the life of a human being makes it quite essential to know about the emotions.

Academic Performance

Academic performance is among the several components of academic success. Many factors, including socioeconomic status, student temperament and motivation, peer, and parental support influence academic performance. Our study aims to investigate the determinants of academic performance with emphasis on the role of parental styles in adolescent students. A total of 456 students from 4 public and 4 private schools were interviewed. Academic performance was assessed based on self-reported grades in the latest internal examinations. Regression analysis was conducted to assess the influence of socio-demographic factors and parenting styles on academic performance.

REVIEW OF LITERATURE

Nivedita and Sing (2022) was conducted a comparative study of the guidance needs of secondary school students. The sample of the study consists of 200 students taken from different rural and urban government and private school of Sirsa district. The result of the study revealed that there was no significant difference between the guidance needs of male and female & rural and urban secondary school students.

Ritu Singh and Chanda Rawat (2021) assessed the Effect of Family type on Emotional state of Adolescents. Their objective was to assess and compare the emotional state of 320 adolescents from senior secondary schools across different family type from Uttarakhand. Result revealed that adolescents from nuclear families were not emotionally progressive and socially well adjusted as compared with joint families. This could be due to the family setup their traditions and other confounding factors.

Sandeep Kumar et al (2020) made an attempt to explore the Personality Factors as correlates of Emotional state among Adolescent. This study tried to analyze the relationship between emotional state and personality factors. As per the researchers view to lead an effective life one needs higher emotional state. There is need to study the adolescent emotional aspects as they proceed in their normal life. Sample taken were 110 adolescent students from private schools of Class XI and XII. The adolescent emotional state and personality dimensions association were analyzed. To measure the personality dimension of adolescent NEO-FFI (From S) was used. The result revealed that agreeableness and conscientiousness have positive correlation with emotional state. Neuroticism has a negative

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correlation with emotional state while Openness and Extroversion has no correlation with emotional state. Stepwise regression analysis was done which showed that agreeableness and Neuroticism jointly account for 19% of variance in emotional state.

Sarwat Masud (2019) Academic performance is among the several components of academic success. Many factors, including socioeconomic status, student temperament and motivation, peer, and parental support influence academic performance. Our study aims to investigate the determinants of academic performance with emphasis on the role of parental styles in adolescent students in Peshawar, Pakistan. A total of 456 students from 4 public and 4 private schools were interviewed. Academic performance was assessed based on self-reported grades in the latest internal examinations. Parenting styles were assessed through the administration of the Parental Bonding Instrument (PBI). Regression analysis was conducted to assess the influence of socio-demographic factors and parenting styles on academic performance. Factors associated with and differences between “care” and “overprotection” scores of fathers and mothers were analyzed. Higher socio-economic status, father’s education level, and higher care scores were independently associated with better academic performance in adolescent students. Affectionless control was the most common parenting style for fathers and mothers. When adapted by the father, it was also the only parenting style independently improving academic performance. Overall, mean “care” scores were higher for mothers and mean “overprotection” scores were higher for fathers. Parenting workshops and school activities emphasizing the involvement of mothers and fathers in the parenting of adolescent students might have a positive influence on their academic performance. Affectionless control may be associated with improved academics but the emotional and psychosocial effects of this style of parenting need to be investigated before recommendations are made.

Operational Definition of the terms

- **Guidance Needs:** It refers to the total scores obtained by the students on guidance needs test developed by Dr. J. S. Grewar (1971) namely Guidance Need Inventory (GNI).
- **Emotional state:** Emotional state is the mental state of a person which can change according to the situations. Emotional state of a person depends on different feelings or emotions he goes through. For example, emotions like happiness, joy, sorrow, anger, unhappiness etc. decides the mental state of a person.
- **Academic performance:** Academic performance is the measurement of student achievement across various academic subjects. Teachers and educational officials typically measure achievements using classroom performance, graduation rates and results from standardized tests

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 EMOTIONAL STATE AND ACADEMIC PERFORMANCE”.

METHODOLOGY

Normative survey method will be adopted for the present study. The present study is mainly aimed at finding out the guidance needs of adolescents in relation to their emotional state and academic performance.

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Objectives of the study

The investigator has formulated the following objectives for the present study. They are:

1. The guidance needs of the adolescents, Physical guidance needs of adolescents, Social guidance needs of adolescents, Psychological guidance needs of adolescents, Educational guidance needs of adolescents, Vocational guidance needs of adolescents.
2. To identify the boys and girls of high schools with respect to their, Physical guidance, Social guidance, Psychological guidance, Educational guidance, Vocational guidance, Total guidance, Emotional state and Academic performance.
3. To determine the Rural and Urban students of high schools with respect to their, Physical guidance, Social guidance, Psychological guidance, Educational guidance, Vocational guidance, Total guidance, Emotional state and Academic performance.
4. To impact the school, graduate and post graduate student of high school with respect to their emotional state.

Hypotheses of the study

The investigator has formulated the following Hypotheses. They are:

1. There is no significant difference between guidance needs of the adolescents, Physical guidance needs of adolescents, Social guidance needs of adolescents, Psychological guidance needs of adolescents, Educational guidance needs of adolescents, Vocational guidance needs of adolescents.
2. There is no significant difference between boys and girls of high schools with respect to their, guidance needs, Emotional state and Academic performance.
3. There is no significant difference between Rural and Urban students of high schools with respect to their guidance needs, Emotional state and Academic performance.
4. There is no significant difference between school, graduate and post graduate student of high school with respect to their emotional state.

Method of Data Collection

To collect the primary data standard questionnaire was used. The tool was circulated among the selected respondents and the tool was distributed, Respondents completed their responses in the tool.

Sampling Method and Sample Size

The random sampling method was used to select the samples. 1032 samples were selected from male and female adolescents. Among the 456 samples adolescents in the male respondents and 576 in female respondents.

Variables

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. In research, variables refer to factors or conditions that can change during the course of an experiment.

- **Dependent Variable:** The dependent variable for this study is guidance needs among adolescents.
- **Independent Variables:** The independent variables selected for the present study are emotional state and academic performance among the adolescents.

Tool Used

1. J.S. Grewal's "Guidance needs inventory" is used to measure the Guidance needs of adolescents.

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2. Emotional state - To be constructed by the Investigator
3. Academic Performance - To be constructed by the Investigator

Limitations of the study

The investigation has the following limitations.

- The study was limited to the various schools in Kuwait.
- The study was restricted to a sample of 1032 adolescents chosen from the Kuwait.
- The study was restricted only to secondary school students.
- The test was conducted to find out the academic performance the mark obtained by the adolescents in the examination were later for his study.

Statistical Techniques Used

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

- Independent sample t-test
- ANOVA

RESULT AND DISCUSSION

Table 1 Number and percentage of the level of psychological guidance needs on the basis of gender

Gender	Psychological guidance needs level							Total
	A	B	C	D	E	F	G	
Male	0 (0%)	1 (0.21%)	7 (1.53%)	87 (19.07%)	171 (37.5%)	181 (39.69%)	9 (1.97%)	456
Female	5 (0.86%)	7 (1.53%)	33 (5.72%)	93 (16.14%)	208 (36.11%)	206 (35.76%)	24 (4.16%)	576
Total	5 (0.48%)	8 (0.77%)	40 (3.87%)	180 (17.44%)	379 (36.72%)	387 (37.5%)	33 (3.19%)	1032

It has been observed from the table that in psychological guidance needs, 0% (0) and 0.86% (5) of male and female adolescents belonged to level A-no need of guidance, 0.21% (1) and 1.53% (7) of them belonged to level B-very low need of guidance, 1.53% (7) and 5.72% (33) of them belonged to level C-low need of guidance, 19.07% (87) and 16.14% (93) of them belonged to level D-average need of guidance, 37.5% (171) and 36.11% (208) of them belonged to level E-high need of guidance, 39.69% (181) and 35.76% (206) of them belonged to level F-very high need of guidance and 1.97% (9) and 4.16% (24) of adolescents belonged to level G-extreme need of guidance respectively.

Table: 2 Showing Mean, S.D. and t-value for respondents level of emotional state on the basis of gender

Variables	Gender	Mean	S.D	t-value	p-value
Emotional state	Male	18.79	6.77	4.01	0.001 S
	Female	21.33	7.65		

S-Significant

The above table exhibits the details of Mean, S.D. and t-value for respondents level of emotional state on the basis of gender. It is inferred from the obtained t-value there is a

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significant difference in respondents level of emotional state on the basis of gender. Since the calculated t-value (4.01) 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 emotional state on the basis of gender.

Table: 3 Showing Mean, S.D. and t-value for respondents level of academic performance on the basis of gender

Variables	Gender	Mean	S.D	t-value	p-value
Academic performance	Male	32.80	6.54	2.37	0.01 S
	Female	31.48	6.16		

S-Significant

The above table exhibits the details of Mean, S.D. and t-value for respondents level of academic performance on the basis of gender. It is inferred from the obtained t-value there is a significant difference in respondents level of academic performance on the basis of gender. Since the calculated t-value (2.37) 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 academic performance on the basis of gender.

Table: 4 Showing Mean, S.D. and t-value for respondents level of emotional state on the basis of locality

Variables	Locality	Mean	S.D	t-value	p-value
Emotional state	Urban	32.80	6.54	2.37	0.01 S
	Rural	31.48	6.16		

S-Significant

The above table exhibits the details of Mean, S.D. and t-value for respondents level of emotional state on the basis of locality. It is inferred from the obtained t-value there is a significant difference in respondents level of emotional state on the basis of locality. Since the calculated t-value (2.37) 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 emotional state on the basis of locality.

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

Variables	Locality	Mean	S.D	t-value	p-value
Academic performance	Urban	19.35	4.89	6.32	0.001 S
	Rural	15.78	4.02		

S-Significant

The above table exhibits the details of Mean, S.D. and t-value for respondents level of academic performance on the basis of locality. It is inferred from the obtained t-value there is a significant difference in respondents level of academic performance on the basis of locality. Since the calculated t-value (6.32) 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 academic performance on the basis of locality.

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Table: 6 Showing Mean, S.D. and F-value for respondents level of emotional state on the basis of father education

Variables	Father Education	Mean	S.D	F-value	p-value
Emotional state	School	18.98	4.02	36.2	0.001 S
	Graduate	22.90	5.32		
	Post graduate	21.86	5.54		
	Total	21.46	5.24		

S-Significant

The table 6 exhibits the details of Mean, S.D. and F-value for respondent’s level of emotional state on the basis of father education. It is inferred from the obtained F-value there is a significant difference in respondent’s level of emotional state on the basis of father education. Since the calculated F-value (36.2) 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 emotional state on the basis of father education.

Findings of the study

The major findings that were drawn from the present study are as follows:

- Analysis proved that in psychological guidance needs,0% (0) and 0.86% (5) of male and female adolescents belonged to level A-no need of guidance.
- There is a significant difference in respondents level of emotional state on the basis of gender. Result that respondents differ in their level of emotional state on the basis of gender.
- There is a significant difference in respondents level of academic performance on the basis of gender. Survey exhibits that respondents differ in their level of academic performance on the basis of gender.
- There is a significant difference in respondents level of academic performance on the basis of gender. Analysis proved that respondents differ in their level of academic performance on the basis of gender.
- There is a significant difference in respondents level of emotional state on the basis of locality. Therefore, it is concluded that respondents differ in their level of emotional state on the basis of locality.
- There is a significant difference in respondent’s level of academic performance on the basis of locality. Therefore, it is concluded that respondents differ in their level of academic performance on the basis of locality.
- There is a significant difference in respondent’s level of emotional state on the basis of father education. It is evident that respondents differ in their level of emotional state on the basis of father education.

CONCLUSION

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. Along with it, it helps in directing the individual to select the right type of future profession and lead the social life successfully. 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. This decision

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may either make or break an adolescent's future life. So, proper guidance in this period is essential for developing vocational consciousness, occupational interest and related goals.

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Conflict of Interest

The author(s) declared no conflict of interest.

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