

Guidance Needs of College Students in Mizoram

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ABSTRACT

Guidance is required at every stage of one's life. It becomes more important for students especially when they are transitioning from school to college. Hence, the present study is an attempt to analyze the guidance needs of College Students studying in Mizoram. The descriptive research design was adopted for this study. Using the cluster sampling technique 135 government college students were selected. This study also strives to investigate if the guidance needs vary based on the gender of the students and the locality they belong to. The collected data were analyzed using the adapted standardized tool 'Guidance Needs Inventory' by Dr. J. S. Grewal (2010). The analysis of the data reveals that the students vary in terms of their guidance needs, however the difference among them is not statistically significant.

Keywords: *Guidance, College students, academic performance, Mizoram, North-East*

Education is a dynamic process and is ever changing to meet the changing needs of the society. Due to its ever-changing nature, students in colleges requires more guidance as they are in their transforming stages from minor stage to adulthood. When a child reaches the stage of adolescents and early adulthood, it is said to be the period of problems in the span of human life. (Allen & Waterman, 2019) The reason is that it is the period in which the human individual is highly sensitive and emotional to the situation. It is the period in which the emotional development and the personal adjustments are taking places. (Lang et al., 2022). Young adult is often put to a conflicting situation as they are expected to play new roles in becoming adulthood. He or she often finds it hard to make adjustments and decisions in life and there is a risk of experimenting with hazardous behavior like drug abuse and other bad habits. It is very important and essential to provide proper guidance at this stage of life. (Naar, 2021).

Guidance is the process of helping person to develop and accept an integrated and adequate picture of himself and to his role in the world to work, to test his concept against reality and to convert into reality with satisfaction to himself and benefit to society. (National Vocational Guidance Association).

Guidance is the assistance given by an individual to others who are in need of making decisions. It aims at directing the recipient to grow his ability and capacity to make

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independent choices. It is a kind of help that is inclusive and not ends merely at the family or school level and tracked down in all phases of human life. (Jones, 2015)

The process of assisting a person in better understanding their own problems and potentials and in better relating to their environment to make wise decisions in life is called guidance. The need for guidance is growing more and more in the complex world of today. The scope of guidance is growing wider to include the societal settings; issues related to professional credibility and a wide range of development in society and development in economy. (Sahu, 2020). Guidance is holding the responsibility for an individual in various directions, it helps in the choice of educational courses and career opportunities in order to give jobs to people, progressing to the next level of grades, enhancing study skills, maintaining mental health, counselling regarding challenges in personal adjustment, recognizing the gifted and the underachievers and assisting them in reaching their maximum potential. (Garana,nd). Guidance includes educational, vocational, social, personal, physical and even material problems.

One of the major area students need subtle guidance is related to their Physical needs. Young adults are more likely to be self-conscious of their appearance and have strong desire to appear attractive, charming and intelligent. Some people may experience inferiority complex about their appearance which can lead to lack of self-confidence and poor academic achievement. It needs to be provided by the guidance personnel by assisting the students with games, physical activity and setting study and rest schedules. (Uniyal and Khanduri, 2020). Students who received physical guidance are better able to maintain self-confidence regarding their looks, potentialities and individuality.

While the students in their childhood and adolescence are socially active and mingle easily in social groups, young adults, with changing needs, roles and responsibilities in their surrounding face problems in social settings. Social guidance helps an individual in becoming better behaved collectively like in family, classroom and community in which a person lives, work or participate. This helps an individual well-adjusted to his or her environment and develops necessary personalities to become well-adjusted citizen. (Singh, 2021).

Mental health and hygiene are posing a great threat to the different walks of a students' life. Psychological guidance helps a person achieve mental satisfaction by resolving various mental health issues. The guidance provider must have deeper knowledge about his or her students in order to help the psychological issues of his clients to help them make their own decisions. (Sharma, 2020).

One of the crucial areas where the young adults need a lot of handholding and constructive support is the academics. Educational guidance is very important guidance as it has direct relation with the issues of students at educational institutions. It encourages the pupils to develop interest in their studies, overcoming challenges in their subject matters, and in creating better study habits to get good grades in exams, reaching their full potential in terms of their abilities and capacities, discovering about educational opportunities beyond their courses.(Tabassum and Sahar, 2020).

Vocational guidance is given to the students to let them know various job opportunities after they completed their courses. It helps them in selecting the right job and informs them about various professional programmes, part- time jobs and a means to fight for competitive exams

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to get stable jobs. It also helps the students to choose their careers according to their interests and abilities. (Seeja and Antony, 2015).

Hence, there are many areas where the young adults who have entered the colleges and educational institutions need a lot of advice and guidance. Guidance in each of these areas are crucial for their overall well-being. While some students are better in managing their needs in some of the areas, they require advice in some other areas. (Gunasekaran, 2020). All students' guidance needs are different and it varies based on their gender, family background, parental involvement in their lives, and also the level of their education. Therefore, it is required to analyse the guidance needs of the students based on their gender, locality and level of their education.

REVIEW OF RELATED LITERATURE

Tabassum and Sahar (2020) conducted a study on 'A study on Guidance Need among Junior College Male and Female Students of Aurangabad City'. In this study, 240 Junior College Students, 120 male and 120 female from different streams were studied. The results of the findings showed no significant difference between male and female students on their guidance needs.

Uniyal, R. and Khanduri, J. (2020) conducted a study on 'A Study on Guidance Needs of Senior Secondary Students', where data were collected from 200 senior secondary school students in which 100 of the samples are female students and the remaining 100 students are male students. The findings of this study indicated that students had high guidance needs in different types of guidance and no significant differences were found between male and female students.

Parkash and Hooda (2019) studied on 'A Study on the Guidance Needs of Senior Secondary School of Sirsa District of Haryana State', where they examined 200 students, 100 from Private schools and another 100 from government schools. The findings of this study indicated that guidance needs of Government school boys are more than the guidance needs of private school boys students and the guidance needs of girls students of government school are higher than the needs of girls students in private schools. They also found that boys and girls of both Government and Private schools differ significantly where the guidance needs of boys are higher than girls' students.

Kumar and Lakhera (2019) conducted a study on 'Study of Guidance Needs in Secondary Students'. In this study, 180 secondary school students from Hindi and English medium were examined. The findings of the study revealed that there was no significant difference between male in female students in their guidance needs. But they also found that Hindi and English medium students differ significantly in their guidance needs.

Asarao and Yashoda (2018) studied on 'Guidance Needs of Secondary School Students' where 200 secondary students from Guntur District in Andhra Pradesh were studied. The study showed no significant difference between gender, locality and types of institutes on their guidance needs.

Nayak, R.K and Panda, H (2018) conducted a study on 'A Study of Guidance Needs in Relation to their Personality type of Secondary School Students'. In this study, 300 students from Malda District in West Bengal were studied. The findings of the study show no significant difference between guidance needs and personality type at secondary level.

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Rawaat, A., (2017). Studied on 'A study on the Guidance Needs of Secondary Students in Delhi', where the investigator used self-made questionnaire to study the guidance needs of students in educational guidance, social guidance and psychological guidance. The findings revealed that 64 percent of the respondents felt the needs for educational guidance, 56 percent of the respondents felt the need for social guidance and 48 percent of the respondents feel that they need psychological guidance.

Most of the result of the studies above found no significant difference between guidance needs of students based on gender, it would be desirable to investigate further to find out problems of the students with their guidance needs as most of the findings of the studies showed that students have high guidance needs. It may also be better to make more guidance service at the educational institutions as students of today are living in a complex world.

Research Questions

The present study seeks to find answers for the following questions:

1. What is the level of guidance needs among the students of government colleges in Mizoram?
2. Do the guidance needs of government colleges' students vary based on their gender?
3. Do the government college students enrolled in different semesters of undergraduate programs require different types of guidance?
4. Does the locality of the government college students have any influence on their guidance needs?

THE PRESENT STUDY

Research design

The present study used the descriptive survey design. The descriptive survey design intended to gather accurate and relevant data regarding the present situations of events and if possible to make valid conclusions for the information gathered without any interruption or influence over what happened. Descriptive survey design investigates things in their natural settings, it provides information useful to solve problems and provides data to form the foundation for more basic research.

Population and Sample of the Study

The population in the present study includes all the Bachelor of Arts students studying in government colleges in Mizoram. Using the cluster sampling method 135 students were selected for the study. Out of 135 students, 50 students were enrolled in 1st semester, 40 students were in 3rd semester, and 45 students were there in the 5th semester. 76 out of 135 students, 76 students were male and 59 were female students. Further, out of 135 students, 72 students were from rural area and another 63 students were from urban area.

Study Tools

The collected data were analyzed using an adapted standardized tool 'Guidance Needs Inventory' by Dr. J. S. Grewal (2010). The test consists of 67 items where the guidance needs of an individual student can be identified from five areas namely Physical, Psychological, Social, Educational and Vocational. The questionnaire is provided with a Five Point Likert Scale for answering where Highly True is given point 1, Mostly True carries point 2, True carries point 3, Least True carries point 4 and Not True has a weightage of 5. All the items are in positive statements and high score indicate less needs and low score indicates high needs. The total scores that an individual can obtain range from 67 to 335.

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The reliability of the tool was determined by using SPSS and the score of reliability using Cronbach's Alpha was 0.946.

In this study, the collected data are analyzed using descriptive statistics like mean, standard deviation and T-test.

ANALYSIS AND INTERPRETATION

Analysis and interpretation of data are presented as follows:

1. To find out the guidance needs of government colleges students in Mizoram.

For finding out the guidance needs of government college students in Mizoram, mean and standard deviation are calculated.

Table 1.1: Mean and standard deviation of government college students in Mizoram on different areas of guidance needs:

S. No	Areas	Mean	SD
1	Physical	24.98	10.55
2	Psychological	42.42	18.49
3	Social	41.09	17.37
4	Educational	67.43	26.80
5	Vocational	35.64	14.07

The above Table 1.1 indicated that their Mean score is highest in educational area which showed that their need for guidance in educational area is lower than all the other areas.

2. To find out the influence of gender on the guidance needs among the students of government colleges in Mizoram.

To compare the influence of gender on the guidance needs, mean, standard deviation and t-value are calculated.

Table 1.2: Comparative analysis of Male and Female Students on guidance needs:

S. No	Gender	Nos	Mean	SD	t-value
1	Male	76	223.89	88.12	0.874
2	Female	59	196.64	83.71	

Table 1.2 revealed that Female students had higher guidance needs with a mean score of 196.64 and standard deviation of 83.71 whereas the Male students had a mean score of 223.89 and a standard deviation of 88.12. However, the t-value is less than the required value for determining significance at 0.05 level. Hence, it is found that "Students of government colleges in Mizoram did not differ significantly in their guidance needs based on their gender".

3. To find out the influence of semester on the guidance needs among the students of government colleges in Mizoram.

For finding out the influence of semester on guidance needs, mean, standard deviation and t-value are calculated.

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Table 1.3: Analysis of 1st Semester, 3rd Semester and 5th semester students on guidance needs:

S. No	Semester	No of Students	Mean	SD
1	1 st semester	50	202.67	87.34
2	3 rd semester	40	218.34	86.28
3	5 th semester	45	211.81	87.39

Table 1.4: Comparative analysis of 1st Semester, 3rd Semester and 5th semesters on guidance needs:

S. No	Semesters	T value
1	1 st semester and 3 rd semester	0.941332
2	3 rd semester and 5 th semester	0.978914
3	1 st semester and 5 th semester	0.961757

Table 1.3 showed that the mean and standard deviation of 1st semester, 3rd semester and 5th semester in their guidance needs is very close to one another. 1st semester students scored the lowest in their mean score indicating their needs for guidance is higher than their seniors 3rd semester and 5th semester students. The mean score of 5th semester students is in the middle and 3rd semester students scored the highest showing that their needs for guidance is lower than other semesters.

In Table 1.4, Comparative analysis of 1st semester, 3rd semester and 5th semester on their guidance needs is shown. Though, difference is found in the mean and standard deviation among the different semesters, the T-value is less than the required value for determining significance at 0.05 level. So, we can say that “Students of government colleges in Mizoram did not differ significantly in their guidance needs based on their semester”.

4. To find out the influence of locale on the guidance needs among the students of government colleges in Mizoram.

For comparing the influence of locale on guidance needs among the students, mean, standard deviation and T-value are calculated.

Table 1.5: Comparative analysis of Rural and Urban students on guidance needs:

S. No	Semester	No of Students	Mean	SD	t-value
1	Rural	76	212.91	89.60	0.964
2	Urban	63	210.12	83.53	

Table 1.5 showed that students coming from rural area had a mean score of 212.91 while the mean score of urban students is 210.12 which revealed that rural students had lower guidance needs since their mean score is higher than urban students. But, the t-Value is less than the required T-value for determining significance at 0.05 level. Hence, we can say that “Students of government colleges in Mizoram did not differ significantly in their guidance needs based on their locale”.

DISCUSSIONS AND CONCLUSIONS

This study was an attempt to do guidance needs analysis of the college students. It strived to investigate in which areas of their lives they require more guidance and in which area they require less guidance. The study also explored if the difference in gender, locality of the students and their semester had any association with the change in their guidance needs. The statistical analysis of the data shows that the students do vary in terms of their guidance needs. However, the variance is not that high that it can be statistically significant.

The present study finds no significant difference between the guidance needs of male and female students which is supported by the findings of Tabassum and Sahar (2020), Kumar and Lakhera (2019) and Asarao and Yashoda (2018) as their studies also showed no significant difference between male and female students. While the study of Parkash and Hooda (2019) found significant difference between male and female students in which the guidance needs of male are higher than female students. There can be many reasons for the finding that gender has no meaning on the guidance needs of college students in Mizoram. Mizoram being an open society where female and male had the same role to play in the society and no discrimination towards daughters in the family are found in their education and career choice.

From the findings of the present study, it is seen that students did not differ significantly based on their semester in their guidance needs. This means that no significant difference is found between the guidance needs of 1st semester, 3rd semester and 5th semester students which means that after spending more time in college the guidance needs of the students is not improved. This shows that more activities to improve the guidance needs of students should be included in the college program.

Another finding of this study is that there is no significant difference between rural and urban students in their guidance needs which is similar to the findings of Asarao and Yashoda (2018), the reason for this may be due to advancement in technology and better internet service, we can access to all kinds of information from the remotest part of the country where people living in the rural area had the same opportunities like people living in urban areas.

From the findings of this study, it can be concluded that the students of government colleges in Mizoram had higher needs of guidance in physical area followed by the vocational area. College students comprised youths ages between 18 years to 21 years, the stage in which students are very conscious about their physical appearance so their needs for guidance in physical area is higher than other areas. The second highest mean scored is found in vocational area which implies that in the present world, where many youths are struggling with the problem of unemployment, the students have difficulty in choosing the right vocations after they graduate from the college. So, it is required that more guidance should be imparted at the educational institutions for their future success. The stakeholders in the field of education must give more importance in giving guidance to the students from elementary level which will help them improve their guidance needs in vocational and physical area. The findings of the present study also revealed that the guidance needs of students were also quite high in social area followed by vocational area, the reason can be the advancement of information technology and better internet facilities, everyone can browse the topic of their choice from their own comfort zone and instead of socializing with friends, which in turn leads to higher needs for guidance in social area. To improve their needs for guidance in vocational area it would be desirable if they received more awareness

on career choice from lower stages of education. The area where the students have least guidance needs is related to their educational area the reason can be that students received guidance through their teachers in educational area right from their early stage of education.

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Conflict of Interest

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