

## Need of Guidance among Students in Four Year Undergraduate Programme (FYUGP)

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### ABSTRACT

Modern day society is demanding and challenging as every individual need to fit in every pegs effectively. Young minds struggle to adapt and give their best in every aspects and demands of life. This situation creates many problems to the individuals personal and social life adjustments. In such a situation and demands, students basically are in need of some assistance and assurance to be resilient and bounce back to normal day to day stressful life which we called it as guidance. Guidance involves helping people recognize and solve their personal, educational, and career-related issues in order for them to make suitable choices for their future. It is a dynamic process that supports people in identifying their strengths, interests, and opportunities, and equips them with the appropriate coping abilities to conquer obstacles and achieve their maximum abilities. By providing structured resources and professional advice, guidance services help individuals clarify their goals and make responsible decisions that align with their values and aspirations. The implementation of the National Education Policy (NEP) 2020 brought about a major overhaul in the education system of India with the aim of revolutionizing the format and provision of education at different levels. An important aspect of this policy is the focus on a Four-Year Integrated Undergraduate Program (FYUG), aimed at offering students a well-rounded and adaptable education experience. Being the first batch of students confronting FYUG students had a challenging task and thus they need guidance in every perspective; be it physical, social, educational, psychological and vocational. Right way of guidance services may enable the students to adapt to the demands and challenges of the present scenario. Guidance is essential in education as it assists students in overcoming academic, personal, and career obstacles. In educational settings, guidance services focus on helping students grow by offering the tools and assistance needed to succeed in various aspects of their academic and personal lives. These services cover academic advising, career counseling, and personal counseling, providing students with thorough support for their varied needs. The present study tries to find out the need of guidance among students of FYUGP and also found that there is no any difference between the male and the female students in the need of guidance.

**Keywords:** *Adapt, Guidance, NEP, FYUGP*

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Today our society is growing and developing day by day making the environment more complex. In an academic setting, guidance aims to assist students in navigating academic decisions, career exploration, and personal growth. It involves helping individuals to solve their issues to make informed choices about their future. It is a dynamic journey that enables people to uncover their strengths, passions, and opportunities while equipping them with the tools to overcome obstacles and achieve their maximum abilities. These usually include counseling academic advising career counseling and general emotional support so that the student is taken care of as a whole. In the end, advice is just a tool to let people know that they have the power to make their future what they want it to be, simply providing them with some suggestions and pointers along the way as they go through some of the most important times in their life, developmentally and decision wise.

Guidance involves aiding individuals in comprehending and handling their personal, academic, and career obstacles. These services normally include guidance on academic matters and support for emotions to make sure that students get comprehensive help. In the end, guidance aims to give individuals the tools to seize control of their destinies, providing guidance and assistance during important periods of personal development.

### *Rationale of the Study:*

The significance of efficient counseling services cannot be emphasized enough. Studies have demonstrated that effectively implemented counseling programs can result in enhanced academic achievement, increased retention rates, and improved student well-being overall (Miller & Barrows, 2022). When students move on to college or university, they may face unfamiliar duties and demands that are daunting. Assistance services are essential in aiding students in forming coping mechanisms, establishing achievable objectives, and making well-informed choices regarding their educational and professional journeys. Moreover, with a growing emphasis on student-centered methods, the need for comprehensive guidance services is also increasing within institutions.

It represents a significant change in India's education sector, aimed at modernizing the current system to better meet the evolving demands of the global economy and society. This policy is designed to change the emphasis of education from memorization and limited focus to a broader, more varied, and comprehensive method, in order to develop critical thinking, creativity, and adaptability in students. An important aspect of this policy is the focus on a Four-Year Integrated Undergraduate Program (FYUG), aimed at offering students a well-rounded and adaptable education experience. This updated design offers various choices for graduation: students have the option to earn a certificate, diploma, or a bachelor's degree in 1, 2 and 3/4 years respectively, along with the opportunity for research-focused degrees in the last year. This program focuses on building skills and competencies crucial for the academic, professional, and personal development of students. Since the policy encourages a variety of disciplines, students must decide on their academic and career paths during their college years. This leads to a higher need for counseling services in universities to help students in navigating the intricacies of academic planning, career readiness, and personal growth. Nevertheless, even with the policy's ambitious goals, there are worries about whether the existing counseling services in universities are sufficiently prepared to address the varied and changing needs of these students.

### *Objectives of the present study are-*

- i) To Study the Need of Guidance among students.
- ii) To Study the Need of Guidance among male and female students.

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### Null Hypothesis (H<sub>0</sub>):

There exist no significant differences in guidance needs on the basis of gender.

### METHOD OF THE STUDY

Descriptive Survey Method has been selected for the present study. The Descriptive Survey Method investigates, describes, interpret and look into the current situation. It enables the researcher in identifying the facts and nature by asking questions and gathering the information that are existing in the present. In other words, Descriptive Research studies actually are designed in order to obtain deliberate and clear information about the current status of phenomena or wherever possible would likely draw valid general conclusions from the data discovered or identified from the situation.

### Population and Sample of the Study:

The Population of the present study comprises of three (3) colleges of Guwahati city. Three colleges are selected purposively namely- Dispur College, Arya Vidyapeeth College and Pragiyotish College. The sample of the present is 120 students, 40 students each from 3 colleges, viz. Dispur College, Arya Vidyapeeth College and Pragiyotish College respectively.

### Tools used in the study:

Adaptation of Guidance Needs Inventory by J.S. Grewal (1971) is used for present study.

### Description of the tools used:

Guidance Needs Inventory (GNI-GS) was developed by Dr. J.S. Grewal, Retd. Professor of Education, Regional Institute of Education Bhopal (M.P.) The Guidance Needs Inventory is an instrument are used to identify the type and levels of guidance needs of individual student in five different areas namely- physical, social, psychological, educational and vocational. Dimension-wise distribution of items along with serial numbers has been given in the table 1 below:

**Table 1: Dimension-wise distribution of Items**

Sl. No.	Dimensions	Serial Nos. of Items	Total Items
I.	Physical Needs	01 to 10	10
II.	Social Needs	11 to 25	15
III.	Psychological Needs	26 to 38	13
IV.	Educational Needs	39 to 57	19
V.	Vocational Needs	58 to 65	08
	Full Inventory		65

**Format of Items:** Each need item of the Guidance Needs Inventory consists of asking the respondents to tick mark (√) against one of the five multiple-choice answers with a response and scoring pattern given below-

**Table 2: Scoring Pattern**

Highly True	Mostly True	Quite True	Least True	Not True
0	1	2	3	4

The Guidance Need Inventory need almost 30 minutes of time to answer 65 items in statement. All the need items of guidance are in the form of positive statements. Higher

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scores indicate the less need of guidance and lower scores on the inventory indicate of more need of guidance need.

### *Statistical Analysis Used:*

Simple percentage, graphical representation, t-test and z-test have been used for analysis of the data.

## ANALYSIS AND DISCUSSION

The collected data remains obsolete and vague until and unless it is being discussed and analyzed by the investigator in an organized and systematic manner. The analysis and discussion are as follows as per the objectives given.

### **Objective 1: To Study the Need of Guidance among students of FYUGP**

*Table 1.1: Norms of Interpretation of Guidance Needs*

Z Score	Grade	Need Category	Total No.	%
+2.01 and above	A	No need of Guidance	04	3
+1.26 to +2.00	B	Very Low need of Guidance	11	9
+0.51 to +1.25	C	Low need of Guidance	17	14
-0.50 to + 0.50	D	Average need of Guidance	48	40
-1.25 to -0.51	E	High need of Guidance	33	28
-2.00 to -1.26	F	Very High need of Guidance	07	6
-2.01 and below	G	Extreme need of Guidance	--	--
		Total	120	100

**Interpretation:** From the table above, it shows that only 3% of the students' falls under the category of no need of guidance, 9% of the students are in grade B which means very low need of guidance, 14% of the students in grade C which reflects low need of guidance and 40% of the students falls under category of average need of guidance. Another 28% of the students' shows high need of guidance and 6% of the students in grade F which reflects very high need of guidance. No students' falls under the category of extreme need of guidance.

### **Objective 2: To Study the Need of Guidance among male and female students**

*Table 2.1: Norms of Interpretation of Guidance Needs for Male Students*

Z Score	Grade	Need Category	Total No.	%
+2.01 and above	A	No need of Guidance	02	3
+1.26 to +2.00	B	Very Low need of Guidance	05	8
+0.51 to +1.25	C	Low need of Guidance	13	22
-0.50 to + 0.50	D	Average need of Guidance	19	32
-1.25 to -0.51	E	High need of Guidance	17	28
-2.00 to -1.26	F	Very High need of Guidance	04	7
-2.01 and below	G	Extreme need of Guidance	--	--
		Total	60	100

**Interpretation:** From the table above, 3% of the students do not need any kind of guidance, 8% of them shows very low need of guidance, 22% of the students' shows low need of guidance and 32% of the students falls in the category of average need of guidance. 28% of the students' reflects high need of guidance and 7% of them shows very high need of guidance and no students falls under extreme need of guidance.

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**Table 2.2: Norms of Interpretation of Guidance Needs for Female Students**

Z Score	Grade	Need Category	Total No.	%
+2.01 and above	A	No need of Guidance	03	5
+1.26 to +2.00	B	Very Low need of Guidance	03	5
+0.51 to +1.25	C	Low need of Guidance	07	12
-0.50 to + 0.50	D	Average need of Guidance	26	43
-1.25 to -0.51	E	High need of Guidance	17	28
-2.00 to -1.26	F	Very High need of Guidance	04	7
-2.01 and below	G	Extreme need of Guidance	--	--
		Total	60	100

**Interpretation:** From the table above, 5% of the students shows' no need of guidance, another 5% of them falls under the category of low need of guidance, 43% of the students are in category of average need of guidance. 28% of the students are in grade E which reflects high need of guidance, 7% of the students in the category of very high need of guidance and no students' falls under the category of extreme need of guidance.

### **Null Hypothesis (Ho1):**

There exists no significant difference on guidance needs on the basis of gender.

**Table 2.3: Table showing the Z-Value with significance level**

Gender	No.	Mean	SD	Z-value	Significance Level
Male	60	87.6	40.84	0.93	It is not significant at both the levels
Female	60	80.78	39.12		

**Interpretation:** Our calculated value is 0.93 which is much lesser than 2.58 and 1.96 at both 1% and 5% level of significance. Thus, we can safely accept the hypothesis and say that there exist no significant differences on need of guidance among male and female students.

### **Findings of the Study:**

- 40% of the students' falls under the average need category of guidance. 28% of the students are in high need of guidance. Only 3% of the students are in the category of no need of guidance.
- 32% of the male students are in the category of average need of guidance, 28% of them are in high need of guidance and 3% of them are in no need of guidance. On the other hand, 43% of the female students' falls in the category of average need of guidance. 28% of them fall under high need of guidance and 5% of them are in no need of guidance.
- Finding shows that there exists no significant difference in need of guidance among the male and female students. It has been supported by statistical analysis t-test.

### **Educational Implications:**

Guidance has now become more important and valued from the educational point of view due to which the present study would have drawn varied implications on education and students from the present-day context. With the implementation of New Education Policy 2020, there comes a drastic change in the procedures of education system have taken place. Choice and processes of subjects and courses are to be followed as per the criteria and the regulations followed in the institution. New subject patterns namely- Major, Minor, Multidisciplinary Elective (MDE), Skill Enhancement Courses and Value-Added Courses

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are followed. New admitted students are panic to the changes where they are in need of guidance services in the institutions to clear the doubt and confusion, they are likely to have.

The result of the study reveals that guidance programmes need to be introduced in colleges to meet the varied needs of the students. The goal of guidance programmes is to help individual overcome many of their doubts, confusion and problems that may arise. The main objective of guidance is to help individuals become self-sufficient, self-directed and adjust themselves effectively to self and society and the demands of life. Although the colleges that are providing the guidance services tend to make best efforts for making the programs a success; sometimes the counselors' faces the problem of paucity of funds and other facilities which are necessary for the efficient functioning of guidance services.

### CONCLUSION

Guidance service is a pivotal role in the total process of education. The need and demand for guidance service are remarkable and mandatory in every walk of human life. In any new endeavor of life, there tends to be some fear and confusion-if it be right choice or wrong one. As guidance is an assistance that enable an individual to know the ways and path to undergo; it is always essential for every human being. Although the colleges are providing guidance services even though students' feel the need to improve the guidance services in educational institutions. In other words, the guidance services provided in the colleges do not meet the expectation of the students. There are no proper follow-up session after guidance is provided and institutions do not provide enough resources for guidance services. The services provided still needs to be effective and functional in a real sense to meet the need of students' demand and expectation. The study reveals that very few students are in the category of no need and very low need of guidance; whereas most of the students are in the category of average and high need of guidance. Few students even fall under the category of very high need of guidance. The present study also shows that there exists no significant difference among male and female students in need of guidance.

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### *Conflict of Interest*

The author(s) declared no conflict of interest.

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