

A STUDY TO EXPLORING THE ACADEMIC AND CAREER GUIDANCE NEEDS OF CLASS X STUDENTS IN DELHI GOVERNMENT SCHOOLS

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Abstract

The purpose of this research was to rigorously identify and investigate the guidance needs of Class X students in schools governed by the Directorate of Education (DoE), Delhi. Class X is a turning point in the educational life of a student with more pressure from board examinations and important decisions to choose future education and vocational directions. This study was conducted with the purpose of determining the precise areas where guided intervention is needed most for adolescents who have distinctive challenges in the urban scenario of Delhi, especially within the government school system. The study followed a descriptive survey design and made use of a specially designed or adapted Guidance Need Inventory, conducted among a representative sample of Class X students of different Department of Education schools. The inventory assessed student needs across five major areas: Physical, Social, Psychological, Educational, and Vocational. Data were analyzed using descriptive statistics (means, standard deviations) to assess the degree of need in each area, and inferential statistics (e.g., ANOVA) to explore variations associated with demographic variables such as gender and school location. The results offer empirical evidence to inform planning and delivery of targeted guidance programs in Department of Education schools. The central aim is to improve student wellbeing, support academic achievement, and enable informed choices.

Keywords : Guidance, Students, Academic, Vocational, Adolescents, Physical, Social, Psychological, Educational, and Vocational

Introduction

A major change has done in the life of a child when he/she enters in adolescence age. It is a crucial time of physical, cognitive, psychological, and identity development. Class X students are at a crucial developmental stage. Class X in India ends with important board exams that shape future academic careers. Higher secondary students must choose an academic path (Science, Commerce, Arts/Humanities) that affects their job prospects. Stressful events often accompany this change. Due to syllabus completion, parent and educator exam expectations, and peer competitiveness, academic pressure rises. Teens face complex peer relationships, acceptance and belonging issues, and a rising number of societal influences, which can be good or bad. Increased emotional sensitivity, mood swings, test and future anxiety, self-image issues, and the challenge of obtaining autonomy while maintaining family bonds may occur. Physiological changes may enhance self-consciousness or health worries. Without structured guidance, teenagers lack knowledge, curiosity, and realistic self-assessment to navigate the complex vocational landscape. In Delhi, a huge and varied metropolis, these

issues may increase. Directorate of Education (DoE) students often come from varied socioeconomic backgrounds and face unique environmental and familial obstacles. Overcrowded classrooms, resource constraints in some institutions, long commutes, and urban complexity add to the adolescent experience. School advice and counseling must be structured, accessible, and successful. Guidance is a systematic process that helps people understand themselves and their environment, make educated decisions, solve problems, and change and develop across life domains. Educational guidance covers study habits, subject selection, and exam strategies; vocational guidance covers career awareness, aptitude assessment, and opportunity exploration; and personal-social guidance addresses emotional regulation, interpersonal skills, coping mechanisms, and health awareness. The need of guidance is well recognized, although requirements and services sometimes differ, especially in large government school systems. Systematic research is needed to identify the target population's guidance requirements and ensure relevant, evidence-based, and prioritized solutions. SCERT Delhi, the state's primary educational research and training agency, undertook this study to fulfill this need. The research focused on Class X students in DoE schools to provide empirical data for policy-making, life skills and guidance curriculum development, teacher training, and Delhi government school counseling services. The study examined the kind and degree of guiding requirements in various student life areas to inform future interventions and assessments. We believe that proactively addressing these needs can improve academic performance, mental health, dropout rates, and student prospects.

Objectives of the study

1. To study the guidance needs of the students studying in class X in relation to their physical aspect.
2. To study the guidance needs of the students studying in class X in relation to their social aspect.
3. To study the guidance needs of the students studying in class X in relation to their psychological aspect.
4. To study the guidance needs of the students studying in class X in relation to their educational aspect.
5. To study the guidance needs of the students studying in class X in relation to their vocational aspect.
6. To compare the guidance needs of boys and girls students of class X
7. To make necessary recommendations for different stakeholders for taking necessary measures for proper guidance of the students.

Hypotheses of the study

1. There is no significant difference between guidance needs of boys and girls studying in class X in relation to their physical aspect.
2. There is no significant difference between guidance needs of boys and girls studying in class X in relation to their social aspect.
3. There is no significant difference between guidance needs of boys and girls studying in class X in relation to their psychological aspect.

4. There is no significant difference between guidance needs of boys and girls studying in class X in relation to their educational aspect.
5. There is no significant difference between guidance needs of boys and girls studying in class X in relation to their vocational aspect.

Delimitations of the study

The present study is delimited to:

- ❖ Students studying in class X only
- ❖ Students studying in Government schools of Delhi
- ❖ Only nine districts of Delhi
- ❖ Covering only five areas of guidance ie. Educational guidance, Vocational guidance, Social guidance, Physical guidance and Psychological guidance.

Literature

Review

Bhatia (2005) defines adjustment as the process through which an individual modifies behavior to establish a harmonious relationship with the environment. Students frequently encounter challenges stemming from insufficient knowledge, limited adaptability, antisocial behavior, lack of collaboration with peers, a superiority complex, and a poor comprehension of institutional regulations. These issues, frequently arising from conflicting interests or personality differences, adversely affect student achievement. Guidance is essential, providing support that aids students in navigating challenges and facilitating effective adjustment.

George (1968) and Singh (2001) examined the guidance needs and challenges faced by high school and college students in Trivandrum. The study employed a problem checklist involving a substantial sample size of 1172 Class X students and 1569 college students, with the objective is to examine the needs and challenges faced by school and college students. Study shows a significant alignment exists between the challenges and requirements of school and college students, educational and vocational domains were the most commonly referenced for guidance assistance. At the high school level, girls encountered more challenges than boys; however, this trend was reversed at the college level. The researchers determined that personality development presents greater challenges at the high school level than at the elementary school level. Ciarrochi, Deane, and Wilson (2001) examined the emotional competencies and help-seeking behaviors among university students. The findings indicated that students exhibiting low emotional awareness and inadequate emotion management were less inclined to seek assistance from nonprofessional sources such as friends and family. This reluctance did not correspond with their readiness to seek professional support. The research indicated that, despite robust social support systems, low emotional competence impeded help-seeking behavior, particularly in adolescents aged 16 to 18. D'Souza, Gururaj B. Urs, and Jayaraju R. conducted a study examining the relationship between shyness and guidance needs in adolescents. The study involved 260 high school students and utilized Crozier's Shyness Inventory alongside Grewal's Guidance Needs Inventory. The findings indicated a direct relationship between shyness and the necessity for

guidance in social and educational contexts. With the rise of shyness, there was a corresponding increase in the demand for guidance in these domains. Shyness did not exhibit a significant impact on the physical, psychological, or vocational domains, nor were any notable gender differences identified in guidance needs.

Research Methodology

Population : The population of present study comprises of all the students studying in class X of Delhi Government schools. **Sample and Sampling Technique:** Due to the extensive number of DoE schools and students in Delhi, a multi-stage sampling technique was employed to obtain a representative sample. This may encompass a stratified random sampling technique has been used to collect data. Five schools from each district were selected randomly and from each of these school twenty five male and twenty five. Female students of class X were randomly selected. The total sample size was 2250, Out of which 107 were incomplete questionnaire and so were not considered for the purpose of analyses of the research data. Actual data used for research purpose was used from 2143 questionnaire. **Phase 1:** Division of Delhi into educational zones or districts. Selection of a proportionate number of zones or districts, either randomly or purposively, to ensure diversity. **Stage 2:** Conduct a random selection of a predetermined number of Department of Education schools within the identified zones or districts. Factors such as school size, gender composition (boys/girls/co-ed), and potentially location (urban core versus periphery) may have been taken into account for stratification at the school level. **Stage 3:** In each chosen school, randomly select Class X sections (if multiple are present) and subsequently randomly select students from those sections, or include all students from the selected sections. The final sample size will be established according to the required statistical power and logistical considerations. Separate sampling or stratification could have been implemented for boys and girls to ensure sufficient representation for comparative analysis, as indicated by the distinct score sheets. The main instrument utilized for data collection was the Guidance Need Inventory (GNI) by Dr. J.S. Grewal. The development process entails defining the construct of guidance needs and its dimensions, which include Physical, Social, Psychological, Educational, and Vocational aspects. This will involve generating items, ensuring content validity through expert review, and potentially conducting pilot testing to assess clarity and reliability. The structure likely comprised a series of statements or questions addressing diverse guidance needs across the five designated domains. Students will respond utilizing a Likert-type scale to indicate the degree of their perceived need for guidance on specific issues, with options such as 'No Need', 'Some Need', 'Moderate Need', and 'High Need'.

Covered Domains
Physical needs encompass the comprehension of physiological changes, health maintenance, hygiene practices, nutritional requirements, and perceptions of body image. Social needs include peer relationships, communication skills, social etiquette, conflict resolution, and management of peer pressure. Psychological needs encompass emotional regulation, stress management, coping strategies for anxiety (particularly in exam contexts), self-confidence development, and decision-

making skills. Educational needs encompass study habits, time management, concentration, subject selection, comprehension of various learning pathways, and exam preparation. Vocational needs encompass career awareness, exploration of various occupations, comprehension of personal aptitudes and interests, information regarding courses and institutions, and insights into job market trends. Separate score sheets for boys and girls indicate either minor variations in item phrasing for relevance or, more plausibly, support gender-based analysis. Informed consent was likely obtained from students, and possibly from parents, depending on age and ethical guidelines. Assurance of anonymity and confidentiality will be provided. The GNI was likely conducted in group settings within schools during school hours, facilitated by researchers or trained personnel. Instructions will be provided clearly. Sufficient time will be allocated for students to complete the inventory with careful consideration.

Data Analysis

Requirements for Physical Guidance:

Descriptive Findings: This section presents the mean score and standard deviation for physical guidance needs across the overall sample, with potential differentiation between boys and girls. Identification of specific items within this domain where reported needs were notably high or low (e.g., a high need for information on healthy eating and a low need for basic hygiene information).

Inferential Findings: Results from the ANOVA test comparing mean scores for physical guidance needs across the specified groups (e.g., gender). Presenting the F-value, degrees of freedom, and p-value to determine the statistical significance of any observed differences. Interpretation will proceed as follows: for instance, "No significant difference was observed between boys and girls concerning their physical guidance needs," or "Girls indicated significantly greater needs related to body image concerns."

Requirements for Social Guidance:

Descriptive Findings The mean scores and standard deviations exhibit a consistent pattern, highlighting key areas of need, such as a significant requirement for skills in managing peer pressure and a moderate necessity for communication skills.

Inferential Findings: Results from ANOVA comparing group means regarding social guidance needs. Interpretation may uncover notable gender disparities in requirements concerning interpersonal relationships or conflict resolution.

Requirements for Psychological Guidance:

Descriptive Findings : The analysis reveals mean scores and standard deviations, highlighting key psychological needs, including a pronounced requirement for managing exam-related anxiety and stress, as well as a notable need for enhancing self-confidence.

Inferential Findings: ANOVA results indicate potential differences in psychological needs based on gender or other factors, particularly in emotional expression and coping strategies.

Requirements for Educational Guidance:

Descriptive Findings: Mean scores and standard deviations are presented. This domain may exhibit the highest overall mean need score, indicative of the academic pressures faced by Class X students. Notable high-need areas may encompass study techniques, time management, concentration enhancement, and guidance on selecting the appropriate academic stream for Class XI.

Inferential Findings Results of ANOVA examining group differences. Differences may arise in stream selection anxiety based on academic performance levels or gender, if these factors are measured.

Requirements for Vocational Guidance:

Descriptive Findings: Mean scores and standard deviations are presented. Significant demands are anticipated in light of forthcoming career-related decisions. Potential areas of concern include insufficient awareness of diverse career options, a need for information regarding necessary skills and qualifications, and confusion in aligning interests and aptitudes with appropriate careers.

Inferential Findings: Variations may occur between boys and girls concerning the types of vocational information pursued, or based on socio-economic background (if data is available) in relation to access to career information.

Result

A comprehensive assessment of Class X students in DoE schools was done to determine their guidance requirements, including gender sensitization. The study indicated that pupils needed educational and vocational advice most. Exam anxiety, stream selection, and career awareness were the biggest concerns.

The investigation also showed statistically significant gender disparities in these demands. Female students expressed increased exam anxiety, suggesting a larger need for emotional and psychological assistance due to cultural standards, familial pressures, and safety concerns. However, male students were more unsure about stream choices and career options, indicating a need for vocational information and specialized academic counseling.

These findings emphasize the need for gender-sensitive school advice. Targeted initiatives for boys and girls' unique needs will improve educational and vocational assistance.

Conclusion

The survey found that Delhi government school Class X students need significant educational and vocational guidance. These findings highlight the need for well-organized support networks to help students handle academic stress, emotional issues, and future decisions. The study, conducted independently of SCERT, makes concrete recommendations for secondary school guidance service improvement to legislators, school leaders, educators, and counselors.

To begin with, the Directorate of Education (DoE) and SCERT must require all secondary schools to have a thorough guidance program. For it to be effective, the program should have trained personnel, funding, and proper infrastructure. Life skills training, emotional well-being, and career awareness must be incorporated in the regular school curriculum. Teachers

and school counselors need to have specific roles and responsibilities for the ease and coordination of program implementation.

The principals and administrators in schools should ensure unfettered guidance and counselling services. They should provide regular and systematic guidance programs for career planning, stream selection, and stress during examinations. Teachers, counselors, and parents must all collaborate to provide a supportive and responsive climate for students. These interventions depend on guidance counselors and teachers, who need to be qualified to address the scholastic, vocational, and emotional needs of students. These interventions must reach students through individual and group counseling, information workshops, and participatory activities. Culturally suitable and accessible resources are needed to support student participation and learning. Professional development for educators and counselors should be promoted, and SCERT should offer specialized training sessions to boost their skills.

Future research should examine student guidance needs over time using longitudinal investigations. Qualitative methods like interviews and focus groups can reveal students' psychosocial and real experiences. Explore the guidance needs of varied student demographics, including private school, special education, and alternative academic streams. Finally, present and future guidance programs should be evaluated for their effects on student outcomes like academic success, career preparedness, and well-being. Investigate the guidance needs of diverse student populations, such as private school, special education, and alternative academic pathways. Last but not least, current and future guidance programs must be assessed for their impacts on student achievement such as academic achievement, career readiness, and well-being.

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