Chapter–II

Review of Related Literature
Familiarity with the library is fundamental to all research. It helps the researcher in knowing the work already done in the area. Ignorance of this, leads to the wastage of efforts, time, money and energy, as the investigation may, by chance, be a mere duplication. For a beginner, who is out of search of a good and interesting problem, the reports of investigations already carried out suggest many related problems, which the researchers themselves could not take up for some reasons. The romance of research lies in the fact that with the solution of one problem, many more show their heads. By studying previous investigations one learns a lot.

**Good, Barr and Scales (1941)** have summed up the purpose of studying the related literature as:

- To show whether the evidence already available shows the problem adequately without further investigation and thus to avoid the risk of duplication.
- To provide ideas, theories, explanations, hypotheses valuable in formulating the problem.
- To suggest methods of research appropriate to the problem.
- To locate comparative data useful in interpretation of results
- To contribute to the general scholarship of the investigator.

Before embarking upon the research study properly it may be worthwhile to review the related literature. Review of related literature is of great significance for a researcher to complete his/her research work successfully.

**Travers (1978)** asserted that review of literature should lead up to the full and complete statement of the problem.
According to Kerlinger (1978) the underlying purpose of review of related literature is to locate the present research in the existing body of research on the subject and to point out what it contributes to the subject.

II.1 RESEARCH STUDIES ON CAREER PREFERENCES

Grewal (1971) conducted study on a sample of 127 boys and 26 girls from urban and 126 boys and 50 girls from rural school with age range of 14 to 21 years in Bhopal and Indore using Vocational Reference Inventory adapted from Haller and Miller's occupational Aspiration Scale, it was found that boys differed significantly from girls in their level of vocational preferences and significant relationships were found to exist between vocational environment of home, community and level of vocational preferences.

Sidhu (1974) standardized a vocational interest inventory on 2100 successful higher secondary students of Punjab. Taking 300 students in seven criteria group fine arts, agriculture, commerce, home science, and humanities, medical and non medical courses. The purpose of standardization was to provide a basis for diversifying students into different streams.

Sunderrajan (1977) conducted study on the change in values, attitude, career commitment of 564 boys and 203 girls exposed to courses at the institute of Hotel Management, Catering Technology and Applied Nutrition. Appreciable changes were observed in the attitude of students. Sex difference did not exist in such changes except with regard to 'empathy', in which girls fared better.

Toong (1982) conducted study on vocational aspirations in relation to creativity, personality, achievement and socio-economic status of high school students. Sample of 1039 students of class nine was selected on the basis of multistage randomization of clusters from 12 urban higher secondary schools. The findings of the study were that the highest
percentage of students aspired for teaching and welfare field, the lowest % of students aspired for artistic fields.

**Jayapoorani (1982)** found that a majority of students (84%) preferred neural science, mathematics and English. Boys showed interest in engineering jobs, girls preferred to work as doctors. Both girls and boys developed their vocational interest between 13-15 years of age.

**Tulsi (1983)** conducted study on differential effects of career guidance strategies on vocational maturity patterns in relation to sex, intelligence and need achievement, the objectives of the study were to investigate the effect of career guidance strategies i.e. (a) self awareness, (b) occupational information, combination of both on vocational maturity. A sample of 1405 students (743 girls and 662 boys) of the ninth grade was randomly selected from government high and higher secondary schools. These students were administered Raven’s standard progressive matrices (1960) and the Edward’s Need-Achievement scale (1959). On the basis of the top 27 percent and bottom 27 percent of cases, they were categorized as high intelligent, average intelligent and low intelligent. For the purpose of data collection an additional tool used was Chand’s (1979) Career Maturity Inventory. The effect of career guidance strategies was found significant on all the dimensions of vocational maturity, except for the goal selection component. The groups which received treatment in both self awareness and occupational information proved better in realizing vocational maturity then those who were treated with only one of these techniques. Higher vocational maturity was realized by both sexes with low and average rather than high intelligence scores.

**Bhatnagar (1983)** conducted a study by preparing an open ended list containing 199 occupations for women was prepared on the basis of a survey conducted in 100 Public and Private Establishments. Similarly, a list of factors influencing occupational choices was also finalized on the basis of experimental study. An interest inventory in eleven areas was also
constructed. Major findings were the girls had diversified occupational choices. The highest factor influencing occupational choices was 'interest', followed by 'serving humanity', 'serving poor', 'to please one-self', 'to be a model for youngsters' and so on. Only ten percent of the girls were able to make occupational choices in accordance with their vocational interests. No significant difference was found amongst urban and semi-urban girls and girls belonging to higher income group were found to have more congruence in their occupational choices and vocational interests.

Srivastva (1983) conducted study on motivational aspects of occupational choice of the Indian students of graduate level. The sample of the investigation was comprised of 300 students selected from various universities and institutes of different disciplines such as humanities and social science, engineering and technology and medical sciences. The age of the subjects ranges from 17 to 23 years. The job value card developed by centers was administered to the students. The card includes ten statements representing ten occupational values like leadership, interest, esteem power security, self expression, fame, social service, independence and profit. The data obtained was treated in two forms for the required analysis. The percentage of choice was calculated and secondly the subjects were classified discipline wise study indicated that Indian students preferred self expression, independence and security as highly desirable occupational value. On the other hand power and esteem were observed to be the least preferred occupational values. It was also noticeable that the students of engineering and technology placed profit on second preference, whereas the medical and humanities students placed it on the fifth and sixth preference respectively. It was observed that the least preferred occupational value for medical and engineering students was leadership followed by power both the occupational values are interrelated and refer one's imposition over others. The results were
also indicating that students of humanities and social science have higher preferences for leadership and least preferences for fame and power.

**Tomar (1985)** conducted study on occupational interest trends of adolescents and their relation with prevalent job trends of employment in Eastern U.P. The sample consisted of 600 students (400 boys and 200 girls) studying in class pluse two and Chatterjee’s Non language preference record was used for assessment of occupational preferences and a socio economic status scale was used. The main findings of the study were that the dominant occupational interest trends of boys in descending order were agriculture, literature, fine arts, science crafts outdoor activities, technology, science, household matter, sports etc. There were marked differences in occupational interest trends belonging to different socio economic groups. There was conformity between the occupational interest trends of adolescents and the prevailing job trends of employment.

**Deshpande (1985)** conducted study on job oriented and reconstructed course at the degree level in Marathwada university to find out the availability of teaching and laboratory facilities, to inquire into the relevance of the courses to the needs of the region and the locality and to survey the reactions of all towards these courses and to suggest measure for more meaningful and effective implementation of these courses. It was found that course were introduced without adequate preparations, no orientations was given to teachers teaching these courses which results into lose of effectiveness when courses entered the advance level. Lack of equipment and inadequate expertise did not allow teachers to do full justice to applied courses.

**Planning Commission (1985)** conducted a case study on vocationalisation of higher education. The study aimed at exploring the facts about organization and functioning of vocationalisation of education at higher secondary stage. The sample of 140 higher secondary schools was chosen from Maharashtra, Karnataka, and Gujarat states. The study
revealed that Karnataka had offered 31 trades, Maharashtra 24 trades, and Gujarat 21 trades. The common trades were agriculture, farm management, automobile service and electrical. The institutes were mostly situated in urban localities being a part of formal institutes like higher secondary schools and colleges, the vocationalisation stream did not get adequate facilities. The courses did not match the local needs of employment as perceived by the principals and teachers.

Sharma (1986) conducted study on family and peer group influence on the vocational interest of the gifted adolescents studying in different types of school. The findings of the study were that intelligent adolescents showed high interest in scientific areas. The intelligent, creative and gifted boys showed high interest in artistic and executive areas, whereas the girls counterpart showed high interest in scientific areas. The intelligent, creative and gifted adolescents showed that their own self was more influential in the selection of courses of motivation, fulfillment of aspirations and interest.

Gaur (1987) conducted study on psychological basis of educational and vocational development of scheduled caste students. The study included 310 Scheduled Caste students and 365 non SC students. The major findings of the study were that non Scheduled Caste boys as compared to Scheduled Caste boys and non Scheduled Caste rural boys as compared to Scheduled Caste rural boys. Both urban groups performed better with regard to the overall career maturity than rural.

Gogate (1987) conducted study on vocationalisation of education at higher secondary stage. The objective of the study was the criteria of selection of vocational courses. Relevance of vocational courses to the needs and aspirations of the people. The findings of the study showed that Andhra Pradesh and karnataka were only two states in the country where pluse two classes were either attached to schools or to colleges or were allowed to develop as independent junior colleges almost all schools which
had a multipurpose stream prior to 1970 were converted into vocational higher secondary schools to avoid wastage of infrastructure which already existed. Private managements wanted to introduce vocational courses but were not able to do so in the absence of financial help from the state government. Tamil Nadu was the only state that had introduced vocational education on large scale. Vocational courses existed in about 950 schools. In West Bengal vocational education was introduced in 40 schools.

**Sodhi T.S. (1988)** conducted study on the vocational interests and occupational choices of adolescent girls. Taking a stratified random sampling of 1015 adolescent girls of class tenth, the study found that very few adolescent girls were able to make correct occupational choices in accordance with their vocational interests. It was also observed that occupational choices and vocational interests were comparatively more congruent for girls of urban background and those belonging to the high income group as against their counterparts from semi-urban areas and the low income group.

**Mehta, Bhatnagar and Jain (1989)** conducted field study on an exploratory nature to find out the vocational planning among the tribal First Generation Learner of Meghalaya. Form a judgement sample of nine schools in and around Shillong, a sample of 257 tribal students of class ninth was taken of which seventy seven were First Generation Learner and one hundred eighty were non First Generation Learner. Data were collected through the group administration of a questionnaire entitled the 'Vocational Planning Questionnaire.' The tribal First Generation Learner were founded to differ on a number of family and environmental factors but did not differ too much on most vocational planning variables from the non First Generation Learner despite many obvious drawbacks.

**Chandana (1990)** conducted study on career maturity and investigation was done to study the attitudes of high school students towards career choice process and relationships between selected
psychological variables and an aspect of the career maturity. 60 Boys and 60 Girls were randomly selected from Delhi senior secondary schools. The major findings of the study were that factors related to predicting the career maturity of girls and boys differed. Parental influence interacted with self-concept in the prediction of career choice attitude score and had greater impact upon the career choice attitude of girls than that boys.

Scherer and Brodzinski (1990) published an article on Entrepreneur Career Selection and Gender. A socialization approach studied that employment of women has increased substantially over last 50 years. Currently over 50 percent of labour force in US is composed of female workers. A number of investigations have explored that the hypothesis males and females differ on dimensions related to entrepreneurial activity. Even though the data concerning personality differences between male and female entrepreneurs is limited researches have concluded that gender differences with respect to traits are not a significant factor in explaining the career decisions of entrepreneurs and are not helpful in distinguishing between male and female.

Bhargava R. (1991) conducted study on the interests of the students studying in vocational education stream in Rajasthan and identified the difficulties faced by them. Questionnaires were administered to principals, vice-principals and subject teachers of the schools having vocational stream, students studying vocational education and the concerned parents. The study found that the majority of the students were interested in vocational education mainly because of its employment preparatory nature. Lack of physical facilities, non-availability of trained teachers and non-release of funds in time are some major shortcomings identified.

Pennamma (1991) conducted study on the patterns of occupational choices of secondary school pupils and school leavers. 736 school pupil and 400 school leavers formed the sample of the study.
pupil and school leavers differed in their choice of ideal, preferred and actual occupations for the total sample. The majority of school pupil and school leavers differ in their reasons for their occupational choices on 'interest in work' and 'financial reasons'.

**Biswal (1992)** conducted an evaluative study in state of Himachal Pradesh found an increasing trend of enrolment in the vocational stream from 1988-89 to 1990-91. The scheme as implemented in the state was found to be difficult in terms of infrastructure, teaching and non teaching staff, finances, proper management system, supervision, development of need based curriculum, publicity and vocational courses, collaboration between school and employment market. There was lack of adequate knowledge and understanding of the scheme at various levels.

**Hustler (1998)** conducted study on the development of Career Management Skills in higher education in UK. Three strategies for delivery of Career Management Skills were developed through specific generic or customized module; integration on the academic programme at curriculum or personal level and extra curricular approach. Methods for assessing students mastery of career management skills at higher education institution included reflective essays, action plans, applications and interviews, etc.

**Eveland (1998)** Conducted study on the efficacy of a computer program designed to increase career decidedness, with and without practitioner support. Variations according to age, gender and ethnicity were also explored. It was found that both the computer only and computer plus practitioner interventions were effective in significantly increasing career decidedness. However, the computer plus practitioner intervention proved to be most beneficial in career decidedness.

**Wei-Chang (1999)** conducted study on the relative value of different types of computer-assisted career programs designed to achieve
different outcomes, specifically: career decision-making; self-directed search; and occupational/career exploration. Positive effects on undergraduates of all the programs investigated were found. However, students preferred the computer intervention designed to support self-directed search and user satisfaction ratings did not necessarily correlate with objective measurement of benefits.

**White (1999)** conducted study on nurse training, barriers in choice of clinical areas. The impact of clinical experiences during pre-registration diploma in nursing courses on career choice have been concluded that students used preconceived, stereotypical images and expectations about nursing which they relied on for job selection, unless changed by personal experience during their course.

**Uzoamaka (2000)** conducted study on how relevant skills are transmitted and relate to effective career management was undertaken with management graduates. They found that the acquisition and utilization of skills relating to self-knowledge, interpersonal knowledge and environmental knowledge are associated with personal learning, goal setting, career strategies and career decision-making. Moreover, these skills were associated with effective career management.

**Candy (2000)** identified five elements which encouraged and supported lifelong learning. These comprised: curriculum content; curriculum structure; teaching methods; assessment approaches; and the place of student support services.

Institutional linkages to the adult education sector and supported graduate learning experiences strengthened the positive impact of these elements.

**Sobral (2001)** conducted study on the role of different types of curricular interventions on the choices of medical specialism. First, an exploration of influences on the career choice of medical students showed
that the experience of selective traineeships exercised a stronger influence than personal factors (like gender and early career preference) or one other curricular intervention (that is, cross-year clinical tutoring by peers).

**Huiling (2001)** conducted study on the impact of career curricular interventions designed to enhance career decision-making. The relative merits of two contrasting approaches for first-year business students were investigated. A conventional training in career decision-making skills was compared with a cognitive re-structuring intervention. Mentoring and the completion of a personal career plan were common elements. Positive benefits from both types of curricular interventions were found, with no significant differences between the two experimental groups.

**Marsland (2001)** conducted study on pre-entry career guidance for nurses qualifying from the pre-registration diploma course leading to higher education was found to support career development. Guidance was received on career planning and strategies to inform career plans. One-to-one interventions enabled nurses to develop fulfilling careers, benefiting both recruitment and retention

**Timms (2001)** conducted study on the role of the careers guidance that was offered to new students in receipt of financial awards to assess its value. Students wanted confirmation that their course would fit with their plans. After the career interviews, students reported increased motivation to continue with their studies.

Financial awards were seen as offering positive support to students who are facing financial difficulties related to unemployment, low pay or disability.

**Maxwell (2001)** conducted study on A ‘school to work’ programme for students from a district with poor educational provision aimed to influence students’ decisions to enter and progress through higher education The programme involve students entering an academy as
preparation for higher education. It was effective in increasing successful completions and reducing the number of withdrawing from higher education.

**Tinsley et al. (2002)** conducted study on a pre-entry intervention led participants through a discussion of their vocational interests which supported subject choice and occupational choices. It was found that it is successful in helping career. Undecided women identify the barriers to their career decision-making.

**Miller and Liciardi (2003)** conducted study on a ‘career planning and development’ module implemented in one university in response to the relatively poor employment outcomes of its graduates. The module developed help in job search skills and self awareness, as well as helping students to achieve their employment goals. The module was evaluated as successful since students learned that goal setting and long-term career plans allowed them to take control and manage their career development.

**Morey (2003)** conducted study on higher education career services and how they can enhance the employability of graduates from disadvantaged backgrounds, including: ethnic minority students; students with a disability; and students from a lower socio-economic background. Graduates did not want to be identified as disadvantaged, or receive special treatment, though students with disabilities reported dissatisfaction when practitioners did not have specialist knowledge. Interventions and activities studies included: one-to-one advice, presentations on career planning and employability linked to the curriculum; job shops; employer fairs; work experiences opportunities (again embedded in the curriculum); and mentoring. Career planning and employability presentations were successful in raising students’ awareness of transferable skills, helping students’ transition from education to work, assisting students reflect on their abilities and encourage students’ to articulate their employability. University job shops
and mentoring were also successful methods of supporting students’ career learning and career progression.

**Carter (2003)** conducted study on the relationship between students from different ethnic backgrounds and their experiences of career counselling. It was found that only those minority ethnic students who attended career counselling frequently reported positive outcomes.

**McGrath and Millen (2003)** conducted study on the factors affecting the choices of 16-19 years old in full-time education at all stages of their entry into higher education. Factors examined included parental influences, financial factors and environmental factors. The careers adviser intervention was not found to be as influential on young people’s choices as their personal tutor. Young people interested in higher education said they required more information about financial support.

**Cooter et. al. (2004)** conducted study on learning and career progression. Differences in learning and career progression were found between students from high and low socio-economic groups (classified by parental income). The study concluded that financial concerns influenced students’ career choice. Students who were provided with financial assistance to pursue a medical education successfully completed their courses.

**Jones (2004)** conducted study on the intervention of gap years on career choices. It was found that this intervention helps students in forming and developing their careers choices. A range of benefits for young people participating in a gap year were identified, improved educational performance; better developed career choices; improved employability and opportunities; acquisition of non-academic skills and qualifications; increased life skills; and the development of social values.

**Thomas and McDaniel (2004)** conducted study on the impact of the introduction of a career planning course as a compulsory component
of Psychology degree. The objectives of this course were to increase awareness of opportunities; build confidence and support the development of occupational identity. Results revealed that this curricular intervention achieved all of its goals.

Leong (2005) evaluated the impact of a two-session workshop designed to support career speciality choice for second-year medical students. In particular, they examined the relationships between measured career speciality interests, work values and personality types. They found that two distinct student sub groups opted in for the sessions – one had already decided on their career speciality and the other was undecided.

Whilst both groups benefited from the workshops, those who were decided about their specialism reported a higher level of satisfaction.

Xiang (2004) conducted study on the strategies used by Management Information Systems (MIS) students to secure employment after graduation. As the IT economy is slowing, MIS graduates have been adopting several strategies to ensure employment, including participation in a MIS internship, completing double majors and undertaking more technical coursework. All three strategies were found to be successful in securing employment and being offered more fulltime employment opportunities.

Bowman et. al. (2005) investigated the impact of a range of different Master Courses on graduate progression into the labour market. They found that students on these courses were engaged in prolonged transitions that involved learning about themselves, their place in the world and constructing their employment identity. Masters’ tutors, in particular, were found to be influential in decisions about future career trajectories. On vocational Masters Courses, these tutors supported student progression into related occupations.
Humlum and Kleinfans (2007) published paper on An Economic Analysis of identity and career choice and found that financial incentives are unlike to be effective in influencing career choices of these individuals (pecuniary payoffs and non pecuniary off). The implication is that policy makers and institution of higher education need to focus on identity related issues rather than just improved financial incentives if they aim at attracting the high ability youth to occupation with excess demand for labor.

Egawa (2008) conducted study on Career and higher education guidance of secondary and higher secondary students in rural Gujarat was conducted in R. V. Patel school ranging students from standard 8 to 12. Researcher found that most students at R.V. Patel school consult both teachers and parents about their future choices. Nearly 100% of standard 12 students reported talking with both teachers and parents about their career and higher education option; 88.7% of standard 10 students reported consulting teachers and 97.1% responded that they consult parents. The survey results showed that most students wish they had more resources to help them make important life decisions. In 10+2 standard; 84.1% of students in the arts stream responded that they would like more information about different colleges and scholarships; in commerce stream 80.3% responded the same in the science stream it was 100%. That shows there is much room for creating a strong support system to guide students. In standard 10+2; 44% students from arts, 29.8% from commerce and 43.6% from science would like to know more about different jobs and proper guidance regarding jobs.

Mattoo (2011) conducted study on vocational interest and academic achievement of secondary school students at different levels of creative thinking ability. A sample of 1000 high school teenagers was drawn randomly from 19 secondary schools situated in districts of Anatnag and 26 secondary schools of Kashmir valley Srinagar of Jammu
and Kashmir state. The data collected was put to statistical analysis by applying two way analysis of variance. The findings of the study reveals that highly creative subjects often choose vocations which are unusual and provide scope for the expression of creative talent like work of an inventor, scientist, musician and explorer.

Above studies showed that boys and girls differ significantly in vocational preferences (Grewal 1971 and Chandana 1990). The highest percentage of students aspired for teaching and welfare field and the lowest percentage aspired for artistic fields (Toongs 1982), boys and girls developed their vocational interest between 13-15 and 16-19 years of age (Jayaporani 1982 and McGrath and Millen 2003), higher vocational maturity was realized by male and female with low and average intelligence scores than high intelligence scores (Tulsi 1983), the students of humanities and social science have higher preferences for leadership and least preferences for fame and power (Srivastva 1983), the highest factor influencing occupational choices was interest, serving humanity and serving poor etc. (Bhatnagar 1983). The intelligent, creative and gifted boys showed high interest in artistic and executive areas whereas girls showed high interest in scientific areas (Sharma 1986, Mattoo 2011), scheduled caste boys and non scheduled caste boys from urban areas performed better with regard to overall career maturity than rural scheduled caste boys and non scheduled caste boys (Gaur et. al. 1987), lack of physical facilities, non availability of trained teachers, non release of funds and mismatch of courses to the employment have effect on vocational choices (Planning commission 1985, Bhargava 1991), parents and tutors help students in career choices (Bowman 2005, Egawa 2008). To fill up the gaps in existing knowledge the present study is conducted.
II.2 RESEARCH STUDIES ON GUIDANCE NEEDS

Tripathi (1986) conducted study on determination of various guidance needs of the pupils’ of secondary and higher secondary schools. Pupils’ problem checklist was developed consisting of 240 items having nine different areas: (1) Physical Health Needs, (2) Familial Needs, (3) social, (4) sexual, (5) Personality, (6) Educational, (7) Financial, (8) Future life Needs and (9) Religious Needs. The checklist was employed on the sample of 720 pupils’ from 24 schools situated on different area of Ahmedabad. Major findings were that the significant relationship exists between grades of pupils’ on social, personality, educational, financial, vocational and religious needs. Pupils’ coming from low socio educational status needed polite treatment from teachers whereas, female pupils’ need much attention. Father’s education was highly related with familial, personality, education and financial guidance needs.

Bhatnagar and Gupta (1988) studied career maturity of secondary students and effect of guidance intervention programmes. The study aimed to determine if participation in a short term group guidance programme would enable students to move in a positive direction towards the goal of find out sex difference in the career maturity attitudes of adolescents. The sample consisted of 100 students of class 9(62 boys and 38 girls) randomly selected from two engineering, medical and co-educational school in Delhi. Data was collected with the help of the attitude scale of Crite’s Career Maturity Inventory (CMI). Major findings of the study were that all the three groups; boys, girls and combined showed significantly higher scores after the guidance intervention.

Gaikwad (1989) conducted study on educational and vocational choices of students after passing standard 10 and of the efficacy of guidance services at different level. The sample comprised 951 students from 5 schools with no career masters and 590 students from school with no career masters and counselors. Most of the students from different
socio economic backgrounds selected the medical and technical streams, students from the better socioeconomic backgrounds selected commerce and fine arts. Teachers and career masters played a significant role in students’ choices. Due to their parents’ wishes students chose courses for which they had neither aptitude nor the required level of intelligence. Students’ choices were not related to interest, aptitude or intelligence.

**Bhatnagar and Gupta (1991)** study conducted on the purpose of preparing multimedia package on development and career guidance was to avail of the media to meet the training needs of the educational system. Objectives of the study were to prepare the instructional material in development of career guidance for teachers [parents as well as other guidance and educational personnel and to provide basic educational and vocational guidance to students. Various audio-video programmes were prepared and tried on various target groups. Teachers, Principal, Guidance Personnel and educational administration. As a result of this developmental project 10 audio and 2 video programmes on career guidance have been prepared.

**Gupta (1991)** conducted study on the impact of training in career awareness and career decisions making skills upon occupational attitude and guidance needs of secondary school students. A sample of 541 class X students (285 boys and 250 girls) of higher secondary school was selected randomly from Bhopal district. Control and experimental groups were formed (266 and 275 respectively). The pretest and post test control designs were used. The tools used included a Career Awareness Skill Test (CAST), a Career Decision Making Test (CDMT), an Occupational Aspiration Scale (OAS) and Vocational Attitude Scale (VAS). Statistical technique used was ANOVA, correlation matrix and ‘t’ test. Major findings were that the variables age, sex, and performance school subjects made a significant contribution on CAS and OAS scores, and their interaction was found to be insignificant. Boys had scored significantly higher than the
girls on CAS and OAS and CDS. Boys and girls do not differ significantly in their VAS, GNI and SA scores.

**Sirohi (1991)** conducted study on field assessment of guidance inputs in minorities school. 31 teachers who attended the refresher course organized by NCERT constituted the sample. They belong to 7 states of the country. The tools used included a Performa designed to obtain information on two aspects of guidance related activities. Analysis of the responses showed that teachers tried to organize guidance services in their schools to the best of their ability despite many constraints such as lack of time, due to the pressure of multiple job requirements, poor administrative support. The study revealed that the achievement could be enhanced if the NCERT could keep up on regular interaction with schools.

**Kaur (1992)** studied evaluation of guidance services in the high/higher secondary schools of Punjab and Chandigarh. The sample of the study included 1334 students from 59 schools from Punjab and Chandigarh, 56 guidance workers, 59 each of educational administrators, teachers, districts assistant, guidance officers and assistant employment officers, 118 parents. Sampling was based in multistage random sampling. The data was collected with the help of questionnaire, interview schedule and checklist. Major findings were that guidance and counseling services were not a regular feature in most schools. There exists no separate fund for guidance programme. The hindrances in the effective implementation of the guidance programme were lack of financial support, provision for full time counsellors, lack of awareness on the part of parts and students about the utility of the programme. Hence the existing guidance programme in Punjab and Chandigarh were not fully achieved.

**Bimrose (2004)** studied guidance interventions were highly valued by higher education students. In exploring how effective guidance is practised, 'effective' was defined in this study as what was found 'useful' to clients, judged independently by clients, practitioners and expert
witnesses. Useful guidance was defined as: supporting positive outcomes for the client; providing access to expert knowledge, information and networks; promoting constructive change in the client; and, overall, providing the client with a positive experience.

**Kesici (2007)** conducted study on middle school students’ guidance and counseling needs. The purpose of this study is to determine the guidance and counseling needs of middle school students from their points of views by using qualitative research techniques. In addition while collecting the data semi structures interview technique is used as a method of data collection. The study was conducted with 7th and 8th grades at public primary Selcuklu schools in the district of Konya in Turkey. Various themes for educational, career, personal and social guidance counseling were established. Individual or group guidance programs related to effective learning, exam anxiety, motivation techniques, adaptation to schools, and lack of attention and interests toward lessons should be implemented. School guidance services and counsellors should frequently present introductory information to students about variety of professions.

**Eyo, Joshua and Esuong (2009)** conducted study on the attitude of secondary students towards guidance and counselling services. Descriptive research design of the survey type was used. Three hypotheses were formulated to guide the study. A total of 400 secondary school students were selected from ten (10) schools through stratified random sampling technique. A validated questionnaire vetted by experts in measurement and research was used as an instrument for data collection. Independent t-test statistic was used for data analysis. The study revealed that students’ attitude towards guidance and counselling services were significantly positive; that gender and school location significantly influenced students’ attitude towards guidance services. The results further revealed that there are significant differences between attitude of
male and female students in rural and urban schools towards guidance and counselling services. Based on these findings, the researchers recommended that secondary education board should open well equipped counselling units in both urban and rural schools and qualified counsellors should be posted to practice and create awareness of guidance and counselling services. Findings of the study revealed that secondary school students in Cross River State have positive attitude towards guidance and counseling services. Male and female students differ in their attitude towards guidance and counseling services. Female students show high positive attitude towards guidance and counselling services than their male counterparts. Geographical location is a strong determinant of students' attitude towards guidance and counselling services in schools. Students in urban schools are predisposed to guidance and counselling services than student in rural schools.

Ssenkumba (2010) conducted survey on peace education and guidance and counselling in secondary schools. The study was conducted using cross sectional survey design for randomly selected respondents from schools in Northern Uganda. Major findings of the study were that the peace education should emphasize on building a culture of peace in schools. Whereas, guidance and counseling programs should be carried out to provide students with opportunities to develop knowledge and appreciation of themselves, to acquire skills and attitude and finally information that would enable to make decisions about life and career opportunities.

Dogar, Azeem and Mehmood (2011) conducted study on the guidance and counselling needs of secondary school students. The Need Assessment Questionnaire (NAQ) was constructed which included five areas, i.e. educational, vocational, social, emotional and behavioral problems of students. NAQ was administered to 60 girls of grade 9 and 10
classes from schools of Lahore city. Results indicated that girls had more problems in career choice than that of emotional nature.

**Zaidi (2012)** study was conducted on construction of guidance needs inventory at graduate level. In this study Guidance needs inventory was constructed by the researcher to assess guidance needs of different courses of graduation i.e. Arts, science and commerce. The GNI was administered on 600 graduate students of various streams i.e. Arts, science and commerce from Aligarh Muslim university. Mean and standard deviation of various students were calculated on five different areas of GNI. Higher scores indicated more need of guidance whereas low scores indicate less need. Results showed that students need more guidance in personal area as compared to other areas.

**Papaddaki and Kyridis (2012)** conducted study on the guidance consultants training needs based on the support plan for socially vulnerable groups in Greece. It attempts to investigate the training needs of vocational consulting committee for adult education. The survey was carried out based on the model of quality approach which enables deeper analysis and interpretation of facts and knowledge. The research technique method used was that of the structured interview and mainly open ended questions were asked in the interview. Results shows that executives need further training in counseling stem form inability they feel to one or more of the areas. They claim as imperative need getting expertise training when called upon to support socially vulnerable groups which require specialized handling because of their specific features.

**Prahar and Kaur (2013)** conducted study on the guidance needs of secondary school students of Jalandhar district. The findings of the study indicated that there was no significant difference between the guidance needs of male and female students. Guidance needs of rural secondary school students were more then those of urban secondary school students.
Thus, it is summarized that students need guidance in various areas. The significant relationship exists between grades in pupils’ on social, personality, educational, vocational, financial and religious needs. Pupils coming from low socio-educational status need polite treatment from teachers and female need more attention (Tripathi 1986), guidance intervention programme showed significant effect on boys and girls (Bhatnagar and Gupta 1988 and Bimrose 2004), individual and group guidance programs related to effective learning, exam anxiety and motivation techniques should be implemented and introductory information should be provided to students about variety of professions (Kesici 2007), girls need more guidance and counseling in career choice than emotional nature (Dogar, Azeem and Mehmood 2011), students need more guidance in personal area as compared to other areas (Zaidi 2012), there is no significant difference between guidance needs of male and female students. Guidance needs of rural secondary school students were more than those of urban students (Prahari and Kaur 2013). It is felt that there is no research study conducted on Scheduled Castes and Scheduled Tribes categories. To overcome the existing gaps present study is conducted.

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