CHAPTER: 5

SUMMARY & CONCLUSIONS

5.1 Summary

5.2 Conclusions

5.3 Delimitations and Limitations

5.4 Suggestions for Further Studies
5.1 SUMMARY:

Psychologically speaking as the child grows, his needs not only grow but also get multiplied, making his survival meaningful and comfortable.

Maslow (1970) attempted to explain human behaviour by offering a need hierarchical theory to highlight the motivational force of human behaviour. As a matter of fact, as one grows, his need for seeking guidance shortly known as ‘need for guidance’ also grows to make his life more and more meaningful and effective. However it is also true that there exists individual differences among the persons of any age in the degree of need for guidance.

In the attempt to know the contribution of various factors that can be identified to explain the phenomenon of the need for guidance, various investigations were carried out in the past. Some outstanding investigations, in brief, are summarized here.
**Kumar (1983)** studied high and low scholastic achievers with respect to their personality needs. Results showed that low achievers score higher on the need for dominance. Higher achievers scored higher on need for endurance. Exhibition and endurance were related to the scholastic achievement of higher achievers.

**Kandan (1985)** administered a profile of organisation characteristics and need satisfaction. Questionnaire was given to 40 Bank Officers. Results indicated that significant negative correlation existed between the need for esteem and the organisational climate. It was held that the perception of organisational climate becomes negative when the needs are deprived.

**Chusmir and Hord (1986)** studied the relationship between Type-A behaviour Pattern and Motivational needs of 358 male and 441 female employed persons (a mean age 34.44 years). Results indicated that Type-A Ss were higher in need for achievement, need for power, job-commitment and managerial responsibilities, but lower in job-satisfaction than Type-B Ss. Type-B Ss were higher in job satisfaction but lower in need for achievement, need for power, job-commitment and organisation-level. Need for autonomy, years employed, sex, education and propensity were not significantly related to Type-A and Type-B behaviour.

**Healy and Reilly (1989)** investigated the career need of college students. Data showed that most subjects reported at least minor needs in each area. Women reported more need to become aware about their
career-plans and men reported a greater need for obtaining a job.

Harold & Harold (1993) investigated mental health need of 225 high school students and emphasized the need for school based clinics to serve the adolescents.

Thus it is obvious from above that diversified needs are there to meet out the requirements of the adolescents in accordance with the social norms. It is a universal phenomenon. However the existing need for guidance among adolescents has not been thoroughly investigated by educationists and psychologists till now.

In the beginning of the first chapter of this research work, the conceptual shades and theoretical aspects of need for guidance are discussed. According to Shertzer and Stone (1976) it is the process of helping individuals to understand themselves and their world. Mortensen and Schmuller (1976) have defined guidance as a part of total educational programme that provides the personal opportunities and specialized staff services by which each individual can develop to the fullest of his abilities and capacities in term of the democratic ideal.

Grinder (1973), Hurlock (1959), Station (1993), Fromm (1964), Lewin (1957), Maslow (1970) etc. had tried to classify needs with different points of view. Maslow (1970) has propounded a theory of human motivation. He differentiates between basic needs and meta-needs. The basic needs are prepotent over the meta-needs in most cases. They are arranged in a hierarchical order. Both of these needs are instinctive in humans, but meta-needs can be easily substituted for
one another. The hierarchy order given by Maslow (1970) is as under:

(I) The Physiological Needs

(II) Safety Needs

(III) The Need for Belongingness and Love

(IV) The Esteem Needs

(V) Aesthetic Needs and

(VI) Need for Self Actualization

All these six needs are arranged in order of potency, but their strength also varies between person to person.

Murray (1951) has prepared a tentative list of twenty needs which are highly representative in every man and woman, but the discussion of various needs for guidance is based on the theory of Maslow (1970) in this research work.

In the first chapter, the nature and varieties of guidance and counselling are also discussed.

Counselling is called the heart of guidance programme. Tolbert (1974) has defined it as "a personal face to face relationship between two people, in which the counsellor by means of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of person, is helped to know him and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to
himself and beneficial to society and can learn how to solve future problems and meet future needs."

Grewal (1982) identified five areas namely (1) Physical, (2) Social, (3) Psychological, (4) Educational and (5) Vocational in which adolescents need guidance and developed inventory known as “Guidance Needs Inventory (GNI)”

Thus keeping in mind the need hierarchical theory of Maslow (1970) the self-evident phenomenon of individual differences in the need for guidance and the results of the above cited studies, this doctoral research work is devoted to seek scientific solutions to the need for guidance among adolescents in relation to their sex, caste and educational stream in the above cited five different areas of life.

To materialize the above cited purpose, the following problems & hypotheses have been framed to seek their scientific solutions in the second chapter.

**PROBLEMS :**

1. Is sex responsible in influencing the need for Guidance?

2. Can caste, as a factor, be held responsible in influencing the adolescent’s need for guidance?

3. Is educational stream capable of influencing need for guidance among adolescents?
HYPOTHESES:

(a) Main Effect Hypotheses:

1. The need for guidance is supposed to be significantly more among higher secondary school girls than the higher secondary school boys particularly in the physical, social, psychological, educational and vocational areas in life.

2. It is expected that the higher secondary school students of Science stream may have less need for guidance than the higher secondary school students of Arts educational stream.

3. It is hypothesized that the higher secondary school students of Brahman caste may have significantly less need for guidance than the higher secondary school students of Kshatriya caste which in turn may have less need for guidance than the higher secondary school students of Vaishya caste, which in turn may have less need of guidance than the higher secondary school students of Other Castes.

(b) Two-Factor interaction hypotheses:

4. It is hypothesized that Female higher secondary school students of Arts educational stream may exhibit significantly more need for guidance than the Male higher secondary school students of Science educational stream.

5. It is hypothesized that Female higher secondary school students of Other Castes may show significantly more need
for guidance than the Male higher secondary school students of Brahman, Kshatriya and Vaishya Castes.

6. It is hypothesized that higher secondary school students of Science educational stream and Brahman caste may have significantly less need for guidance than the higher secondary school students of Arts educational stream and the Other Castes.

(c) Three-factor interaction Hypothesis:

7. It is hypothesized that Female higher secondary school students of Arts educational stream belonging to Other Castes-group may show significantly more need for guidance than the Male higher secondary school students of Science educational stream belonging to Brahman, Kshatriya and Vaishya Castes.

All the above mentioned hypotheses pertaining to need for guidance have been utilized for the verification and explaining the variance existing in the need for guidance in Physical, Social, Psychological, Educational and Vocational areas of life.

For verification of the above mentioned hypotheses, the following methodology, in terms of the sequential steps has been followed in the third chapter of this research work.

SAMPLE AND UNIVERSE:

Since the population of adolescents is a target of generalisation, the sample was selected from the higher secondary schools boys and girls, on incidental basis of the English and Hindi medium Higher
Secondary Schools situated in Rajnandgaon and Durg Districts. From higher secondary schools only those boys and girls are considered for selecting the proposed sample who are students of XI and XII standards belonging to both the sexes (Male & Female), both the educational streams (Science and Arts) and also belonging to four different castes, namely Brahman, Kshatriya, Vaishya and Other Castes. Thus to meet the requirements of the $2 \times 2 \times 4$ factorial design, 480 subjects, 30 in each cell are selected on incidental basis to serve as the sample of the study. In this way, in 480 cases, there are 240 Higher secondary school boys and 240 Higher secondary school girls. There are 240 Science and 240 Arts students, giving representation to 4 major castes.

**DESIGN:**

Keeping in view the nature of the hypotheses the $2 \times 2 \times 4$ factorial design has been considered as the best suited. Sex has two levels-- Male & Female; Educational stream has two levels-- Science and Arts and caste has four varieties namely Brahman, Kshatriya, Vaishya and Other Castes. Thus, this non-experimental factorial design is supposed to comprise of 16 cells, appropriate to seek scientific solution to the problems of the present doctoral research work.

**TOOLS:**

To measure needs for guidance of the higher secondary school students, Grewal's (1982) "Guidance needs inventory" (GNI) has been used. This inventory contains 65 items in English. However for easily understanding the items, its Hindi version along-with English version is
used for data collection.

This inventory gives assessment of needs for guidance falling under Physical, Social, Psychological, Educational and Vocational areas of life. Thus in this inventory every subject can get six scores namely.

1. Need for guidance score for physical area.
2. Need for guidance score for social area.
3. Need for guidance score for Psychological area.
4. Need for guidance score for Vocational area.
5. Need for guidance score for Educational area.
6. Score for overall area of life.

The content validity of the GNI is ensured. The test-retest reliability was estimated to be .82 by administering it to a group of 50 students, over an interval of 4 weeks.

PROCEDURE AND SCORING:

After getting permission from the Principal, the process of data collection was started. First of all, the subjects were selected in terms of Brahman, Kshatriya, Vaishya and other castes with the help of going through the school records. These selected subjects were requested to sit in a separate room in comfortable position. Thereafter each subject was given proper guidance about the 5 sub-scale of GNI. They were also asked to read the instructions printed on the cover page of the questionnaire and to fill the biodata. It was also assured that the information given by them will be kept confidential and be used only for research work, then
asked the selected students to tick the correct answer in the five scale box without hesitation. Each questionnaire was checked whether it was fully answered or not. It took nearly three months of time for data collection.

Scoring was done after data collection. High scores are an indication of less need and low scores on the inventory are an indication of more need.

The scores obtained were further put to statistical analysis and Interpretions in the fourth chapter of this research work.

ANALYSIS & INTERPRETATION :

The quantitative data is analysed with the help of relevant statistical devices to know whether the collected data demands parametric or non-parametric statistical treatment.

Statistical properties of the variables revealed that the obtained scores of the need for guidance in physical, social, psychological, educational, vocational and overall areas of life, being normal in shape, are deserving parametric statistical treatment.

The scores of 480 higher secondary school students are worked out area-wise and further these scores are arranged in a 2 x 2 x 4 format of ANOVA treatment so that each hypothesis under verification is tested statistically.

Inspections of the table 3 to 27 revealed that the main effect of sex upon need for guidance in every area and overall is statistically significant beyond doubt. Thus the hypothesis- 1 (Main effect of sex) received empirical support in case of need for guidance in all the areas under investigation.
It means that the H.S.S. Female students expressed more need than the H.S.S. Male students in every walk of life, which is true in the men dominating Indian society. This finding is also supported by other researchers.

The following main effect, two-factor and three factor interaction effects have been found to be statistically significant in the investigation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Field</th>
<th>Main / Interaction effect</th>
<th>at level</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Physical</td>
<td>(A) Sex Main effect</td>
<td>.01</td>
<td>16.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(BC) Faculty x Caste</td>
<td>.05</td>
<td>3.13</td>
</tr>
<tr>
<td>2.</td>
<td>Social</td>
<td>A (Sex) Main effect</td>
<td>.05</td>
<td>4.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(C) Caste Main effect</td>
<td>.01</td>
<td>8.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(AB) Sex x Faculty</td>
<td>.01</td>
<td>12.29</td>
</tr>
<tr>
<td>3.</td>
<td>Psychological</td>
<td>A (Sex) Main effect</td>
<td>.01</td>
<td>2.72</td>
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<tr>
<td></td>
<td></td>
<td>(C) Caste Main effect</td>
<td>.05</td>
<td>3.36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(AC) Sex x Caste</td>
<td>.05</td>
<td>3.23</td>
</tr>
<tr>
<td>4.</td>
<td>Educational</td>
<td>(A) Sex Main effect</td>
<td>.01</td>
<td>18.38</td>
</tr>
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<td></td>
<td></td>
<td>(B) Faculty Main effect</td>
<td>.01</td>
<td>20.50</td>
</tr>
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<td></td>
<td></td>
<td>(C) Caste Main effect</td>
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<td></td>
<td></td>
<td>(AB) Sex x Faculty</td>
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<td>7.69</td>
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<td></td>
<td></td>
<td>(AC) Sex x Caste</td>
<td>.01</td>
<td>5.31</td>
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<td></td>
<td></td>
<td>(BC) Faculty x Caste</td>
<td>.01</td>
<td>7.16</td>
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<td></td>
<td></td>
<td>(ABC) Sex x Faculty x Caste</td>
<td>.01</td>
<td>4.93</td>
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<td>5.</td>
<td>Vocational</td>
<td>(A) Sex Main effect</td>
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<td>20.05</td>
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<td></td>
<td></td>
<td>(C) Caste Main effect</td>
<td>.01</td>
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<td></td>
<td></td>
<td>(ABC) Sex x Faculty x Caste</td>
<td>.01</td>
<td>4.74</td>
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<td>6.</td>
<td>Overall Area</td>
<td>(A) Sex Main effect</td>
<td>.05</td>
<td>3.14</td>
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</table>
Though the above cited main and interaction effects found statistically significant but all the hypotheses 2 through 7 did not receive empirical support. Thus they are rejected. Hypothesis 6 received empirical support in physical area only.

5.2 CONCLUSIONS:

On the basis of the result of the statistical analysis and the theoretical framework used for interpreting those statistical findings, the following conclusions under suitable sub-sections have been drawn in the present investigation.

(1) Distribution-Oriented:

It has been firmly observed that the need for guidance, in the physical, social, educational, psychological, vocational and overall aspects of life is normally distributed in population of Higher Secondary School students.

(2) Main effect-oriented:

It has been observed to the significant extent that the main effect of sex upon the need for guidance on physical, social, psychological, educational, vocational and overall aspects of life, is noticed beyond doubt in the sense that female higher secondary school students in comparison to male H.S.S. students exhibited significantly more need for guidance in physical, social, psychological, educational, vocational and overall aspects of life.
(3) **The main effect of faculty** upon the need for physical, social, psychological, vocational and overall aspects of life has not been observed to the significant extent. But the main effect of faculty has been exhibited on the need for educational guidance, as such that the higher secondary school students of Science faculty expressed more need than the higher secondary school students of Arts faculty.

(4) It has been noticed that the **main effect of caste** upon the need for guidance in social, psychological, educational and vocational areas of life has been exhibited to significant extent except in physical and overall aspects of life. In other words, it has been observed that the Brahman H.S.S. students expressed more need for social guidance than the Kshatriya H.S.S. students who in turn expressed more need than the Vaishya and the Other Castes H.S. school students in turn.

In case of need for educational guidance it has been noticed that the Kshatriya H.S.S. students exhibited more need for guidance than the Brahman H.S.S. students, who in turn expressed more need for guidance than Vaishya H.S.S. students, who in turn further expressed more need for guidance than the Other Castes H.S.S. students.

In case of need for Vocational guidance, it has been observed that the H.S.S. students of Brahman caste exhibited more need than the students of Kshatriya caste, who in turn expressed more need than the students of Other Caste, who in turn, expressed more need for guidance than the Vaishya group H.S.S. students.

(5) The **two-factor interaction effect of sex x faculty** has been noticed
only in social and educational areas of life. The Science male H.S.S. students expressed more need than the Science female H.S.S. students, whereas the Arts female H.S.S. students exhibited more need in comparison to the male Arts H.S.S. students in social area.

So far as the Educational area is concerned, the female H.S.S. students of Science faculty expressed more need than the female H.S.S. students of Arts faculty, whereas male Science students showed more need for guidance than the male Arts H.S.S. students, while male Science students exhibited more need for educational guidance than the female Arts students. However interaction effect of Sex x Faculty upon the need for physical, psychological, vocational and overall areas has not been noticed in the present investigation.

(6) The interaction effect of sex x caste has been noticed upon the need for guidance in psychological and educational areas only. In other words, it is observed that the female H.S.S. students of Kshatriya caste expressed more need for psychological guidance while the male H.S.S. students of Vaishya group expressed the significantly less need in the same area. The male and female students of Brahman and Other Caste groups stood between the students of these two extreme positions. Likewise in the case of need for educational guidance, sex x caste interaction effect has been noticed that the female students of Vaishya group exhibited the significantly more need while the male H.S.S. students of Other Castes category showed the significantly less need, and the male and female students of Brahman and Kshatriya groups stood between these two extreme positions.
The interaction effect of sex x caste has not been noticed upon the need for guidance in physical, social, educational and overall areas of life.

(7) The faculty x caste interaction effect has been significantly noticed upon the need for guidance in physical and educational areas of life more significantly. It can be reported that the Science H.S.S. students of Other Caste-groups expressed the significantly more need for guidance in physical area, while the science H.S.S. students of Kshatriya-group expressed significantly less need for guidance in physical area, and the H.S.S. students of Vaishya and Brahman groups of Arts and Science faculties stood between these two extreme positions.

In the case of need for educational guidance, it has been observed that the Science faculty H.S.S. students of Brahman group reported significantly more need while the science faculty H.S.S. students of Other Caste-groups exhibited significantly less need and the Arts and Science faculties students of Kshatriya and Vaishya groups stood between these two extreme positions.

The faculty x caste interaction effect upon the need for guidance in social, psychological, vocational and overall areas of life has not been noticed in the present investigation.

(8) The Sex x Faculty x Caste interaction effect upon the need for guidance has been noticed to the significant extent in the educational and vocational areas in life. In other words, it is observed that the male H.S.S. students of Science faculty belonging to Brahman group exhibited signifi-
cantly more need for educational guidance, while the male H.S.S. of Arts faculty belonging to Other Caste-group showed the significantly less need and the male and female Arts and Science faculty students belonging to Brahman, Kshatriya and Vaishya groups stood between these two extreme positions.

Likewise, it is also been noticed that the female H.S.S. students of science faculty belonging to Brahman community expressed the significantly more need for vocational guidance while the male Arts faculty H.S.S. students of Vaishya group expressed less need and the Female Arts and Science faculties H.S.S. students of Brahman, Kshatriya and Other Caste-groups stood between these two extreme positions.

In the case of need for guidance in the Physical, Social, Psychological and Overall areas of life, the sex x faculty x caste interaction effect has not been noticed to the significant extent.

(9) Theory Oriented :-

On the basis of interpretation of the statistical findings, it has been noted that the individual differences observed in the degree of need for guidance in the Higher Secondary School students can be explained in the light of Maslow's theory of motivation in conjecture with the demographic variables like sex, caste and educational stream.

5.3 DELIMITATIONS AND LIMITATIONS :-

As a precautionary note, it is registered here that the findings of the present investigation are applicable only to the Higher Secondary
School boys and girls belonging to Brahman, Kshatriya, Vaishya and Other Castes only. It means that the findings of the present investigation are not applicable to the general masses or to the college students.

Similarly findings of the present investigation are standing with the limited power of generalization in the sense that the sample selected for this study has been taken from the English and Hindi medium Higher Secondary Schools of Rajnandgaon and Durg cities, giving representation to the Chhattisgarh region.

The variance existing in need for guidance among Higher Secondary School students has been explained in the present investigation in the light of only three suspected independent variables namely sex, educational stream and caste.

Other suspected independent variables like rural-Urban settings, religious background, family composition etc. remained unexplored in the present investigations. Instead of directly calculating the magnitude of homogeneity of variance, it was presumed that homogeneity of variance was prevailing in the dependent variable scores as these scores were, by and large, yielded a normal distribution. These things can be pointed out as the limitations of the present investigation.

5.4 SUGGESTIONS FOR THE FURTHER STUDIES :-

On the basis of the present doctoral research work, the following themes can be suggested for further investigations.
1. The caste-wise degree of need for guidance among Higher Secondary school students can be measured and the caste-wise relative and absolute position of the Higher Secondary School Students can be investigated for giving guidance and counselling accordingly.

2. Chhattisgarh is a tribal belt, therefore a study that investigates the need for guidance among tribal youths in physical, social, psychological, educational and vocational areas of life, shall be the best suited to the need of the masses of this region.

3. A comparative Study comparing the tribal youths with non-tribal youths can be planned and their need for guidance can be investigated so that guidance and counselling services can be organised accordingly.