CHAPTER - 5

FINDINGS, DISCUSSION RECOMMENDATION AND SUGGESTIONS
CHAPTER-5
FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

In this chapter the general and major findings are presented objective wise. The conclusion of the present study along with the recommendations and suggestions for further studies are also given.

5.01 FINDINGS RELATED TO THE LEVEL OF GUIDANCE NEEDS OF SCHOOL GOING ADOLESCENTS.

1. The different guidance needs namely physical, social, psychological, educational and vocational of school going adolescents were categorized into seven different levels such as A-no need of guidance, B-very low need of guidance, C-low need of guidance, D-average need of guidance, E-high need of guidance, F-very high need of guidance, G-extreme need of guidance.

2. It has been observed in this study that so far as physical needs are concerned out of the total population, the highest number of adolescents i.e. 7.9 % (82) fall under level A-no need of guidance. Again 10.3% (106) fall under level B-very low need of guidance. Likewise 13.0 % (134) of adolescents fall under level C-low need of guidance and 32.4% (334) fall under level D-average need of guidance. Again 26.1 % (269) of adolescents fall under level E-high need of guidance, while 10.1% (104) of them fall under level F-very high need of guidance. Only 0.3% (3) of adolescents falls under level G-extreme need of guidance.
3. It has been seen that in social needs out of the total population, 1.7% (18) of adolescents fall under level A i.e. no need of guidance; 6.5% (67) of them fall under level B-very low need of guidance. Again 12.3 % (127) fall under level C-low need of guidance and 39.1% (404) fall under level D-average need of guidance. Similarly 32.8 % (338) of adolescents fall under level E-high need of guidance and 7.6% (78) of them fall under level F-very high need of guidance.

4. It has been observed that in psychological needs out of the total population, 0.5% (5) adolescents fall under level A-no need of guidance. Similarly 0.8% (8) fall under level B- very low need of guidance, 3.9% (40) fall under level C-low need of guidance and 17.4% (180) fall under level D-average need of guidance. Again 36.7% (379) of them fall under level E-high need of guidance, while 37.5% (387) of them fall under level F-very high need of guidance and 3.2% (33) of adolescents fall under level G-extreme need of guidance.

5. It has been observed that in case of educational needs, out of the total population, 0.2% (2) of adolescents fall under level A-no need of guidance. 1.0% (10) of them fall under level B-very low need of guidance. Likewise 3.9% (40) fall under level C-low need of guidance and 17.2% (178) fall under level D-average need of guidance. Again 41.1% (424) fall under level E-high need of guidance, while 35.6% (367) of them fall under level F-very high need of guidance and 1.1% (11) of adolescents fall under level G-extreme need of guidance.

6. It has been observed that in vocational needs out of the total population, 0.7% (7) adolescents fall under level A-no need of guidance and level B-very low need of guidance. Similarly 3.7% (38) fall under level C-low need of guidance,
23.2% (239) fall under level D- average need of guidance. Again 27.6 % (285) of them fall under level E- high need of guidance, while 33.0% (341) of them fall under level F- very high need of guidance. 11.1% (115) of them fall under level G- extreme need of guidance.

7. It has been observed that so far as the overall needs are concerned out of the total population, 1.7% (18) of adolescents fall under level A-no need of guidance, 2.3% (24) fall under level B- very low need of guidance, 4.4% (45) fall under level C- low need of guidance and 11.2% (116) fall under level D- average need of guidance. Again 11.8 % (170) of them fall under level E-high need of guidance, while 16.5% (170) of them fall under level F- very high need of guidance. 52.0% (537) of adolescents fall under level G i.e. extreme need of guidance.

5.02 FINDINGS RELATED TO THE LEVEL OF GUIDANCE NEEDS OF SCHOOL GOING ADOLESCENTS ON THE BASIS OF LOCALITY

1. The different guidance needs namely physical, social, psychological, educational and vocational of rural and urban adolescents were categorized into seven different levels such as A-no need of guidance, B-very low need of guidance, C-low need of guidance, D- average need of guidance, E-high need of guidance, F-very high need of guidance, G- extreme need of guidance.

2. It was observed that in physical guidance needs, highest number of adolescents i.e. 32.36% (334) belonged to level D-average need of guidance. Out of them 33.23% (115) belonged to urban and 31.92% (219) rural. 26.06% (269) of them belonged to level E- high need of guidance. Out of them 29.19% (101) belonged
to urban and 24.48% (168) rural. 32.36% (134) belonged to level C-low need of guidance, out of which 8.38% (29) belonged to urban and 15.30% (105) rural. 10.27% (106) adolescents belong to level B-very low need of guidance. Out of them 10.11% (35) belonged to urban and 10.34% (71) rural. 10.07% (104) belonged to level F-very high need of guidance out of which 1.73% (51) urban and 7.72% (53) rural. 7.94% (82) of them belonged to level A-no needs of guidance. Out of which 11.84% (14) belonged to urban and 9.91% (68) rural. Only 0.29% (3) of them belonged to level G-extreme need of guidance. Out of which 0.28% (1) belong to urban and 0.29% (2) rural.

3. It was observed that in social guidance needs, highest number of adolescents i.e. 39.14% (404) belonged to level D-average need of guidance. Out of them 35.83% (124) belonged to urban and 40.81% (280) rural. 32.14% (338) of them belonged to level E-high need of guidance. Out of them 39.30% (136) belonged to urban and 29.44% (202) rural. 12.30% (127) belonged to level C-low need of guidance. Out of which 7.80% (27) belonged to urban and 14.57% (100) rural. 7.55% (78) belong to level F-very high need of guidance. Out of which 13.87% (48) urban and 4.37% (30) rural. 6.49% (67) adolescents belonged to level B-very low need of guidance. Out of them 3.71% (11) belonged to urban and 8.16% (56) belong to rural. 2.62% (18) of them belonged to level A-no need of guidance. Out of which 0% (0) belonged to urban and 2.62% (18) rural.

4. It was observed that in psychological guidance needs, highest number of adolescents i.e. 37.5% (387) belonged to level F-very high need of guidance. Out of them 42.77% (148) belonged to urban and 34.83% (239) rural. 36.72% (379) belonged to level E-high need of guidance. Out of them 35.54% (123)
belonged to urban and 24.80% (256) rural. 17.44% (180) belonged to level D-average need of guidance, out of which 13.85% (47) belonged to urban and 19.38% (133) rural. 3.87% (40) belonged to level C-low need of guidance, out of which 3.46% (12) urban and 4.08% (28) rural. 3.19% (33) adolescents belonged to level G-extreme need of guidance. Out of them 4.04% (14) belonged to urban and 2.76% (19) rural. 0.77% (8) of them belonged to level B-very low need of guidance. Out of which 0.57% (2) belonged to urban and 0.87% (6) rural. 0.72% (5) belonged to level A-no need of guidance, out of which 0 (0%) belonged to urban and 0.72% (5) rural.

5. It was observed that in educational guidance needs, highest number of adolescents i.e. 41.08% (424) belonged to level E-high need of guidance. Out of them 42.48% (147) belonged to urban and 40.37% (277) rural. 35.56% (367) belonged to level F-very high need of guidance. Out of them 33.81% (117) belonged to urban and 36.44% (250) rural. 17.24% (178) belonged to level D-average need of guidance, out of which 19.07% (66) belonged to urban and 16.32% (112) rural. 3.87% (40) belong to level C-low need of guidance, out of which 3.17% (11) belonged to urban and 4.22% (29) rural. 3.17% (11) adolescents belonged to level G-extreme need of guidance. Out of them 1.44% (5) belonged to urban and 0.08% (6) rural. 1.45% (10) belonged to level B-very low need of guidance. Out of which 0 (0%) belonged to urban and 1.45% (10) belonged to rural. 0.29% (2) belonged to level A-no need of guidance, out of which 0 (0%) belonged to urban and 0.29% (2) belonged to rural.

6. It was observed that in vocational guidance needs, highest number of adolescents i.e. 33.13% (342) belonged to level F-very high need of guidance.
Out of them 33.52% (116) belonged to urban and 32.79% (225) rural. 27.61% (285) belonged to level E- high need of guidance. Out of them 27.16% (94) belonged to urban and 27.84% (191) rural. 23.15% (239) belonged to level D- average need of guidance, out of which 21.67% (75) belonged to urban and 38.48% (164) rural. 11.14% (115) belonged to level G-extreme need of guidance, out of which 14.45% (50) belonged to urban and 9.47% (65) rural. 3.68% (38) belonged to level C- low need of guidance. Out of them 2.89% (10) belonged to urban and 4.08% (28) rural. 1.02% (7) of them belonged to level A- no need of guidance and B-very low need of guidance. Out of which 0 (0%) and 0.28% (1) belonged to urban and 1.02% (7) and 0.07% (6) belonged to rural respectively.

7. It was observed that in overall guidance needs highest number of adolescents i.e. 52.03% (537) belonged to level G-extreme high need of guidance. Out of them 60.11% (208) belonged to urban and 47.95% (329) rural. 16.47% (170) belonged to level F-very high need of guidance. Out of them 0.15% (53) urban and 17.05% (117) rural. 11.82% (122) belonged to level E-high need of guidance, out of which 13.00% (45) belonged to urban and 11.22% (77) rural. 11.24% (116) belonged to level D-average need of guidance, out of which 8.95% (31) belonged to urban and 12.39% (85) rural. 4.36% (45) adolescents belonged to level C-low need of guidance. Out of them 1.73% (6) belong to urban and 11.37% (39) belonged to rural. 3.49% (24) belonged to level B-very low need of guidance. Out of which 0.86% (3) belonged to urban and 3.06% (21) rural. 2.62% (18) belonged to level A-no need of guidance, out of which 0 (0%) belonged to urban and 2.62% (18) rural.
8. There exists significant difference regarding the level of physical, social, psychological guidance needs among urban and rural adolescents. However, there is no significant difference regarding the level of educational and vocational guidance needs among urban and rural adolescents. There is a significant difference regarding the level of the overall guidance needs among urban and rural adolescents. The result is supported by Sarma Deepti and Kaur Mannindar (2012). They also found significant differences exist in physical, social, psychological and vocational needs, however no significant difference exist in educational needs. The result of the present study opposed by Kannammal R (2014), Prabu (2015), as they concluded that there is no significant difference in all the guidance needs of urban and rural adolescents in relation to home environment with respect to place of residence.

5.03 FINDINGS RELATED LEVEL OF GUIDANCE NEEDS OF SCHOOL GOING ADOLESCENTS ON THE BASIS OF GENDER

1. The different guidance needs namely, physical, social, psychological, educational and vocational of adolescents both boys and girls were categorized into seven different levels such as A- no need of guidance, B-very low need of guidance, C- low need of guidance, D- average need of guidance, E- high need of guidance, F- very high need of guidance, G- extreme need of guidance.

2. It was observed that in physical guidance needs, highest number of adolescents 33.33% (334) belonged to level D- average need of guidance. Out of them 36.84% (168) belonged to boy and 28.81% (166) belong to girl. 20.06% (269) belong to level E-high need of guidance. Out of them 30.70% (140) boy and 22.39% (129) girl. 12.98% (134) belonged to level C- low need of guidance out
of which 9.86% (45) belonged to boy and 15.45% (89) girl. 10.27% (106) 
adolescents belonged to level B- very low need of guidance. Out of them 7.89% 
(36) belonged to boy and 12.15% (70) girl. 10.07% (104) belonged to level F- 
very high need of guidance, out of which 9.42% (43) belonged to boy and 
10.59% (61) girl. 7.94% (82) of them belonged to level A- no needs of guidance. 
Out of which 5.04% (23) belonged to boy and 10.24% (59) girl. Only 0.29% (3) 
of them belonged to level G- extreme need of guidance. Out of which 0.21% (1) 
belonged to boy and 0.34% (2) belonged to girl.

3. It was observed that in social guidance needs, highest number of adolescents 
39.14% (404) belonged to level D- average need of guidance. Out of them 
41.00% (187) belonged to boy and 37.67% (217) girl. 32.75% (338) belonged to 
level E- high need of guidance. Out of them 38.37% (175) belonged to boy and 
28.29% (163) girl. 12.30% (127) belonged to level C- low need of guidance, out 
of which 10.96% (50) belonged to boy and 13.66% (77) girl. 7.55% (78) 
belonged to level F- very high need of guidance, out of which 3.50% (16) boy 
and 10.76% (62) girl. 6.49% (67) belonged to level B- very low need of guidance. Out of them 5.04% (23) belonged to boy and 7.63% (44) girl. 1.74% 
(18) of them belonged to level A- no need of guidance. Out of which 1.09% (5) 
belonged to boy and 2.25% (13) girl.

4. It was observed that in psychological guidance needs, highest number of 
adolescents 37.5% (387) belonged to level F- very high need of guidance. Out of 
them 39.69% (181) belonged to boy and 35.76% (206) girl. 36.72% (379) 
belonged to level E- high need of guidance. Out of them 37.5% (171) belonged 
to boy and 36.11% (208) girl. 17.44% (180) belonged to level D- average need
of guidance, out of which 19.07% (87) belonged to boy and 16.14% (93) girl. 3.87% (40) belonged to level C- low need of guidance, out of which 1.53% (7) belonged to boy and 5.72% (33) girl. 3.19% (33) belonged to level G- extreme need of guidance. Out of them 1.97% (9) belonged to boy and 4.16% (24) girl. 0.77% (8) belonged to level B- very low need of guidance. Out of which 0.21% (1) belong to boy and 1.53% (7) girl. 0.48% (5) belonged to level A- no need of guidance, out of which 0% (0) belonged to boy and 0.68% (5) girl.

5. It was observed that in educational guidance needs, highest number of adolescents 41.08% (424) belonged to level E i.e. high need of guidance. Out of them 42.10% (192) belong to boy and 40.27% (232) girl. 35.56% (367) belonged to level F- very high need of guidance. Out of them 35.96% (164) boy and 35.24% (203) girl. 17.57% (178) belonged to level D- average need of guidance, out of which 15.57% (71) belonged to boy and 18.57% (107) girl. 3.87% (40) belonged to level C- low need of guidance, out of which 3.72% (17) belonged to boy and 3.99% (23) girl. 1.06% (11) belonged to level G- extreme need of guidance. Out of them 1.97% (9) belonged to boy and 0.34% (2) girl. 0.96% (10) belonged to level B- very low need of guidance. Out of which 0.65% (3) belonged to boy and 1.21% (7) belonged to girl. 0.34% (2) belonged to level A- no need of guidance, out of which 0% (0) belonged to boy and 0.19% (2) belonged to girl.

6. It was observed that in vocational guidance needs, highest number of adolescents i.e. 33.13% (342) belonged to level F- very high need of guidance. Out of them 33.64% (158) belonged to boy and 31.77% (183) girl. 27.61% (285) belonged to level E- high need of guidance. Out of them 30.26% (138) belonged
to boy and 25.52% (147) girl. 23.15% (239) belonged to level D- average need of guidance, out of which 25.65% (117) belonged to boy and 21.18% (122) girl. 11.14% (115) belonged to level G- extreme need of guidance, out of which 3.72% (17) belonged to boy and 17.01% (98) girl. 3.68% (38) belonged to level C- low need of guidance. Out of them 3.94% (18) belonged to boy and 3.47% (20) girl. 0.67% (7) belonged to level A and B no need of guidance and very low need of guidance. Out of which 0.21% (1) and 1.04% (6) and 0% (0) belonged to girl respectively.

7. It was observed that in overall guidance needs, highest number of adolescents 52.03% (537) belonged to level G- extreme high need of guidance. Out of them 57.23% (261) belonged to boy and 47.91% (276) girl. 16.47% (170) belonged to level F- very high need of guidance. Out of them 16.66% (76) belonged to boy and 16.31% (94) girl. 11.82% (122) belonged to level E- high need of guidance, out of which 9.64% (44) belonged to boy and 13.54% (78) girl. 11.24% (116) belonged to level D- average need of guidance, out of which 4.36% (45) belonged to boy and 12.32% (71) girl. 4.36% (45) belonged to level C- low need of guidance. Out of them 4.82% (22) belonged to boy and 3.99% (23) girl. 2.32% (24) belonged to level B- very low need of guidance. Out of which 1.09% (5) belonged to boy and 3.29% (19) girl. 1.74% (18) belonged to level A- no need of guidance, out of which 0.65% (3) belonged to boy and 2.60% (15) belonged to girl.

8. There exists significant difference regarding the level of physical, social, psychological, vocational guidance needs among boy and girl adolescents. However there is no significant difference regarding the level of educational
guidance needs. There is a significant difference regarding the level of the overall guidance needs among boy and girl adolescents. The findings of the study support and opposed Sarma Deepti and Kaur Manminder (2012), Kannammal R (2014) and Kaur et al (2013), Prabu (2015) as they found that there is no significance difference exist in all aspects guidance needs between adolescents boys and girls.

5.04 FINDINGS RELATED TO CAREER CHOICES OF SCHOOL GOING ADOLESCENTS

1. With regards the different career choices 19.67% (203) of adolescents choose career in Engineering.

2. A career in Teaching was the second choice. It was selected by 16.47% (170) of adolescents.

3. A career in Medicine was the third preference. It was selected by 14.27% (147) of adolescents.

4. A career in Judiciary was selected by 12.40% (128) of adolescents.

5. 9.01% (93) of adolescents has preferred Business as their career.

6. Career in Civil Service has been selected 9.01 % (93) of adolescents.

7. 7.55% (78) of adolescents preferred Mass media as their career.

8. A Career in Military was preferred by 5.52 % (57) of adolescents.

9. Career in Social Work being chosen by 4.06% (42) of adolescents.

10. A Career in Entrepreneur was the least preferred among adolescents as it is selected by only 2.03% (21).
5.05 FINDINGS RELATED TO CAREER CHOICES OF SCHOOL GOING ADOLESCENTS ON THE BASIS OF LOCALITY

1. The career choice of urban and rural adolescents reveals that there exists observable difference in career choice between adolescents from rural and urban areas.

2. Engineering was most preferred career being chosen by 23.46% (161) of urban adolescents.

3. However, a career in Engineering was preferred only 12.13% (42) rural adolescents.

4. Teaching was the most preferred career among rural adolescents being selected by 20.52% (71) and in urban area it was second most career preference opted 14.43% (99) of them.

5. The number of adolescents choosing of Business as their career option was 10.92% (75), while in rural area it was only 5.20% (18) among rural adolescents.

6. A sizable percentage of rural adolescents preferred Judiciary and Medicine as their career option being selected as 14.45% (50) and 14.16% (49) among them respectively.

7. In urban area Judiciary and Medicine was preferred by 11.37% (78) and 14.28% (98) of them respectively.

8. A sizable percent of rural adolescents preferred Military as their career option chosen by 10.69% (37), while in urban area it was chosen only 2.19% (20) of them.
9. A sizable percentage of both urban and rural adolescents choose Mass media as their career preferences being selected by 7.72% (53) and 7.22% (25) respectively.

10. The percentage of Civil service as a career between urban and rural adolescents was almost same being chose by 9.18% (63) and 8.67% (30) of adolescents respectively.

11. The career of Social work was preferred by 4.37% (30) and 3.46% (12) of urban and rural adolescents respectively.

12. The career of Entrepreneur was least preferred by both urban and rural adolescents as it was selected by 1.31% (9) and 3.46% (12) respectively.

5.06 FINDINGS RELATED TO CAREER CHOICES OF SCHOOL GOING ADOLESCENTS ON THE BASIS OF GENDER

1. The career choice of adolescent boys and girls show marked contrast between the choice of boys and girls.

2. It has been observed that Engineering was the most preferred career choice among boys being selected by 25.21% (115) of boys.

3. The career choice of adolescent girls reveals that a career in Teaching was preferred by most girls chosen by 25% (144) girls. While only 5.70% (26) of adolescent boys preferred Teaching as their career.

4. A sizable percentage of girl preferred Engineering and Judiciary as their career choice being selected by 15.27% (88) of them respectively, while only 8.77% (40) boys preferred Judiciary as their career choice.
5. Medicine was second most career option among adolescent girls being chosen by 18.92% (109). While Medicine was preferred 8.33% (38) of adolescent boys.

6. Business was second most career option preferred by adolescent boys being selected by 18.20% (83). While only 1.73% (10) of adolescent girls preferred Business as their career choice.

7. A career in Military was preferred by 12.5% (56) of boys, while Military was not chosen any one of the adolescents girl.

8. A career in Civil Service was preferred 9.89% (57) of adolescent girls and 7.89% (36) boys.

9. A career in Entrepreneur was preferred by 4.38% (20) of adolescent boys, while only 0.17% (1) girl was choose this career.

5.07 FINDINGS RELATED TO GUIDANCE NEEDS IN RELATION TO DIFFERENT CAREER CHOICES OF SCHOOL GOING ADOLESCENTS

1. It is seen that there was an observable relationship between different guidance needs and different career choices of school going adolescents.

2. In physical guidance needs, most of the career choice of students fall under level D- average need of guidance, except Military and Social work where highest number of student fall under level E- high need of guidance. Few number of students i.e. 0.29% (3) fall under level G- extreme need of guidance.

3. There is no significant relationship between physical guidance needs and different career choices of school going adolescents.
4. In social guidance needs, majority of the career choice of student fall under level D- average need of guidance, except career in Medical where highest number of students fall under the level E- high need of guidance. Few number of students i.e. 1.74% (18) fall under level A- no need of guidance. 7.55% (78) of them fall under the level G- extreme need of guidance.

5. There is no significant relationship between social guidance needs and different career choices of school going adolescents.

6. In psychological guidance needs, majority of career choice of student fall under level F- very high need of guidance, except Civil service, Mass media and Judiciary where highest number of students fall under level E- high need of guidance. Few number of students i.e. 0.48% (5) fall under level A- no need of guidance. 129% (33) fall under level G- extreme need of guidance.

7. There is no significant relationship between psychological guidance needs and different career choices of school going adolescents.

8. In educational guidance needs, majority of the career choice of student fall under level E- high need of guidance, except Engineering and Entrepreneur where highest number of student fall under level F- very high need of guidance. Few number of students i.e. 0.19% (2) fall under level A- no need of guidance. Again 1.06% (11) of them fall under level G- extreme need of guidance.

9. There is no significant relationship between educational guidance needs and different career choices of school going adolescents.

10. In vocational guidance needs, majority of the career choice of student fall under level F- very high need of guidance, except career in Civil service where highest
11. There is significant relationship between vocational guidance needs and different career choices of school going adolescents.

12. In overall guidance needs majority of the career choice of student i.e. 52.03% (537) fall under level G- extreme need of guidance and a few number of students i.e. 1.74% (7) fall under level A i.e. no need of guidance.

13. There is significant relationship between overall guidance needs and different career choices of school going adolescents.

5.08 MAJOR FINDINGS OF THE STUDY

On the basis of the findings related to the various objectives, the following major findings have been observed.

1. The different guidance needs namely physical, social, psychological, educational and vocational were categorized into seven different level i.e. A- no need of guidance, B- very low need of guidance, C- low need of guidance, D- average need of guidance, E- high need of guidance, F- very high need of guidance, G- extreme need of guidance.

2. All respondents were found at all the seven levels i.e. A- no need of guidance, B- very low need of guidance, C- low need of guidance, D- average need of guidance, E- high need of guidance, F- very high need of guidance, G- extreme need of guidance in different guidance areas.
3. More than half of the adolescents i.e. 52.0% (537) were found under the level G i.e. extreme need of guidance. Only a small percentage 1.7% (18) adolescents fall under the level of A i.e. no need of guidance.

4. It was revealed that school going adolescent required all level of guidance, however majority of adolescents fall under level G i.e. extreme need of guidance.

5. There is no significant difference regarding the level of educational and vocational guidance needs of rural and urban adolescents. Thus implies that both urban and rural adolescents need educational and vocational guidance.

6. There exists significant difference regarding the level of physical, social and psychological guidance needs. It implies that in the above areas the level of guidance needs are high or low among urban and rural adolescents.

7. There exists significant difference regarding the level of physical, social, psychological and vocational guidance need among adolescent boys and girls. It implies that in the above areas the levels of guidance needs are different among boys and girls. Sometime boys need more guidance than girl and girls need more guidance than boy.

8. There is no significant difference regarding the level of educational guidance needs. It implies that both boys and girls need educational guidance.

9. Engineering was the most preferred career among school going adolescents.

10. There exists observable difference in career choice between urban and rural adolescents.

11. Engineering was the most preferred choice among urban adolescents.
12. Teaching was the most preferred career choice among the rural adolescents.

13. It was seen that the career choice of urban and rural adolescents not shows remarkable difference. Now days the interest of rural students getting more advances. The development of science and technology now touch every field in rural areas.

14. There was marked contrast between the career choices of adolescent boys and girls.

15. Engineering was the most preferred career choice among boys.

16. A career in teaching was preferred most by adolescent girls.

17. There was an observable relationship between different guidance needs and different career choices of school going adolescents.

20. In physical guidance needs, it was found that the students who choose Military and Social work as their career they showed their interest in need for physical guidance than other careers.

21. In social guidance needs, it was found that the students who choose medicine as their career they felt high need of social guidance.

22. In psychological guidance needs, it was found that majority of career choices of students felt very high need of guidance, except Civil service, Mass media and Judiciary where highest number of student felt high need of guidance i.e. level E.

23. In educational guidance needs, it was found that majority of the career choices of students felt high need of guidance i.e. level E except Engineering and
Entrepreneur, where highest number of student felt very high need of guidance i.e. level F.

24. In vocational guidance needs, it was found that majority of the career choices of student felt very high need of guidance i.e. level F, except career in Civil service where highest number of student felt high need of guidance i.e. level E.

25. In overall guidance needs, it was found that majority of the career choices of student felt extreme need of guidance for choosing their future career. So, it was found that there was significant relationship between overall guidance needs and different career choices of school going adolescents.

5.09 CONCLUSION

Guidance is an essential requirement of the individual for his/her future life. It helps the individual acquire essential skills, abilities and capacities for the tasks to be accomplished in future. Along with it, it helps in directing the individual to select the right type of future profession and lead the social life successfully. Guidance is not only remedial but also preventive. It is rightly said that “Prevention is better than cure”. In the early period of life guidance helps in developing positive attitudes. It helps an individual to take healthy decisions in his/her overall development of life. The stage of adolescence is a critical period in an individual’s life not only due to tremendous changes in one’s mental, physical, social and emotional development but also due to an important decision to be taken at this stage i.e. in choice of a career. This decision may either make or break an adolescent’s future life. So, proper guidance in this period is essential for developing vocational consciousness, occupational interest and related goals.
Thus, it is said that guidance is the process of helping individual and to develop his/her potentialities to the fullest by utilizing the maximum opportunities provided by the environment. It is important to have a guidance service cell in every school with experienced guidance professionals. Role of teacher is most important in school guidance programme. Teachers know their students better and they understand the needs and problems of students. The result from the study will help in giving more importance on various guidance needs of adolescents. A large segment of adolescents feel needs of guidance in various aspects irrespective of gender and locality of school. It is seen that adolescents need guidance in every aspect of their life in choosing of a right career. There was also seen a mark contrast in career choice of the adolescents boy and girl and also in urban and rural adolescents. The needs of guidance are different in case of different careers. The five different aspects of guidance needs i.e. physical, social, psychological, educational and vocational are found in seven different levels in the Guidance Needs Inventory (GNI). It was found that there was a relationship between different guidance needs and different career choices.

5.10 THE RECOMMENDATIONS

The major recommendations for needs of guidance among adolescents in relation to their career choices are-

- Guidance is an integral part of education; hence it suggested that the aspect of guidance and counseling should be made compulsory in school.

- Emphasis should be given for appointment of psychologist, counselors, career masters for organizing guidance and counseling in school.
➢ It is suggested to have a guidance service cell in every school where the researcher did not find any provision of guidance service cell in Kamrup (M) in the time of investigation.

➢ Every school should have Guidance and counseling cell with well trained professionals and modern up to date techniques to fulfill the needs and expectations of students.

➢ Counselors should understand their limits in helping the students and therefore make use of referrals.

➢ Counselors should keep confidentiality of student’s secrets.

➢ Guidance service cell should not be opened for name sake it should well planned and well functional in all educational institution.

➢ Short term programmes related to guidance and counseling services should be provided to teachers, parents and community.

➢ By organizing seminars, workshops, symposiums related importance of guidance and distributing literature of guidance in school so that guidance is accepted as an essential part of education.

➢ Proper infrastructure facilities like suitable accommodation, equipments, sitting arrangement etc. should provided in schools.

➢ Counseling should be recognized as a professional function. There is a shortage of counselors in the state as well as in the country. More training centers for person with good academic background should be opened.
Career education programme should be organized in a right way from the primary level.

Career education programme should be offered with existing curriculum which should be flexible to suit various educational needs of the students.

The entire teaching staff of the school including the principal, the teachers and if present the counselor may be involved in a career education programme to suit the age and level of development of the pupils.

Schools should organize occasional lectures and invite experienced professional to deliver their lecture related to career education and how to face the challenges in the modern complex society.

Desirable changes should be made by the school authority to make the adolescents physically, socially, psychologically, educationally and vocational mature persons.

School should organized Career Days, Career weeks, Career conferences to create awareness among students about different career and their future.

Teacher should encourage healthy competition among the students so that they do not feel stressed.

School should arrange individual discussions with students and their parents for giving them educational and vocational information through giving them progressive report of their children.

Parents should create a congenial and supportive relation and show faith in their children’s abilities to be successful providing them with positive encouragement and information.
Necessary awareness should be created among the public on importance of guidance.

Necessary awareness should be created by non-government organization consisting of Educationists, Intelligentsia, Journalists, Legal experts, Public leaders, Social workers etc. be formed and by taking various steps in the complex issues so that the government should able formulate various policy for beneficial for newcomers in the country.

School should organize various camps related to counseling service, placement service, referral service, information service, follow up service, evaluation service etc. for beneficial for the adolescents.

More administrative support should be given to guidance. The State Bureau of guidance in state Department of Education should be strengthened.

5.11 EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research are that it must contribute something new to the development of the area concerned. Research work will not be complete in itself unless and until the research findings are put to some practical use.

Although the present study has some limitations, the findings have ample implications which can be useful for teachers, administrators, policy makers, counselors, parents and researchers who are related with adolescents are help to know about their responsibility in providing adequate facilities for guidance services so that the students get quality guidance.
Guidance is essential to be introduced in every school to meet the varied needs of educational systems, administrations and students. Guidance helps students to have better self-understanding and proper understanding to self and society.

Career choice is an important decision in an adolescent’s life. Choosing an appropriate career will have far reaching effects in an adolescent’s future life. As it is seen that the students are in need of certain guidance to develop some positive attitudes for selecting a better career for their future, different types of guidance i.e. physical, social, psychological, educational, vocational helps them to adjust in the modern complex society and to choosing a right career.

This study will help school for organizing a guidance service cell in schools and in appointment of qualified guidance personnels.

Such a provision in schools helps students in providing useful information related to different career and different career related issues in the modern complex situation.

This kinds study will help the Ministry of Education, administrators, teacher, guidance counselor to take necessary steps for improvement the existing system of school.

The study will help guidance counselor to evaluate the impact of guidance and counseling programme on academic improvement on their school.

This study will help the Ministry of Education to evaluate whether guidance and counseling is an effective measure in addressing the challenges facing secondary school students in the country.
This study will also help school administrators in assessing importance of guidance programe and influence on academic performance of students in their schools.

Well conceptualized guidance and counseling programme in school will help students in academic achievement as well as in social and emotional adjustment.

This study also has ample implication for parents in case handle their children in this critical period for deciding future of their children.

5.12 SCOPE FOR FURTHER RESEARCH

A few suggestions for further studies are given below-

- It can be suggested to make further investigation, in different districts of Assam. The investigator has delimited its study to only Kamrup(M) district. The study can be extended to the entire state of Assam.

- The present study is delimited among the school going adolescents belonging to the age group of 15-18 years (IX, X, XI, XII). It can be suggested that further studies can be done for primary and graduate students also.

- It may be suggested that further studies can be done in the different schools and colleges of Assam in this topic.

- The present study is limited only SEBA schools. It can be suggested that further study can be undertaken in CBSC schools also.

- It can be suggested that similar studies could be conducted on adolescents from schools following different mediums of instructions i.e. English, Hindi, Bengali etc.
The present study is limited within two variables gender and locality. The further studies can be done in the field of management and stream also i.e. Government and private & science and arts.

It can be suggested that further studies can be done in the field of guidance practices in schools and colleges.

Such kind studies could be done on adolescents belonging to different ethnic group.

It can be suggested that further studies can be done in the field of effectiveness of guidance services as perceived by students in schools as well as colleges.

The present study is conducted on the relation between guidance needs and career choices. It is suggested that career choice of students sometimes depend upon different factors like parental influence, their own interest, influence of peers, time, space, physical status, psychological status etc.

Studies could be conducted on the influence of media on career choice of adolescents.

Studies may be conducted on role of counselors in the career development of adolescents

It can be suggested that studies may be carried out on availability of career information at various levels of school education to help students make career decisions.