



Guidance Needs of Male and Female Students in Relation to Their Vocational Interest's Studying in Various Navodaya Vidyalaya's

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ABSTRACT

With the birth of a child, the surrounding world presents itself as a vast, dynamic, and often bewildering environment, and the infant possessing no prior knowledge. The process of learning is fundamentally shaped by societal influences, which play a crucial role in guiding individuals to adapt to both their physical and social contexts. The ability to make informed and intelligent decisions is not an inherent trait rather, it is a skill that must be cultivated over time, similar to other competencies. This study investigated the perceptions of students regarding the vocational education and guidance they received during their schooling, particularly as they approached graduation. It was noted that many schools in Uttarakhand lack structured programs or interventions focused on guidance and vocational interests. This research aimed to assess the guidance needs of students from Navodaya Vidyalayas in relation to their vocational interests as they perceive them. The findings illuminate the current realities faced by these students, which serve as a critical foundation for the development of effective and successful guidance programs. Consequently, the study sought to identify the guidance needs and vocational interest requirements of Navodaya Vidyalaya students across various districts in Uttarakhand.

KEYWORDS: Guidance Needs, Vocational Interests, Navodaya Vidyalayas, Male, Female

INTRODUCTION

In early societies, it was the duty for family elders to offer guidance to the younger generation and those in need. This tradition persists in contemporary India, where individuals frequently seek advice on educational, professional, or personal matters from older family members. Informal and unstructured guidance remains a crucial component of the educational experience across various contexts and levels. However, significant transformations have occurred over time in sectors such as agriculture, industry, economics, and medicine (Chauhan, 1982). These widespread changes, coupled with substantial population growth, have rendered social structures increasingly intricate. Consequently, family heads and community leaders often find themselves ill-equipped to provide relevant guidance to today's youth. This gap underscores the necessity for professional consulting services.

Vocational interests play a pivotal role in an individual's life, particularly after senior secondary career transitions are common. For instance, a person may shift from a career in logistics to one in banking, a change that can also impact their personal life. Thus, it is essential for individuals to select vocation that yield personal satisfaction. School orientation programs are instrumental in informing students about the educational, personal, and vocational opportunities available to them. Typically, school guidance programs are structured to assist students in adapting to their social and educational environments. This alignment is vital for fostering holistic development and enabling students to make informed decisions with the support of their guides.

ORIGIN OF STUDY

A thorough examination of existing literature reveals a scarcity of research focused on the guidance needs of students in Navodaya Vidyalayas concerning their vocational interests. Navodaya Vidhyalas is a residential school (6 to 12 classes) fully funded by state and central government, so here the need arises to study guidance need and vocational interests of male and female student of this school. This observation has inspired the investigator to pursue this study, driven by a strong belief in the importance of assisting students in navigating their career choices. By making informed decisions, students can maximize their potential and effectively adjust to various careers, jobs, or vocations.

OPERATIONAL DEFINITION OF THE KEY TERMS

GUIDANCE NEEDS - Guidance is essential for individuals to excel in various aspects of their personal and social lives, as well as in their educational and career endeavors, ultimately facilitating the effective use of human resources.

VOCATIONAL INTERESTS - In the context of this study, vocational interests refer to an individual's inclination towards specific occupations or individuals, characterized by a keen interest, attraction, appreciation, and overall satisfaction with the chosen field.

NAVODAYA VIDHYALAYA - For the purposes of this research, Navodaya Vidyalaya students are defined as those enrolled in Rajiv Gandhi Navodaya Vidyalaya and Jawahar Navodaya Vidyalaya located in the state of Uttarakhand, who are charged with no or minimal fees and fall within the age range of 15 to 18 years.

GENDER - In this study, gender is understood solely in relation to the inherent biological distinctions between sexes.

OBJECTIVES

1. To examine the guidance needs of female students concerning their vocational interests while studying at Navodaya Vidyalayas.
2. To investigate the guidance needs of male students in relation to their vocational interests while studying at Navodaya Vidyalayas.

HYPOTHESIS

1. There is no significant difference in the guidance needs of female students concerning their vocational interests while studying at Navodaya Vidyalayas.
2. There is no significant difference in the guidance needs of male students concerning their vocational interests while studying at Navodaya Vidyalayas.

REVIEW OF RELATED LITERATURE

• **M. Esther and H. Larike Bronkhorst (et al.)** conducted a study in 2021 that investigated the vocational interests of secondary school students. Utilizing a survey method, the researchers employed simple random sampling and a self-constructed questionnaire that categorized interests into six domains: realistic, investigative, artistic, social, enterprising, and conventional. The findings indicated that a significant number of secondary school students exhibited comparable levels of interest across various vocational activities. Furthermore, the study examined the relationship between differentiated and non-differentiated interest structures and the students' choices regarding educational tracks and career perceptions. The results contribute to existing literature by demonstrating that a non-differentiated interest structure does not inherently imply greater uncertainty among students regarding their educational or career decisions.

• **Gupta (2019)** conducted a study examining the vocational interests of secondary school students in relation to their gender. The researcher employed a descriptive survey method, utilizing simple random sampling to select a total of 100 students (both girls and boys) from various schools within the Meerut district of Uttar Pradesh. For the collection of primary data, a standardized instrument known as the "Vocational Interest Record," developed by Bansal V.P. and Srivastava D.N. (1975), was utilized. The analysis of the data was performed using statistical measures such as Mean, Standard Deviation (SD), and t-tests to investigate the vocational interests of secondary students. The findings indicated notable differences in the vocational interest patterns among secondary school students across various vocational domains. Furthermore, the results highlighted a significant variation in vocational interests based on gender.

• **Ahlawat (2018)** conducted a study examining the guidance needs and home environment of senior secondary school students through a survey methodology. The research utilized a simple random sample of 100 students from five senior secondary schools in Panchkula, employing the Family Environment Scale developed by Moos & Moos (2002) alongside a self-constructed questionnaire based on the Guidance Needs Inventory by J.S. Grewal. The findings revealed a significant correlation between the guidance needs of students and their home environment. However, the study indicated no notable differences in guidance needs between male and female students, while a significant disparity was observed in the home environments of male and female students.

• **Devi (2017)** investigated academic adjustment and guidance needs through descriptive research methods across 22 colleges in the Tirupati division, which included 12 urban and 10 rural localities. The total student population was approximately 3,000, from which a representative sample of 240 subjects was selected. The study employed a problem checklist that was designed and standardized by Gopala Chetty (1975). The results indicated no significant differences in the guidance needs of senior intermediate students; however, female students, those attending government colleges, rural students, and arts students demonstrated higher scores on the assessment tool, suggesting a greater need for guidance compared to their counterparts.

RESEARCH METHODOLOGY

The aim of the proposed investigation is to delve deeper into the elements that lead to the guidance needs of students concerning their vocational interests while studying at Navodaya Vidyalaya. An exploratory research design is deemed appropriate for this study, as it allows for a flexible approach that accommodates a comprehensive examination of the challenges encountered by students. In this context, the researcher will employ a normative survey method for the study.

VARIABLE USED-

Table:1- Represent the dependent and independent variable used for the study

Dependent variable	Independent variable
<ul style="list-style-type: none"> • Guidance need of Navodaya Vidyalayas' students • Vocational interest of Navodaya Vidhyalayayas student 	<ul style="list-style-type: none"> • Gender

Population: The population for this research comprises students from Jawahar Navodaya Vidyalayas and Rajeev Gandhi Navodaya Vidyalayas located in 13 districts of Uttarakhand, specifically within the age range of 15 to 18 years.

Sampling/sample: For the sampling method in this study, participants will be chosen through simple random sampling. The sample will include a total of 807 students, consisting of 511 males and 296 females, drawn from various districts such as in the state of Uttarakhand.

INSTRUMENT FOR DATA COLLECTION:

The choice of instruments for a specific research study is influenced by several factors, including the study's objectives, the availability of tests, the ability to administer scores, the interpretation of results, and the reliability and validity of the measurement scales. For this study, the Guidance Needs Inventory developed by J.S. Grewal will be utilized to assess the guidance requirements of students. This inventory comprises 65 items in English, addressing **the physical, social, psychological, educational, and vocational needs** of students. It provides a comprehensive evaluation of the guidance needs across various life domains.

The second instrument employed is the Vocational Interest Record, created by Dr. S. P. Kulshreshtha. Vocational interest is characterized as an individual's preferences regarding various vocations, which may be influenced by personal judgment or external sources. This record encompasses 200 vocations categorized into 10 distinct vocational interest areas, with each area containing 20 vocations. **The vocational interest categories include: 1. Literary (L), 2. Scientific (Sc), 3. Executive (E), 4. Commercial (C), 5. Constructive (Co), 6. Artistic (A), 7. Agriculture (Ag), 8. Persuasive (P), 9. Social (S), and 10. Household (H).**

Each vocational interest area features twenty vocations, arranged with ten on the horizontal axis and ten on the vertical axis. The scoring system allows for a maximum of 20 points and a minimum of 0 points in each vocational interest area. Each checked item (√) in the vocational section is awarded one point. Consequently, the total possible score for each of the ten areas is 20, while the lowest score is 0. The raw scores obtained were organized in an Excel spreadsheet and subsequently converted to Stanine scores according to the standardized tool's norms. The analysis was conducted using these converted scores.

DATA ANALYSIS:

In alignment with the requirements of the proposed study, both inferential and descriptive statistical methods, such as mean, standard deviation, and Anova will be employed.

I: Analysis of Guidance needs of female students in relation to their vocational interest studying in Navodaya Vidyalaya

H_0 : There is no significant difference between Guidance need of female student in relation to their vocational interest studying in Navodaya Vidyalaya.

H_a : There is a significant difference between Guidance need of female student in relation to their vocational interest studying in Navodaya Vidyalaya.

Table:2- Represent the one sample statistics Mean, Std. Deviation & std. error of mean of the guidance need of female student in relation to vocational interest

	N	Mean	Std. Deviation	Std. Error Mean
Guidance Need in relation to vocational Interests	296	8.27	3.804	.221

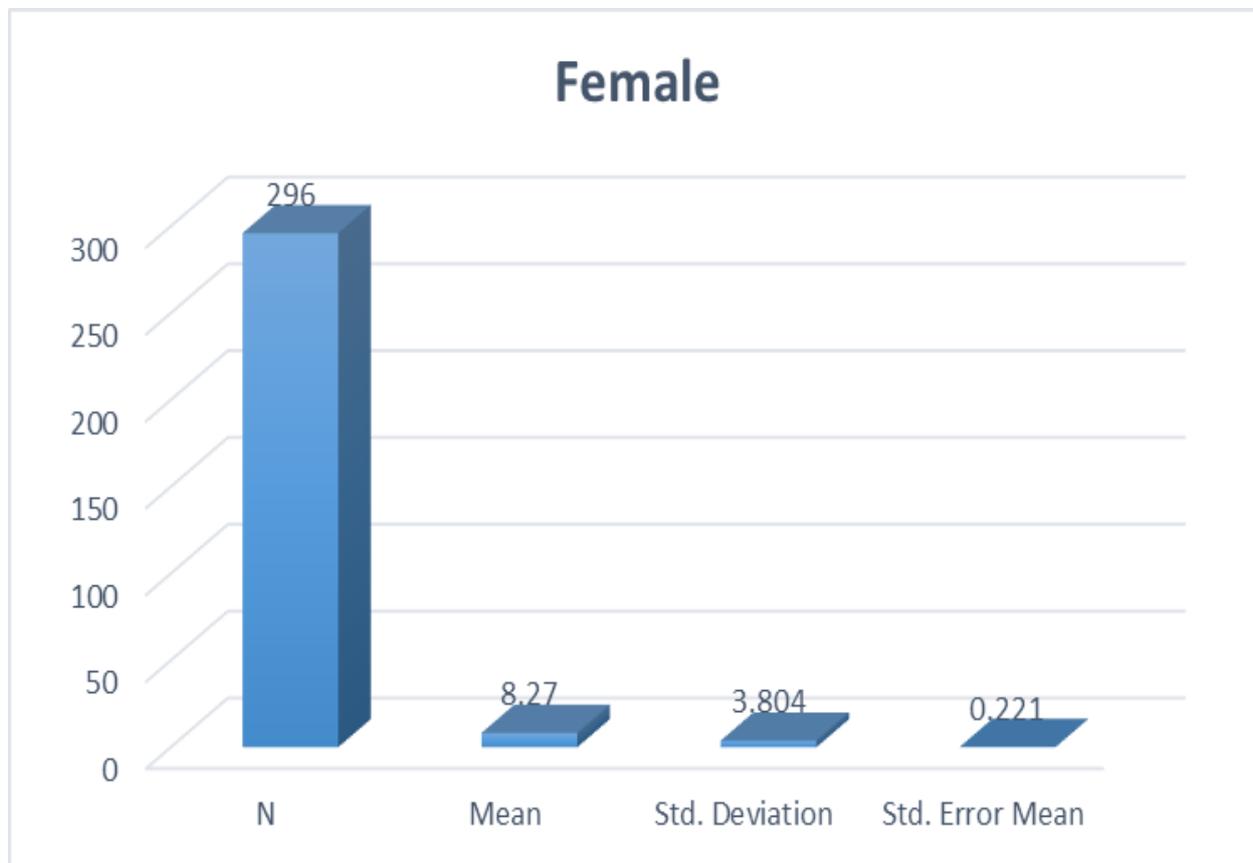


Figure: 1

Table:3- Represent the one sample test t value, degree of freedom, mean difference, and confidence interval of the guidance need of female student in relation to vocational interest

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Guidance need in relation to vocational interest	37.420	295	.000	8.274	7.84	8.71

** . T-test is significant at the 0.05level (one tailed).

Table & figure: Exhibits one sample statistics the sample size is 296 female students of JNV and RGNV, the average score for guidance need in relation to vocational interest is 8.27, the standard deviation (a measure of variability) is 3.804, indicating how spread out the scores are around the mean. The standard error of the mean is 0.221, indicating the precision of the sample mean as an estimate of the population mean.

The **t-value of 37.420** is more than table value, indicating a significant difference between the sample mean (8.27) and the hypothesized population mean (0) and the **p-value of 0.000** is much smaller than the usual significance level of 0.05, so we **reject the null hypothesis**.

Therefore, **in case of female students of Navodaya Vidhyalas, there is a significant difference** in the guidance need of female students in relation to their vocational interest at Navodaya Vidyalaya, compared to a hypothetical population mean of 0, so the null hypothesis **stands to be rejected** at 0.05 level of significance

Table 4- Represent the Anova of various vocation and there sum of square, degree of freedom, mean square, F ratio and significance level of female student studying in Navodaya Vidhyalayas

		Sum of Squares	Df	Mean Square	F	Sig.
Literary	Between Groups	1839.542	99	18.581	1.522	.007
	Within Groups	2393.323	196	12.211		
	Total	4232.865	295			
scientific	Between Groups	1248.356	99	12.610	1.176	.170
	Within Groups	2102.185	196	10.725		
	Total	3350.541	295			
executive	Between Groups	2235.670	99	22.583	1.689	.001
	Within Groups	2620.760	196	13.371		
	Total	4856.429	295			
commercial	Between Groups	1399.868	99	14.140	1.582	.003
	Within Groups	1752.101	196	8.939		
	Total	3151.970	295			
Constructive	Between Groups	1072.666	99	10.835	1.549	.005
	Within Groups	1370.780	196	6.994		
	Total	2443.446	295			
Artistic	Between Groups	2297.355	99	23.206	1.442	.016
	Within Groups	3154.631	196	16.095		
	Total	5451.986	295			
Agriculture	Between Groups	1581.023	99	15.970	1.876	.000
	Within Groups	1668.761	196	8.514		
	Total	3249.784	295			
Persuasive	Between Groups	2044.418	99	20.651	1.793	.000
	Within Groups	2257.444	196	11.518		
	Total	4301.861	295			
Social	Between Groups	1643.491	99	16.601	1.797	.000
	Within Groups	1810.938	196	9.239		
	Total	3454.429	295			
Household	Between Groups	1710.986	99	17.283	1.316	.053
	Within Groups	2573.554	196	13.130		
	Total	4284.541	295			

** Anova is significant at 0.05 level

• **Analysis of Guidance needs of male students in relation to their vocational interest studying in Navodaya Vidyalaya.**

H₀ 2: There is no significant difference between Guidance need of male student in relation to their vocational interest studying in Navodaya Vidyalaya.

H_a 2: There is a significant difference between Guidance need of male student in relation to their vocational interest studying in Navodaya Vidyalaya.

Table:2- Represent the one sample statistics Mean, Std. Deviation & std. error of mean of the guidance need of male student in relation to vocational interest

	N	Mean	Std. Deviation	Std. Error Mean
Male guidance need in relation to vocational interests	511	10.14	4.188	.185

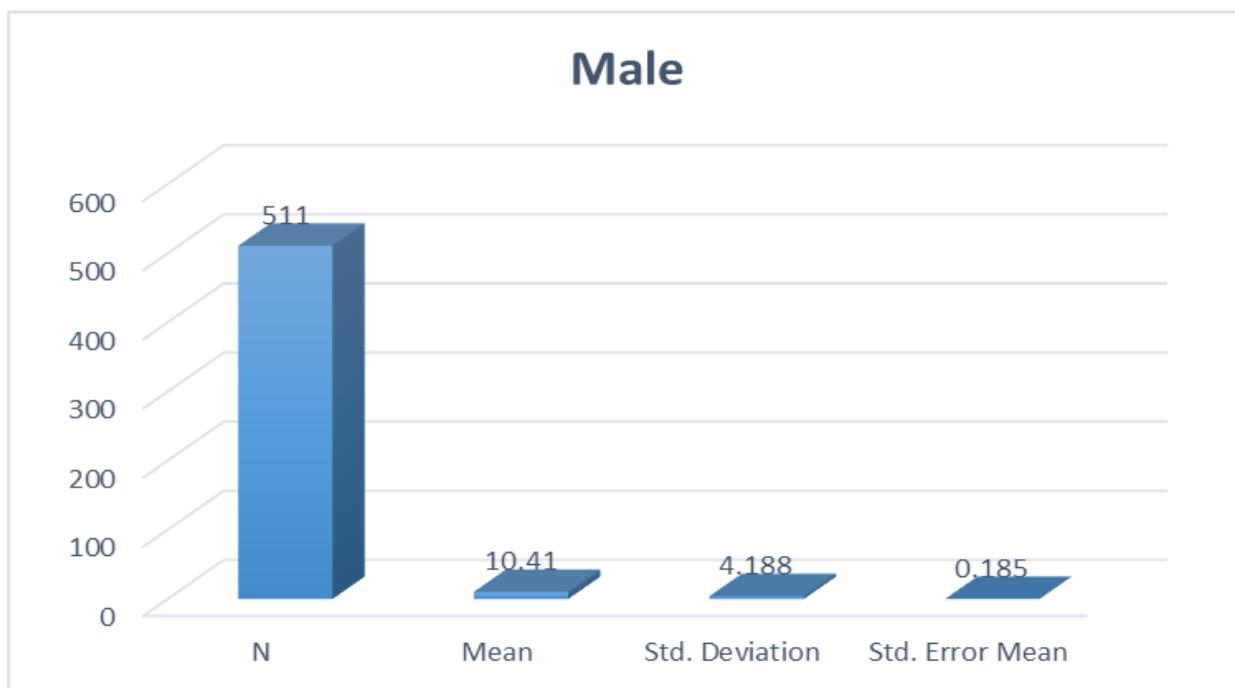


Figure :2

Table:3- Represent the one sample test t value, degree of freedom, mean difference, and confidence interval of the guidance need of male student in relation to their vocational interest

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Male Guidance need in relation of Vocational interest	54.749	510	.000	10.143	9.78	10.51

** T-test is significant at the 0.05level (one tailed).

Table & figure: Exhibits one sample statistics the sample size is 511 male students of JNV and RGNV, the average score for guidance need in relation to vocational interest is 10.24, the standard deviation (a measure of variability) is 4.188, indicating how spread out the scores are around the mean. The standard error of the mean is 0.185, indicating the precision of the sample mean as an estimate of the population mean. The **t-value of 54.759** is more than table value, indicating a significant difference between the sample mean (10.14) and the hypothesized population mean (0) and the **p-value of 0.000** is much smaller than the usual significance level of 0.05, so we **reject the null hypothesis**.

Therefore, **in case of male students of Navodaya Vidhyalas, 'there is a significant difference** in the guidance need of female students in relation to their vocational interest at Navodaya Vidyalaya, compared to a hypothetical population mean of 0, so the null hypothesis **stands to be rejected** at 0.05 level of significance

Table 4- Represent the Anova of various vocation and there sum of square, degree of freedom, mean square, F ratio and significance level of male student studying in Navodaya Vidhyalayas

		Sum of Squares	Df	Mean Square	F	Sig.
Literary	Between Groups	3816.887	137	27.860	2.193	.000
	Within Groups	4738.616	373	12.704		
	Total	8555.503	510			
executive	Between Groups	5314.458	137	38.792	2.408	.000
	Within Groups	6009.511	373	16.111		
	Total	11323.969	510			
commercial	Between Groups	3596.858	137	26.254	2.432	.000
	Within Groups	4026.179	373	10.794		
	Total	7623.037	510			
Constructive	Between Groups	3284.126	137	23.972	2.736	.000
	Within Groups	3267.812	373	8.761		
	Total	6551.937	510			
Artistic	Between Groups	3660.010	137	26.715	1.973	.000
	Within Groups	5051.493	373	13.543		
	Total	8711.503	510			
Agriculture	Between Groups	3877.508	137	28.303	2.391	.000
	Within Groups	4414.539	373	11.835		
	Total	8292.047	510			
Persuasive	Between Groups	4293.433	137	31.339	3.020	.000
	Within Groups	3870.344	373	10.376		
	Total	8163.777	510			
Social	Between Groups	3492.511	137	25.493	2.435	.000
	Within Groups	3904.276	373	10.467		
	Total	7396.787	510			
Household	Between Groups	4167.663	137	30.421	2.755	.000
	Within Groups	4118.275	373	11.041		
	Total	8285.937	510			

****Anova is significant at 0.05 level**

Conclusion

1. The findings of this research will illuminate various dimensions of the guidance requirements concerning the vocational interests of students at Navodaya Vidyalayas. A significant proportion of adolescents expresses a need for guidance in these areas, regardless of their educational institution or gender.
2. The guidance needs of female students at Navodaya Vidyalayas regarding their vocational interests reveal significant differences ($p < 0.05$) across several categories, including **Literary, Executive, Commercial, Constructive, Artistic, Agriculture, Persuasive, and Social**. Conversely, no significant differences ($p > 0.05$) were observed in the **Scientific and Household** categories among the groups.
3. For male students at Navodaya Vidyalayas, **all categories related to vocational interests** demonstrate significant differences ($p < 0.05$) between groups. The F-statistics suggest notable variations in group means across all categories, with certain categories, such as **Persuasive**, exhibiting particularly elevated F-values.
4. Furthermore, this study will furnish valuable insights for educators, educational planners, and school administrators regarding their roles in ensuring the provision of adequate guidance services, thereby enabling students to receive high-quality support.

5. In **conclusion**, it is evident that secondary school students have a pressing need for guidance to address their physical, social, psychological, educational, and vocational challenges. There is an urgent necessity to implement guidance and vocational programs that consider the needs of students, teachers, and parents within secondary schools. The existing framework of guidance programs in Navodaya Vidyalayas requires significant reform, and a more structured vocational support system as various vocational courses are being introduced in Navodaya Vidhyalayas and it must be established to enhance professional efficiency while maintaining manageable students loads, thereby ensuring the provision of relevant facilities and structural support.

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