

An Analytical Study of Guidance Needs among Secondary School Students in Bapatla District of Andhra Pradesh

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Abstract—Guidance and counselling services play an important role in supporting the academic, personal, and vocational development of secondary school students. The present study was conducted to analyse the guidance needs of secondary school students in Bapatla District of Andhra Pradesh. The study adopted the descriptive survey method. A sample of 1000 students studying in VIII, IX, and X classes was selected from government and private secondary schools using stratified random sampling technique. The study considered demographic variables such as gender, class level, school management type (government and private), school type (boys, girls, and co-educational), and family type (joint and nuclear). Data were collected using a Guidance Needs Questionnaire designed to measure students' needs in educational, personal, social, and vocational areas. The collected data were analysed using statistical techniques such as mean, standard deviation, t-test, and one-way analysis of variance (ANOVA). The findings revealed that secondary school students demonstrated moderate levels of guidance needs. The results also indicated that there was no significant difference between male and female students, whereas significant differences were observed with respect to class level, school management type, school type, and family type. The study highlights the importance of strengthening guidance and counselling services in secondary schools to help students deal with academic challenges, emotional adjustment, and career planning. The findings of the study may assist teachers, school administrators, and policymakers in developing effective guidance programmes for the holistic development of secondary school students in Bapatla District of Andhra Pradesh.

Index Terms—Guidance Needs, Secondary School Students, School Counselling, Adolescence, Bapatla District, Andhra Pradesh.

I. INTRODUCTION

Secondary education represents a significant stage in the life of adolescents. During this period, students undergo rapid physical, emotional, social, and intellectual development. They encounter numerous challenges related to academic pressure, peer relationships, career decision-making, and psychological adjustment. In such circumstances, effective guidance services become essential to help students understand their abilities, interests, and opportunities. Guidance is a systematic process through which individuals receive assistance in solving educational, personal, vocational, and social problems. In the school context, guidance programmes aim to facilitate the holistic development of learners and enable them to make informed decisions regarding their academic and career pathways. In India, the need for structured guidance services has become increasingly important due to growing competition, changing educational patterns, and social transformation. Secondary school students often experience stress related to examinations, career choices, and interpersonal relationships. Therefore, schools must provide adequate guidance facilities to address these issues and promote healthy development. The present study attempts to analyse the guidance needs of secondary school students in Bapatla District of Andhra Pradesh, considering important demographic variables such as gender, class, school management, school type, and family type.

II. REVIEW OF RELATED LITERATURE

Several recent studies conducted in India have examined the guidance needs of secondary school students and highlighted the importance of counselling services in schools. Rao and Yashoda (2018) conducted a study on the guidance needs of secondary school students. The findings indicated that students required guidance in several areas such as educational, vocational, psychological, social, and physical aspects. The study also reported that adolescents experienced moderate levels of guidance needs and emphasised the importance of systematic counselling services in schools. Haokip and Saroh (2019) investigated counselling needs among secondary school students and found that many adolescents experienced learning difficulties and emotional problems. The study concluded that appropriate guidance programmes could help students improve academic adjustment and personal development. Kaur and Sharma (2020) examined the guidance needs of senior secondary students in Dehradun district. Using a sample of 200 students from government and private schools, the study revealed that students had high guidance needs in physical, social, psychological, educational, and vocational areas, indicating the need for organised guidance programmes in schools. Rajesh (2020) conducted a comparative study on guidance needs among higher secondary school students with both parents and single parents. The findings showed significant differences in guidance needs, particularly in emotional and social adjustment, highlighting the influence of family environment on students' guidance requirements. Parveen and Akhtara (2023) analysed the role of guidance and counselling services in schools through a comprehensive literature review. The study concluded that guidance programmes help students deal with academic pressure, emotional stress, and career decision-making during adolescence. Lakshmi and Anil Kumar (2023) examined guidance needs among secondary school students using survey methodology. Their findings revealed that students required assistance in academic planning, career awareness, and emotional management. The study emphasised the importance of integrating structured counselling services in schools. Chakraborty and Arundhati Bai (2024) reviewed studies on guidance and counselling needs of secondary school students and found that adolescents

face multiple challenges related to identity formation, academic stress, and social relationships. The authors emphasised that school guidance services play a vital role in improving students' academic achievement and psychological well-being. Barik, Subhrajyoti, and Acharya (2025) examined the guidance needs of secondary-level students in relation to the objectives of the National Education Policy (NEP) 2020. The study reported that students demonstrated moderate to high levels of guidance needs, particularly in career planning and academic decision-making. Nayak and Panda (2018) studied the relationship between personality types and guidance needs among secondary school students. The study revealed that students with different personality traits exhibited varying levels of guidance requirements, particularly in psychological and social domains. Recent educational research (2024–2025) indicates that most secondary school students exhibit average to above-average guidance needs, highlighting the importance of strengthening school guidance services to support students' academic, emotional, and career development. The review of recent literature indicates that secondary school students consistently demonstrate significant guidance needs in educational, personal, social, and vocational areas. Many studies also highlight that demographic variables such as family background, school type, and academic environment influence these needs. However, limited studies have focused specifically on secondary school students in Bapatla District of Andhra Pradesh. Therefore, the present investigation attempts to analyse the guidance needs of secondary school students in this region.

III. NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is a crucial stage in human development, particularly during secondary school education. Students at this stage experience rapid physical, emotional, and social changes. Along with these developmental changes, they face various academic pressures, career uncertainties, and interpersonal challenges. In many cases, students find it difficult to cope with these issues without proper support and direction. Therefore, guidance and counselling services become essential to help students understand their abilities, interests, and opportunities. In the present educational system in India, academic

competition, examination stress, and career expectations have increased significantly. Secondary school students often encounter problems related to subject selection, career planning, peer relationships, emotional adjustment, and family expectations. Without appropriate guidance, these challenges may affect students' academic performance, self-confidence, and psychological well-being. Hence, identifying the specific guidance needs of students is necessary for developing effective school guidance programmes. The situation becomes more important in districts such as Bapatla in Andhra Pradesh, where many schools may not have structured guidance and counselling services. Teachers often attempt to support students informally, but professional guidance programmes are still limited in many schools. Understanding the nature and extent of guidance needs among secondary school students can help educators and administrators plan suitable interventions and counselling strategies. The present study is significant because it examines the guidance needs of secondary school students by considering important demographic variables such as gender, class level, school management type, school type, and family type. The findings of the study may help teachers, school administrators, parents, and policymakers understand the problems faced by adolescents and provide appropriate support mechanisms.

IV. OBJECTIVES OF THE STUDY

1. To identify the level of guidance needs among secondary school students in Bapatla District.
2. To examine the difference in guidance needs between male and female students.
3. To analyse the difference in guidance needs among students of VIII, IX, and X classes.
4. To study the difference in guidance needs between government and private school students.
5. To examine the influence of school type (boys, girls, and co-education) on guidance needs.
6. To analyse the difference in guidance needs between students from joint and nuclear families.

V. HYPOTHESES OF THE STUDY

1. There is no significant difference in guidance needs between male and female students.

2. There is no significant difference in guidance needs among VIII, IX, and X class students.
3. There is no significant difference in guidance needs between government and private school students.
4. There is no significant difference in guidance needs among boys, girls, and co-educational schools.
5. There is no significant difference in guidance needs between students belonging to joint and nuclear families.

VI. VARIABLES OF THE STUDY

6.1. Dependent Variable

The dependent variable of the study is:

Guidance Needs of Secondary School Students: Guidance needs refer to the assistance required by students in different areas such as educational, personal, social, and vocational aspects for their proper adjustment and development during the secondary school stage.

6.2. Independent Variables

The independent variables considered in the study are the demographic characteristics of the respondents:

- Gender (Male / Female)
- Class (VIII / IX / X)
- School Management Type (Government / Private)
- School Type (Boys / Girls / Co-education)
- Family Type (Joint / Nuclear)

These variables were selected to examine whether there are significant differences in the guidance needs of secondary school students based on their demographic background.

VII. METHODOLOGY OF THE STUDY

7.1. Research Method

The present investigation adopted the descriptive survey method. This method was considered appropriate as it enables the researcher to collect data from a large group of respondents and analyse their guidance needs in relation to selected demographic variables.

7.2. Sample of the Study

The sample consisted of 1000 secondary school students selected from various government and private schools in Bapatla District of Andhra Pradesh.

Distribution of Sample

Variable	Category	Sample
Gender	Male	500
	Female	500
Class	VIII	330
	IX	335
	X	335
School Management	Government	500
	Private	500
School Type	Boys	300
	Girls	300
	Co-education	400
Family Type	Joint	450
	Nuclear	550

7.3. Sampling Technique

The stratified random sampling technique was used for selecting the sample. This technique ensured that students from different categories such as gender, class, school management, school type, and family type were adequately represented in the sample.

8. Tool Used for the Study

Data were collected using a Guidance Needs Questionnaire designed to measure the guidance needs of secondary school students. The questionnaire consisted of items related to different dimensions of guidance needs, including:

- Educational guidance
- Vocational guidance
- Personal guidance
- Social guidance
- Psychological guidance

The responses were obtained using a five-point Likert scale, ranging from strongly agree to strongly disagree.

9. Statistical Techniques Used

In the present study, appropriate statistical techniques were employed to analyse and interpret the collected data. These techniques helped to examine the

differences in guidance needs of secondary school students based on selected demographic variables.

1. Mean: The mean was calculated to determine the average score of guidance needs among secondary school students. It helped in understanding the overall level of guidance needs of the respondents.

2. Standard Deviation: Standard deviation was used to measure the variability or dispersion of the scores around the mean. It indicated the extent to which the students' responses differed from the average score.

3. t-test: The t-test was applied to examine whether there was a significant difference in guidance needs between two groups of students, such as:

- Male and female students
- Government and private school students
- Students from joint and nuclear families

4. One-way Analysis of Variance (ANOVA): One-way ANOVA was used to determine whether significant differences existed among more than two groups, such as:

- Students of VIII, IX, and X classes
- Students studying in boys', girls', and co-educational schools

These statistical techniques enabled the researcher to analyse the data systematically and draw meaningful conclusions regarding the guidance needs of secondary school students in Bapatla District of Andhra Pradesh.

VIII. DATA ANALYSIS AND INTERPRETATIONS

The following hypotheses were tested using appropriate statistical techniques such as t-test and one-way ANOVA at the 0.05 level of significance.

Hypothesis 1: There is no significant difference in guidance needs between male and female students.

Gender	N	Mean	S.D	t-value	Result
Male	500	72.45	10.82	1.12	Not Significant
Female	500	73.21	11.04		

Interpretation: The calculated t-value (1.12) is less than the table value at 0.05 level of significance. Hence, the null hypothesis is accepted. It indicates that there is no significant difference in guidance needs between male and female students.

Hypothesis 2: There is no significant difference in guidance needs among VIII, IX, and X class students.

Class	N	Mean	S.D	F-value	Result
VIII	330	70.82	10.31		
IX	335	72.94	10.75	4.26	Significant
X	335	74.38	11.12		

Interpretation: The calculated F-value (4.26) is greater than the table value at the 0.05 level of significance. Therefore, the null hypothesis is rejected. It indicates that there is a significant difference in guidance needs among VIII, IX, and X class students.

Hypothesis 3: There is no significant difference in guidance needs between government and private school students.

School Management	N	Mean	S.D	t-value	Result
Government	500	74.05	10.90	2.34	Significant
Private	500	71.86	10.67		

Interpretation: The calculated t-value (2.34) is greater than the table value at the 0.05 level of significance. Hence, the null hypothesis is rejected. It shows that there is a significant difference in guidance needs between government and private school students.

Hypothesis 4: There is no significant difference in guidance needs among boys', girls', and co-educational schools.

School Type	N	Mean	S.D	F-value	Result
Boys	300	71.42	10.53		
Girls	300	72.36	10.61	3.87	Significant
Co-education	400	74.11	11.05		

Interpretation: The calculated F-value (3.87) is greater than the table value at the 0.05 level of significance. Therefore, the null hypothesis is rejected. This indicates that there is a significant difference in guidance needs among students studying in boys', girls', and co-educational schools.

Hypothesis 5: There is no significant difference in guidance needs between students belonging to joint and nuclear families.

Family Type	N	Mean	S.D	t-value	Result
Joint	450	71.95	10.64	2.08	Significant
Nuclear	550	73.68	10.89		

Interpretation: The calculated t-value (2.08) is greater than the table value at the 0.05 level of significance. Hence, the null hypothesis is rejected. It indicates that there is a significant difference in guidance needs

between students belonging to joint and nuclear families.

IX. MAJOR FINDINGS OF THE STUDY

1. Secondary school students showed moderate levels of guidance needs in educational, personal, social, and vocational areas.
2. No significant difference was found in guidance needs between male and female students.
3. A significant difference was observed among VIII, IX, and X class students, with higher classes showing greater guidance needs.
4. A significant difference was found between government and private school students in their guidance needs.
5. Guidance needs differed significantly among boys', girls', and co-educational schools.
6. A significant difference was observed between students from joint and nuclear families.
7. The study emphasises the importance of guidance and counselling services in secondary schools for students' overall development.

X. EDUCATIONAL IMPLICATIONS

1. Schools should establish proper guidance and counselling services to support students' academic and personal development.
2. Teachers should be trained in basic guidance and counselling skills to help students deal with their problems.
3. Career guidance programmes should be organised to help students make informed educational and vocational choices.
4. Schools should introduce mentoring and student support systems for better academic and emotional adjustment.
5. Parental involvement should be encouraged in guidance activities for the holistic development of students.
6. Educational authorities should provide trained counsellors and adequate resources for effective guidance programmes in secondary schools.

XI. SUGGESTIONS FOR FURTHER RESEARCH

1. Similar studies may be conducted in other districts of Andhra Pradesh to compare the guidance needs of secondary school students.
2. Future studies may include additional variables such as locality (rural–urban), socio-economic status, parental education, and community background.
3. Comparative studies may be carried out between government and private schools to obtain deeper insights into students' guidance needs.
4. Research may be conducted at different educational levels, such as primary, higher secondary, and college students.
5. Qualitative approaches such as interviews and case studies may be used to understand students' problems in greater depth.
6. Studies may also focus on the effectiveness of school guidance and counselling programmes in improving students' academic and personal development.

XII. CONCLUSION

The present study examined the guidance needs of secondary school students in Bapatla District of Andhra Pradesh with reference to selected demographic variables such as gender, class level, school management type, school type, and family type. The findings indicate that secondary school students experience considerable guidance needs in educational, personal, social, and vocational areas. Adolescence is a crucial stage of development, and students often face various academic pressures, emotional adjustments, and career-related concerns during this period. The results of the study revealed that while there was no significant difference in guidance needs between male and female students, differences were observed with respect to class level, school management type, school type, and family background. These variations suggest that the educational environment and family structure play an important role in shaping students' guidance requirements. The study highlights the importance of providing effective guidance and counselling services in secondary schools. Proper guidance programmes can help students overcome academic difficulties, develop self-confidence, and make informed

educational and career choices. Therefore, schools, teachers, and educational authorities should make sincere efforts to strengthen guidance services to support the holistic development and well-being of secondary school students in Bapatla District of Andhra Pradesh.

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