

CHAPTER 3

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3.0 INTRODUCTION:

In the context of the background presented in chapter 1 and the related research literature presented in chapter 2, the need of undertaking a study involving identification of specific guidance needs of a specific population of students and based on such an appraisal, development and try-out of a tailor-made guidance programme based on a coherent theoretical framework is clearly established. In this chapter, an attempt is made to outline the basic contours of the study.

3.1 THE TITLE OF THE STUDY:

The title of the study is "Developing and Trying Out a Guidance Programme for Secondary School Students".

3.2 RESEARCH QUESTIONS:

The research questions that emerge as important in the overall conceptual paradigm of guidance in India and which remain to be addressed in the context of what has already

been researched in the field are presented in this section. The present study has been designed to address these very questions :

- a. Are there guidance programmes running in the schools of Baroda city ? If yes, then how do they function ?
- b. Whom do they cater to?
- c. What testing procedures are incorporated in these programmes?
- d. What are the specific inputs that are included in these programmes?
- e. What is the nature of the relationship between the guidance programmes and the school as an organisation?
- f. What are the managerial arrangements to run these programmes?
- g. Are these programmes relevant to the needs and problems of the client group of students?
- h. What are the educational and vocational needs and problems of students in the secondary classes belonging to middle and lower middle class backgrounds in a growing industrial town in contemporary India?

- i. How far is it possible to develop an effective and tailor-made guidance programme, based on the needs and problems of students mentioned under the research question -h. ?
- j. What will be the effectiveness of such a programme in terms of the reactions of the client group and in terms of the gain they make in their academic achievement?
- k. What will be the long-term effect of such a guidance programme on the lives of those who go through it?

3.3 OBJECTIVES:

To address the research questions enumerated above, the present study has the following objectives :

- 1. To study the guidance programmes in secondary schools of Baroda.
 - a. to identify the schools which have guidance programmes and those which do not have.
 - b. to study the reasons for not starting a guidance programme in those schools which do not have one.
 - c. to study the types of guidance programmes in those schools which run one.

2. To study the needs and problems of secondary school students from selected schools, in order to develop an educational and vocational guidance programme.
3. To develop an educational and vocational guidance programme based on the students' guidance needs and problems identified.
4. To try out the educational and vocational guidance programme thus developed and to find out its effectiveness.
5. To follow-up a few of the students who underwent the educational and vocational guidance programme and probe into the long term effect of the programme on their lives.

3.4 POPULATION AND SAMPLE:

The study pertains to guidance services in the secondary schools of Baroda city therefore, the population for the study, confines to the secondary schools (students, teachers, principals and other functionaries thereof) of Baroda. All the same, Baroda should be taken broadly to be an exemplar of similar urban, commercial, industrial centres on the contemporary Indian scene. However, the present study does not in any way claim to generate any generalisations

for all urban areas; it merely attempts to understand the situation in Baroda.

For the various objectives of the study, the samples drawn were as described below:

Objective 1a : This objective pertains to the identification of secondary schools in Baroda which have guidance programmes and which do not have. The sample for this objective was all the secondary schools in Baroda, within the city limits as well as in its industrial suburbs. The list of such schools and their mailing addresses were obtained from the records of the local government office. There were, in all, 100 such secondary schools in 1986 when the study commenced. Out of the 100 secondary schools to which were mailed the information blank under objective 1a, 66 responded. The distribution of the total number of secondary schools in Baroda and distribution of the secondary schools, which responded to the information blank, are presented in tables 3.1 and 3.2, respectively.

(# List of total number of secondary schools in Baroda (100 schools) and list of total number of secondary schools, which responded (66 schools), are presented in Appendix-1 and Appendix-2 respectively.)

The 66 respondent schools were classified in terms of medium of instruction (Gujarati, English, Hindi, Marathi and Sindhi), in terms of gender (Boys' schools, Girls' schools and Co-education schools), types of management (state government, central government, university, private), locality (where higher income group stay, where middle income group stay, where lower income group stay), institutional performance (high, medium, low, in terms of pass percentages of students in S.S.C. examinations, for the previous six consecutive years). Categorising respondent schools in terms of these categories, was done in consultation with a panel of five teacher educators.

Table 3.1: Distribution of the Total Number of Secondary Schools in Baroda.

| Medium of Instruction | Gender-wise specification of target | | | TOTAL |
|-----------------------|-------------------------------------|--------|---------|-------|
| | Boys' | Girls' | Co-edu. | |
| Gujarati | 5 | 9 | 48 | 62 |
| English | 1 | 3 | 26 | 30 |
| Hindi | - | - | 2 | 2 |
| Marathi | - | 1 | 2 | 3 |
| Sindhi | - | 1 | 2 | 3 |
| TOTAL | 6 | 14 | 80 | 100 |

Table 3.2: Distribution of the Secondary Schools, which responded to the Information Blank

| Medium of Instruction | Gender-wise specification of target | | | TOTAL |
|-----------------------|-------------------------------------|--------|---------|-------|
| | Boys' | Girls' | Co-edu. | |
| Gujarati | 3 | 4 | 31 | 38 |
| English | - | 1 | 21 | 22 |
| Hindi | - | - | 2 | 2 |
| Marathi | - | - | 2 | 2 |
| Sindhi | - | - | 2 | 2 |
| TOTAL | 3 | 5 | 58 | 66 |

Objective 1b : Out of the 66 secondary schools which responded to the information blank mailed under objective 1a, 28 schools did not have any guidance services. Out of these 28 schools, 10 were randomly selected for probing into reasons for not starting guidance programmes.

(# The list of 10 Schools is presented in Appendix-3.)

Objective 1c : Out of the 66 secondary schools which responded to the information blank mailed under objective 1a, 38 schools had some kind of guidance services. Out of these, 5 schools had full-time guidance counsellors. Two of these were the English and Gujarati medium schools under the same management. Thus, so far as organisational arrangements

for the guidance services were concerned, there was practically only one school. Thus, it can be said that there were four schools having full-time guidance counsellors. All these four schools were selected for investigation to study the particulars concerning the running of guidance services.

(# The list of 4 schools is presented in Appendix-4.)

Objective 2 : This objective pertained to assessing the guidance needs of secondary school students. It was decided that standard IX students would be the population for this objective, considering that they were in the middle of their secondary schooling, and logistically, they were more accessible to prolonged investigation. Further, it was decided to concentrate on Gujarati Medium schools because they represented the lower middle and lower classes which held the priority for guidance services. The responses sought under this objective were (a) open-ended responses from a larger sample of students based on which, to construct a comprehensive need assessment tool; and (b) a more directed set of responses from a smaller sample of students, based on the need-assessment tool developed.

For (a) above, out of 28 respondent secondary schools which did not have guidance services, 10 were randomly selected for probing into reasons for not starting guidance programme (under objective - 1b), Out of these 10 schools, six

Gujarati Medium schools were randomly selected for open - ended responses. All the divisions of standard IX in each of these six schools were selected as cluster samples. There were in all 810 students covered for this purpose.

(# List of these 6 schools is presented in Appendix - 5.)

For (b) above, out of these six schools, one was selected on the basis of the possibility of cooperation from the management for the investigation. Out of the three divisions, A, B and C of standard IX, division C was selected as the cluster sample; since this division had been deliberately constituted (independent of the present study - an institutional arrangement in practice in the school even prior to the study) of students having records of educational under-achievement. The cluster comprised of 36 students at the beginning of the study, 20 boys and 16 girls. But after the six months of the commencement of the study, 4 students left the school (1 boy and 3 girls) and 1 new student was admitted in the class. So there were total 33 students (20 boys and 13 girls) in the class, till the end of the academic year.

(# Background information of students of Std. IXth 'C' is presented in Appendix - 6.)

Objectives 3 and 4 : For the development and try out of the educational and vocational guidance programme under objectives 3 and 4, the cluster sample selected under objective 2 (part (b) above) was considered. Students of standard IX were considered crucial because they presented a stage which tended to benefit out of guidance services the maximum. The importance of this stage assumed greater dimension as they were to make consequential educational and vocational decisions in the subsequent years. Moreover, the school was more forthcoming to allow the investigation with students of standard IX in comparison to students of more senior classes.

Objective 5 : For the follow-up study, a response blank was mailed to all the 33 students in the cluster sample under objectives 2 (part b), 3 and 4 above, after 5 years and 6 months of completion of the try out of the guidance programme. Out of the 33 who were contacted, 5 students responded and out of these 5, two students (one boy and one girl) were selected on the basis of their accessibility.

3.5 TOOLS AND TECHNIQUES:

A brief description of the tools and techniques used for each objective is being presented in the table 3.3.

Table 3.3: Tools and Techniques of Data Collection

| Objectives | Tools | Techniques |
|------------|--|---|
| 1a | Information Blank | Mail Survey |
| 1b | Response Sheet used as Interview Schedule | Interviewing Principals. |
| 1c | Questionnaire | Filled in by the Counsellors. |
| 2 | a. Open-ended Questions | Written responses sought from students in the sample clusters selected. |
| | b. Educational and Vocational Needs and Problems Questionnaire | Responded to by the students in one sample cluster selected. |
| 3 | - | Guidance programme planned and developed through Techniques of Group-guidance. |
| 4. | a. Teacher-made Achievement Tests | Administered on students of the sample cluster selected. |
| | b. Rating Scale on the Guidance Programme | Administered on students of the sample cluster selected. |
| 5. | a. Questionnaire | Mailed to the students of the sample cluster selected, after a gap of five years and six months |
| | b. Semi-Structured Interview Schedule | Interviews of two selected students. |

3.6 DATA PROCESSING :

The data collected were processed in terms of frequencies, percentages, ranks, means and standard deviations. The analysis was done qualitatively.

REFERENCES

- * Kerlinger, F N (1983) *Foundations of behavioural research* (second ed.), New Delhi : Surjeet Publications
- * Sharma, R A. (1984) *Fundamentals of educational research*, Meerut (U P.) : Loyal Book Depot.