

**GUIDANCE NEEDS IN RELATION TO ACADEMIC ACHIEVEMENT
AMONG SECONDARY SCHOOL**

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Abstract

The present study investigated the guidance needs in relation to the academic achievement of secondary school students in Bathinda District, Punjab. The study aimed to compare guidance needs and academic achievement with respect to gender, location, and type of school, and to examine the relationship between guidance needs and academic achievement. A descriptive survey method was employed, and a sample of 200 Class X students was selected through random sampling from government and private secondary schools. Data were collected using the Guidance Needs Inventory (GNI) developed by J. S. Grewal, while students' academic achievement was measured through the marks obtained in their previous annual examination. The collected data were analyzed using Mean, Standard Deviation, independent samples t-test, and Pearson's Product-Moment Correlation Coefficient (r). The findings revealed significant differences in guidance needs and academic achievement across gender, locality, and type of school. Female students demonstrated higher academic achievement and comparatively lower guidance needs than male students. Urban students outperformed rural students academically and reported comparatively lower guidance needs. Similarly, private school students achieved higher academic performance and exhibited lower guidance needs than government school students. The study also found a statistically significant positive relationship between guidance needs and academic achievement, indicating that appropriate guidance and counselling services contribute to students' educational success and holistic development. The findings emphasize the need to strengthen comprehensive guidance and counselling programmes in secondary schools, particularly for male, rural, and government school students, in alignment with the objectives of the National Education Policy (NEP) 2020.

Keywords: Guidance Needs, Academic Achievement, Secondary School Students, Guidance and Counselling, Descriptive Survey, NEP 2020.

Introduction

Students are essential to education, requiring guidance to develop positive behaviors both in and out of school. Education serves as a pathway for social mobility and often correlates with higher-paying jobs. Policymakers recognize its role in economic development and democratic participation. Educational systems exist in all societies, providing knowledge and moral support.

Indian students face challenges such as drug abuse, academic choices, and the pressures of adolescence. Effective vocational guidance is critical for career selection and addressing youth unemployment. Guidance and counseling, increasingly important in today's context, help students navigate academic and personal challenges, fostering their growth and success. Robust support programs are thus essential for a nurturing educational environment.

Concept of Guidance

Guidance is essential in today's rapidly changing world, particularly for adolescents facing various challenges in life and career choices. It involves assisting individuals in self-understanding, decision-making, and setting personal goals, with the aim of enhancing their abilities for personal and societal benefit. This process is not about directing others but providing the necessary support and information to help individuals navigate their own paths. Key aims of guidance include recognizing personal strengths, promoting social and intellectual development, and preparing students for real-life challenges. The relationship between guidance and education is crucial, as guidance complements educational efforts by addressing personal and social needs. Effective guidance services in schools enable students to develop life skills, cope with stress, and achieve academic success, fostering self-reliance and responsible citizenship. By integrating guidance into educational systems, individuals can be better equipped to face future uncertainties and make informed choices, highlighting its significance throughout life stages.

Concept of Academic Achievement

The Academic Achievement in India highlights the challenges faced by students in a system that values rote memorization over conceptual understanding. This approach leads to mechanical learning, affects students' confidence, and may result in lower career aspirations. Factors influencing academic success include intelligence, motivation, study habits, family and school environments, peer influence, and emotional well-being. Parents play a crucial role by providing support, monitoring progress, and fostering a conducive learning atmosphere. The Government of India has initiated programs like the National Employment Service and National Skill Development Mission to improve job matching and develop a skilled workforce. These initiatives aim to address existing challenges and enhance career opportunities through better educational support and resources.

Research Gap

A thorough review of existing literature highlights significant research on guidance needs, counselling services, and academic achievement across various educational contexts; however, notable gaps necessitate further investigation. Most studies have concentrated on either guidance needs or the effectiveness of counselling in enhancing academic results, with fewer examining the link between guidance needs and academic success among secondary students. However, several

important gaps remain, which justify the need for the present investigation. Most of the existing studies have focused either on guidance needs (Das et al., 2026; Ranjita Uniyal, 2020; Sanjeev Kumar, 2019; Nivedita & Singh, 2017) or on the effectiveness of guidance and counselling services in improving academic achievement (Gyasi et al., 2025; Agbor et al., 2025; Muluvhu-Malanga, 2024; Lemberger et al., 2018). Comparatively fewer studies have examined the relationship between students' guidance needs and their academic achievement, particularly among secondary school students. Notably, a majority of recent research has been conducted outside India, in countries like Ghana, Nigeria, and the United States, limiting the applicability of findings to the Indian educational system due to variances in curriculum, socio-cultural contexts, and educational policies. In India, empirical studies assessing the guidance needs of secondary students are limited, often conducted before the implementation of the National Education Policy (NEP) 2020, which emphasizes holistic development and career guidance. Additionally, many studies rely on small samples from single institutions, lacking broader applicability. Few have compared guidance needs across demographic factors like gender and school type. A comprehensive study focusing on the relationship between guidance needs and academic achievement in Bathinda District, Punjab, is particularly timely and significant due to the area's educational diversity and the various challenges faced by adolescents. While it is suggested that counselling interventions can positively influence academic outcomes and emotional well-being, there is insufficient evidence identifying specific guidance needs that predict academic success.

Significance of the Problem

The research paper on "A Study of Guidance Needs in Relation to Academic Achievement among Secondary School Students" examines the crucial role of guidance during secondary education. As students navigate significant changes while preparing for higher education, appropriate guidance is essential for informed decision-making and overcoming academic challenges. The research aims to identify specific guidance needs, helping educators, counselors, and policymakers develop student-centered programs that address academic, personal, and vocational issues, ultimately improving academic performance. Insights from the study will enhance teachers' abilities to recognize individual student needs and create inclusive environments. Additionally, it will assist counselors in designing effective interventions and benefit parents by fostering supportive home environments. The findings will also inform educational administrators and contribute to regional educational strategies, enriching existing literature and prompting further research into guidance and academic success. Overall, the study seeks to promote emotional well-being and holistic development among students in Bathinda.

Objectives of the study

1. To compare the guidance needs and academic achievement among secondary school students with respect to gender.
2. To compare the guidance needs and academic achievement among secondary school students with respect to location.
3. To compare the guidance needs and academic achievement among secondary school students with respect to types of school.
4. To study the relationship between the guidance needs and academic achievement of secondary school students.

Hypotheses of the study

1. There is no significant difference between guidance needs and academic achievement among secondary school students with respect to gender.
2. There is no significant difference between guidance needs and academic achievement among secondary school students with respect to Location.
3. There is no significant difference between guidance needs and academic achievement among secondary school students with respect to type of School.
4. There is no significant relationship between the guidance needs and academic achievement of secondary school students

Method and Procedures Research Design

The researcher used the 'Descriptive survey method for the present study. In order to make research successful, the researcher selected the appropriate procedure.

Population of the study

The population is the entire pool from which a statistical sample is drawn. For the present study, students of secondary school studying in government and private school of Bathinda district has been taken as a population. For the present research study, the random sampling technique was used to select a sample of 200 students of 10th class from Secondary School students, Bathinda district Punjab.

Tools to be Used

- Guidance Needs Inventory (GNI) by, J. S. Grewal
- The academic achievement marks scored by students in their last yearly passed examination will be taken

Data Collection Procedure

The purpose and significance of the study were clearly explained to the school authorities, teachers, and the participating students to ensure their cooperation. A representative sample of secondary school students studying in Classes X was selected from the identified schools using

the appropriate sampling technique. Before administering the research instrument, the investigator established rapport with the students and explained the objectives of the study. The participants were assured that the information provided by them would be kept strictly confidential and would be used solely for academic and research purposes. After collecting all the completed inventories, the investigator carefully scrutinized them to ensure completeness and accuracy. Incomplete or incorrectly filled questionnaires, if any, were excluded from the final analysis. Finally, the collected data were organized, coded, tabulated, and prepared for statistical analysis using appropriate descriptive and inferential statistical techniques to test the hypotheses and achieve the objectives of the study.

Statistical Techniques Used

Mean, SD, t-ratio and Pearson's Product-Moment Correlation Coefficient (r) techniques was used to interpret the results scientifically and objectively.

Results

Hypotheses 1: There is no significant difference between guidance needs and academic achievement among secondary school students with respect to gender.

Table 1: Guidance needs and academic achievement of Male and Female of Secondary school students.

Variables	Gender	Mean	SD	t test	p-value
Guidance needs	Male	213.84	16.27	5.62	2.61*
	Female	216.28	16.65		
Academic Achievement	Male	60.31	3.64	4.44	
	Female	62.29	7.32		

* Significant at 0.01 level

There is difference between the means of two gender, male (M=213.84) and female (M=216.28) on need of guidance scale and the value of t is significant at 0.01 level. So the hypothesis is rejected. It means male secondary school students have more need of guidance than Female secondary school students Because female have high mean score than male. As per scale high scores are an indication of less need and low scores on the inventory are an indication of more need. There is difference between the means of two gender, Male (M=60.31) and female (M=62.29) on result of academic achievement and the value of t is significant at 0.01 level. It means female secondary school students got more academic achievement than Male secondary school students.

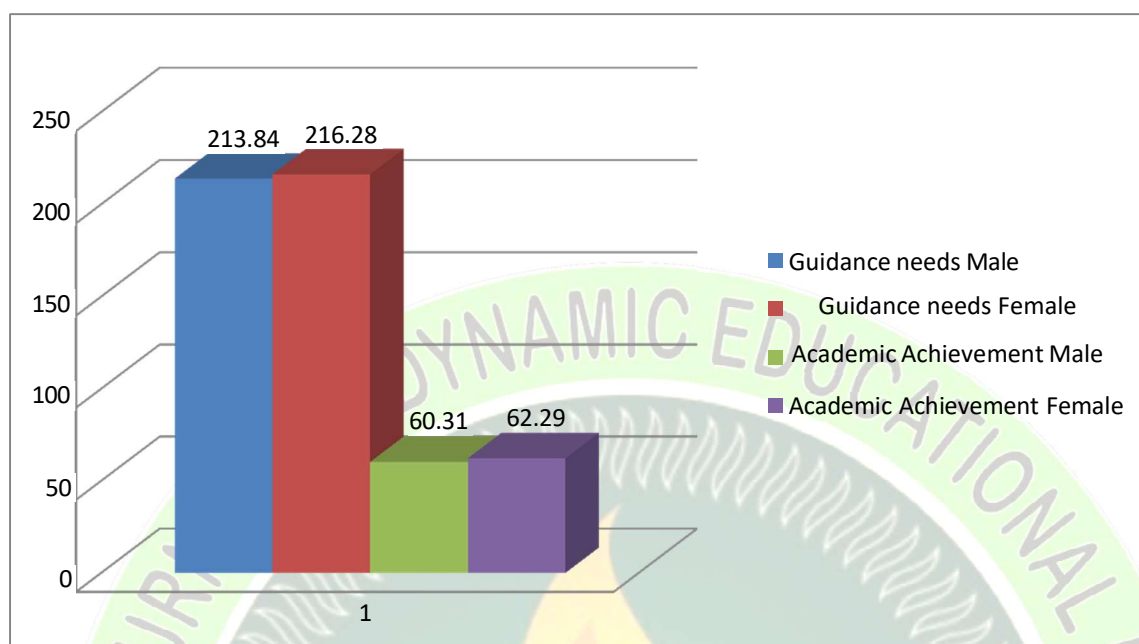


Figure 1 Showing difference between guidance needs and academic achievement among secondary school students with respect to gender

Hypotheses 2: There is no significant difference between guidance needs among secondary school students with respect to Location.

Table 2: Guidance needs and academic achievement of Urban and rural of Secondary school students.

Variables	Location	Mean	SD	t test	p-value
Guidance needs	Urban	236.25	15.75	4.14	2.61*
	rural	220.18	16.96		
Academic Achievement	Urban	59.86	2.92	3.94	
	rural	57.33	3.65		

* Significant at 0.01 level

The mean & S.D. values of guidance needs of rural & urban Secondary school students are 236.25 (mean), 15.75 (SD) & (220.18 Mean), 16.96 (SD) respectively. The calculated 't' value is 4.14 which is more than standard table value at .01 level of significance. Therefore, it is concluded that there exists significance difference between rural & urban regarding guidance needs of Secondary School students. The mean value of guidance needs of urban Secondary School students is more than guidance needs of rural students. Therefore, it is analyzed that the guidance needs of urban students is more than rural students. Therefore, hypothesis No.2 there is no significant difference between the guidance needs of urban and rural Secondary school students is rejected. There is difference between the means of two location, urban (M=59.86) and rural

($M=57.33$) on result of academic achievement and the value of t is significant at 0.01 level. It means urban secondary school students got more academic achievement than rural secondary school students. Therefore, hypothesis No.2 there is no significant difference between the guidance needs and academic achievement of urban and rural Secondary school students is rejected.

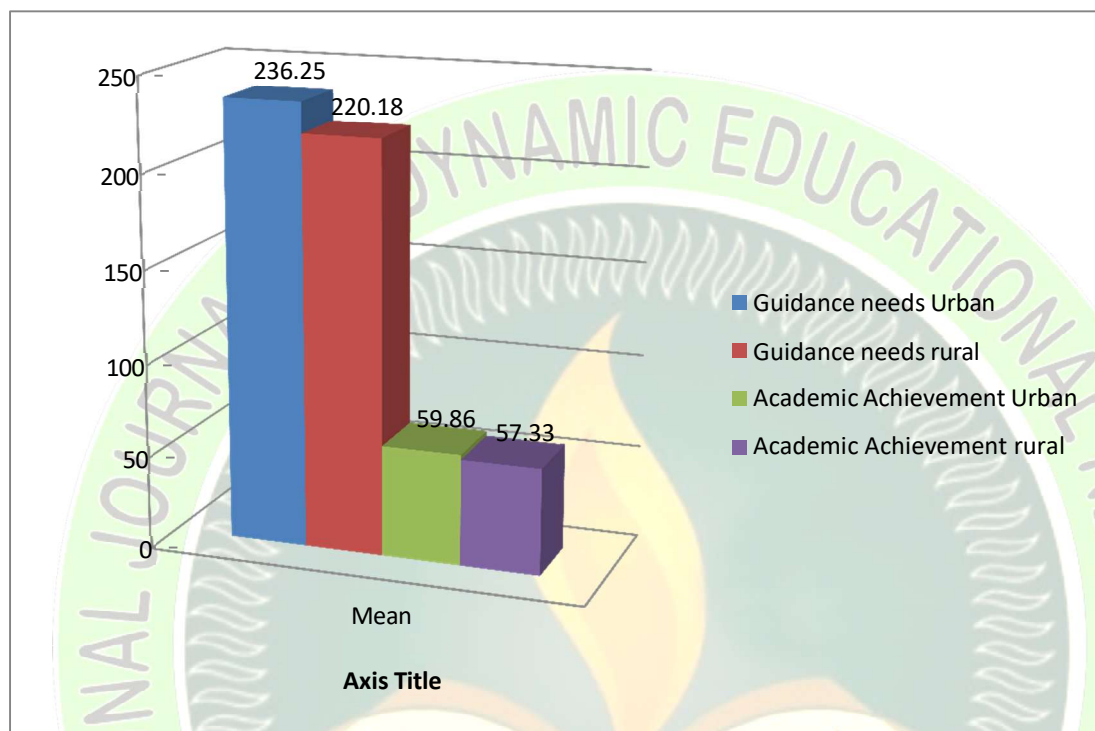


Figure 2: Showing difference between guidance needs among secondary school students with respect to Location

Hypothesis 3: There is no significant difference between guidance needs among secondary school students with respect to type of School.

Table 3: Guidance needs and academic achievement of Government and Private of Secondary school students.

Variables	Location	Mean	SD	t test	p-value
Guidance needs	Government	242.36	15.25	3.92	2.61*
	Private	222.35	16.02		
Academic Achievement	Government	60.35	3.02	3.02	
	Private	61.25	3.91		

* Significant at 0.01 level

The mean & S.D. values of guidance needs of Government & Private Secondary school students are 242.36 (mean), 15.25 (SD) & 222.35 Mean, 16.02 SD respectively. The calculated 't' value is 3.92 which is more than standard table value at .01 level of significance. Therefore, it is

concluded that there exists significance difference between Government & Private regarding guidance needs of Secondary School students. The mean value of guidance needs of government Secondary School students is more than guidance needs of private students. Therefore, hypothesis No.3 there is no significant difference between the guidance needs of government and private Secondary school students is rejected. There is difference between the means of two type of school government (M=60.35) and private (M=61.25) on result of academic achievement and the value of t is significant at 0.01 level. It means private secondary school students got more academic achievement than government secondary school students. Therefore, hypothesis No.3 there is no significant difference between the academic achievement of government and private Secondary school students is rejected.

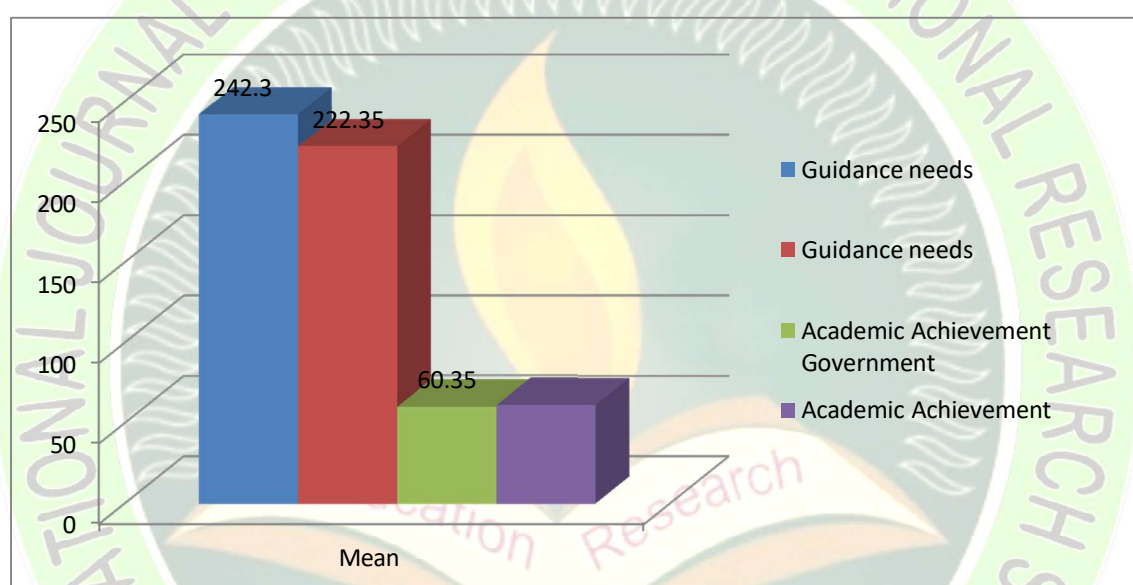


Figure 3: Showing difference between Guidance needs and academic achievement of Government and Private of Secondary school students

Hypothesis 4: There is no significant relationship between the guidance needs and academic achievement of secondary school students

Table 4 Coefficient of Correlation between guidance needs and academic achievement of Secondary School Students

Sr. No.	Variables	N	Coefficient of Correlation (r)	Level of Significance
1.	Guidance needs	200	0.02	Significant
2.	Academic Achievement	200		

The coefficient of correlation (r) between guidance needs and academic achievement is 0.02 which is

significant at 0.01 level of significance. So, the null hypothesis, 'There is no significant relationship between the guidance needs and academic achievement of secondary school students' is rejected.

Education Implication and Limitation of the Study

The research paper highlights significant educational implications for various stakeholders in secondary education. Key recommendations include establishing organized guidance and counselling cells in schools, employing trained counsellors, and providing targeted support for students requiring guidance, particularly for male, rural, and academically struggling students. Schools should conduct regular career and life-skills programs while encouraging parental cooperation in addressing children's needs. Furthermore, educational authorities are urged to enhance counselling services through better infrastructure and ongoing training. The integration of guidance services into the educational framework is essential, in line with the National Education Policy (NEP) 2020, along with regular evaluations of these programs to assess their effectiveness in promoting academic success. Suggestions for future research comprise larger-scale studies across different regions, comparative analyses between various educational levels, and evaluations of the impact of guidance on students' overall development. The study is limited to secondary school students in Bathinda District, Punjab, using descriptive survey methods without experimental interventions.

Conclusion

The present study examined the guidance needs of secondary school students in relation to their academic achievement in Bathinda District, Punjab. The findings revealed that guidance needs and academic achievement differed significantly across gender, locality, and type of school. Female students demonstrated significantly higher academic achievement and comparatively lower guidance needs than male students. Similarly, urban students outperformed rural students academically and reported lower guidance needs. Private school students also achieved better academic performance and exhibited comparatively lower guidance needs than government school students. The study further established a statistically significant positive relationship between guidance needs and academic achievement, indicating that guidance services play an important role in students' educational development. Although the correlation was relatively low, it suggests that addressing students' academic, personal, vocational, and social guidance needs can contribute positively to their academic success. The findings emphasize that effective guidance and counselling programmes are essential for promoting students' overall development, informed decision-making, and educational attainment. The study highlights the need for strengthening school guidance and counselling services, particularly for male students, rural schools, and government schools where guidance needs were found to be comparatively higher. The implementation of comprehensive guidance programmes aligned with the recommendations of the National Education Policy (NEP) 2020 can support students in overcoming academic and personal challenges while enhancing their academic performance. Overall, the study concludes that systematic

guidance services constitute an indispensable component of secondary education and significantly contribute to the holistic development and academic achievement of students.

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