

Family income and guidance needs of senior school adolescents of Imphal district

■ LAITONJAM VALENTINA AND RITU SINGH

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See end of the paper for authors' affiliations

Correspondence to :

RITU SINGH

Department of Human Development and Family Studies, G.B. Pant University of Agriculture and Technology, Pantnagar, UDHAM SINGH NAGAR (UTTARAKHAND) INDIA
Email:ritu.singh07@gmail.com

■ **ABSTRACT** : The present study was undertaken to assess the guidance needs of senior secondary school adolescents of Imphal district, Manipur across their family income. For the present study, 30 schools were randomly drawn from a total of 60 schools situated in Imphal East and Imphal West. From the selected schools, 25 per cent of the total adolescents studying in its standard XI were randomly selected as respondents making a total of 651 respondents. The total sample consisted of 272 boys and 379 girls. Self-structured performa and Guidance Needs Inventory developed by Grewal (1982) were used for the present study. Results revealed that respondents irrespective of their family income exhibited extreme need for guidance in physical, educational and vocational guidance. Least need was exhibited for psychological guidance. Respondents hailing from middle and high class families placed vocational guidance needs on top priority followed by their educational guidance needs. In contrast, among those from low class families, educational guidance needs were rated first and then vocational guidance needs. Interestingly, psychological guidance needs is the last preferred need among the respondents from all the categories. Family income had no significant influence on the guidance needs of respondents and the latter was found to be independent of family income.

■ **KEY WORDS** : Guidance needs, Adolescence, Family income

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Birth of a child is the most beautiful gift given by God to the parents. When a child is born, he or she receives blessings from everyone around him or her and starts growing and developing physically, cognitively, socially and emotionally. The development of a child is influenced by various factors among which family environments are a major factor. Family is the primary and foremost factor that influences an individual throughout his childhood and adolescence.

Adolescence is a period of transition from a child to an adult. This transition entails abandoning those special prerogatives, world views and insights and pleasures that are defined by the culture as childish and substituting them with the rights, responsibilities, outlooks and satisfactions that are suitable for culturally defined adult (Havighurst, 1950). Therefore, an adolescent has to learn to stand on his own feet and face the world without the parents and teachers to act as buffers, as they did when he was a child.

The 21st century is characterised by revolution in all spheres of life. There has been unprecedented growth of information of all sorts – censored and uncensored. Its easy availability and unchecked accessibility through Internet and other sources of media by adolescents has significantly adulterated their perception and goals of life and henceforth their personality. They are no more concerned with successfully acquiring the developmental milestones of adolescence and developing into “culturally defined” ideal adult but are more inclined towards being a part of the rat race for money, fame and glamour. This is evident from the fact that there has been exponential growth in youths pursuing careers in glamour industry where they can acquire easy and quick money.

The disintegration of families has led to unavailability of parents and elders for guidance and advice to these adolescents at a stage when they need it the most. These

adolescents thus, in the absence of proper guidance, are finding it difficult to adjust themselves in this highly dynamic and competitive world and even sometimes succumb to the environmental pressure. This is quite evident from the increasing number of reported incidences of juvenile delinquency, suicide, murder, depression among adolescents. In some extreme cases, adolescents are even misguided and used by terrorist groups as weapons of terror as it is very easy to influence them.

In today's context, adolescent's development is influenced by various factors amongst which the socio-economic status which is characterised by family income is considered to be an important determinant. Researches conducted in this regard have brought light to certain such facets. Sharma and Vaid (2005) attempted to study the role of parents in the social development of adolescents. It was a comparison of low and middle socio-economic status. Results showed that the majority of parents showed a moderate degree of approval towards their children. Most of the adolescents of both the groups were emotionally unstable and had attained moderate self-actualization. It was found that parental approval does not correlate highly with emotional maturity or self-actualization. Gilliam (1996) carried out an investigation on 3-4 years old of low income families and found many social developmental delays. He revealed that poor personal development was better predictor of problem behaviours. Researchers have also studied the influence of family income on performance of children. Alexander *et al.* (1994) found that parents of moderate to high income and educational background held beliefs and expectations that were closer than those of low-income families to the actual performance of their children. Low-income families instead had high expectations and performance beliefs that did not correlate well with their children's actual school performance. The study suggested that the parents' abilities to form accurate beliefs and expectations regarding their children's performance are essential in structuring the home and educational environment so that they can excel in post-schooling endeavors. Likewise, Davis-Kean (2005) found that the socio-economic factors were related indirectly to children's academic achievement through parents' beliefs and behaviours.

It is also worth pondering that the impact of technological revolution and its resultant change in the society are also being manifested in great heights even in the fringes of the Indian mainland such as Manipur. Manipur, a state which was once well known for its scenic natural beauty and rich cultural heritage, unfortunately in the last few decades like rest of the country has fallen in the web of all such emergent social evils and most importantly, insurgency, arm conflicts and frequent strikes. Now, it represents a state which has been shaken by such dramatic revolutionary changes. It is affecting the life of every native but its impact on adolescents is a matter of great concern. The potential and talent of this X generation

adolescents of Manipur goes unidentified and wasted due to sheer negligence, lack of stimulating environment and most importantly inappropriate guidance in the most crucial stage.

Therefore, considering the hypothesis that family income is also an important determinant that affect the family environment and resultantly will affect the guidance needs of an adolescent, the present study has been designed to find out any existing relationship between family income and guidance if any.

■ RESEARCH METHODS

Sample :

Stratified random sampling was employed for selecting the respondents. Firstly, the comprehensive list of Higher Secondary Schools located in Imphal East and Imphal West was procured from the Department of Education, Manipur. Further, from the list of 60 schools in total, fifty per cent of the schools located in Imphal East and Imphal West each were drawn randomly for the proposed study to act as research base. After that, twenty five per cent of the Class XI adolescents from each selected school were picked up as respondents for the present research study making a total of 651 respondents (272 boys and 379 girls).

Tools :

Self-structured proforma was employed to study the socio-demographic and socio-economic characteristics of the respondents. Guidance Needs Inventory by Grewal (1982) was administered to identify the guidance needs of the respondents. It is an instrument developed to identify the type and strength of guidance needs of secondary school students in the five areas, namely, (i) Physical, (ii) Social, (iii) Psychological, (iv) Educational and (v) Vocational. The inventory consists of 65 items. All the 65 items are in the form of positive statements. The response options available for the items are: Highly true, Mostly true, Quite true, Least true and Not true which are assigned scores of 0, 1, 2, 3 and 4, respectively. The test-retest reliability of GNI was estimated to be 0.82. High scores on the GNI are an indication of less need and low scores on GNI is an indication of more need.

Procedure :

Each respondent was contacted personally in school setting and he/she was administered psychological tools individually. After administration of tools, answer sheets were scored and raw scores calculated following the scoring procedure in the manual. On the basis of raw scores, mean values and average scores were calculated. ANOVA was applied to see if differences existed between the mean score on guidance needs across family income. Chi-square test was carried out to find out if guidance needs is independent of family income.

RESEARCH FINDINGS AND DISCUSSION

It can be observed from Fig.1 that majority of the respondents belonging to low income (76.04%), middle income (70.87%) and high income (70.87%) class families were in extreme need for physical guidance. Besides this, 23.96 per

cent, 29.97 per cent and 28.35 per cent of the respondents who belonged to low income, middle income and high income class, respectively expressed moderate need for it. Unfortunately, least need for the same was reported by only 0.98 per cent and 0.79 per cent of the respondents from middle

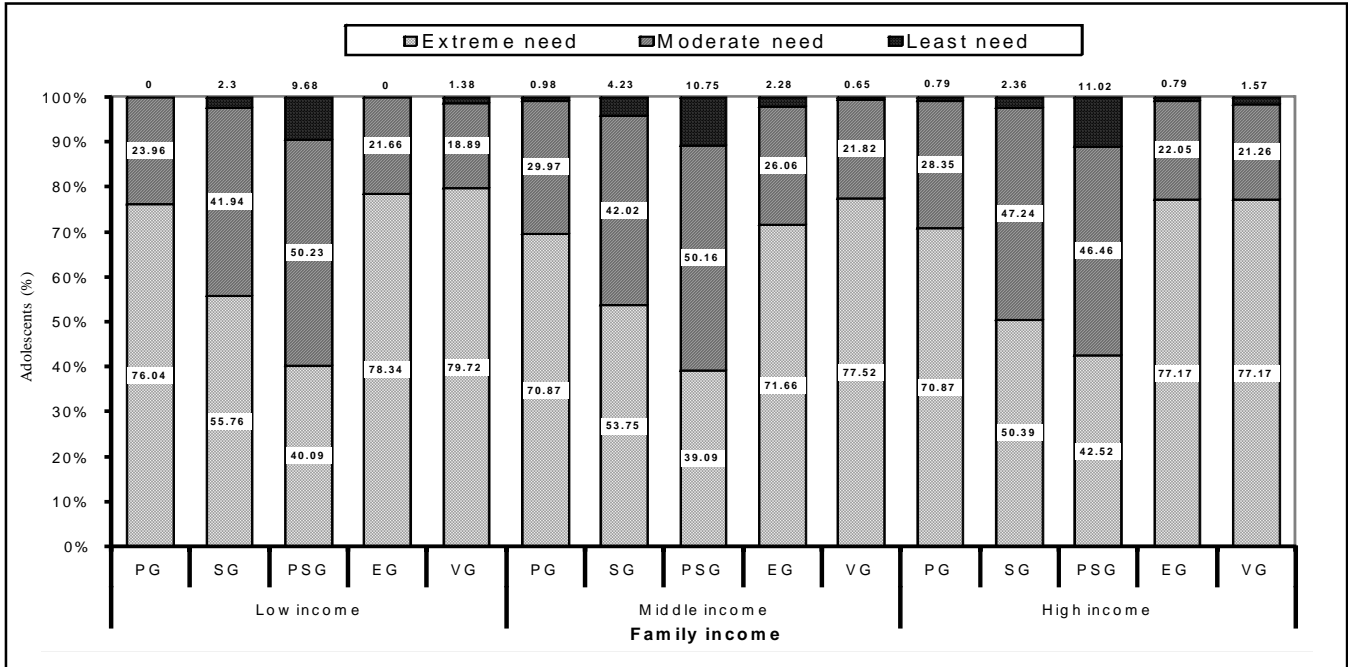


Fig.1: Percentage distribution of senior secondary adolescents of Imphal districts on guidance needs across family income

Table 1: Average score and ranking of areas of guidance needs of the respondents across family income

Areas of guidance needs	Low income (n= 217)		Middle income (n= 307)		High income (n= 127)	
	Avg. score	Rank	Avg. score	Rank	Avg. score	Rank
Physical	2.76	III	2.68	III	2.70	III
Social	2.53	IV	2.50	IV	2.48	IV
Psychological	2.30	V	2.28	V	2.31	V
Educational	2.78	I	2.69	II	2.76	II
Vocational	2.78	II	2.77	I	2.76	I

Table 2: Mean of guidance need scores of senior secondary school adolescents of Imphal districts across family income

Areas of guidance needs	Low income (n= 217)	Middle income (n= 307)	High income (n= 127)	F _{cal}
Physical	9.76	10.95	10.35	1.73
Social	19.83	20.74	20.69	1.02
Psychological	21.08	21.55	20.30	0.79
Educational	18.69	20.17	18.19	1.79
Vocational	8.84	8.85	9.08	0.10

Table 3: Chi-square value of independence between guidance needs and family income of senior secondary school adolescents of Imphal districts

Variables	Areas of guidance needs				
	Physical	Social	Psychological	Educational	Vocational
Family income	3.12	0.94	0.74	3.43	0.46

class and high class families, respectively.

In the area of social guidance, no clear cut majority on guidance needs was obtained. 55.76 per cent, 53.75 per cent and 50.39 per cent of the respondents from low, middle and high income class, respectively expressed extreme need for social guidance and almost similar that is 47.24 per cent, 42.04 per cent and 41.94 per cent, respectively reported moderate need of it. At the same time, 2.30 per cent, 4.23 per cent and 2.36 per cent of the low, middle and high income class respondents, respectively exhibited least need for social guidance.

In contrast to the social guidance needs domain, the percentage of respondents having extreme need for psychological guidance was less than that of those who had moderate need for it. 40.09 per cent, 39.09 per cent and 42.52 per cent of the respondents belonging to low, middle and high income class, respectively expressed extreme need for psychological guidance whereas 50.23 per cent, 50.16 per cent and 46.46 per cent, respectively reported moderate need for it. Least need for it was reported by 9.68 per cent, 10.75 per cent and 11.02 per cent of the respondents from low, middle and high income class families.

However, in the area of educational guidance, just like physical guidance, majority of the respondents from low (78.34%), middle (71.66%) and high income class (77.17%) families were in extreme need for educational guidance followed by that of moderate need for it (21.66%, 21.82% and 21.26%, respectively). 1.38 per cent, 0.65 per cent and 1.57 per cent of those belonging to low, middle and high income class families had least for educational guidance.

Similarly, in the area of vocational guidance, majority of the respondents belonging to low (79.72%), middle (77.52%) and high income (77.17%) class families were in extreme need for vocational guidance. Besides this, 18.89 per cent, 21.82 per cent and 21.26 per cent of those from low, middle and high income class families needed moderate guidance in vocational area. It was found that 1.38 per cent, 0.65 per cent and 1.57 per cent, of the respondents belonging to low, middle and high income class families, respectively were in least need for vocational guidance.

Table 1 depicts that the respondents hailing from middle and high class families placed vocational guidance needs on top priority among all the five domains of guidance followed by their educational guidance needs. In contrast, among those from low class families, educational guidance needs were rated first and then vocational guidance needs. Interestingly, psychological guidance needs, as always is the last preferred need among the respondents from all the categories.

Table 2 clearly highlights that family income had no significant contribution in the guidance needs of senior secondary school adolescents of Imphal district. The finding contradicts the result of Kantoma *et al.* (2007) which reported

that high family income is associated with active participation in sports among adolescent boys and girls and thus, the need for more physical guidance among adolescents belonging to such families.

It is evident from Table 3 that the need for guidance in all areas is independent on the family income.

Conclusion :

From the present study, it can be concluded that guidance needs of an adolescent is independent of family income. The detrimental effects of modern social changes along with social conflicts such as bandhs, strikes etc are being faced by every individual irrespective of sex, caste or class. Therefore, with the acknowledgement that such modern social changes cannot be brought to a halt, strategies should be planned to magnify the positive impact and diminish the negative ones as it is the demand of the present.

Authors' affiliations:

LAITONJAM VALENTINA, Department of Human Development and Family Studies, G.B. Pant University of Agriculture and Technology, Pantnagar, UDHAM SINGH NAGAR (UTTARAKHAND) INDIA
Email: valentinalaitonjam5@gmail.com

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