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702. Effectiveness of Educational Guidance on Educational Interest of Secondary School Students

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ABSTRACT

Since the advent of human civilization, Guidance is of immense importance. It is needed in every aspect of life but Educational Guidance during secondary school is of prime significance. It has diverse benefits out of which the vital one is, it helps in selection of stream and subjects after secondary school stage. Selection of stream and subjects depends upon several factors out of which Educational interest and Academic achievement of students are important. Therefore, this study was conducted to see the effect of Educational Guidance on Educational interest of secondary school students. For this purpose, a sample of 100 students were taken from four private schools of Gaya district and pre-test scores of Educational interests were obtained. On the basis of pre-test scores of Educational interest, average academic achievement of three years, gender, locality, parental education and occupation variation, an Educational Guidance framework was developed and the intervention program was conducted for ten days in each school. The study found that gender, parental education and occupation variation plays a role in determining educational interest of secondary school students. It was found that pre-test scores of Educational interest were significantly different in relation to their gender, parental education and occupation variation. Mismatches were found in Academic achievement and Educational interest of secondary school students. Finally, it was found that pre-test and post-test scores in several components of Educational interest were significantly different after the intervention program of Educational guidance was conducted. Follow up studies were also done and it was found that the students were doing well in making choices about streams and subjects.

Keywords- Educational Guidance, Educational Interest, Academic Achievement, Secondary school students

Introduction

Since time immemorial, Guidance has been inseparable and vital part of human civilization. Everyone faces crisis in life and in order to overcome it one needs some sort of guidance. Though, guidance is needed at every stage of life of a human being, but it is obligatory in the school life. Specially, in the adolescent period during secondary stage one is stormed in a house full of mystery and one must unfold one's own potential by selecting a suitable path, to lead a satisfactory life. Most of the times, the path is hazy and obscure and hence, they need guidance in order to choose it. Out of different types of guidance, educational guidance is needed foremost to overcome the tussles of academic life and flourish.

Educational guidance is defined as a conscious effort to assist in the intellectual growth of an individual (Brewer 1918). It is specifically concerned with school matters, curricula, subjects, courses and life at schools, rather than any sort of personal, societal or social or matters related to vocation. Generally Educational Guidance could be, "assistance to be provided to the pupils who are expected to adjust in their schools, select future stream, discipline, school and university". The National Curriculum Framework for School Education (2000) stated that guidance services are mainly meant for assisting students in their course choices and helping them to select suitable career. At secondary stage the National Curriculum Framework (2005) recommends, "At this level the courses are meant for providing awareness about various disciplines and introducing about their scope, engaging in such a manner could be helpful in discovery of interests and inducing aptitude."

Several studies on Educational and Career guidance revealed that, except for the goal selection component of vocational maturity (Tulsi, 1983) and career maturity scores were high after the intervention of guidance programme was given to students of class IX (Bhatnagar & Gupta 1988). Also, it was found that students are certainly helped in choice making about their education and vocation through psychological testing, information about occupation and group guidance programme (Gaikwad, 1989) and classroom guidance counsellors can positively influence student's academic achievement in Mathematics (Lee, 1993). Guidance and counselling play a crucial role in prevention of student's mental, personal, educational, social and other problems, hence, one of the significant stakeholders are counsellors (Ramakrishnan & Jalajakumari 2013). It was found that, counsellors are substantially proven to be great catalyst in enhancing the purpose of the classes' activities and functions of the schools (Ali, 2013). Academic achievement, motivation of adolescents was significantly influenced by parental education (Acharya & Joshi, 2009) and various strategies are utilized in order to nourish academic excellence in children by involving them in home and school by those parents who possesses higher level of education (Vellymalay, 2011). A study conducted by Singh & Singh (2015) found that career preferences of students were influenced by their sex, parental occupation and background. In student's selection of course and career, the influence of parents is the most (Hassan, 2014). Joshi (2015) found that vocational interests of girls and boys significantly differed in the fields of science, arts, social, venturous and computational subfield of analytics. Shajimon & Musthafa (2013) found that students had preference to Medical, Science, Technology, IT, Computer, Management, Academic Administration, Media, Engineering, Insurance, Banking and Defence, Security, Law and Order. Parents are reluctant to this fact and they compel their children to pursue medical courses and hence there is dire-need of special guidance and counselling services for these matters to Parents, Teachers and Administrators. Mattoo (2013) found that there was more inclination of girls towards household and sports

activities, Fine Arts and crafts whereas boys had higher interest towards technical and outdoor activities. Similar results were found in the study conducted by Singh (2014) which indicated that girls preferred artistic, literary, social, constructive, household and commercial fields in contrast to boys who were more interested slightly in agriculture, scientific, persuasive and executive fields. Bhawana (2016) investigated and found that students were more interested in fine arts and science subjects. Khandwala (2017) found that enterprising field of vocations were preferred more by male than female students.

How to conduct educational guidance program calls for the need of effective educational guidance framework which was not found in any study. There was no study on the relation of parental occupation variation on educational interest. The studies investigating effectiveness of guidance were very old and it was a need to conduct a new one since the scenario has changed a lot now. Also, there was no study conducted to see the effect of educational guidance program on educational interest. So, there was need to investigate this gap and it became focus of this study. Educational guidance is affected by factors such as – educational interest, academic achievement, gender, locality, parental education and occupation variation. In this study educational guidance is provided primarily based on educational interest and academic achievement. The secondary to higher secondary transition is very critical and requires judicious decision making. After class 10^{th}, choosing subject is always full of stress and puzzles students to do decision making by mind filled with ambiguities and thus end up in choosing wrong stream. This may lead to worst consequences in long term. Students may start being repelled by their subject and due to this hate they might feel stressed or frustrated and may also quit their subject in the midway. Therefore, it is vital to choose subjects which are aligned with the interests of students in order to optimization of possibilities.

Objectives of the study

- To study the educational interest of secondary school students in different components.
- To find out the significant differences if any in the different components of educational interest of secondary school students in relation to their gender, parental education and parental occupation variation.
- To identify the mismatches between educational interest and academic achievement of the secondary school students.
- To design an educational guidance framework for the secondary school students.
- To assess the effectiveness of educational guidance on educational interest of secondary school students.

Hypotheses of the study- The following null hypotheses were formulated to test the objective number 2 and 5.

$H0_1$ There is no significant difference in different components of educational interest of secondary school students due to gender variation.

$H0_2$ There is no significant difference in different components of educational interest of secondary school students due to parental education variation.

$H0_3$ There is no significant difference in different components of educational interest of secondary school students due to parental occupation variation.

$H0_4$ There is no significant impact of educational guidance on educational interest of secondary school students.

Operational Definitions of the terms used

Educational Guidance – Educational guidance here refers to the assistance provided to the secondary school students in their selection of streams, subjects, career choices and other academic problems in their future school life. Here in the present study group educational guidance is provided to the students.

Educational Interest - Educational interest refers to the enthusiasm or desire of studying particular subjects. Here in the present study the educational interest of the students is studied in terms of the interest areas of the students in subjects like science, engineering, medical, agriculture, humanities and arts, home science, fine arts and commerce.

Secondary School Students- Secondary school students here refer to the students studying in class X.

Delimitations of the study

The study was delimited to secondary school students of class X of Private schools of Gaya district. The sample was limited to 100 students of four secondary Private schools.

The Design

This study was focussed to assess the effectiveness of educational guidance on educational interest of secondary school students. A mixed methods approach was used in the study. Descriptive type of survey method was used to collect information regarding educational interest of students. Quasi-experimental single group pre-test - post-test design was used to study the effectiveness of educational guidance on educational interest of secondary school students. Also, Qualitative analysis was done wherever required.

Sample of the study

A sample of 100 students from grade 10^{th} was randomly selected from private secondary schools of Gaya district. Private schools were considered for the study because of the attendance irregularities of the students in the government schools of Gaya district.

Tool used in the study

In order to investigate the educational interest of the Secondary School students, Educational Interest Record by Bansal and Srivastava (1975) has been used. It consists of 128 educational subjects and activities of

different faculties and are distributed into eight educational fields namely, Science(SC), Engineering(EN), Medical(ME), Agriculture(AG), Humanities and Arts(HA), Home science(HS), Fine Arts(FA) and Commerce(CO). The maximum possible score under any interest area is 16 and the minimum possible score is 0. Reliability of the inventory was established by split half method and test retest method. Validity of the inventory was established by co-relating the scores of this present vocational interest record with the teacher's rating

The Techniques of Data Analysis

Data was analysed using software version SPSS-26. In this study, the statistics used were descriptive and inferential both. In the descriptive survey method means and percentage were used. In inferential statistics, t-test and ANOVA were used. Also, some data were analysed qualitatively.

Results and Discussion

1 Study of Educational Interest of the secondary school students in relation to their gender variation, parental education variation and parental occupation variation

For studying the pattern of educational interest of the secondary school students, the percentage of the students showing maximum interest in different components of educational interest in relations to their gender variation, parental education and occupation variation was calculated and presented in table 1.

Table 1- Percentage of students showing maximum interest in different components of Educational Interest in relation to their gender variation, parental education variation and parental occupation variation

Sample	subsamples	SC	EN	ME	AG	HA	HS	FA	CO
Gender	Boys	21.6	23.3	11.6	13.3	8.3	3.3	5	13.3
	Girls	15	7.5	7.5	5	22.5	22.5	15	5
Parental Education	Illiterate and below primary	7.6	15.3	5.1	15.3	20.5	7.9	5.1	12.8
	Secondary/ higher secondary	12.1	21.2	6.0	15.1	18.1	15.1	6.0	12.1
	Undergraduate and above	21.4	25	21.4	0	7.1	0	3.5	21.4
Parental Occupation	Officials &Teachers	20	26.6	13.3	0	20	13.3	6.6	0
	Farmers	10.3	20.6	10.3	24.1	10.3	17.2	3.	3.4
	Businessmen	12.5	15.6	15.6	0	6.2	9.3	9.3	31.2
	Daily wagers	12.5	8.3	8.3	4.1	25	12.5	12.5	16.6

It was revealed from the above table that maximum percentage of boys showed highest interest in Engineering followed by Science, Agriculture, Commerce, Medical, Humanities, Fine Arts and Home science. Also, maximum percentage of girls showed highest interest in Humanities and Home science each followed by Science, Fine Arts, Medical, Engineering, Commerce and Agriculture

respectively. The studies by Shajimon & Musthafa (2013), Mattoo (2013), Singh & Singh (2015), Joshi (2015), Upadhyaya & Sisodiya (2016) and Khandwala (2017) showed similar trends.

Maximum percentage of students whose parents were illiterate or educated below primary level were interested in Humanities followed by Engineering, Agriculture, Commerce, Home science, Science, Medical and Fine Arts respectively. Such students as they were mostly first-generation learners preferred general degree courses in humanities, home science, agriculture etc. The students whose parents had studied till secondary or higher secondary level were highly interested in Engineering, Humanities, Home science, Agriculture and less interested in Medical, Fine Arts, Commerce and Science. The students whose parents were graduate or post-graduate were highly interested in Engineering, Science, Medical, Commerce and less interested in Humanities, Fine Arts whereas none of them were interested in Agriculture or Home Science. Students whose parents had obtained higher education preferred those professions which are considered noble by the society, such as engineering, science, medical etc. The study conducted by Acharya & Joshi (2009) and Vellymalay (2011) showed similar result.

The students whose parents were officers and teachers showed maximum interest in Engineering followed by Science, Humanities, Medical, Home science and Fine Arts. No such

Sample	Subsamples	**SC**	**EN**	**ME**	**AG**	**HA**	**HS**	**FA**	**CO**
Gender	Boys	7.40	8.08	5.18	5.65	4.85	5.30	4.51	6.60
	Girls	7.17	5.00	5.90	4.35	7.32	6.02	7.95	5.72
Parental Education variation	Illiterate& Elementary	5.77	4.90	3.64	3.60	3.77	4.49	5.23	4.36
	Secondary &Higher Secondary	7.27	7.39	5.81	6.24	6.39	6.60	5.81	6.96
	UG or above	9.5	8.93	7.61	5.96	7.18	6.82	6.89	8.07
Parental Occupation variation	Officials & Teachers	9.77	10.23	7.84	5.23	7.69	6.54	7.00	8.23
	Farmers	6.19	5.10	3.45	3.16	3.87	2.96	3.22	2.96
	Businessmen	7.78	7.97	6.81	6.81	6.43	7.72	7.72	8.37
	Daily wagers	6.80	5.80	4.95	5.37	5.54	6.67	6.29	6.62

students were interested in agriculture and commerce. Students whose parents were highly qualified or having noble profession such as teachers and officers they showed inclination towards professional degree courses such as engineering, science etc. The students whose parents were farmer, were most interested in Agriculture, Engineering, Home science, Science, Medical, Humanities Fine Arts and Commerce. It is evident that students whose parents were farmer were interested mostly in agriculture because of more exposure to farming. Some of them would have bigger wishes to pursue degrees in

professional courses such as engineering as they might be repelled by the hardships of farming. Commerce is the most preferred subject for business and management and thus the children of businessmen were more inclined towards it. Such students also showed preferences for Science, Home science, Fine Arts, Engineering and Medical respectively. Such students were less interested in Agriculture whereas none was interested in Humanities. Students of daily wagers preferred Humanities subject as higher degrees in Humanities are easily available cheaply in comparison to other professional degrees such as Engineering and Medical.

Again, to study the present status of the students in their educational interest, the mean scores of educational interests in different components were calculated in relation to their gender, parental education and occupation variation which is presented in the table 2.

Table 2- Summary of mean scores of Educational interest of students in relation to their gender variation, parental education variation and parental occupation variation

It was revealed from the above table that the mean score of educational interest of boys was maximum in Engineering followed by Science, Medical, Agriculture, Humanities and Arts, Home Science, Fine Arts and Commerce. The mean score of educational interest of girls was maximum in Fine Arts followed by Science, Engineering, Medical, Agriculture, Humanities and Arts, Home Science and Commerce. Thus, it was evident that boys had more interest than girls in Science, Engineering, Agriculture and commerce whereas girls had more interest than boys in Medical, Humanities and Arts, Home Science and Fine Arts.

The mean scores of students whose parents were illiterate or studied up to elementary level were greater in Science and Fine Arts followed by Engineering and Home science. The mean scores of students were higher in Engineering, Science and Commerce areas. The means scores of students whose parents were undergraduate or above were higher in Science, Engineering, Commerce and Medical areas. Thus, it is reflected that the secondary school students preferred to study Science and Engineering most irrespective of their Parents Educational level and the reason may be because these are most preferred branches of studies among youth due to societal aspirations. Also, it is revealed that as the levels of Parental Education goes higher the students become more inclined towards Science, Engineering, Medical and Commerce because these are regarded as prestigious subjects or branches in society. Students whose parents are undergraduate or above showed comparatively less interest in subjects such as Agriculture and Home science. Students whose parents are Illiterate or studied up to elementary level showed slightly more interest in Home Science and Fine Arts but even then, their

interests across all subjects remained nearly diffused depicting their lack of decision making in their choice of subjects.

The mean scores of students whose parents were Officials and Teachers were more in Engineering, Science, Commerce and Medical. It may be possible that such inclination would be because society considers these subjects to be noble and parental occupation must have played role in it. The means scores of students whose parents were Farmers were high in Science and Engineering. Also, it was noted that mean in Agriculture was fairly low as it seems that the students might be repelled to study it due to hardships of farming which they would have seen at their homes. The mean scores of students whose parents were Businessmen were highest in Commerce followed by Engineering, Science, Home science and Fine Arts. The means of students whose parents were Daily wagers were high in Science as usual but it was also found that it was high in Home-science. One possible reason may be girls whose parents were daily wagers preferred to work at homes as house wives or cook.

2 Study of significant difference in educational interest of secondary school students in relation to their gender variation, parental education variation and parental occupation variation

For determining the significant differences between the mean scores in different components of educational interest of the secondary school students in relation to their gender, parental education and occupation variation the 't' ratio and ANOVA were calculated and analysed.

2.1 Gender wise variation in the educational interest of secondary school students

For determining the significant differences between the means of the boys and girls, the t-ratio was calculated and presented in the table 3.

Table 3- Summary of the t-ratios in the educational interest in relation to gender variation of secondary school students

Components	**SC**	**EN**	**ME**	**AG**	**HA**	**HS**	**FA**	**CO**
t-ratios	0.37	4.02	1.03	1.70	3.30	1.20	4.72	1.09
Remarks	NS	P < 0.01	NS	NS	P < 0.01	NS	P < 0.01	NS

*t ratio at 0.05 for df 98 = 1.98 and t at 0.01 for df 98 = 2.62

From the above table, there it was revealed that the calculated 't' ratios in Engineering, Humanities and Arts and Fine Arts were significant at 0.01 level of significance. Therefore, the null hypothesis (HO_1) formulated in this regard, "There is no significant difference in the educational interest of secondary school students in Engineering, Humanities and Arts and Fine Arts due to gender variation" was rejected and was concluded that there are significant differences in the educational interest of boys and girls in Engineering, Humanities and Arts and Fine Arts. By analysing the mean scores in these components, it was found that boys showed more interest in engineering and girls

showed more interest in Humanities and Fine Arts which is very clearly depicted in the nature of subjects and the type of society they belong to. Again, the 't' ratios in Science, Medical, Agriculture, Home science and Commerce were found not significant at 0.05 level of significance. Hence the null hypotheses HO1, "There is no significant difference in the educational interest of secondary school students in Science, Medical, Agriculture, Home science and Commerce due to gender variation" could not be rejected. But by comparing the mean scores between the boys and girls in these components, it was found that the boys showed more interest in Science, Agriculture and commerce whereas the girls showed more interest in Medical and Home science. It seems that the significant difference between boys and girls in various components of educational interest has decreased as several affirmative programmes have been launched to promote girl's education and gender sensitization has been promoted especially in the last decade with a great vigour. The results were in conformity with the studies conducted by Mattoo (2013), Shajimon and Musthafa (2013), Gautam (2013), Joshi (2015), Singh and Singh (2015), Upadhyaya & Sisodiya (2016) and Khandwala (2017).

2.2 Parental Education variation in educational interest of secondary school students

For determining the significant differences in the educational interest of secondary school students in relation to their parental education variation, ANOVA in all the eight components of educational interest was calculated and presented in table 4.

Table 4- Summary of F-ratios on Educational Interest of students in relation to their Parental Education

Components	**SC**	**EN**	**ME**	**AG**	**HA**	**HS**	**FA**	**CO**
F-ratio	16.27	10.10	14.48	5.88	16.44	4.24	1.48	9.12
Remarks	P< 0.01	P< 0.01	P< 0.01	P< 0.01	P< 0.01	P< 0.01	NS	P< 0.01

*F-ratio at 0.05 for df 2 and df 97 = 3.10.

From the above table, significant differences were found in Educational interest in the components of Science, Engineering, Medical, Agriculture, Humanities and Arts, Home Science and Commerce in relation to their parental education variation whereas in Fine Arts it was not significant. Hence, the null hypothesis HO2, "There is no significant difference in the educational interest of secondary school students in Science, Engineering, Medical, Agriculture, Humanities and Arts, Home Science and Commerce due to parental education variation" was rejected as it was found that there was significant difference in different components of educational interest of secondary school students due to parental education variation. Therefore, it can be concluded that Parental Education influences the Educational interest of secondary school students. The result was in conformity with the study conducted by Acharya & Joshi (2009), Vellymalay (2011).

2.3 Parental occupation variation in educational interest of secondary school students

For determining the significant differences in the educational interest of secondary school students in relation to their parental occupation variation, ANOVA in all the eight components of educational interest was calculated and presented in table 5.

Table 5- Summary of F-ratios on Educational Interest of students in relation to their Parental Occupation variation

Components	SC	EN	ME	AG	HA	HS	FA	CO
F-ratio	5.42	7.60	9.42	5.65	7.84	11.66	9.40	16.36
Remarks	P < 0.01	P< 0.01	P< 0.01	P< 0.01	P< 0.01	P< 0.01	P< 0.01	P< 0.01

*F-ratio at 0.05 for df 2 and df 97 = 3.10.

The above table revealed that there was significant difference in all the components of Educational interest of secondary school students in relation to their Parental Occupation variation. Therefore, the null hypothesis (HO_3) that "There is no significant difference in different components of educational interest of secondary school students due to parental occupation variation" is rejected as it was found that there was significant difference in all components of educational interest of secondary school students due to parental occupation variation. Therefore, it can be concluded that the occupation of the parents influences the interest of the students in different academic subjects.

3 Study of the mismatches between Educational Interest and Academic Achievement in different school subjects

For designing the educational guidance programme, the mismatches between educational interest and academic achievement of the secondary school students were studied. Students scoring above 75 % marks and below 60 % in concerned subject in summative or terminal examinations over three academic years were categorized under high achievement and low achievement respectively. Similarly, students scoring 13 and above and below 7 in their educational interest score out of 16 in concerned components were categorized under high interest and low interest respectively. The number and percentage of students showing high interest with low achievement and low interest with high achievement were calculated.

Table 6- Study of the mismatches between Educational Interest and Academic Achievements in different school subjects

	SC		EN		ME		AG		HA		HS		FA		CO	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Low achievement High Interest	57	57	59	59	39	39	24	24	22	22	19	19	14	14	26	26
High achievement Low Interest	12	12	12	12	10	10	36	36	37	37	43	43	42	42	27	27

It was revealed from the above table that there were mismatches between academic achievement and educational interest of the students. 57% students were having high interest but low achievement in science. It was evident that in Science, Engineering, Medical and Commerce, the students were highly interested but had low achievement and it may be possible that inclination towards these subjects was because for some other factors such as parental and societal expectations, peer pressure etc. Also, it was evident that students showed high achievement in Humanities and arts, Home science, Fine Arts and Agriculture but were reluctant to show interest as these subjects are not considered to be prestigious in the society as compared to Science, Engineering, Medical and Commerce.

4 Design of Group Guidance Framework

In order to provide educational guidance, four groups were made. Simply 25 students of class 10^{th} in all four schools were in these four groups. Groups were formed in order to provide educational guidance because the problems were found to be common in nature and some students who cannot open up about their problem otherwise, they could also get their ways during group discussion. Apart from being effective it would save a lot of time on the part of secondary school students and researcher and avoid administrative hurdles. The educational guidance to all four groups were given in three sessions running over ten days – A) Introductory session, B) Orientation session and C) Concluding session. Also, D) Follow up session was done after three months of concluding session in order to check status of students, seek information about the effectiveness of educational guidance and solve students' further queries.

A) Introductory session

Students were informed about the Educational guidance programme along with introduction of researcher. Some introductory questions were asked as such: -

- When you were a kid what you wanted to become or do in your life? What you want to become now?
- Has your choice changed? What do you think why your choice has changed?
- What do your parents, relatives, teachers and friends want you to become?
- Do you think there is difference in what you wanted to become as a kid, what you want to become now and what do your parents, teachers, relatives and friends want you to become? What do you think why does this difference exist?

At the end of introductory session, it was told that we would be learning why this difference of opinions exist in the next orientation session. Till then think and make up your mind exactly what you want to do and become in your life.

B) Orientation session

The session was started with the clip of movie – 3 Idiots. The clip was of scene where Farhan convinces his father that he wanted to become a photographer rather than engineer. The video was 6 minutes long which was played in front of the classroom. When the video was played the students watched it attentively and were lost in thoughts. However, to reveal this message a skit or role playing can also be done. After that, two contrasting videos were shown – one was where the protagonist took a right decision while selecting the stream, subject, programme and achieved the job of his/her wish; another was unable to take right decision during selection of the stream, subject, programme and could not achieve the job of his choice. After that, information about different streams, subjects, programmes and occupations/professions were given and mentioned different streams, subjects, programmes should be correlated by different occupations/ professions. The duration and eligibility of different programmes was shared along with job nature, timing, salary, characteristics of different occupations. For this purpose, pamphlets were distributed, charts were shown along with power point presentation. Another, case study video was shown in which a working girl was sharing her school experience. She revealed her experience how she followed the crowd while selecting Science subject in higher secondary school and she lost interest in studying as it seemed burden to her. After that she had to switch to Arts in her College and she found that it was quite interesting and realised the importance of it. Also, she realised it was just societal misinterpretation that Science is a noble subject to pursue whereas Arts is not. She discovered the immense scope of Arts and found it to be nowhere less than the scope that of science. She further suggested the students not to follow crowd or societal expectations so blindly. Explore the options, explore your interest, take professional help if you are stuck in making choices, explore future prospect of subjects and stream, make choices judiciously by considering various important factors and don't rush in it, reflect and evaluate your choices. Society or your parents or your friends are never responsible for your choices that you have made it is you who is responsible, therefore, make this decision judiciously and take this responsibility and flourish. Finally, two important points were discussed – Do's and Don'ts in the selection of subject or stream. Under Do's important points that should be taken into consideration while selection of subject or stream were discussed. They were such as considerations of interest, achievement, economic conditions of family etc. Some Do's were as such - i) Do check and cross check your interest. Match your interest with

academic achievement over years. ii) Think about your economic condition and talk to your parents and convince them to take professional help. iii) Collect information about concerned subject, stream, branch, field by various sources which are reliable such as government websites. Find your school, colleges by using various sources and cross-check the ratings and requirements. iv) Write down all the data and seek professional guidance or from persons who have knowledge of concerned field. Some Don'ts were as such - i) Don't run behind parents and societal expectations blindly. Don't follow peer groups without self-evaluation. ii) Don't rely on unreliable sources for collecting information. iii) Don't rush, take your time. Don't make any decision out of confusion. iv) Don't hesitate to seek professional help.

Apart from the above-mentioned points, discussions were also done on job satisfaction, how to select good universities and colleges after school, accreditation systems such as NAAC, some useful websites for selection of colleges or courses such as aglasem, collegeduniya, collegedekho etc. Information about several private websites which provide educational and career guidance such as I dream career, Mutorg, Mindler, Vedatma, Career shapers, Career Naksha, Achnet etc. were also discussed with them.

C) Concluding session

On the last day, concluding session was conducted in which some case studies from the group were presented and their queries were solved. Students were encouraged to form WhatsApp group in order to conduct follow up studies and giving follow up suggestions. They were also encouraged to give a phone call or text message if required or in case of any kind of confusion. Finally, the session was concluded by showing some inspirational quotes.

D) Follow up activities

Follow up studies were conducted by making WhatsApp groups, Facebook page etc. Also, telephonic conversation was done wherever needed. Links about important websites and articles were sent in the groups and chats were done at frequent interval. It was found in follow up session that most of the secondary school students were doing good. Many of them had accessed the important websites of career counselling and identified and listed various subjects and its scope and various professions. Some of them had also made list of universities. Some of them analysed their 10^{th} board marks and reconsidered their educational interests. Their interests got more concentrated in one component when they analysed all the factors that should be considered while selection of stream or subjects.

5 Study of the effectiveness of educational guidance on educational interests of secondary school students

To judge the effectiveness of educational guidance on educational interests of secondary school students, the t-ratios of pre-test and post test scores in all eight components of educational interest were calculated and presented in the table 7.

Table 7- Summary of the t-ratios of pre-test post-test educational interest scores of secondary school students

Components	SC	EN	ME	AG	HA	HS	FA	CO
t-ratios	0.29	0.94	3.79	0.42	5.71	1.62	0.50	3.98
Remarks	NS	NS	P< 0.01	NS	P< 0.01	NS	NS	P< 0.01

*t ratio at 0.05 for df 99 = 1.98 and t at 0.01 for df 99 = 2.62

It was observed from the above table that the calculated 't' ratios in the components of Medical, Humanities and Commerce were found to be significant at 0.05 level of significance. Hence, the null Hypothesis (HO_4) that, "There is no significant impact of educational guidance on educational interest of secondary school students in Medical, Humanities and Commerce" was rejected. This clearly showed the effectiveness of guidance programme on educational interest of the students. The calculated 't' ratios in Science, Engineering, Agriculture, Home science and Fine Arts and were found to be not significant. But by comparing the pre-test and post test scores of educational interests in all the components it was revealed that the pre-test scores were more than the post test scores. The educational interests which were scattered and immature got accumulated precisely and became mature after the programme. It was found that educational interest scores consolidated at a particular component signifying that it became more concrete and coagulated. The students became aware of their interests and choices. It was quite evident that educational guidance was beneficial in maturing the educational interests of secondary school students.

Conclusion

This research was conducted to study the effect of educational guidance on educational interests based on the pre-test scores of educational interest and other background variables such as academic achievement, gender, parental education variation and parental occupation variation. There are innumerable number of students who are devoid of any guidance, therefore, various committees on education have been mentioning about the dire-need of educational guidance services at all level of education. Upadhyaya & Sisodiya (2016) had studied interests of secondary school students and identified various sources of guidance. Educational interests are one of the significant factors influencing the career choices of the secondary school students. This study revealed that short term

educational guidance programme can be effective in identification and modification of educational interests of secondary school students. It was found that the educational interest scores were quite segregated in the pre-test, as most of the students were unaware of their choices and untapped potential. Their decision making depended a lot on the societal biasness, parental influence, peer pressure or attraction etc. Many of them were confused and did not have any idea about various fields of study, job opportunities and types etc. The short-term educational guidance programme oriented them about different types of job opportunities, unfolded their untapped potentials to some extent, made them aware of their capabilities and limitations, exposed them on what factors subject and career choices should be made and what are the possible errors done while selection of subject or stream at higher secondary level. After the short-term sessions of educational guidance, it was revealed in post-test results that educational interest scores changed significantly i.e., increased or decreased in different components of educational interest. It was found that educational interest scores consolidated at a particular component signifying that it became more concrete and coagulated. The students became aware of their interests and choices as they started searching or found answers of some of the basic questions of their life such as - What subjects they like the most to study. What jobs they would love to do? What are their limitations? What they are capable to study and do in their lives?

The null hypothesis 1 was rejected as it was found in the study that there was difference in educational interest in various components of secondary school students in relation to their gender variation. The null hypothesis 2 was rejected as it was found in the study that there was difference in educational interest in various components of secondary school students in relation to their parental education variation. The null hypothesis 3 was rejected as it was found in the study that there was difference in educational interest in various components of secondary school students in relation to their parental occupation variation. The null hypothesis 4 was rejected as it was found in the study that there was significant impact of educational guidance on various components of educational interest of secondary school students.

Therefore, it is recommended that it is the duty of parents, teachers, school administrators and society members to enable students to develop awareness of the scope in different educational areas. Students should be given exposure of diverse occupations or world of works, taught multiple subjects along with several co-curricular activities, so that a right kind of platform is provided to them which may enable to identify and foster their educational interest. Teachers should identify students' educational interest and let them proliferate in order to mature them by keeping data of all the students in the form of portfolio or anecdotal records. This proliferation requires a right kind of guidance both

individual and group by teachers or professional guidance workers. Therefore, it is suggested that such Educational Guidance and Counselling sessions should be organised on regular intervals so that educational interest of the students get matured. A guidance framework could be helpful for the purpose.

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