

# Guidance and Counseling Needs of Secondary School Students from their Point of View / Feedback in Khartoum State- Sudan

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## ABSTRACT

This study was conducted during 2011-2012 academic school year, in Khartoum State – Sudan. The aim of the study is to determine the guidance and counseling needs of the secondary school students according to their opinions. The researcher used descriptive statistic methods, Questioner technique is used as method of data collection, Study group formed from secondary school students about (215) students selected randomly, the data was analyzed by using SPSS program. Results (highlighted various) guidance and counseling needs are: guidance & counseling needs connected with school problems are: effective studying skills, managing my time better, how to study and listen, the guidance & counseling needs connected with social problems are: getting along with family members, getting along with other students better, improving communication, making friend, dealing or relationship issue, getting involved in school activities, and guidance & counseling needs connected with Psychological problems are: reducing test anxiety, concerns about smoking, helping myself gaining more self confidence, stop feeling sad or depressed, stop feeling stressed, dealing with anger.

**Keywords:** *guidance, counseling, needs*

## 1. INTRODUCTION

Today's young people are living in an exciting time with an increasingly diverse, mobile society, new technologies, and expanding opportunities. They face unique and diverse challenges, both personally and social. In addition they live in a century in which social structures and personal values are constantly changing. All these changes affect in mental health, So that every student needs guidance support, and opportunities during adolescence for prepared to become the next generation of parents, workers, leaders, and citizen [10]. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions [2]. Some of the problems confronted by students are as follows a rapidly changing business world through globalization and labor force; violence at home at school, and in society; divorce; increasing adolescent suicide rates; drug addiction and stress [11]. These problems usually affect students' personal, social, and academic developments [9] there are three significant variables which have a great effect on students. The first variable is that first grade student's transfer from the first stage to the second in the basic level. The second variable is that second grade students enter the period of puberty. The third variable is that third grade students transfer to university education from secondary school. When the first variable is thoroughly analyzed, it is

seen that students who have passed from one stage to another feel excited, anxious, and worried about the new school to which they pass. These emotions lead to anxiety and stress among students [14]. In adolescent period, passing from one education level to another can also cause reduction in students' performances, decline of motivations, decrease in self-esteem and psychological sadness [2, 3]. During the transformation process, adolescents are exposed to personal and social changes. The physical, social, and emotional changes seen in adolescents during puberty not only cause emotional conflicts between the adolescent and the family, but also these changes can lead to disobedience with their parents. These changes man occur at different times and in different forms as a sign of puberty [7] Shortly, there another variable, which can be a clue in predicting guidance and needs, is transition period , the first grade students (age,14) move from the basic level to the secondary level. Second grade students (age,15) move from the first to second, and third grade students (age,16) move from secondary to university [10].The purpose of determining students' guidance and counseling needs is to prepare them for life. Preparing students for life entails satisfying their educational, personal/social guidance and counseling needs. A student who has satisfied his/her educational guidance and counseling needs; knows efficient study methods and implements them, manages and uses his/her time effectively, learns how to learn, becomes aware of his/her own potential and knows how to boost it, knows how to get help from his parents about educational matters and lastly, doesn't have adaptation problems in school[8].Secondary school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their

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independence. Students are deciding who they are, what they do well, and what they will do when they graduate. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market. For these reasons we need to find out the needings that we can adopt with design counseling and guidance program. The purpose of this study is to determine guidance and counseling needs of the secondary school students according to their opinions.

To this aims, the following questions will be answered:

- a. What are guidance and counseling needs of secondary education students (connected with schools problems)?
- b. What are guidance and counseling needs of secondary education students (connected with social and friendship environment)?
- c. What are guidance and counseling needs of secondary education students (connected with psychological problems)?

## 2. TOOLS AND METHOD

### 2.1 Method Research Approach

In this study the descriptive analytic research technique was used, the technique consists of questioner prepared by the researcher after adopt.

### 2.2 Study Group

In this research purposeful sampling Purposeful sampling methods properly appear in the process of descriptive research. They enable the researcher to study information-rich cases in depth. The individuals who participate in purposeful sampling are chosen according to certain criteria [13]. (215) students in the study had previously wrote a need for guidance and counseling from a school counseling unit, the study was conducted with (107)male and(108) female, (68) first grad , (74) second grad (73) third grade. The researchers had informed students that we intended to find about students' guidance and counseling needs and that any student willing to participate in the survey could do so.

### 2.3 Questioner Technique

The Questioner formed from three categories: a) psychological needs b) school needs c) social and friendship environment. In order to ensure the validity of the questioner form, it was distributed to five instructors who had completed their doctorates and this form was developed in accordance with the opinions of the instructors. Then pilot applications were conducted some improvements, and after that the questioner forms became ready for application,

Applications were taken in written form from students who were voluntary in participating in the study. After words, the questioner responses were distributed to the student again in case students shout want to add or omit the response, some of them made changes. Giving direct quotations from the individuals and explaining the results in relation to these are important for the validity. So, some of the data were given directly in order to promote the reliability [17].

### 2.4 Practical Procedures

The principle of voluntarism was the pre-condition of participating in questioner. For the questioner, an explanation was prepared. The goal of the research and how the study would be carried out were clearly stated in it. In addition, it was emphasized that the identities of the participants would remain confidential. During the questioner written forms were used. Questioner took place between one to three weeks. Social needs' are: Getting along with family members', Getting along with other students better, Improving communication, Making friend, Dealing or relationship issue, Getting involved in school activities,

### 2.5 Data Analysis

After gathering data the researcher uses percentages for ordering and giving opinions.

## 3. RESULTS

After analyzed the data the results are following:

### 3.1 Question One

What are guidance and counseling needs of secondary education students (connected with schools problems)?

According to ordering the phases (as in table1) the guidance and counseling needs of secondary education students (connected with schools problems) are: (63.3%) pointed that they need to know effective studying skills, (61.1%) pointed that they need to know how managing my time better, (52.1%) pointed that they need to know how to study and listen, (34%) pointed that they need to know how to act during the exam.

### 3.2 Question Two

What are guidance and counseling needs of secondary education students (connected with social and friendship environment)?. According to ordering the phases (as in table2) the guidance and counseling needs of secondary education students (connected with social and friendship environment) are: (80.5%) pointed that they need to know how to get along with family member, (76.7%) pointed that they need to know how to get along with other students better, (76.3%) pointed that they need to know how to improving communication, (73.4%) pointed that they need to know how to making friends, (72%) pointed that

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they need to know how to dealing or relationship issues. (57.6%) pointed that they need to know how to get involved in school activities. (57.6%) pointed that they need to know how to get involved in school activities.

### 3.2 Question Three

What are guidance and counseling needs of secondary education students (connected with psychological problems)? According to ordering the phases (as in table3) the guidance and counseling needs of secondary education

students (connected with psychological problems) are: (89.3%) pointed that they need to know how to reducing test anxiety, (78.1%) pointed that they need to know how to concerns about smoking, (64.2%) pointed that they need to know how to helping myself gaining more self confidence, (62.8%) pointed that they need to know how to stop feeling sad or depressed, (60.9%) pointed that they need to know how to stop feeling stressed, (49.8%) pointed that they need to know to dealing with anger.

### 3.4 Tables Show the Results

**Table 1:** Shows guidance and counseling needs of secondary education students (connected with schools problems).

S. No	Phrases	YES		NO		total	
		F	%	F	%	N	%
1.	Effective studying skills	163	63.3	152	46.7	215	100
2.	Managing my time better	132	61.4	83	38.6	215	100
3.	How to study and listen	112	52.1	103	47.9	215	100
4.	Act during the exam	104	48.4	112	51.6	215	100
5.	For getting a good education	73	34	142	66	215	100

**Keywords:** F means frequency

**Table 2:** shows guidance and counseling needs of secondary education students (connected with social and friendship environment)

S.No	Phrases	YES		NO		total	
		F	%	F	%	N	%
1.	Getting along with family members	173	80.5	42	19.5	215	100
2.	Getting along with other students better	165	76.7	50	24.3	215	100
3.	Improving communication	164	76.3	51	23.7	215	100
4.	Making friend	158	73.4	57	26.4	215	100
5.	Dealing or relationship issue	155	72	60	28	215	100
6.	Getting involved in school activities	124	57.7	82	38.3	215	100

**Keywords:** F means frequency

**Table 3:** Shows guidance and counseling needs of secondary education students (connected with psychological problems)

S.No	Phrases	YES		NO		total	
		F	%	F	%	F	%
1.	Reducing test anxiety	192	89.3	23	10.7	215	100
2.	Concerns about smoking	168	78.1	47	21.9	215	100
3.	Helping myself gaining more self confidence	138	64.2	77	35.8	215	100
4.	Stop feeling sad or depressed	135	62.8	80	37.2	215	100
5.	Stop feeling stressed	131	60.9	84	39.1	215	100
6.	Dealing with anger	123	57.2	108	42.8	215	100
7.	Skills for resolving conflict	107	49.8	108	50.2	215	100

**Keywords:** F means frequency

## 4. DISCUSSION

The discussion part of this study included three themes: 1) guidance and counseling needs of secondary education students (connected with schools problems) 2) guidance and counseling needs of secondary education students (connected with social problems) 3) guidance and counseling needs of secondary education students (connected with psychological problems).

### 4.1 Guidance and Counseling Needs of Secondary Education Students (Connected With School Problems)

When the responses were analyzed it was determined that the guidance and counseling needs connected with schools problems are: Effective studying skills, managing my time better and how to study and listen, the reasons why they need these needs, some of students (first grad) came from basic school, so that they need to know adaptation to meet a different system and different environment, and some of them (third grade) must prepare for secondary school, so that the need to know how to get Effective studying skills, and how to study and listen for passing the big examination that face them at the end of the grad (secondary Sudanese examination), the second reason made the students determine that the need schools need the students in secondary school are in adolescent period, in this period the student waste their time without benefit, so that the need guidance and counseling connect with school problem.

### 4.2 Guidance and Counseling Needs of Secondary Education Students (Connected with Social and Friendship Environment):

When the responses were analyzed it was determined that the guidance and counseling needs connected with social and friendship environment are: getting along with family members, getting along with other students better, helping myself gaining more self confidence, stop feeling sad or depressed, dealing or relationship issue, getting involved in school activities, as you see the secondary students suffering from social problems, the reasons why they need these needs, in this period the students fell in conflicts called generation conflict because of social changing, other factor influence in social relationship the computer and internet today a lot of students spend too much their time with computer and television. Some adolescence may affect a group dynamics by being too dominant, which curses some problems for others at puberty, the time students spend with their peers is more than the time they spend with their families, if students peer relationship are positive their effective and social development will also be positive [15], but if they are exposed to pressure in their peer relationship their autonomy and identity development may be affected negatively [4].

### 4.3 Guidance and Counseling Needs of Secondary Education Students Connected with Psychological Problems

When the responses were analyzed it was determined that the guidance and counseling needs connected with psychological problems are: Reducing test anxiety, concerns about smoking, helping myself gaining more self confidence, stop feeling sad or depressed, stop feeling stressed, dealing with anger, the reason of these needs, transitional period from the basic education to secondary education and during this transitional many problems and conflicts may be happen like faced secondary exam that decide to which education you get, if they need to study at university of their choice, you must score high on entrance exams, so that the need guidance and counseling. Another important factor, the families, families believe that exam are the best way to prepare their children for their future Mc Donals [12] statement that exams have a profound importance in the education system and their frequent application cause exam anxiety, supports this finding of the research. And problem that showed in the result a huge number of students using smoking, the reason this students in adolescence period that means they transfer for childhood to adulthood a normative crisis may occur because of psychological growth and heightened vulnerability to psychological disturbance. Greene and Ollendick [6] statement that a problem occurring during transition to different school stages cause psychological disturbance in students, supports this finding of the research. Because all these reasons the students need guidance and counseling in order to adapt to the changes without and any problem.

## 5. RECOMMENDATIONS

The following can be recommended, based on the findings obtained from this study:

- a. Individual or group guidance programs related to exam anxiety, effective learning, and motivation techniques should be implemented in order to prepare students thoroughly for courses and lessons.
- b. School guidance services and counselors should frequently present introductory information about professions to students. They should also prepare classroom activities to develop their career decision-making skills.
- c. Counselors, teachers, and families should avoid behaviors evoking aggression and bullying.
- d. Students who are in the transitional period should be provided with peer counseling services.

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