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Relevance of Guidance and Counselling in the Development of Life Values among College Students: An Empirical Study in Sitapur District, Uttar Pradesh

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Abstract

The rapid social, economic, and technological changes in contemporary society have significantly influenced the moral and ethical foundations of young individuals. In recent years, concerns have emerged regarding the decline of life values among college students due to academic competition, career pressure, social transformation, and psychological stress. Educational institutions therefore play a crucial role not only in the transmission of knowledge but also in the development of values and character among students.

Guidance and counselling services have become essential components of modern educational systems because they assist students in developing self-awareness, emotional stability, ethical decision-making, and responsible social behavior. These services help students cope with academic stress, personal challenges, and career uncertainties while promoting positive life values such as honesty, responsibility, cooperation, empathy, and discipline.

The present study aims to examine the relevance of guidance and counselling in the development of life values among college students in Sitapur district of Uttar Pradesh. The study adopted a descriptive survey research design. A sample of 120 college students was selected through random sampling technique from various colleges in the district. Data were collected using a structured questionnaire consisting of 30 Likert-scale items measuring perceptions of guidance services, counselling support, and life value orientation.

Statistical techniques including descriptive statistics, reliability analysis, independent sample t-test, correlation analysis, and multiple regression analysis were applied using SPSS methodology. The results revealed a significant positive relationship between guidance services and life value development among students. Counselling services were also found to significantly influence emotional stability and ethical decision-making.

The findings highlight the importance of establishing structured counselling centers in higher education institutions to strengthen value-based education and psychological well-being among students.

Keywords Guidance, Counselling, Life Values, College Students, Value Education, Educational Psychology

Introduction

Education is widely recognized as a powerful instrument for the development of human personality and the transformation of society. While knowledge acquisition remains a fundamental objective of education, the development of moral values and ethical behavior is equally important for building responsible citizens. Life values such as honesty, empathy, cooperation, discipline, responsibility, and integrity play a vital role in shaping the character and behavior of individuals.

In the modern era, rapid social transformation, technological advancement, and globalization have significantly altered the lifestyle and mindset of young individuals. While these changes have created new opportunities, they have also introduced various psychological and social challenges. College students often

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face intense academic competition, career uncertainties, peer pressure, and emotional stress. These challenges may sometimes lead to confusion regarding ethical decision-making and personal identity.

Consequently, the development of life values among students has become an important concern in contemporary education systems. Educational institutions are expected to provide an environment that promotes moral development and psychological well-being among students.

Guidance and counselling services have emerged as effective strategies for addressing the personal, academic, and social needs of students. Guidance refers to the process of assisting individuals in understanding their abilities, interests, and opportunities in order to make appropriate educational and career decisions. Counselling, on the other hand, involves professional support aimed at helping individuals cope with emotional difficulties, interpersonal conflicts, and psychological stress.

The integration of guidance and counselling services in higher education institutions helps students develop self-confidence, emotional resilience, ethical awareness, and positive attitudes toward life. These services contribute significantly to the development of life values and the overall personality development of students.

Therefore, the present study attempts to investigate the relevance of guidance and counselling in promoting life values among college students in Sitapur district of Uttar Pradesh.

2. Review of Literature

Previous studies have highlighted the importance of guidance and counselling in the educational development of students.

Aggarwal (2004) emphasized that educational guidance helps students understand their abilities and interests while promoting personal and social adjustment.

Corey (2017) explained that counselling plays a vital role in developing self-awareness and emotional stability among young individuals.

Sharma (2007) found that counselling services significantly reduce stress and anxiety among college students.

Singh (2010) reported that structured guidance programs improve students' decision-making ability and social responsibility.

Research by UNESCO and OECD has also highlighted the importance of guidance services in promoting value-based education and psychological well-being among students.

These studies collectively suggest that guidance and counselling services are essential for the development of life values and personality among students.

3. Objectives of the Study

1. To examine the level of life values among college students.
2. To analyze the role of guidance services in life value development.
3. To evaluate the influence of counselling services on emotional stability.
4. To determine the relationship between guidance services and life values.

4. Hypotheses

H1: Guidance services significantly influence life value development among college students.

H2: Counselling services significantly improve emotional stability among students.

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H3: There is a positive correlation between guidance services and life values.

5. Research Methodology

5.1 Research Design

The present study adopted a **descriptive survey research design** to examine the relevance of guidance and counselling services in the development of life values among college students. The descriptive survey method is widely used in educational research to collect information regarding existing conditions, attitudes, and perceptions of individuals within a particular population.

In this study, the survey approach was considered appropriate because it allowed the researcher to gather quantitative data from a group of college students regarding their perceptions of guidance services, counselling support, and the development of life values. The design also enabled the researcher to analyze the relationship between these variables using statistical techniques.

5.2 Population of the Study

The population of the present study consisted of **college students studying in undergraduate programs in various colleges of Sitapur district, Uttar Pradesh**. These students represent different academic streams and socio-economic backgrounds, providing a diverse population for examining the role of guidance and counselling services in life value development.

5.3 Sample and Sampling Technique

From the total population, a sample of **120 college students** was selected for the study. The participants were chosen using a **simple random sampling technique** to ensure that each member of the population had an equal chance of being included in the sample.

Random sampling was used to minimize sampling bias and to enhance the representativeness of the sample. The selected sample included students from different colleges and academic disciplines within Sitapur district.

5.4 Research Tools

To collect relevant data for the study, the researcher used the following standardized research instruments:

1. Life Values Scale

The **Life Values Scale** was used to measure the level of life values among college students. This scale assessed important dimensions such as honesty, responsibility, cooperation, discipline, and respect for others. The responses were recorded using a **five-point Likert scale**, ranging from strongly disagree to strongly agree.

2. Guidance Perception Questionnaire

The **Guidance Perception Questionnaire** was designed to measure students' perceptions of the availability and effectiveness of guidance services in their colleges. The questionnaire included items related to career guidance, academic guidance, and personal guidance provided by teachers and institutional support systems.

3. Counselling Support Scale

The **Counselling Support Scale** was used to assess the extent to which students receive emotional and psychological support through counselling services. The scale included items related to stress management, emotional support, and problem-solving assistance provided by counselling services.

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All instruments were designed using a **Likert-type response format** to facilitate quantitative analysis of the data.

5.5 Data Collection Procedure

The data for the study were collected from selected colleges in **Sitapur district, Uttar Pradesh**. Prior permission was obtained from the respective college authorities before administering the questionnaires.

The researcher personally distributed the questionnaires to the selected students and explained the purpose of the study. Participants were assured that their responses would remain confidential and would be used only for academic research purposes. After completion, the questionnaires were collected and carefully screened for completeness before proceeding to statistical analysis.

5.6 Data Analysis Techniques

The collected data were coded and analyzed using **Statistical Package for the Social Sciences (SPSS)**. The following statistical techniques were employed to analyze the data:

Descriptive Statistics

Descriptive statistics such as **mean and standard deviation** were used to summarize the basic characteristics of the data and to describe the levels of guidance services, counselling support, and life values among the students.

Reliability Analysis

The reliability of the research instruments was assessed using **Cronbach's Alpha coefficient** to ensure the internal consistency of the scales.

Independent Sample t-Test

The **t-test** was used to examine differences between groups of students with respect to their life values and exposure to guidance services.

Correlation Analysis

Pearson's correlation analysis was conducted to examine the relationship between guidance services, counselling support, and life values.

Regression Analysis

Regression analysis was applied to determine the **predictive influence of guidance and counselling services on the development of life values among college students**.

6.0 Results and Discussion

The present study aimed to examine the relevance of guidance and counselling services in the development of life values among college students in Sitapur district of Uttar Pradesh. The data collected from 120 respondents were analyzed using statistical techniques such as descriptive statistics, t-test, correlation analysis, and regression analysis.

The descriptive statistics revealed that the mean score of guidance services ($M = 3.91$) was relatively higher compared to counselling support ($M = 3.75$) and life values ($M = 3.82$). This indicates that students generally perceive guidance services positively and recognize their role in academic and personal development. The relatively high mean scores suggest that students who experience guidance programs tend to develop stronger value orientation

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Table - 1
Descriptive Statistics

Variable	No. of Students	Mean	SD
Guidance Services	120	3.91	0.58
Counselling Support	120	3.75	0.61
Life Values	120	3.82	0.64

The reliability analysis conducted using Cronbach's Alpha indicated high internal consistency for the measurement scales used in the study. The guidance scale showed a reliability coefficient of 0.84, the counselling scale showed 0.81, and the life values scale showed 0.86. These values confirm that the research instrument used for data collection was reliable and suitable for measuring the constructs included in the study.

Table -2
Reliability Analysis

Scale	Items	Cronbach Alpha
Guidance Scale	10	0.84
Counselling Scale	10	0.81
Life Values Scale	10	0.86

Interpretation:

- Cronbach Alpha 0.80 The measurement instrument was considered reliable as it was more than.

The independent sample t-test results revealed a statistically significant difference between students who received guidance services and those who did not. Students who reported exposure to guidance programs demonstrated higher life value scores compared to those who had limited access to such services. This finding indicates that guidance services play a significant role in shaping students' ethical awareness and personal development.

Table -3
Independent Sample t-Test

Group	Mean	SD	T-test	Significant Level
Guidance Students	3.94	0.52		
Non-Guidance Students	3.41	0.61	2.83	0.01

Interpretation:

- Guidance The level of life values was found to be higher among the students who received it.

The correlation analysis further supported these findings by demonstrating a strong positive relationship between guidance services and life value development ($r \approx 0.68$). Similarly, counselling support was positively correlated with emotional stability and life value orientation. These results suggest that students who receive professional counselling support are better able to manage emotional stress and interpersonal challenges.

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Table -4
Correlation Matrix

Variables	Guidance	Counselling	Life Values
Guidance	1		
Counselling	0.59	1	
Life Values	0.68	0.62	1

- Interpretation:
- Guidance and Life Values A strong positive correlation was found between.

The regression analysis indicated that guidance services and counselling support together accounted for a significant proportion of variance in life value development among students. The regression model showed that guidance services had a slightly stronger predictive effect compared to counselling support. This finding implies that systematic guidance programs not only help students in career planning but also contribute significantly to their moral and psychological development.

The results of the present study are consistent with the findings of earlier research conducted in the field of educational psychology and counselling. Previous studies have emphasized that structured guidance and counselling services improve students' self-awareness, emotional resilience, and ethical decision-making abilities. The findings also align with the theoretical perspectives of humanistic psychology and social learning theory, which highlight the role of supportive educational environments in promoting personal growth and value development.

Another important observation from the study is that students often perceive counselling services as a safe and supportive platform for discussing personal and academic concerns. When students feel emotionally supported and understood, they are more likely to develop positive attitudes and responsible behaviors. Thus, counselling interventions contribute not only to mental health but also to the formation of strong life values.

Overall, the findings of this study highlight the crucial role of guidance and counselling services in higher education institutions. These services help students navigate academic challenges, develop career clarity, and cultivate positive life values that are essential for responsible citizenship.

8. Conclusion

The present study examined the relevance of guidance and counselling services in the development of life values among college students in Sitapur district of Uttar Pradesh. In the context of rapid social change, technological advancement, and increasing academic competition, educational institutions are expected not only to impart knowledge but also to contribute to the moral, emotional, and psychological development of students. The findings of this study indicate that guidance and counselling services play a significant role in promoting positive life values and holistic development among college students.

The results of the statistical analysis revealed that students who had access to guidance services demonstrated higher levels of important life values such as honesty, responsibility, cooperation, discipline, and respect for others. Guidance programs help students understand their abilities, clarify their academic and career goals, and develop confidence in making important life decisions. As a result, students become more self-aware and responsible in their personal and social lives.

Similarly, counselling services were found to contribute significantly to students' emotional stability and psychological well-being. College students often face academic stress, career uncertainty, and

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interpersonal challenges. Counselling provides a supportive environment where students can discuss their concerns and receive professional guidance, which helps them develop better coping strategies and a more positive outlook toward life.

The study also found a strong positive relationship between guidance services and life value development. The correlation and regression analyses suggest that guidance and counselling together play an important role in developing ethical awareness, social responsibility, and decision-making abilities among students. These findings highlight the importance of integrating guidance and counselling programs with value education in higher education institutions.

Based on these findings, it is recommended that colleges and universities establish structured guidance and counselling centers to support students' academic, emotional, and moral development. Training programs for teachers and regular value-education activities can further strengthen these initiatives. Strengthening guidance and counselling services in higher education will contribute to the development of responsible, ethical, and socially aware individuals who can positively contribute to society.

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