

## **Analysis of Higher Education Counselling and its awareness among Higher Secondary Students in Tamil Nadu, India**

**P. Amutha<sup>1</sup>, Dr. R. Priya<sup>2</sup>**

*<sup>1</sup>Research Scholar, Dept. of Computer Science*

*<sup>2</sup>Professor, Dept. of Computer Science*

*VISTAS, India*

*amuthas.research@gmail.com<sup>1</sup>, priyaa.research@gmail.com<sup>2</sup>*

### **Abstract**

The significant aim of career counselling is to provide information and guidance regarding students' educational plans and personality development to attain the successful completion of their higher education. Today, gleaning out the knowledge about the appropriate course is one of the most important and crucial tasks for post-secondary students. This research work examined the knowledge about higher education courses amongst secondary students and the importance of career counselors in higher secondary school to go around the right decision. The cross-sectional analysis was conducted using the well-structured questionnaire which was developed and adapted from previous studies. The data was analyzed using R studio, Product Version 1.3.1098.0. The attributes were cross-tabulated to find out their associations. This study concluded that most of the students have knowledge about their subject selection but they are surely concerned with getting appropriate guidance. This study also revealed that a very few schools had a counselor and provided only few course counselling sessions for their students. The students suggested course counselling to be really important to determine their future career path by efficient recommendations system or by the human counselors.

**Keywords:** *Higher Secondary, Course Selection, Higher Education, Counselling, Guidance.*

### **I. INTRODUCTION**

Career counseling plays a vital role in students' life after completing their higher secondary to select the right course based on one's skills and academic performance. Career selection requires a balance between the freedom given to the students to make an independent decision and parent's as well as teachers' opinions. Sometimes the parents and teachers enacting the role of counselor may push the student to select a poor choice for them and the students would have selected their course in a stressful situation [1]. In career counselling among high schools, students can expand their knowledge, skills to select the appropriate course that they are good at instead of following their peers in choosing the wrong major. Nowadays our education system has a wide variety of courses. The objective of education is to support the students, identify and develop their skills. The significant role of school counselor is to promote their students to utilize many learning technologies which are available to them. All the students need help in planning their major course of study and co-curricular activities [2]. While selecting the major subject for college it's difficult for a student or a community to surf through all the alternatives available to them. The students are restricting their involvement in searching through options, sometimes they are avoiding options not considering their future in it. Mostly they are considering colleges within commuting distance from home or following the footsteps of a known person, generally a relative or a neighbour when students are applying for higher education courses [9].

In an Indian education system, students have to select the course for their higher education from the pool of numerous options. For the students, it is a significant decision-making process because the future opportunities largely depend on the higher education subjects. In India, career counselling towards course selection for higher education is very less in secondary school students. The students from poor socioeconomic and rural areas are not aware of higher education courses in our education system. Most students from these backgrounds pursue a course in non-academic programmes and these students need a high level of career guidance.

Career counselors are the most significant resource to sort out the issues related to the course selection. According to research carried out in Pakistan, a few schools provide career counselling sessions to their students but there is no presence of career counselors in any school [1].

Research on career selection in India had suggested that career service providers should assist students by availing them a wide source of information to help them explore different alternatives. The case study conducted

in Egypt presented that the student selects suitable academic majors to enhance decision making and promoting education systems only by the proper academic advisor model [3].

This study aims to examine the knowledge of higher education among the higher secondary students in Tamil Nadu, India and the presence of career counselors to guide them to take the right course and make their life better.

## II. DATA SET

The 704 students' data was collected from the students who studied in higher secondary schools across Tamil Nadu from 2018 to 2020. A well-formed questionnaire was developed, which consisted of all the relevant questions and some were modified with the help of related studies.

Initially, 26 attributes were recorded pertaining to the student's information; finally, 17 were selected for analysis. The attributes were:

Area-	which demographic area the student belong to
Famenrol-	any member from student's family enrolled in University / College
Gender-	Gender of the student
Schooltype-	where students studied their higher secondary
Guidsuppt-	who guide the student to choose the course higher education
Finsuppt-	financial support for the student for their study
Enrolfact-	the factor to enroll course in higher education
Preuniv-	awareness about university courses
Guidance-	the advice and guidance received from the school
Expertise-	the expertise for career counselling in school
Profit –	establishment of private career counselling organization
Govtcont-	Govt. contribution in career counselling
Costbud-	cost and budget for government school
Satisfaction –	satisfaction in government contribution
Barrier-	hurdle in implementing counselling by the government
Socmdia-	participation of social media in higher education course awareness
Imple–	need of implementation to select the course in higher education

Data preprocessing and analysis was done using R studio, Product Version 1.3.1098.0. In data processing, the data was removed from the data set which was entered twice and the minimum 3 missing values considered into the account and these values were replaced by the median value of corresponding attributes.

## III. RESULTS

Table1 shows the frequency and proportion of the students' responses about their personal information. Out of 704 students, 34% were male and 66% were female. Most of the students were either 18 or 19 years old. 38% of students from rural areas and 62% of the student from urban areas responded. The 47% of students had studied in government schools and the 53% students had studied in private schools. The family members of 42% of students had knowledge about higher education courses and 58% of the students do not. The 43% of students wanted to get enrolled in higher education courses to attain better employability and the remaining percentage of students wanted to get enrolled for their personal satisfaction.

**Table1: Students' personal information**

		Frequency(n)	Proportion (%)
<b>Gender</b>	Male	242	34%
	Female	462	66%
<b>Area</b>	Rural	268	38%
	Urban	436	62%
<b>Schooltype</b>	Government	330	47%
	Private	374	53%
	Personal Satisfaction	401	57%

<b>Enrollfact</b>	Employability	303	<b>43%</b>
<b>Famenrol</b>	Yes	298	<b>42%</b>
	No	406	<b>58%</b>

Table 2 shows awareness about higher education courses and family support for the students. The parents had played a pivotal role in selection of their wards course in higher education. Among 704 respondents, 27% of students' family members had more knowledge about university courses and others were having below average. The 27% percent of students were getting guidance from parents for their enrollment and most of the students decided their enrollment on their own as acquired from table data. 3% of students were getting guidance from their teachers. A few students selected their enrollment for some other reasons.

**Table 2: Awareness of higher education courses and family support**

		<b>Frequency(n)</b>	<b>Proportion (%)</b>
<b>Preuniv</b>	Excellent	81	<b>12%</b>
	Very Good	107	<b>15%</b>
	Good	307	<b>44%</b>
	Poor	96	<b>14%</b>
	Very Poor	113	<b>16%</b>
<b>guidsuppt</b>	Myself	463	<b>66%</b>
	Parents	188	<b>27%</b>
	Teacher	18	<b>3%</b>
	Friends	33	<b>5%</b>
	Counselor	1	<b>0.1%</b>
	Trends	1	<b>0.1%</b>
<b>Finsuppt</b>	Self-financing	36	<b>5%</b>
	Parental support	650	<b>92%</b>
	Scholarships from State/ Central	6	<b>1%</b>
	Bank loan	12	<b>2%</b>

Table 3 shows the guidance provided in high school, details of expertise in school, the purpose of giving course counselling by the school, part of social media to provide knowledge about course selection, and future needs for students to pursue a suitable course for better employments. The 17% of students acquired excellent course guidance, 18% of students obtained very good course guidance, the 30% percent of students gained good course guidance, and remaining 35% of students didn't obtain proper course guidance. The course counselling expertise was excellent for 14% students, very good for 17 % students, good for 36% students, poor for 21% of students and very poor for the remaining 11% students. The table also shows that 56% of schools were giving counselling for the students with the aim of profit making and 44% of students consented as their schools were giving counseling without the intension of getting monetary profit. Only 25% percentage of students got guidance from the social media for their course selection. This study also asked question regarding the future requirement for the effective course counselling at school, 36% of students recorded their responses to appoint a human expertise which is the best solution to implement course counselling at school, 51% percentage of students responded to implement efficient computer based recommendation model which gives solution to the needy students, 22% students consented that course counselling should be part of curriculum and 11 % responded Tutoring and coaching is the prominent choice for implementing it respectively.

**Table 3: Guidance and Counselling expertise in School**

		<b>Frequency(n)</b>	<b>Proportion (%)</b>
<b>Guidance</b>	Excellent	118	<b>17%</b>
	Very Good	128	<b>18%</b>
	Good	214	<b>30%</b>
	Poor	159	<b>23%</b>
	Very Poor	85	<b>12%</b>
<b>Expertise</b>	Excellent	101	<b>14%</b>
	Very Good	123	<b>17%</b>
	Good	256	<b>36%</b>
	Poor	147	<b>21%</b>
	Very Poor	77	<b>11%</b>
<b>Profit</b>	Yes	391	<b>56%</b>
	No	313	<b>44%</b>

<b>Socmdia</b>	Bebo	6	<b>1%</b>
	Facebook	74	<b>11%</b>
	Linkedin	62	<b>9%</b>
	Myspace	15	<b>2%</b>
	Twitter	11	<b>2%</b>
<b>Imple</b>	Human expertise	252	<b>36%</b>
	Recommendation system	221	<b>31%</b>
	Part of Curriculum	156	<b>22%</b>
	Tutoring and Coaching	75	<b>11%</b>

Table4 shows the contribution by the government to ensure the quality and relevant course counselling for higher secondary students to help them to select appropriate higher education course and a hindrance in providing course counselling by our government. The 51% of students agreed and 49% of students denied the government contribution in course counselling. 56% of students were satisfied with the government contribution and 44% of students were not satisfied with the government contribution for course counselling. 63% of students agreed and the remaining students denied the cost and budget allotted by the government. Most of the students responded as lack of knowledge in providing course counselling at school was the major hurdle for our government. And also, economic instability and political factors were other barriers faced by the government to implement the course counselling at high school.

**Table 4: Government involvement in course counselling**

		<b>Frequency(n)</b>	<b>Proportion (%)</b>
<b>Govtcont</b>	Yes	357	<b>51%</b>
	No	347	<b>49%</b>
<b>Costbud</b>	Yes	442	<b>63%</b>
	No	262	<b>37%</b>
<b>Satisfaction</b>	Yes	392	<b>56%</b>
	No	312	<b>44%</b>
<b>Barrier</b>	Lack of Investment	133	<b>19%</b>
	Lack of knowledge	261	<b>37%</b>
	Economic Instability	160	<b>23%</b>
	Political factor	144	<b>21%</b>

Fig. 1 shows the relationship between the student's school type and course counselling given by their respective school. Numeric values were assigned for the rating of counselling given by the school, such as 1-Excellent, 2-Very Good, 3-Good, 4- Poor, and 5- Very Poor. The graph demonstrates the records of 704 students who received counselling for their career to determine the academic path. Analysis showed that students received career counselling in their respective schools. Results of analysis showed a positive and negatively accelerating the number of career counselling received at their school. Rating scales had been used to record the output of the students which allows measuring the opinions and behaviours of respondents quantitatively.

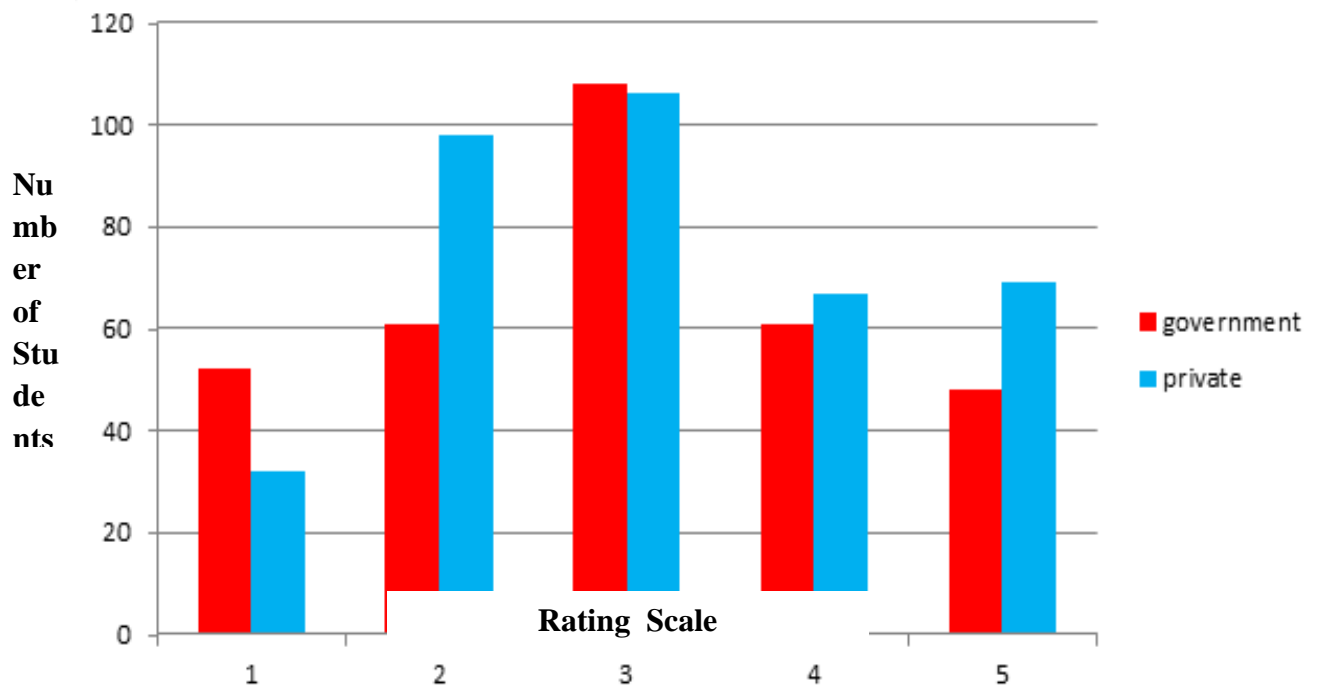


Fig. 1 Relationship between the student's school type and course counselling given by their respective school

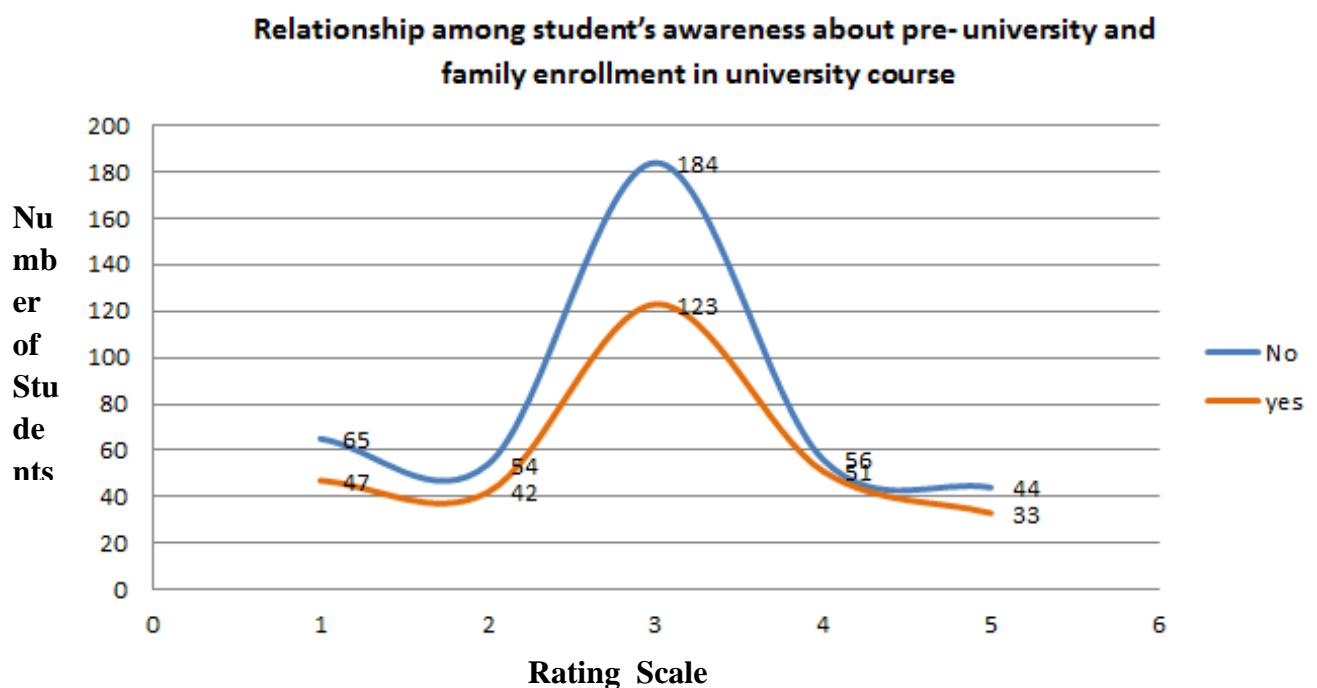
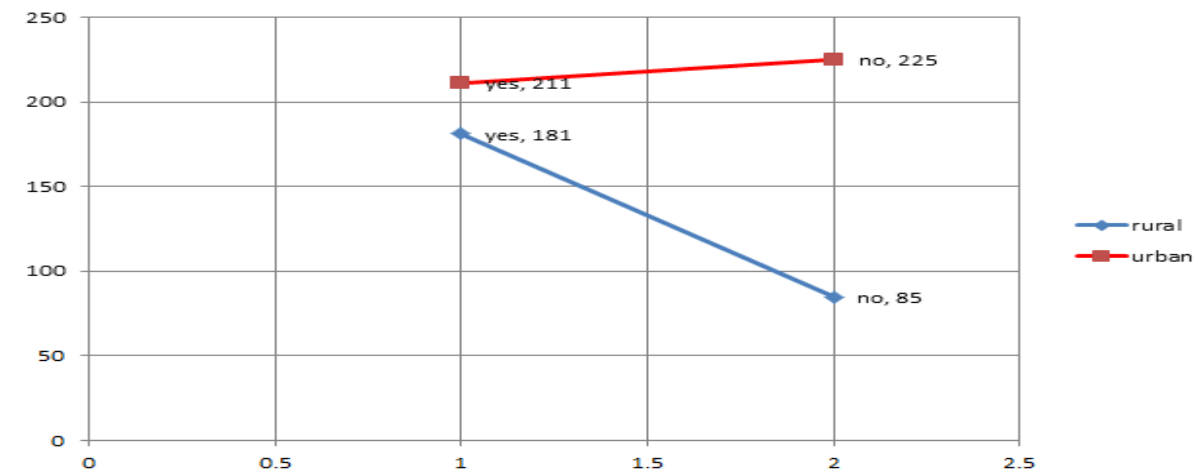


Fig.2 Relationship between Student awareness and family members' enrollment in university courses.

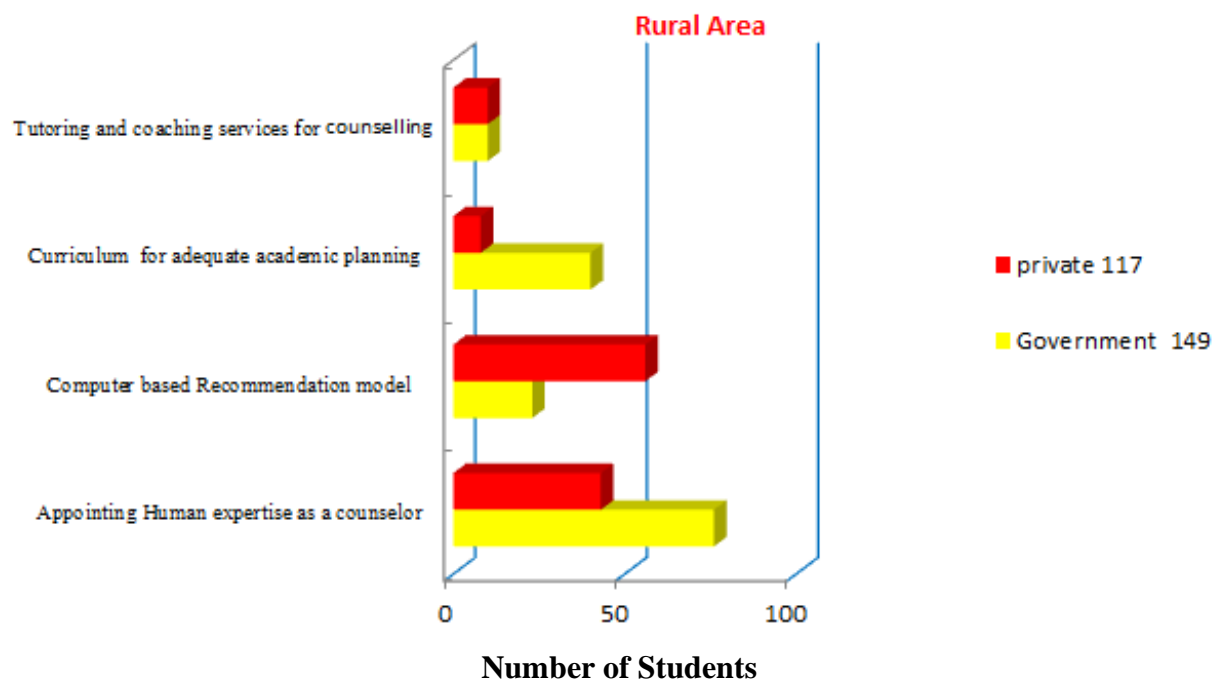
Fig. 2 shows the relationship between student's awareness about university courses and family members' enrollment in the university courses, discusses the differences, strengths, and weaknesses between using a

numerical rating scale (ex: 1-5) and a word rating scale (ex: excellent, very good, good, poor, very poor). Most of the students' family members were not enrolled in any university courses and also they had average knowledge about the courses offered by universities.

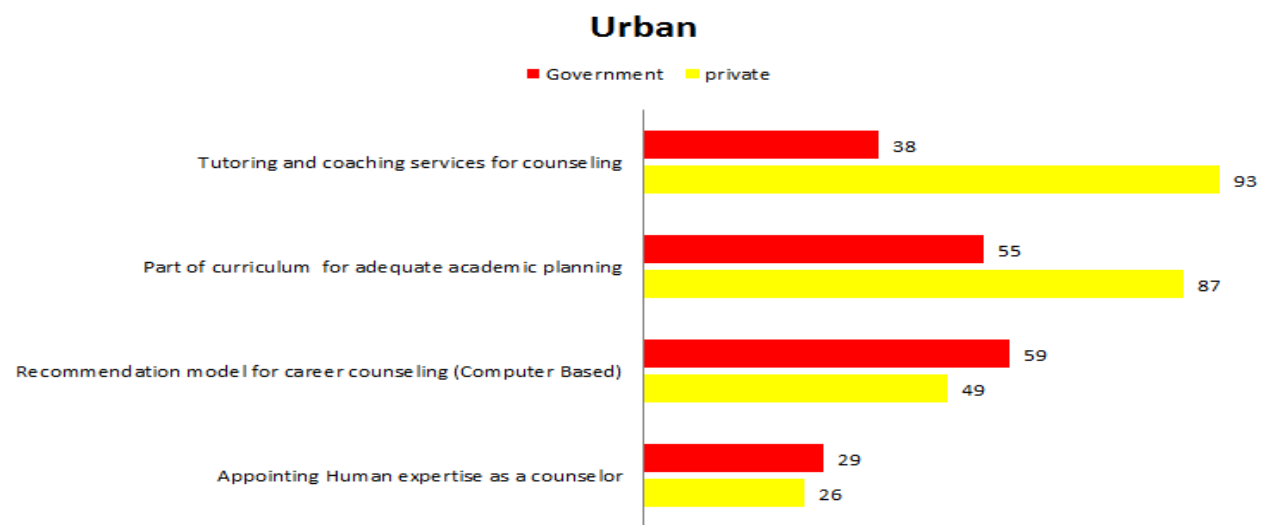
Fig. 3 shows the relationship between the students' demographic area and government Contribution for implementing counselling at school. In urban area among 436, 211 students agreed, 225 students denied, and in rural area, among 268 respondents 181 students agreed, 87 students denied government contribution in implementing counselling at the higher secondary school.



**Fig.3 Correlation between students' demographic area and government Contribution for implementing counselling at school**



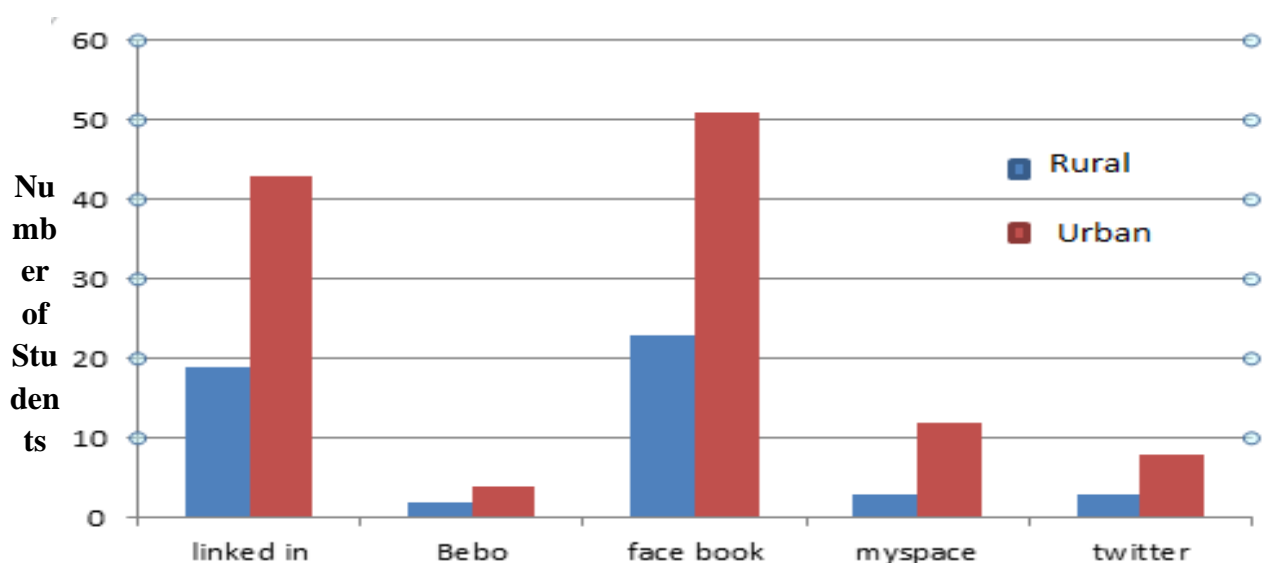
**Fig.4(a) Students opinion for implementing higher education Course selection at rural area**



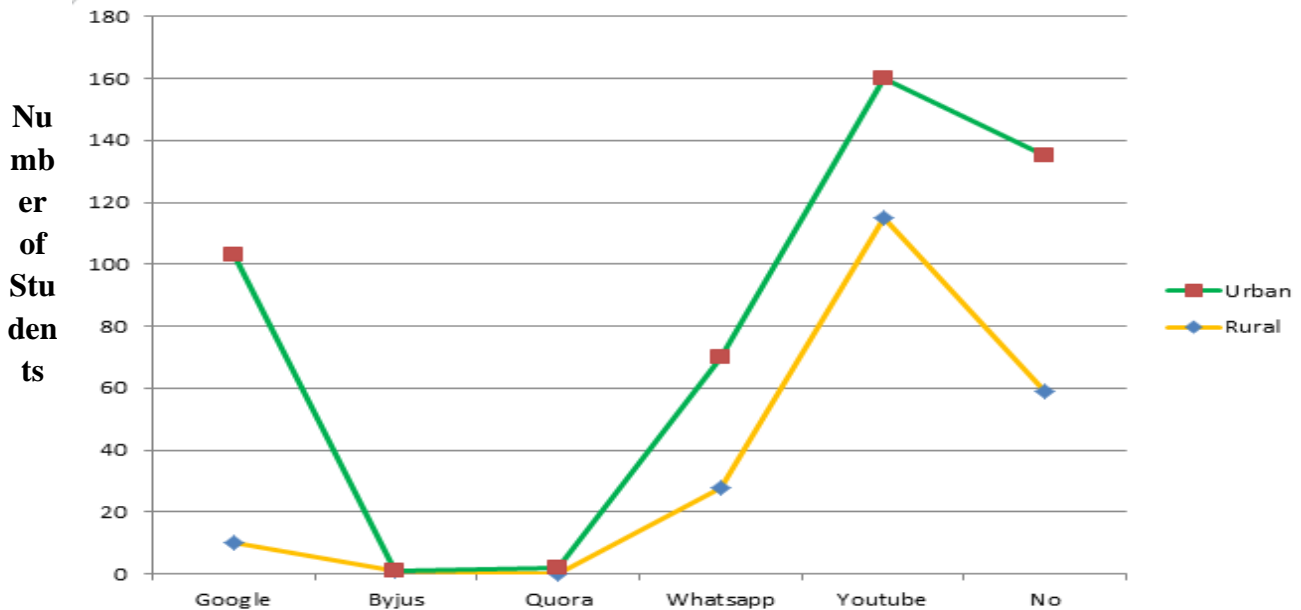
**Fig. 4(b) Students opinion for implementing higher education Course selection at Urban area**

Fig. 4(a) and 4(b) describe the relationship among students to ensure a successful implementation for their Higher Education course selection by Appointing Human expertise as a counselor, Recommendation model for career counselling (Computer Based), Part of the curriculum for adequate academic planning, Tutoring and coaching services for counselling and their school type which demographic area student belongs to.

Fig 5a and Fig 5b show the students' demographic area and social media referred by the students to get the knowledge about higher education courses offered by Indian universities and colleges. Social Media is the set of digital interactive tools used for the production, consumption, and sharing of user-generated content within a network. These include a range of platforms such as Bebo, Facebook, LinkedIn, MySpace, Twitter Other(YouTube, Google, Byjus, Email, Instagram,Quora,Whatsapp, government app, and so on) for example. Social network sites are a subset of social media. These refer especially to social media platforms on which existing networks connect through webs of personal homepages with the capacity for user-generated content produced.



**Fig. 5a Students referring social media to get knowledge about their course selection**



**Fig. 5b Students referring social media other than Bebo, Facebook, LinkedIn, MySpace, Twitter to get knowledge about their course selection**

#### IV. DISCUSSION

Our study focused on counselling about course selection for higher secondary students to their higher education subject. In this study, most of the high school students in both government and private schools had sufficient counselling expertise in their school and had enough guidance about subject selection for their higher education. The research in Turkey revealed that the students needed advice and professional counselling to select suitable subjects for their future careers [4].

The 36 % of students were not having enough guidance counselling and 33% of the students said that they had no expertise in their school and they needed an efficient counselling system in their school. The students in this context are failing to select their suitable subjects and this leads to a lot of dropouts in higher education. The research in Pakistan advised that the teacher should have capacities and capabilities to evaluate themselves for promoting guidance and counselling the students at the school level [5]. In India, the educational institution must instill the students in an awareness about course selection to avoid drop out. Efficient counselling in school helps us to reach a hundred percentages of undergraduates in the future. The research carried out in Malaysia focused on the need for guidance and counselling for school students to help the students to choose specific subjects related to their program of study and also concluded that effective counselling programs are very essential to the school program [6].

This analysis also indicated that the majority of the students said the course selection to be done with their interest and some percentage of students said their parents also play a vital role for their subject selection and had knowledge about university courses. The research carried out in Germany concluded that the parent highly influence the young pupil's career choices than the teachers and career counselors. The researchers recommended strengthening the parents to enable them to assist their wards in making apt career choices [7]. Another research carried out in Pakistan concluded that the parents are the key factor in the secondary school students' career selection and also recommended that "The government must arrange the facility of career guidance and provide trained career guides at the secondary level to facilitate parents and teachers in the proper selection of careers at this level" [8].

This study also revealed that the government contribution and allotment of budget are very important for implementing guidance and counselling at the school level. 44 % of students were not satisfied with government contribution and they felt that lack of knowledge was the main reason for failing to appoint counselor, implement guidance and counselling at all types of higher secondary schools.



This survey also inferencethat the student's opinions for implementing the course counselling at high school.The students from rural area required a course counselor or the computer based course counselling system to be implemented. This will be a solution for implementing effectivecourse counselling at school level.

## V. CONCLUSION

This study examined the different factors demographic area, family involvement, and type of the school influences the counselling about course selection among higher secondary students. Most students trust parents for their subject/major selection for higher education programme next to themselves. The government ought to instructall the type of schools toappoint counselors and initiate the counselling programme at the school level to improve our students' confidence level, knowledge about university courses as well as to decrease the drop out in higher education institution. The school and government fail to initiate the career-related programme at the school level; the development of an efficient recommendation model would help the student to select the suitable major based on their skills and interest.In future,we need research on how many studentssucceed in their higher education in the absence of counsellingand how parents' advice is helpful to their wards.Besides, parents also need knowledge about career planning for their children.

## References

- [1]Yaqoob, Uzair, et al. "Career counselling and its knowledge among high school students in Pakistan." *International Journal of Community Medicine and Public Health* 4.7 (2017): 2261-2268.
- [2]Nkechi, Ebizie Elizabeth, Enajedu Esther Ewomaoghene, and Nkechi Egenti. "The role of guidance and counselling in effective teaching and learning in schools." *RAY: International Journal of Multidisciplinary Studies* 1.2 (2016): 36-48.
- [3]Mohamed, Mohamed Hegazy, and Hoda Mohamed Waguhi. "A proposed academic advisor model based on data mining classification techniques." *International Journal of Advanced Computer Research* 8.36 (2018): 129-136.
- [4]Hanimoglu, Egemen. "The Perceptions of Students about the Role of School Counselors on Career Selection". *European Journal of Educational Research* 7.4 (2018): 763-774.
- [5] Maqsood, Aneela, Najam Us Sahar, and Najma Iqbal Malik. "Counselling Needs of High School Students: Exploring Teachers'perspective." *Pakistan Armed Forces Medical Journal* 70.2 (2020): 540-47.
- [6]Amat, Salleh. "Guidance and Counselling in Schools." 3rd International Conference on Current Issues in Education (ICCIE 2018). Atlantis Press, 2019
- [7] Ulrich, Angela, Andreas Frey, and Jean-Jacques Ruppert. "The Role of Parents in Young People's Career Choices in Germany." *Psychology* 9.08 (2018): 2194.
- [8] Zeb Alam, Arshad Ali, and Amjad Reba. "The role of parents in career selection of secondary school students." *Journal of Education and Research* 14.2 (2018): 9-18.
- [9]Bruch, Elizabeth, and Fred Feinberg. "Decision-making processes in social contexts." *Annual review of sociology* 43 (2017): 207-227.