

Effectiveness Of Counseling In The University – Students’ And Counselors’ Perspective

Phani Kumar.Katuri, Lakshmi Narayanamma.P, R. Srinivasa Rao, Harika.Putta

1. Associate professor, Department of management studies, VFSTR Deemed to be university, Vadlamudi(post), Guntur District-522 213, Andhra Pradesh, India, Email:- katuri.phanikumar@gmail.com, C.No:- 0-9908973877.

2. Associate professor, Department of management studies, VFSTR Deemed to be university, Vadlamudi(post), Guntur District-522 213, Andhra Pradesh, India, Email:- lakshmipathi.mba@gmail.com, C.No:- 0-9030359812.

3. Associate Professor, Department of Basic Science & Humanities, Vignan Lara Institute of Technology & Science, Andhra Pradesh, E-mail: drrsrinivasarao@gmail.com.

4. Asst. prof, H&S department, CVR College of Engineering, Hyderabad. Telangana .

Abstract

Counseling plays a crucial role in support services for students who play an important role in a person's personality development. The counseling may address various problems related to the presence, behavior and academic achievements of the students blocking the progress of the students. A hallmark of our facility is a student-friendly environment in which students' interests are paramount, and counseling is one of the tools that contribute to the goal. Undoubtedly, the existing guidance system has brought many benefits directly or indirectly to the student community. However, as the institution grows, the environment will also change and new challenges will have to be overcome. At the same time, there is always room for improvement. The study focuses on the perceptions of students of the guidance system, which can help identify the gaps, and, accordingly, necessary action can be taken to further strengthen the system.

INTRODUCTION

University administrators, teachers and supporting staff go to immense lengths to improve the academic achievement and withholding of university students. The adjustment intricacies of college going students were a budding problem. Many research studies have shown that adaptive complexities such as poor appetite, concentration problems and hopelessness are the most obvious. In order to facilitate students solve their adaptation problems, a strong counseling system must be set up to provide students with an intervention so that their communal and expressive problems do not compromise their academic performance. Makinde (1987) defined counseling as an interaction process in which a vulnerable and needy counselor is educated and guided to provide the assistance. The objective is to help the counselor to act more effectively with students and the victim's reality of his environment. Interventions such as definite induction programs, support / development courses and special counseling are used to boost the retention of these students. One aspect that shows potential is advice. It was found that the difficulty of adapting students was the current problem. The psychological stress of university students also increases in terms of severity and frequency. This is currently an increasing public health issue as it has a negative impact on personal development and academic performance (Hohenshil, Amundson & Niles, 2013, Hunt & Eisenberg, 2010, Stallman, 2010, Storrie, Ahern & Tuckett, 2010) Vivekananda, Telley & Trethowan, 2011). The main symptoms reported by students are depression, anxiety and drug abuse (Geisner, Mallett & Kilmer, 2012, Ibrahim, Kelly, Adams & Glazebrook, 2013). Counseling is an activity in which interpersonal relationships are used to develop self-understanding and change in their lives.

LITERATURE OVERVIEW

From the study by Renuka Devi M. R et al. (2013) shows that counseling students showed superior retention compared to their peers. Finally, the authors concluded that counseling effectively improves student performance and self-confidence. Mghweno and Baguma (2013) state that the key in include counseling into the school system was to get rid of the devastating ignorance of lots of adolescent people about their career choice and behavior disorders. On the basis of these and other criteria, professional representatives and consultants were appointed to sensitize students to the requirements of an effective career choice. Although they were untrained advisors, their efforts in Nigeria led to a remarkable development of guidance and guidance leading to an organized group of advisers (Oye, Obi, Mohd and Gwadabawa, 2012). Mushtaq & Shabana (2012) concluded that there is a positive(+) correlation between communication and learning opportunities, appropriate leadership and student academic performance. There is also a depressing association among family pressure and the student's academic performance. Therefore, in their research they came to the conclusion that the right guidance has an impact on the students' academic achievement. The lack of proper counseling can potentially lead to poor position of a student in an educational plan and end up in an inappropriate educational organization, not having time management skills, bad adaptability to university life, lack of professional research and assortment, lack of economic help to go to college. Ladipo's 2000 study also agrees with the study's findings. He found that there is a significant gap in the academic performance of counseling students and non-counseling students. Gitonga, 1999; Mutie and Ndambuki, 2014; Stephen and Pullah, 2015; Kumundia and Thomas, 2016; Omoniyi, 2016, agreed that inadequate resources and facilities are another factor influencing students' academic achievement.

METHODOLOGY

Students of Vignan University constitute the population for the study. At present the total student strength is 4976. A sample size of 500 students will be chosen using stratified random sampling method. The population will be divided into different strata's - each strata representing different programs both UG and PG. From each strata, different branches will be chosen. From each branch, students of different levels and gender will be chosen. The study will be based on primary data which will be collected with the help of questionnaires and interview methods for understanding the perception of the students.

Expected Outcome from the Proposed Project:

The project will provide an insight into the effectiveness of counseling system in the University. As counseling is expected to play a significant role in moulding the students, a detailed study from student's perspective can throw light on the strengths and weaknesses of the system. Based on the results of the study, certain measures can be taken which will help in further enhancing the effectiveness of the counseling system and practices that will be of utmost value for the students and the institution as well.

OBJECTIVES

The following are the objectives that provide direction for the study:

- To study the existing counseling system and practices followed in the university
- To understand the perception of students about the effectiveness of counseling system and practices
- To investigate the impact of counseling on students' academic achievement.
- To explore the factors affecting student counseling system and process
- To suggest measures for further enhancing the effectiveness of counseling.

HYPOTHESIS

H₀₁: There is no significant relationship among gender and effectiveness of counseling.

H0₂: There is no significant relationship among gender and counseling is helpful, Improvement in confidence, Improvement in studies, Trust the counselor, Comfortable with same gender, Comfortable with senior person

H0₃: There is no significant relationship among Gender and Choice of counselor, Follow the advice of counselor, Useful role played by counselor, Motivation by counselor, Comfortable to express emotions.

H0₄: There is no significant relationship among counseling and academic performance of students.

ANALYSIS AND INTERPRETATION

Table 1: Demographic Details of respondents

Variables	Subcategory	Sample Size	Percentage
Gender	Male	208	55.5
	Female	167	44.5
Course	UG	357	95.2
	PG	18	4.8
Branch	BT	22	5.9
	BI	18	4.8
	BBA	91	24.3
	CHEM	22	5.9
	CSE	20	5.3
	EEE	53	14.1
	ECE	6	1.6
	FT	6	1.6
	IT	106	28.3
	MECH	13	3.5
	MBA	18	4.8
Age	17	44	11.7
	18	170	45.3
	19	93	24.8
	20	48	12.8
	21	20	5.3

Type of School	Public	31	8.3
	Private	314	91.7
Fathers Education	<10	42	11.2
	SSC	85	22.7
	UG	42	11.2
	PG	206	54.9
Fathers Occupation	Job	183	48.8
	Business	82	21.9
	Farmer	110	29.3
Mothers Education	<10	38	10.1
	SSC	134	35.7
	UG	70	18.7
	PG	133	35.5
Mothers Occupation	Housewife	336	89.6
	Job	39	10.4
Family	Joint	73	19.5
	Nuclear	302	80.5
No. of Children in Family	1	59	15.7
	2	262	69.9
	3	34	9.1
	4	16	4.3
	5	4	1.1
Background	Rural	209	55.7
	Urban	166	44.3
Willingness to meet counselor	Yes	212	56.5
	No	163	43.5
Familiarity of	Yes	262	69.9

counselor	No	113	30.1
Change of counselor	Yes	211	56.3
	No	164	43.7
Environment encouragement	Yes	282	75.2
	No	93	24.8
Counseling at your high school	Yes	71	18.9
	No	304	81.1
Effectiveness of Counseling	Yes	213	56.8
	No	162	43.2
No. of counseling sessions per month	2	21	5.6
	3	76	20.3
	4	131	34.9
	5	110	29.3
	6	37	9.9
Number of counseling session held in a month	1	22	5.9
	2	28	7.5
	3	146	38.9
	4	179	47.7

H0₁: There is no significant relationship among gender and effectiveness of counseling

Table 2: Gender * effectiveness of counseling

Crosstab				
Count				
		Effectiveness of counseling		Total
		Yes	No	
Gender	Male	103	105	208
	Female	110	57	167
Total		213	162	375

Table 3: Chi-Square

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)

Pearson -Chi-Square	10.090 ^a	1	0.001		
Continuity -Correction ^b	9.435	1	0.002		
Likelihood- Ratio	10.176	1	0.001		
Fisher's- Exact -Test				0.002	0.001
Linear by Linear Association	10.063	1	0.002		
No of- Valid -Cases	375				
a. 0 cells (0.0%) have expected count < 5. The expected minimum count is 72.14.					
b. Computed –only- for a 2x2 table					

Interpretation

The above table explained calculated value of the chi square statistic is 10.090 and the *p*-value appears in to be 0.001. The result is said to be significant if the *p*-value is equal to or less than alpha 0.05. From the above table it is interpreted that *p*-value is smaller that alpha value, hence we would discard the null hypothesis. In other words, there is considerable association among the variables gender and effectiveness of counseling.

H₀2: There is no significant association among gender and counseling is helpful, Improvement in confidence, Improvement in studies, Trust the counselor, Comfortable with same gender, Comfortable with senior person.

Table 4:

Particulars	Not at all	To a small extent	To a moderate extent	To a fairly great extent	To a very great extent	Chi Square
Counseling is helpful	25(6.7)	80(21.3)	48(12.8)	139(37.1)	80(22.1)	0.005 df 4 p<0.05
Improvement in confidence	40(10.7)	96(25.6)	120(32)	80(21.3)	39(10.4)	0.014 df 4 p<0.05
Comfortable with same gender	51(13.6)	43(11.5)	70(18.7)	77(20.5)	134(35.7)	0.01 df 4 p<0.05
Comfortable with senior person	52(13.9)	50(13.3)	65(17.3)	103(27.5)	105(28)	0.000 df 4 p<0.05
Choice of counselor	70(18.7)	36(9.6)	70(18.7)	70(18.7)	129(34.4)	0.047 df 4 p<0.05
Follow the advice of counselor	9(2.4)	70(18.7)	128(34.1)	114(30.4)	54(14.4)	0.000 df 4 p<0.05
Motivation by counselor	27(7.2)	77(20.5)	62(16.5)	100(26.7)	109(29.1)	0.004 df 4 p<0.05

Interpretation

The values of the chi square statistic for the above hypothesis are 15.056, 12.553, 13.177, 21.724, 9.619, 29.244, 15.259 and the *p*-value appears in to be 0.005, 0.014, 0.010, 0.000, 0.047, 0.000, and 0.004. The result is said to be significant if the *p*-value is equal to or less than alpha value 0.05. From the above table it is found that *p*-value is smaller than alpha value, hence we would reject the null hypothesis and accept alternative hypothesis. In other words, there is significant association between the variables gender and counseling is helpful, improvement in confidence, comfortable with same gender, comfortable with senior person, choice of counselor, follow the advice of counselor, motivation by counselor.

H0₃: There is no significant association among Gender and Choice of counselor, Follow the advice of counselor, Useful role played by counselor, Motivation by counselor, Comfortable to express emotions.

Table 5:

Particulars	Not at all	To a small extent	To a moderate extent	To a fairly great extent	To a very great extent	Chi Square
Improvement in studies	25(6.7)	75(20)	150(40)	73(19.5)	52(13.9)	0.849 df 4 p>0.05
Trust the counselor	89(23.7)	74(19.7)	86(22.9)	66(17.6)	60(16)	0.161 df 4 p>0.05
Useful role played by counselor	34(9.1)	67(17.9)	123(32.8)	72(19.2)	79(21.1)	0.889 df 4 p>0.05
Comfortable to express emotions	48(12.8)	70(18.7)	158(42.1)	53(14.1)	46(12.3)	0.091 df 4 p>0.05

Interpretation

The values of the chi square statistic for the above hypothesis are 1.374, 6.559, 1.130, and 8.025 and the *p*-value appears in to be 0.849, 0.161, 0.889, and 0.091. The result is said to be significant if the *p*-value is equal to or less than alpha value 0.05. From the above table it is found that *p*-value is greater that alpha value, hence we would accept the null hypothesis and reject alternative hypothesis. In other words, there is no significant relationship among the selected variables gender and improvement in studies, trust the counselor, useful role played by counselor, comfortable to express emotions are not associated with each other.

H0₄: There is no significant association among counseling and academic performance of students.

Table 6: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.406 ^a	0.242	0.0240	6.22312
a. Predictors: (Constant), counseling assisted in improvement in studies				

Table 7: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	639.517	1	639.517	16.513	0.000 ^b
	Residual	14445.261	373	38.727		
	Total	15084.777	374			
a. Dependent Variable: mm						
b. Predictors: (Constant), counseling assisted in improvement in studies						

Table 8: Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	83.857	0.976		85.884	0.000
	Counseling assisted in improvement in studies	-1.194	0.294	-0.206	-4.064	0.000
a. Dependent Variable: Marks						

Interpretation

In the output, we can see that the predictor variables of counseling assisted in improvement in studies is significant because the p-value is 0.000. Therefore, the determinant attribute counseling assisted in improvement in studies had a significant influence on marks.

FINDINGS

The study findings revealed that counseling services have a positive effect on students' academic achievement. As well as the results of the study are concerned, it is concluded that

1. There is significant association between gender and counseling is helpful, Improvement in confidence, Improvement in studies, Trust the counselor, Comfortable with same gender, Comfortable with senior person.
2. There is significant relationship between counseling and academic performance of students.
3. Strong family support, honest, voluntary, openness, resistance, motivation, assumptions about the counselor and acceptance of responsibility are some of the variables of the students that are important for an effective counseling outcome.
4. The most widely used method of advice on motivation for learning at the VFSTR Deemed to be University is face-to-face counseling, group counseling and sometimes telephone counseling and letters to a minimum degree.
5. The Student Advisor qualification is appropriate for the effective counseling otherwise they are unable to understand the student's problems properly and may give unrealistic suggestions.

6. The counseling process should be ineffective due to large number of students are assigned to one counselors. If number of students should be significantly increased so that counselors can't cope with students because counselors are under pressure from large number of students need to assist

General Findings

Difficulties faced by students in counseling process

1. Students were unable to express their opinion freely with counselor due to lack of rapport.
2. No privacy was given to students to discuss about their problems with the counselor
3. Whenever counseling is done it is done on group basis and not comfortable to express personal problems in group
4. Majority of the time counselor is not available when students attend the counseling session.
5. Time table conflict
6. Counselor concentrate more on marks
7. Lack of time to address each student
8. Didn't get much time to discuss about the problems
9. No proper solution to the problems (College related)
10. Secrets may not be kept confidential
11. Scolding
12. May call to parents and complaint
13. Absence of counselor
14. Gender problem

Qualities liked in counselor

1. Giving suggestions
2. Friendly and motivating
3. Questioning students
4. Maintain confidentiality regarding secrets
5. Good Advisor
6. Feeling like a nearest person
7. Take counseling on time
8. Good communicator
9. Enquiring about problems
10. Encourage to participate in activities
11. Take care like a family member
12. No partiality
13. Patience
14. Free to talk

Qualities students not liked in counselors

1. Very strict
2. Revealing my secrets to others
3. Postponement of counseling
4. Not responding
5. Giving more assignments
6. Not listening to problems
7. Serious face
8. Partiality
9. Discourage the students
10. Give punishment
11. Take too much time

SUGGESTIONS

Academic-achievement of student is a multi-faced problem. It is well accepted that besides curriculum, co-curricular, counseling play a pivotal role in determining the academic achievement.

- For the counseling to be effective students must be accessible, competent in building relationships, empathic, warm, having a positive, genuine opinion, having acceptance, respect, trust and behavior with the counselor.
- Counselor should create free and convenient environment with students so that he can express his problems and thought process openly.
- Counselors should conduct awareness campaign to students about their obligation to the counseling process through being honest, open, motivating and avoiding assumptions about the advisor, among others, since these are important for an effective result of counseling on student motivation.
- The VFSTR Deemed to be University must keep up with modern technology to reach students wherever they are and offer academic and psychosocial advice when necessary. Advanced telecommunication technology should be used to make the advice more effective in right time.
- Frequent discussions with students regarding their academic and personal aspects are a must. The counselor should improve special counseling techniques according to the nature and problem of the student, which is helpful to be effective in learning and motivate students to attend counseling.
- The counselor can give personal advice to students and equip them with experience and sound knowledge.
- The class teachers and Head of the department referred to some students who are in lack of knowledge about counseling; therefore, they should be prepared for attending in effective counseling sessions to solve their problems.
- The counseling process should be effective due to less number of students are assigned to one counselors. If number of student is less in size so that counselors can cope with students and to give effective assistance.
- Students expect privacy while meeting their counselors, hence one to one interaction should be initiated.
- When student come with a problem counselor should be able to listen and solve it than postponing it.
- Fear of the subject course, stress and tension should be removed by proper counseling by the teachers.
- Counselor must create a friendly environment when students attend counseling.
- Teachers must be available during counseling hours.
- Teachers need to maintain confidentiality about students' issues otherwise counselor should lost trust from students.
- No partiality can be shown while treating different gender.

CONCLUSION

Counseling is very much essential for all students especially at higher education which improves the accomplishment of students. However, counselor must truly believe that counseling had a positive impact of students' academic success. Teacher counselors should also be encouraged to take advantage of the positive attitude and readiness of the students to make themselves available for guidance and counseling services in order to enhance career counseling. Above all, the concerned authority should be persuaded to see that counseling programme in available in college is well strengthened in order to improve the academic performance of students. According to Tina and Ugochuckwu (2014) counseling programme has not been effective in the country because the teacher providers have a heavy academic and research workload. They added that because of the busy academic schedule, many students regards and perceives the teacher counselor as a teacher first then a counselor. Their perception about the teacher counselor and counseling services is very much influenced greatly by how they perceive him/her as a teacher first. Therefore, student demand for counseling services will depend on how well/bad they perceive their teacher counselor as a teacher.

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