

Counselling Needs In Professional And Non-Professional Students

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ABSTRACT:

Physical health as well as mental health, both plays a very key role in one's wellbeing. Due to this ongoing pandemic situation, both physical and mental health is at stake, and one need to be very careful. It is very much evident that students from school or colleges need counselling related to various issues. But it is also observed that, students are still hesitant to contact the counsellors for help and, there is a gap in counselling services. This paper studied the need for counselling among college students. This research study accessed 216 students from professional & non-professional students. Data was collected through online questionnaire. The study focused on the need of counselling in students for Personal, Academic, Career & Psychological issues. Result of this study showed that students from professional and non-professional courses experience equal need for academic-career & psychological needs whereas students from non-professional courses shows significantly higher need for personal counselling.

KEY WORDS: Counselling Needs, Psychological-Academic & Career-Personal Counselling, Professional & Non-Professional Students

INTRODUCTION

Counselling is a term used for professional guidance and intervention by *Counsellor* to solve issues, simple or complex, faced by the *Client*. Process of counselling is based on psychological principals and it deals with personal, social, emotional, academic and vocational problems. As very rightfully mentioned by Canadian Counselling and Psychotherapy Association (CCPA), 'Counselling is the skilled and principled use of relationship to facilitate self- knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counselling relationships will vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others (Gladding, 2004).

In college and university students need adapt to rapid change, ambiguity, uncertainty, and miss their usual support systems. Students have to cope with a multiple adjustment issues and face challenges to perform in academics as well as be a social member with peers. It can not be said that all colleges have proper mechanism to help students handling these issues (Pascarella, 1991). There are various domains of counselling mainly categorically based on clients and their issues to be addressed such as Family Counselling, Pre-Marital Counselling, Group Counselling, Vocational & Career Counselling, School Counselling, Medical Counselling, Rehabilitation Counselling etc. These days society is witnessing rising number of cases in all the domains of counselling. Major concern is seen for number of issues reported by school and college going students such as depression, inability

to concentrate, suicidal thoughts, substance abuse, inadaptability, time management, obsession of mobile and internet, earn and learn crisis, uncertainty about career choice, loss of conduct etc. (Ahmad, 2011, Akinola, 2014, Katia, 2017, Kim. S., 2015, Waghachavare, 2013).

Hence, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) envisions equipping the State personnel with skills and competencies to facilitate educational, personal, social and career development of students. It has formulated guidelines and seen that counsellor must be appointed till higher secondary classes (Guidance and Counselling, 2015). It is evident that the same is the case with students who experience much of the familial as well social pressure about outperforming in studies, handles peer pressure and looks upon uncertainties and opportunities coming across for their future.

Review of Literature: There are various researches conducted worldwide which underlines the need for counselling in professional college students (Crisana, 2015, Bishop, 1970, Kavale, 2012). Research findings also suggest that assessment of counseling need in students ensures proper counseling and bring out optimum result (Shaterloo & Mohammadyari, 2011)). Research on effectiveness of counselling on learning motivation in students showed that positive results and recommended that it should be the part of every educational institution (Musika & Bukaliya, 2015). Dogan (2012) concluded in a study that counseling needs in show rise in final year of degree course. Research by Jennings (1996) found out finances, relationship problems, career development as major concerns in students and stated that these issues need counseling. Yoo & Moon (2006) studied parents perception of counseling needs in their children and stated that educational planning, career planning and psychosocial issues are main concerns among parents. Al-khanji (2004) found out test anxiety as most crucial among conseling needs whereas students of degree courses of educational sciences showed higher needs in academic, relational, emotional, and career issues; they reported less needs in self-defeating behaviours, sexual concerns, gambling problem, and excessive credit card spending (Gökhan & Yalçın, 2010). Sandhu & Asrabadi (1991) studied the counseling needs of international students and concluded that international students are psychologically at-risk and needs counseling regarding perceived deprivation/alienation, loneliness/homesickness, hate, fear, stress due to change, and guilt. Similar findings are reported by Wecullo (2019). Research on counselling needs in students with disabilities found that students with physical and multiple disabilities have significantly different counselling needs, but major areas of need for counselling are sexual and vocational counselling (Alfawair & Tobi, 2017). Lade, K., Chib, S., Karangutkar, S. and Jha, R. (2021) study with respect to mental health of management students, revealed that students who are affected with depression, generally take the help of counsellors in order to cope up with their problems. In another paper, authored by , Yede, K., Chib, S., Patil, R. and Bhatt, N. (2021), people generally take the help of counsellors not only for mental health therapies but also for career counselling and mentoring also. Many people still consider it as a taboo to contact counsellors as they still have the perception, that counsellor need to be consulted in case of psycho problems only.

Objective of the Study: To assess need for personal, academic-career, psychological counselling in students from professional and non-professional courses.

Methodology

Hypothesis:

1. Students from professional courses will possess significantly higher need for personal counselling than students from non-professional courses.
2. Students from professional courses will possess significantly higher need for academic-career counselling than students from non-professional courses.

- Students from professional courses will possess significantly higher need for psychological counselling than students from non-professional courses.

Sample: This research is conducted on random sample of 216 students from professional & non-professional courses (108 students from each). Demographic details of the sample implied in the study is as follows:

Table No. 01 – Demographic details of sample of students from Professional (N = 108) & Non-Professional Courses (N = 108)

Professional Courses (N = 108)		
Item	Category	N
Course	Management	72
	Engineering	36
Gender	Male	44
	Female	64
Socio-Economic Status	Rural	7
	Semi-Urban	5
	Urban	96
Non-Professional Courses (N = 108)		
Course	Science	32
	Commerce	71
	Arts	2
	Others	3
Gender	Male	42
	Female	66
Socio-Economic Status	Rural	23
	Semi-Urban	20
	Urban	65

Tool used: Factors & dimensions related to Counselling Needs were identified from review of literature. Based on that, Counselling Need Analysis Scale was designed & developed. It contains 45 statements aimed at assessing Counselling Needs in 3 areas: 1. Personal, 2. Academic-Career, 3. Psychological. Cronbach Alpha Reliability Quotient is 0.86. Case History Form is also used to collect the personal & demographic data of participants.

Procedure: Students from professional & non-professional courses were contacted for the purpose of data collection and they were chosen randomly after getting their consent.

Statistical Analysis: SPSS 21.0 was used for statistical analysis for the data collected during this study.

Result & Discussion

Objective of this research study is to examine if students from professional courses (PS) and non-professional (NPC) students possess significantly different counselling needs related to personal, academic-career and psychological issues. Table No. 02 below shows values of Mean, SD and 't' test performed for testing hypotheses.

Table No. 02 – Comparing Means of both the groups with 't' Test

Dependent Variable	Independent Variable	N	Mean	SD	Mean Difference	Standard Error	df	t	Sig.
Counselling Need Type	Course Type								
Personal	(PC)	108	39.27	15.32	3.79	1.92	214	1.97	.04**
	(NPC)	108	35.47	12.79					
Academic-Career	(PC)	108	39.61	15.21	3.51	1.95	214	1.80	.07
	(NPC)	108	36.09	13.43					
Psychological	(PC)	108	40.38	15.96	3.35	2.02	214	1.64	.10
	(NPC)	108	37.03	13.83					

Table No. 02 shows significant difference on Need for Personal Counselling $t = 1.97$ ($N=108$, $df = 214$, $p>0.04$) in Students from Professional ($M = 39.27$) & Non-Professional Students ($M = 35.47$). Hence, null hypothesis stating no significant difference in Need for Personal Counselling in Professional & Non-Professional Students is rejected. Here, Alternate Hypothesis No. 01 is accepted. As this questionnaire is reversely scored, students from non-professional students experience higher need for personal counselling. Previously, Shirazi, Khan, & Ansari (2012) have concluded that professional & non-professional students equally experience personal issues and need counseling, too. Moreover, these researchers commented that personal issues and need for counseling is more determined by personality and type of degree course does not affect significantly. But, results of this study shows different trend.

Table No. 02 also shows no significant difference on Need for Academic-Career Counselling $t = 1.80$ ($N=108$, $df = 214$, $p<0.05$) in Students from Professional ($M = 39.61$) & Non-Professional Students ($M = 36.09$). Hence, Hence, null hypothesis stating no significant difference in Need for Academic-Career Counselling in Professional & Non-Professional Students is accepted and alternate hypothesis No. 02 is rejected, here. These findings are similar as reported by Malik & Kiran (2012) who concluded that students feel significant need of career counseling in later years of degree course. This result is supported by research study by Dogar et.al support (2011) where it was concluded students face significant problem in making career choice as well as emotional problems.

Similarly, Table No. 02 shows no significant difference on Need for Psychological Counselling $t = 1.64$ ($N=108$, $df = 214$, $p<0.05$) in Students from Professional ($M = 40.38$) & Non-Professional Students ($M = 37.03$). Hence, Hence, null hypothesis stating no significant difference in Need for Psychological Counselling in Professional & Non-Professional Students is accepted and alternate hypothesis No. 03 is rejected, here. These needs for counselling are reported by Benschoff, Cashwell, & Rowell (2015).

Conclusion

- Students from professional courses possess significantly higher need for personal counselling than students from non-professional courses.
- Students from professional & non-professional courses possess equal need for academic-career counselling than students from.
- Students from professional & non-professional courses possess equal need for psychological counselling than e students from non-professional courses.

Limitation

1. This study did not study gender difference in Counselling Need in students from professional & non-professional courses.
2. This study does not categorically and independently study counselling needs in undergraduate & Post-graduate Students.
3. This study did not investigate the effect of socio-economic status on Counselling Need in students from professional & non-professional courses.
4. This study did not examine various dimensions of need for personal, academic-career & psychological counselling in students from professional & non-professional courses.

Scope

There is still to do a lot in the area of counselling to school as well as college students. Though insightfully mentioned and acclaimed in policies and documents, counselling services are not sufficiently and satisfactorily available and distributed. Hence, sincere and perseverant efforts to find out the gap in research and practice of counselling in education sector are must. This research study implies that students, whether from professional or non-professional course, needs counselling in all three areas: i) Personal, ii) Academic-Career, iii) Psychological. It clarifies the misconceptions, if any, like students from professional courses are more vulnerable to stress, anxiety, peer pressure, performance pressure whereas students from non-professional students do face uncertainty related to career but do not experience performance stress, anxiety, social pressures etc. It is more evident that students from professional course face significantly higher need for personal counselling and need an outlet for those issues. This drives our attention to the possibility of social connect and personal communication as observed in students from non-professional students studying Science, Commerce and Humanities. On other hand, professional students also face job insecurity as similar as non-professional students. Thus, it is worthy noting the need for counselling services for students in university/colleges.

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