



Impact Analysis of Advising and Counseling System for Under-Graduation Students in Bangladesh

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Keywords: *advising, counseling, questionnaire, group discussion, recommendation.*

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Impact Analysis of Advising and Counseling System for Under-Graduation Students in Bangladesh

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Abstract- In the development process of a student, counseling and advising system plays a crucial role. By providing proper counseling through empathetic relationship, we can learn about the problems of a student. With the help of this learning, we can find out all of the negative issues that are happening with the students. Such as- why their results are poor, why they are irregular in their study and many more. Even providing counseling, we can know their weakness, strength, and opportunities. Not only that, but it also helps to build a good relationship between teachers and students. Students can overcome their gap that exists between students and teachers, and that will ensure good bonding among them. So counseling is a must factor to develop a qualified student. Before taking any decision against any student, it's important to learn their present condition through counseling. That's why proper counseling with an effective way is necessary for all students. To understand the effects of counseling and academic advising, we surveyed on Daffodil International University. With this survey, we tried to realize all of the facts related to it. Based on the analysis, we have also mentioned some recommendations which may be helpful for the betterment of the undergraduate students.

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I. INTRODUCTION

When a student comes to a university, they have to face a number of problems. Counseling and advising are one of the key processes to understand the student's problems and providing the necessary support. There are several types of problem which are to be faced by a student both in their academic and personal life. For the betterment of their educational life and career, this process is being applied in most of the universities of the world. In this research, we tried to do a rapid assessment to find out the effectiveness and drawbacks of the currently running system. We have analyzed both students and teachers opinions regarding counseling. For this purpose, we have used two dimensional research methodologies. We have conducted a survey-based research and a

group discussion based research to find and cover different aspects of the counseling and advising system. We present evidence to suggest that, ensuring proper guidelines through advising and counseling influences the success of the students. The rest of the paper includes: literature review in section II, research methodology in section III, result analysis in section IV, some recommendations in section V and, conclusion and future work in section VI.

II. LITERATURE REVIEW

Authors in [1] have mentioned the importance of advising for students' satisfaction. According to them, students are less satisfied with support services which include: academic advising and career services. In [2], authors have discussed on mental health issues and counseling services. They have estimated the prevalence of anxiety and depression, suicide and suicidal ideation, and violence among students. According to their opinion, supporting the emotional and developmental growth and mental stability of the students bring success in their academic, personal and professional lives. Students mental health concerns are focused on [3], and authors have discussed responses of the campus counseling services to the concerns. The role of faculty advisors' is very important in the developments of graduate students according to the authors in [4]. For women in science, technology, engineering and mathematics, the effect of counseling is especially crucial. According to the authors in [5], stressors exist in academic campus, and advisors are responsible to help students to deal with stressors. In [6], authors have mentioned the effectiveness of technology-based advising tools. An intrusive advising principle to achieve academic success and set of predefined goals are suggested in [7]. Authors in [8] have discussed a regression discontinuity design for counseling students for the enrolment in the academic program. In [9], authors have examined the impact of counseling for underprepared students. They have used variance and logistic regression analysis for analyzing the performance of the students. In [10], authors have evaluated academic advising in terms of student needs, expectations and success. Authors in [11] have emphasized on more counseling for international

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students to solve their problems. According to the authors in [12], advisors play a significant role in the success of international students with the help of the model named intercultural communication competence. In [13], authors have mentioned the importance of advising and counseling to solve problems, and success in academic, and professional career. They have surveyed from 2005 to 2013. Analysis of the survey shows that, female students and newly admitted students are mostly benefited with academic advising.

III. METHODOLOGY

In this research, we have tried to meet with the two end parties of the counseling and advising system to figure out what they think about counseling and advising system. The first party is the support provider of the system, and in this system, they are the faculty members of Daffodil International University. The second party is the support or service receiver of the system, and in this system they are the students of the university. We provided different survey questionnaire to these two types of people. Through this questionnaire, we have tried to know what they think about the effectiveness of the counseling and advising system. We also conducted a Focus Group Discussion to find out some aspects which affect both faculties and students regarding counseling and advising.

a) Statistical Output Analysis

From the survey, we have found various output results regarding many aspects. In this survey, we have responses from 143 faculty members and 63 students. We have analyzed their responses regarding these questions and found the frequent responses and thoughts. [Fig. 3.1] presents the working process of our research work.

IV. ANALYSIS

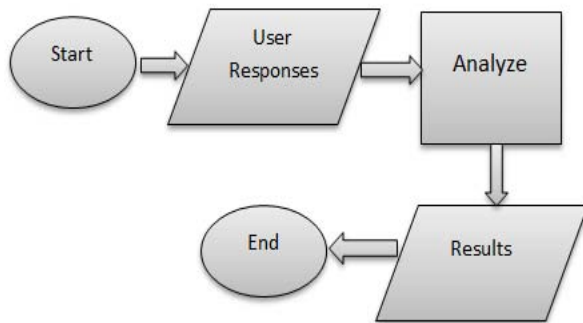


Figure 3.1: Workflow Diagram

a) Teacher's Response

In the first question, teachers were requested to share their opinions regarding the usefulness of the

counseling/advising system. In response, most of the faculty members responded positively. The output shows that, counseling and advising system is an important and essential tool in the university system. We have categorized the responses in 6 major categories which are presented in [Fig. 4.1].

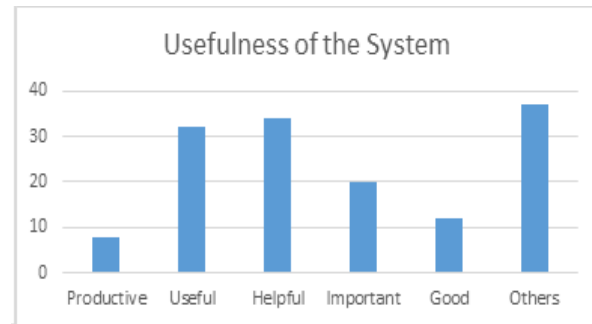


Figure 4.1: Teachers responses on the effectiveness

In the second question, teachers responses were regarding whether they are familiar with DIU introduced counseling and advising system or not. Most of the teachers answered that they know about this. The percentage is shown in [Fig. 4.2].

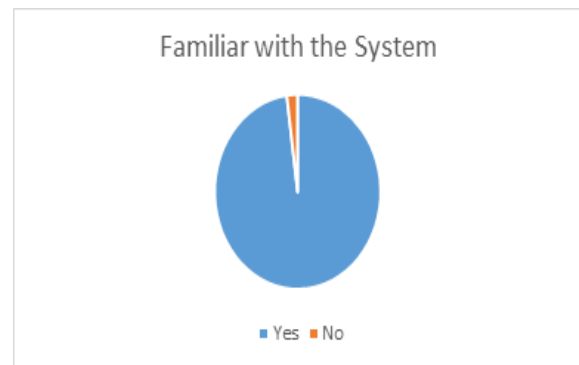


Figure 4.2: Whether teachers are familiar with the system

In the third question, we wanted to know from the teachers, how often they engage themselves in advising and counseling in a week. The output of the responses is given in [Fig. 4.3].

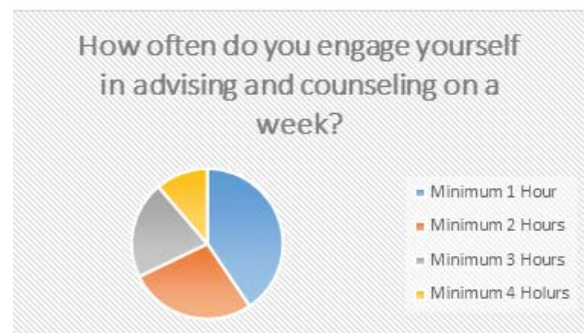


Figure 4.3: Engagement of teachers in counselling

In the fourth question, we tried to know the strategy of the teachers by which they help students to

develop themselves through counseling and advising system. Some key strategies are listed below:

- Creating a workable map.
- Student's quality level classification.
- Friendly behavior.
- Providing proper guideline.
- Solving some non-academic problems.
- Enriching student's confidence.
- Sometimes group counseling.
- Counseling students maintaining a checklist.
- Making them conscious about attending classes.
- Extra time for weak students.

In the fifth question, we wanted to know about teachers' favorite activism to develop students.

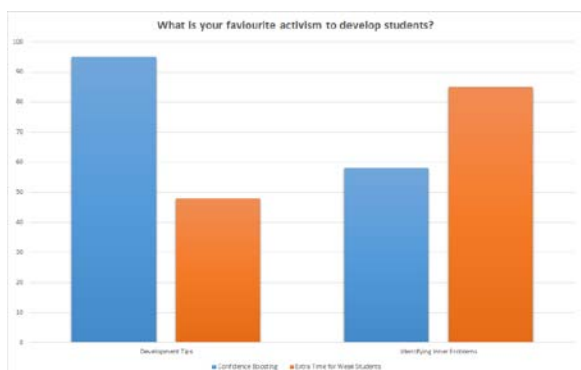


Figure 4.4: Teacher's favorite activism for developing student

In the sixth question, we have tried to figure out the obstacles faced by the teachers when they use the counseling system. 45.5% of the teachers face obstacles when they use the counseling system. The most frequent problem that they face is the technical problem like software problem. The second most frequent problem is that, most of the students are careless about counseling. Few teachers face lack of training experience regarding this matter, some of them face desk environment problem. Few teachers mentioned time problem because of participating class and other activities in the university.

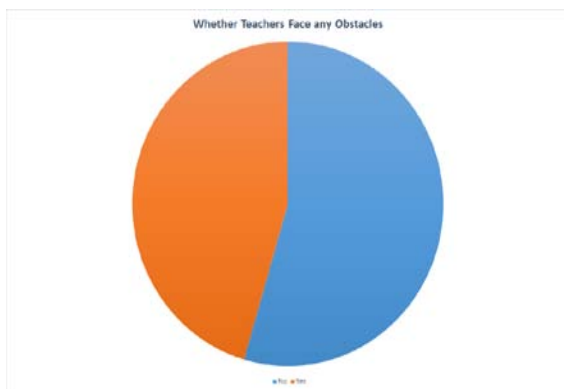


Figure 4.5: Whether teachers face any obstacles

In the seventh question, teachers answered which area they cover mostly in counseling sessions. In this question, we had three default options; among them, the most frequent area is that, they advise students to be a good human. They are also giving them course related supports and emphasizing them to get a good academic score. Teachers also counsel students by giving them career suggestion and try to solve their personal problem.

In the eighth question, teachers answered their least favourite aspects of counseling. In this question, we had 3 default options. Among them, most of the teachers don't like repeating the same topic they already have been shared previously. The second most frequent answer came from the teachers is their uncomfortable feeling of receiving phone calls in off pick hours, and in some cases they do not like to discuss about the exam and quiz issues regarding suggestions. The other least favourite aspects occur when they have to talk about the financial issue of student and when the student came just before the exam and don't come in time.

In the ninth question, teachers expressed their opinions about the motivation for counseling or advising. In this question, there were three default answers. Where, teachers could select more than one answer. The most frequent answer is that, teachers want to solve student's individual problem (95.8%). Teachers also try to provide support to the students so that the students can keep a good result in their course (30.3%). They also do counseling and advising because of their availability of time (21.8%).

In the tenth question, teachers answered why their students attend counseling and advising with them. In this question, we had four default answers where the teachers could select more than one. The most common reason behind attending counseling and advising is the development of an attitude of the student (66.9%). Teachers think that, students come to get counseling when they face any problem or trying to learn something (47.2%). They also think, some students come for having a lack of concentration in classes (25.4%).

In the eleventh question, teachers expressed their opinions about the current situation of counseling and advising. In this question, there were two default answers, and teachers could select more than one answer also give a new answer. Among them, most of the teachers think that there is a necessity of continuous follow up with keeping records online. Some of them think that there is a necessity of change or update in the system.

b) Student's Response

The first question that the students responded was about their opinion on whether they think that teachers counseling and advising is effective or not for



them. Most of the students think that, it is an effective system. The percentage rate is presented in [Fig.4.6].

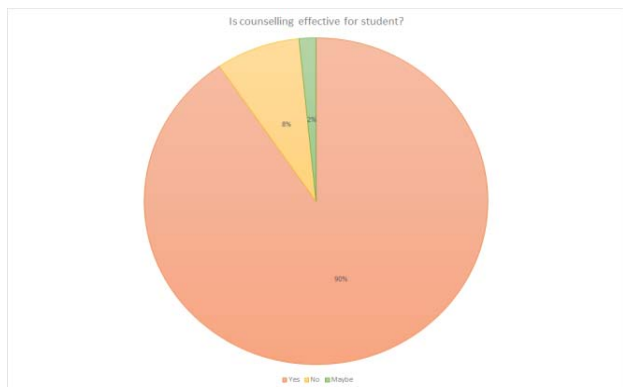


Figure 4.6: Student's opinion about the effectiveness of counseling

In the second question, students expressed their suggestions for making the counseling system more effective. Highest numbers of students have no suggestion regarding this issue (16). Some of the students think that, they need more active, helpful and careful teachers for the betterment of this system (10). Few students think that it is okay (9), need online counseling (4), and should be encouraging to the students (5).

In the third question, we wanted to know whether students are familiar with the DIU computer base counseling system or not. 60% of them are not familiar with the counseling and advising system. The most frequent reason behind saying "No" is that they know nothing about the system.

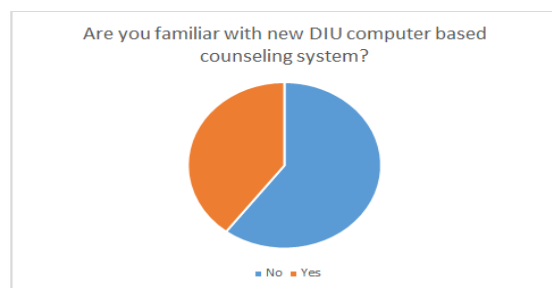


Figure 4.7: Student's familiarity with counseling

In the fourth question, the students answered whether they are encouraged by their teachers to attend counseling/advising or not. Most of the student said that they are encouraged by their teachers. The percentage rate is presented in [Fig. 4.8].

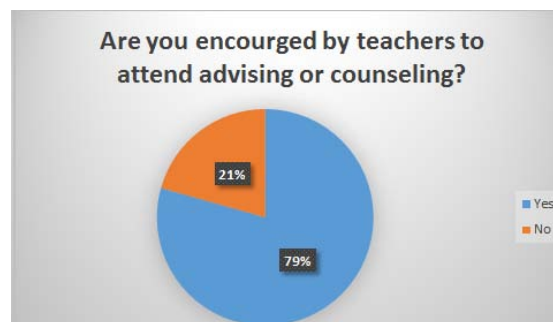


Figure 4.8: Students are encouraged by teachers

In the fifth question, we tried to figure out the ways teacher encouraged the students. There is common answer in this question. Most of the students say that they are encouraged by telling the effectiveness of the counselling (51). Few students go for counseling when they face any problem (4) and when the teachers tell about the counseling hour (4). Some of the students replied that, their the teacher doesn't encourage them.

In the sixth question in the research, we tried to find out the desirable areas of the students which should be covered in the counseling session. Most of the students want career-related counseling than only academics issues. They also think that they need counseling on their personal problems which affects their study.

In the seventh question, we tried to know about the student's opinion on a comfortable method to get counseling. Most of the students prefer in-person counseling where some others want online counseling.

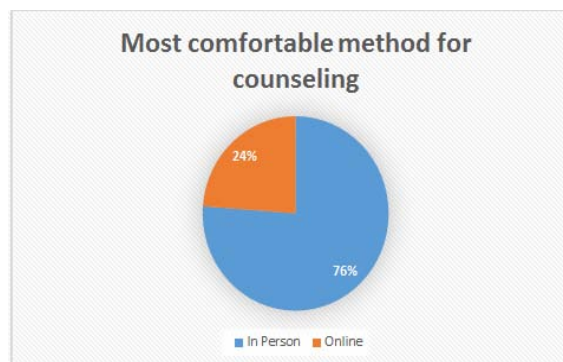


Figure 4.9: Comfortable method of getting counseling

In the eighth question, students had to answer whether they need more counseling hours before examination or not. Most of the student thinks that they need extra counseling hours before midterm- and final exam (84%).

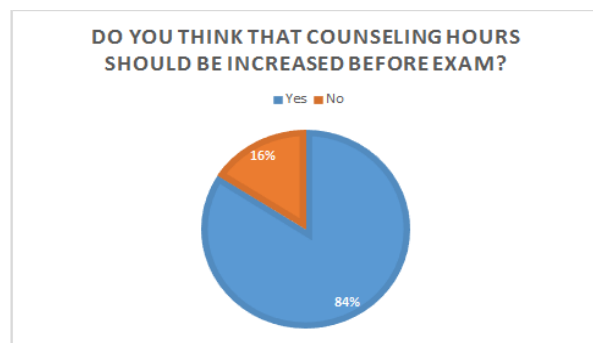


Figure 4.10: More counseling hour before the exam

In the ninth question, we wanted to know the students' opinions whether they want to get mandatory counseling for the low-grade (CGPA) students or not. In this question, we found most of the students want mandatory counseling for the low-grade students (CGPA) (82.5%).

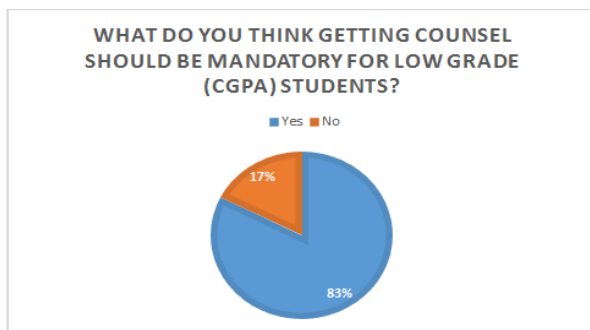


Figure 4.11: Mandatory counseling for low-grade student

In the last question, we asked for new ideas from the students to maintain a more effective counseling system. Where, we found some ideas about counseling. Some students think that, they need more helpful and active teachers, more time, friendly behavior from the teachers and want motivation about career plans. Some students shared some other ideas too.

V. RECOMMENDATION

Some recommendations are listed to improve the effectiveness of the advising system which came out from the research.

a) Maintaining Attendance Book

It will contain more student information than the previous. The recommendations are as follows:

- Add some extra options like images of every student.
- Classify activities of the students.

b) Students Classification

Teachers are recommended to classify students on the basis of their activity. Students of a different class should get different advising and counseling on the basis of their needs and demands. For example, when a group of students needs advice and counseling about a study in abroad, they may get their required information

from the teacher or advisor as a group. It will minimize pressure on faculty members with a big number.

c) Training Session

Conduction of training on counseling and advising for the faculty members is necessary. Some of the teachers don't have a clear concept on the counseling system, and about various facilities of the university. In the training session, these things should be covered.

d) Proper Space for Counseling

It is also necessary to furnish faculty rooms for counseling. Moreover, some special rooms for counseling can be designed in different floors. Faculty members can use these room in different schedule maintained from the department.

IV. CONCLUSION AND FUTURE WORK

In this research, we have analyzed the significance of counseling and advising system for the development of undergraduate students. For this analysis, we have conducted a survey where we had two groups of academic people as faculty members and students. We have also conducted a focused group discussion. We have analyzed several important factors related to counseling and advising. Based on the analysis, we have proposed some recommendations. In future, our goal is to implement data mining techniques to find out more information from the analysis which will assist the teachers.

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