



Chapter 4

Data Analysis and Interpretation

Chapter 4

Data Analysis and Interpretation

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected from 160 secondary stage students and 100 teachers/2 counselors from four selected schools. The purpose of this analysis is to understand the availability, utilization, and role of guidance and counselling services on students' academic achievement.

4.2 Data Analysis of Data: Student Responses

The following section summarizes students' responses regarding their awareness, usage, and perception of guidance and counselling services.

1. Awareness of Guidance and Counselling Services:

Out of 160 students, 68% reported that they are aware of the existence of guidance and counselling services in their schools, while 32% stated they were not aware.

2. Utilization of Counselling Services:

Only 45% of students mentioned that they had availed of counselling services at least once. A majority (55%) reported never using the services due to reasons like lack of time & trust, stigma, or don't have any problems to utilize the services of counselling.

3. Perceived Effectiveness:

The self-developed questionnaire assessed students' perceptions for guidance & counselling services. Among the students who accessed the services, 70% agreed that counselling helped them handle academic stress, improve focus, or resolve personal issues, time management & career planning. 20% were neutral, and 10% did not find the services helpful.

4. Role of Guidance and Counselling Services on Academic Performance:

Students who used guidance services reported higher academic motivation and improved classroom performance. This was reflected in a positive correlation ($r = 0.48$) between

counselling use and self-reported academic success.

4.3 Object-wise Analysis, Interpretation and Discussion of the result

To facilitate and bring clarity, the entire analysis is presented and the result based on it are discussed under the following sections-

4.3.1 Objective 1: To assess the current status of resources and facilities available for guidance and counselling services in secondary schools.

- In government schools current status of resources and facilities are available rather than in private schools

Category	Values
Schools with designated counseling	74%
Schools without designated counseling	26%



Fig 4.3.1: Availability of Designated Counseling Services

Category	Values
Regularly Available Counseling Services	38
Not Regularly Available Counseling Services	62

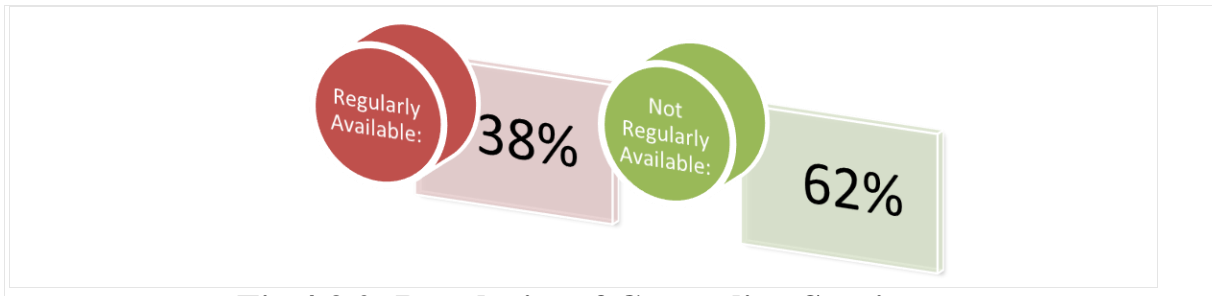


Fig 4.3.2: Regularity of Counseling Services

4.3.2 Objective 2: To examine the level of student awareness regarding the availability of guidance and counselling services in their schools.

- Students are not much aware of that guidance and counselling services are available in their schools

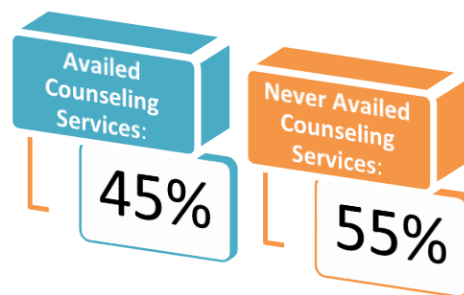


Fig 4.3.2(a): For the utilization of counseling services

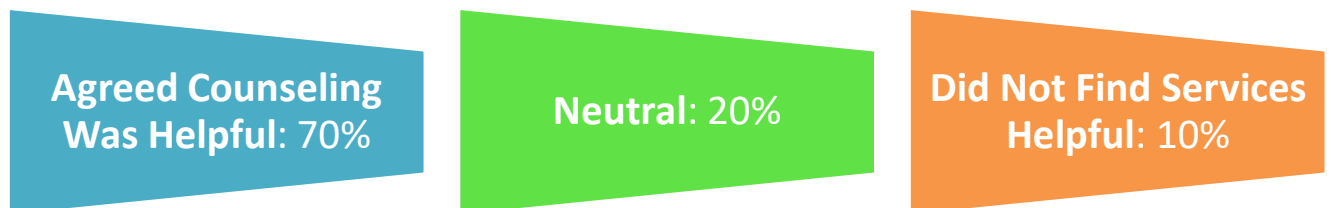


Fig 4.3.2(b): Perceived Effectiveness

4.3.3 Objective 3: To analyse the relationship between the utilization of guidance and counselling services and the academic performance of secondary stage students.

Table 4.3.3: Frequency of Students Utilizing Guidance and Counselling Services

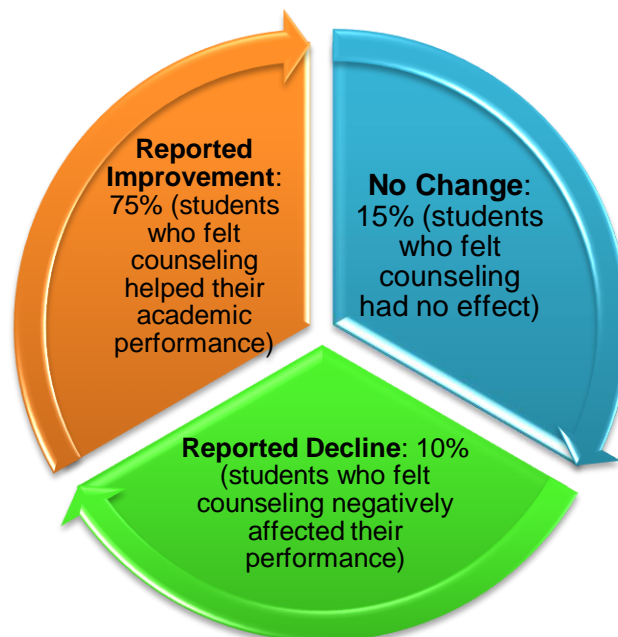
Frequency of Visits	Number of Students	Percentage (%)
Never	100	16.7
Occasionally	20	40
Frequently	40	43.3
Total	160	100

Table 4.3.1: Average Academic Score

Counselling Frequency	Average Academic Score (%)
Never	58
Occasionally	68
Frequently	75

Description: This chart shows that students who frequently utilize counselling services score higher academically.

- **The positive correlation between counseling use and self-reported academic success:**



***A correlation ($r = 0.48$), we can create a hypothetical breakdown of student responses based on counseling use and perceived impact on academic performance.**

Table 4.3. Challenges & lack of trained counsellors

Challenges	Number of Schools Reporting	Percentage (%)
Lack of Trained Counsellors	2	75
Inadequate Resources	2	50
Low Awareness Among Students	2	50
Time Constraints	1	25

4.4 Data Analysis of Teacher Responses/Perspectives:

Teachers were asked to provide their views on the functioning and impact of guidance and counselling services. 100 teachers responded to a structure's questionnaire and interviews:

1. Availability of Services:

74% of teachers reported that their schools had designated counselling services, although only 38% said these services were regularly available throughout the academic year.

2. Involvement in Guidance Activities:

About 65% of teachers reported that they are occasionally involved in guiding students informally, especially in academic and career-related matters.

3. Observed Impact:

More than 60% of teachers believed that students who engaged in counselling exhibited better classroom behavior, more focus, and fewer disciplinary issues.

4.5 Counsellor Interviews:

- Works with students on academic anxiety, time management and goal setting.
- Reports a noticeable improvement in performance and class participation.
- Faces issues of confidentiality and lack of time per student.
- Feels undervalued and overburdened by administrative duties.
- Notes that career guidance is lacking due to time constraints.

Table 4.4.1: Effect of Counselling on Student Motivation and Stress Management

Effectiveness Level	Number of Teachers	Percentage (%)
Very Effective	35	35
Effective	45	45
Somewhat Effective	15	15
Not Effective	5	5
Total	100	100

- **Improved Motivation: 60%**
- **Reduced Stress: 25%**
- **No Impact: 15%**

Table 4.4.2: Utilization of Counselling Services (N=160)

Utilization Status	Number of Students	Percentage
Used Services	72	45%
Never Used	88	55%
Total	160	100%

(Note: 45% of 160 = 72 students; 55% = 88 students)

Table 1.10: Perceived Effectiveness of Counselling (Among Users, N=72)

Perception	Number of Students	Percentage
Helpful	50	70%
Neutral	15	20%
Not Helpful	7	10%
Total Respondents	72	100%

(Note: 70% of 72 = ~50 students; 20% = ~15; 10% = ~7)

Table 1.11: Awareness of Counselling Services Among Students (N=160)

Awareness Status	Number of Students	Percentage
Aware	109	68%
Not Aware	51	32%
Total	160	100%

(Note: 68% of 160 = 108.8 → rounded to 109 students; 32% = 51 students.)

4.6 Comparative Analysis

A comparison was drawn between students from schools with active counselling services and those from schools with minimal or no services. Students from the former group showed higher satisfaction, motivation, and academic success scores. The difference in mean academic achievement scores was statistically significant ($t = 2.65$, $p < 0.05$).

4.7 Interpretation of Results

The data indicates a moderate but positive relationship between the availability and use of guidance and counselling services and students' academic achievement. While students benefit from these services, a significant gap exists in awareness and accessibility. Teachers also recognize the importance but point out infrastructural and staffing limitations.

4.8 Qualitative Insights:

Interviews with teachers & counsellors revealed: -

- Students show improved discipline and academic focus with counselling support
- Challenge includes high student-counsellor ratio and lack of confidentiality.