



Survey Findings and Analysis

A Report on the Group Career Counselling Sessions conducted for students of Junior Colleges in Anantapur and Kurnool, from July to September 2018

CONTENT

Introduction

04

Methods Employed

08

Results and Takeaways

10

Conclusion

19

Appendix

21

EXECUTIVE SUMMARY

This report is an analysis of the career counselling sessions conducted by Bhavishyath Counselling with Intermediate students of government colleges in Anantapur and Kurnool districts of Andhra Pradesh. The main findings which we would like to present are:

We found that the youth have not thought a lot about careers and their future. This is not very surprising as these schools serve rural (and often) remote areas so the exposure to the wider world of work is limited. There are specific pitfalls that the youth seem to be falling into. There is a great demand for jobs as government teacher, policeman/woman and Army officer/soldier. While jobs in the Armed forces and related entities like Border Security Force are still relatively plentiful, jobs in government service are in much less supply. What is likely to happen (and we have observed anecdotally) is that a lot of youth are going to spend multiple years in a fruitless search for jobs in these areas, while neglecting other promising opportunities that are out there in the private sector, self-employment etc. It is important to address this bias urgently and thereby save the time of youth, as well as save them from a confidence-sapping failure early in life.

Regarding the effectiveness of the career counselling sessions we are conducting, we are quite enthused by anecdotal observations as well as the results of the survey. We see the children sitting quite raptly and listening to the films that we show them – they are hungry for information and ready to absorb it, when it is presented in a way that they can relate to it. They have also responded quite positively for the most part in the survey – overall 62% of the students say they found it “Very Useful”, and in

particular colleges this has been as high as 76%. We have got tremendous amount of learning from conducting these sessions and are in the process of improving these sessions so that they can be even more effective and engaging. We look forward to rolling these out to many more students in the years to come, and to expand our work to different age groups.

We are happy with the validation of our basic hypothesis that it is beneficial to students to give them information about the wide range of jobs and careers that are present today. At the same time the way the information is delivered is critical – it needs to be attractive, relevant, concrete and relatable.

It would be useful to have youth thinking more about what kinds of talents they have and what kinds of jobs might be suited to their personalities. Youth are not doing this currently in thinking about their choice of a career and many of them may be ending up in jobs where they are unhappy and unproductive. There is a big emphasis on skilling and training students, resulting in a mushrooming of skill training institutes, particularly in the private sector. These have not yet reached the awareness of students for the most part so a lot more work on publicity is required, as well as removing the stigma related to vocational careers.

We want to profusely thank Rural Development Trust for partnering with us to roll out these sessions and providing critical logistical support and co-ordination with the schools. We hope to continue to have a fruitful partnership with them. We thank Timbaktu Collective for providing similar support on the earliest pilot sessions.

INTRODUCTION



Bhavishyath Counselling is a public trust set up in 2017 to deliver career counselling and guidance to the underprivileged. Our primary place of work is Anantapur district of Andhra Pradesh. After several pilot sessions, Bhavishyath developed a group career counselling session format to be delivered in government schools and colleges. Bhavishyath partnered with Rural Development Trust for the delivery of these sessions. Rural Development Trust is a large and highly respected NGO that has worked in Anantapur and other districts for decades. The sessions were rolled out in July and August of 2018 and reached more than 900 students in **6 junior colleges** of Anantapur and Kurnool districts. A survey was administered immediately before and after the sessions and this report is primarily based on the analysis of the survey data. This report utilises these surveys to throw light on two areas:

- 1.) The prevailing situation regarding career knowledge and preparedness in the district and
- 2) The value and effectiveness of the session in delivering information and causing behaviour change.

JUNIOR COLLEGES

In the Andhra Pradesh government schooling system, grades 11th and 12th i.e. secondary school, are termed “Intermediate” and the two years of education are often abbreviated to “Inter 1st Year” and “Inter 2nd Year”. The institutions delivering these two years of study are usually termed “Junior Colleges”. These colleges only deliver Inter 1st and 2nd year of study and are rarely integrated with high schools or tertiary (“degree”) colleges. Students have to pick between Sciences, Arts, and Commerce etc. for subjects of study. The main streams are:

MPC: Maths, Physics, Chemistry (Physical Sciences group)

BiPC: Biology Physics, Chemistry (Biological Sciences group)

CEC : Commerce, Economics, Civics (Commerce group)

HEC: History, Economics, Civics (Arts/Humanities group)

In addition, there is a Vocational stream in some colleges which prepare students for a vocational career.

Vocational streams have further branches e.g. Office Assistant, Multi-purpose Health Worker

FORMAT OF THE COUNSELLING SESSION

The career counselling sessions consisted of the following components:

- Orientation to the Session and filling out the pre-survey
- Discussion about the term “career” – The various interpretations, aspects and importance are discussed and reflected up on.
- An introductory film about careers; the “Emoji” film is screened. This is a film about careers and delivers some key messages as well as introduces several promising careers that are not well known to children
- Films profiling role models in different careers: 2-3 films were chosen from a set of 10 films that talk about a particular career in depth. These films are made by interviewing real life practitioners of different careers.
- Presentation on Higher Education options: A PowerPoint presentation is shown to the youth showing the different degrees they can pursue after their Intermediate, and corresponding higher education and careers. This presentation is customised to each of the study groups mentioned above.
- An in-depth look at some in-demand professions – Police/Army/Teacher/Skill Trainings is made through discussions. Since these were observed to be the most in-demand we go in some detail into these. We also deliver some cautionary messages about the scarcity of jobs, particularly for police and army. We cover the different skill training options that are available in the district.
- “Achieving your goals” module was introduced from the 5th College onwards, as a result of a lot of feedback from teachers and others about the importance of delivering such messages. It talks of planning, goal-setting, productive and counter-productive habits and practices, and also addresses practical problems that the youth face

CONCLUSION AND POST-SURVEY

The appendix contains the details of the educational institutions at which sessions were conducted and the dates on which they were conducted.

OBJECTIVES OF THE CAREER COUNSELLING SESSION

1. To deliver some key messages regarding careers and making career choices
2. To introduce new career options to students
3. To motivate them to pursue their career goals in a more energetic, practical and robust manner

Results from the survey on how well these objectives were met have been provided in the succeeding sections.



METHODS EMPLOYED

METHODS EMPLOYED



A structured survey was used to collect data from the students. The survey was conducted before and after the course was conducted. A total of 839 surveys were collected and each respondent filled in only one survey (all counted, more than 900 students attended the sessions, but completed surveys were received from 839). The survey was collected from 337 female students and 502 male students. As mentioned all the sessions were conducted at Government Junior Colleges. Most of the students were from the Intermediate 2nd Year, in a few cases some students from Inter 1st year also joined, where space permitted. In all the colleges, the students belonged to one of the study groups mentioned earlier.

The survey included a mix of both open ended and multiple-choice questions. The translated English formats are presented in the appendix. Microsoft Excel was used to analyse the data for creating this report.

RESULTS AND TAKEAWAYS

RESULTS AND TAKEAWAYS



PREFERRED JOBS/CAREERS

The first question in the survey asked students for their top three career choices. The question was asked both before and after the session was conducted. It aimed at understanding profession choices students expressed and to capture any new interest or motivation that the student got after going through the session.

Given below in Table (1) are the different profession choices and their respective counts based on the survey reporting. Here we have merged answers that are related for example Teacher and Lecturer, Banker and Clerk. These are from the pre-survey.

The most chosen professions were Teacher, Policeman, Banker, Doctor, Military, Engineer and Nurse.

PROFESSIONAL	NOS. OF STUDENTS	PROFESSIONAL	NOS. OF STUDENTS
Teacher	385	Electrician/Mechanic	17
Policman	282	Stenographer	17
Banker	159	Accountant	12
Doctor	149	Businessman	7
Military Officer	153	Journalist	7
Engineer	129	Vertirinarian	6
Nurse	107	Sports man or trainer	5
Agriculturist	63	Pharamcist	4
Railway Officer	57	Computer operator	4
Government Officer	49	Politician	4
Maintenance Repair	21	Hotel Manager	3
Lawyer	18	Beautician	1
Humanities Educated	17		

Table (1) – Profession choice along with count for ‘before’

It was observed during the sessions that Teacher, Policeman and Army were very ubiquitous as choices. Teacher/Police seems to be driven by Government service being seen as by far the most promising career due to comparatively good pay, less work stress and job security. In the interactions with the students, career thinking was found to be at a pretty low level. Mostly knowledge did not include a good understanding of the nature of the life in these careers. There was some understanding of the path to get into a particular career such as Government exams, EAMCET and others. However, there was a glaring lack of understanding of the difficulty or ease of actually getting a job - for example government teacher jobs have been growing increasingly scarce but the students have no understanding of the intense competition they would face for the few openings. The idea that each person has talents and a unique personality, and the chosen career should be a good match for those is also new to most of the students.

CAREER INFLUENCERS

The second question on career influence aimed to understand who influences a student’s career choices. The answer options included the following choices: Family, Friend, Other (Teacher or Movies). Based on the total number of responses received, 50% of the students chose the ‘other’ option, 38% chose ‘family’ and 12% chose ‘friend’. This indicates that the teacher (or movies) has the largest influence on a student’s choice of career. The answers are displayed in Figure 1 using a pie chart to represent the percentages.

Based on total number of responses

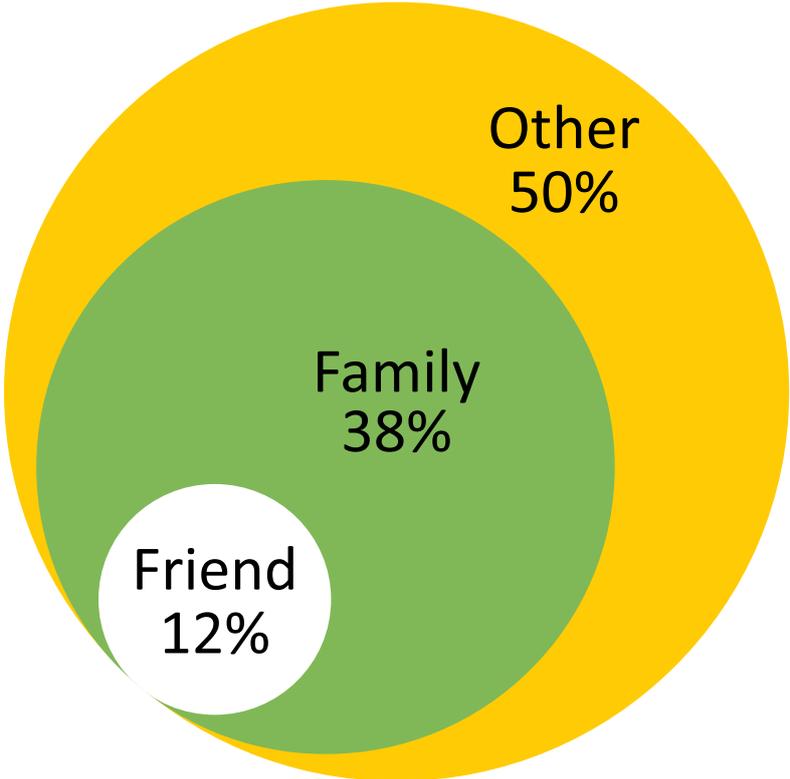


Figure (1) – General analysis of responses received

When analysed by gender we see that more number of female students are influenced by their family as compared to the male students. A 20% difference can be observed between the influence of family amongst male students and female students. See Figure 2

It is a bit surprising that so many students chose “Other” as the source of their influence. This could be explored further.

Based on total number of respondents

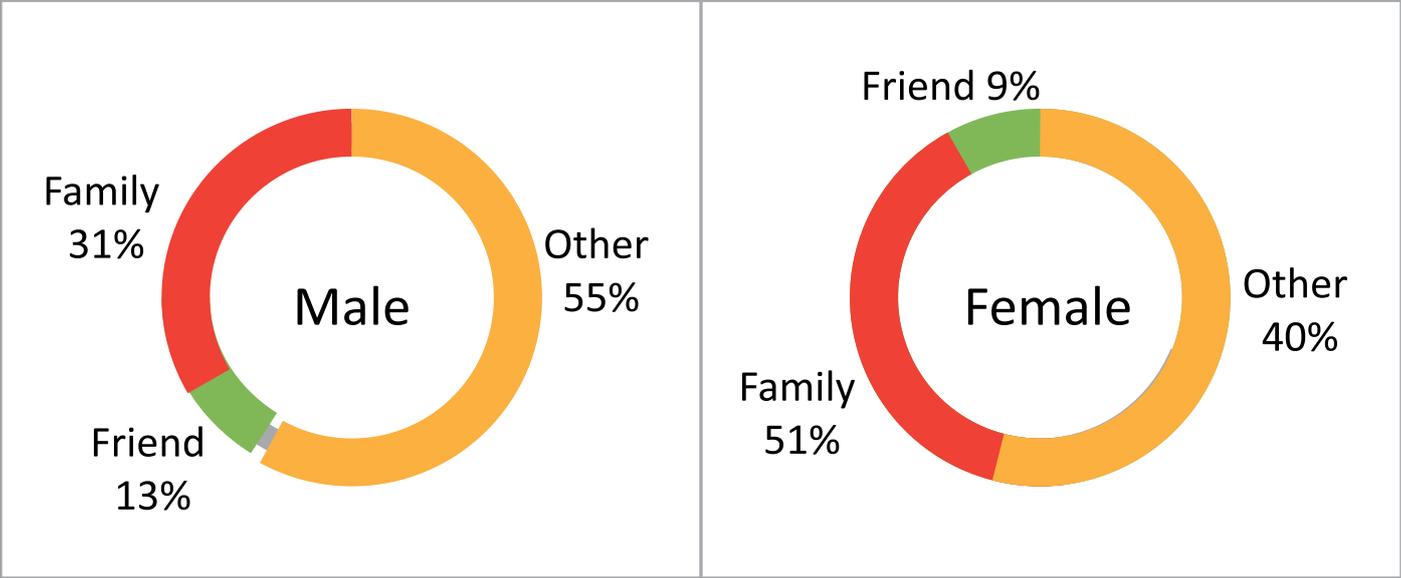


Figure (2) - Analysis based on gender of respondents

USEFULNESS OF THE SESSION

The students were asked “How useful did you find this session?”. This question was to understand the utility as perceived by the students post the session. The answer options were ‘NOT USEFUL’, ‘SOMEWHAT USEFUL’ and ‘VERY USEFUL’. These options are subjective and can vary from one respondent to another. However, the answers can be used to grasp the general receptivity and benefits a student received from the session. A general analysis as depicted in Figure 3 reveals that 62% of the respondents said they found the sessions “VERY USEFUL” , 37% said they found the sessions “SOMEWHAT USEFUL” and 1% said it was “NOT USEFUL”.

When a genderbased analysis was performed for this question, results revealed that a larger percentage of female students (75%), said they learnt a lot as compared to male students (54%). Could this be a reflection of the less opportunities and exposure of the female students?

These results are quite heartening as to the value of the sessions to the students and point to the need for more such career counselling activities.

Response to question on how much the students learnt from the session

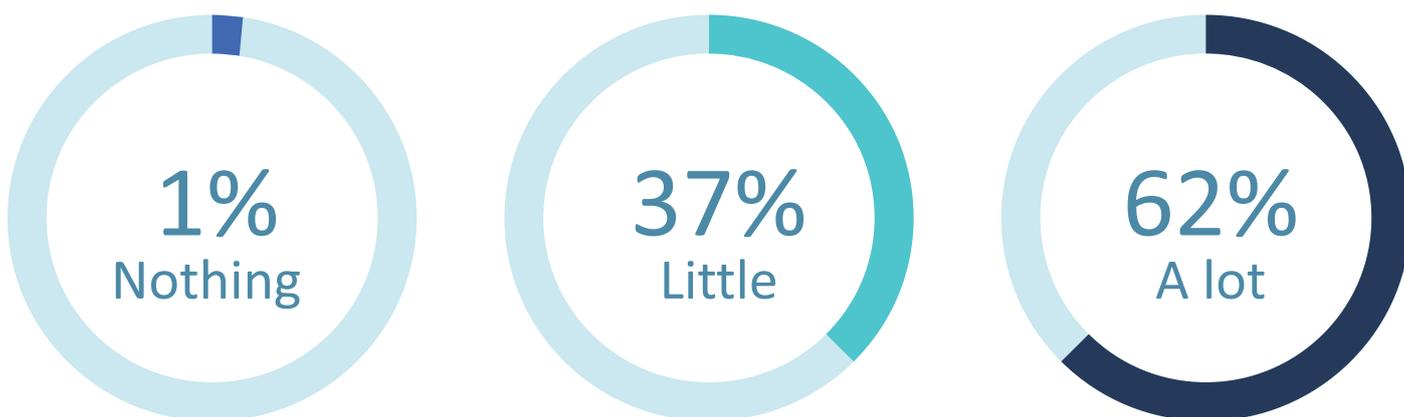


Figure (3) – General analysis of responses received

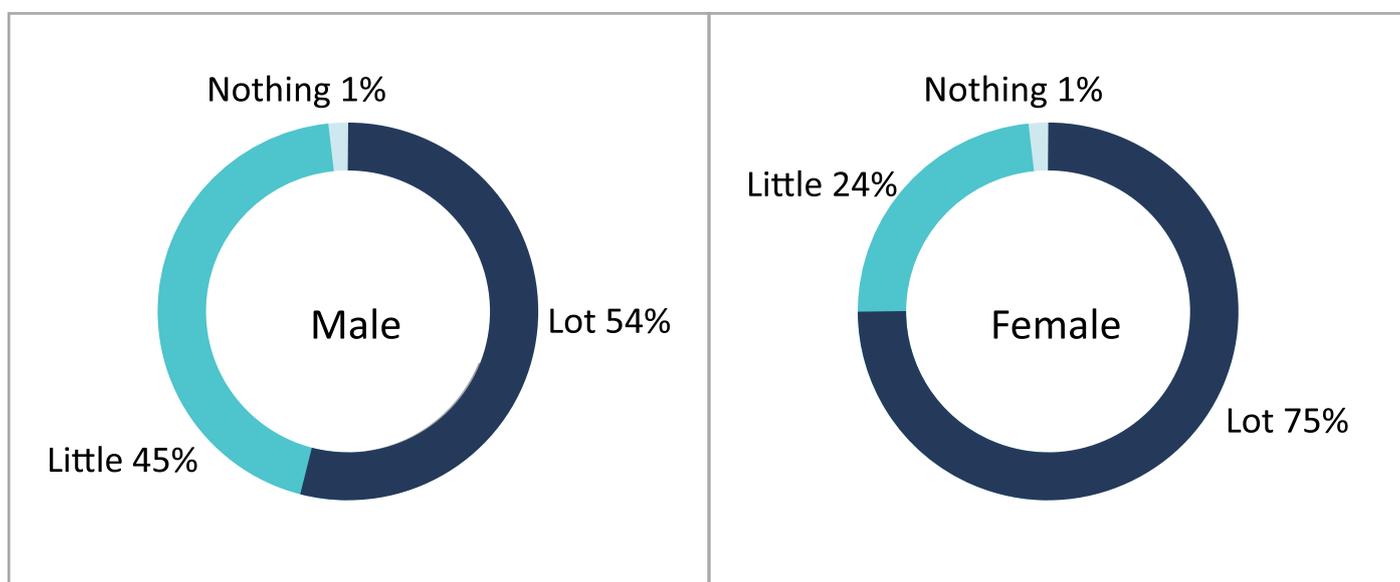


Figure (4) – Analysis based on gender

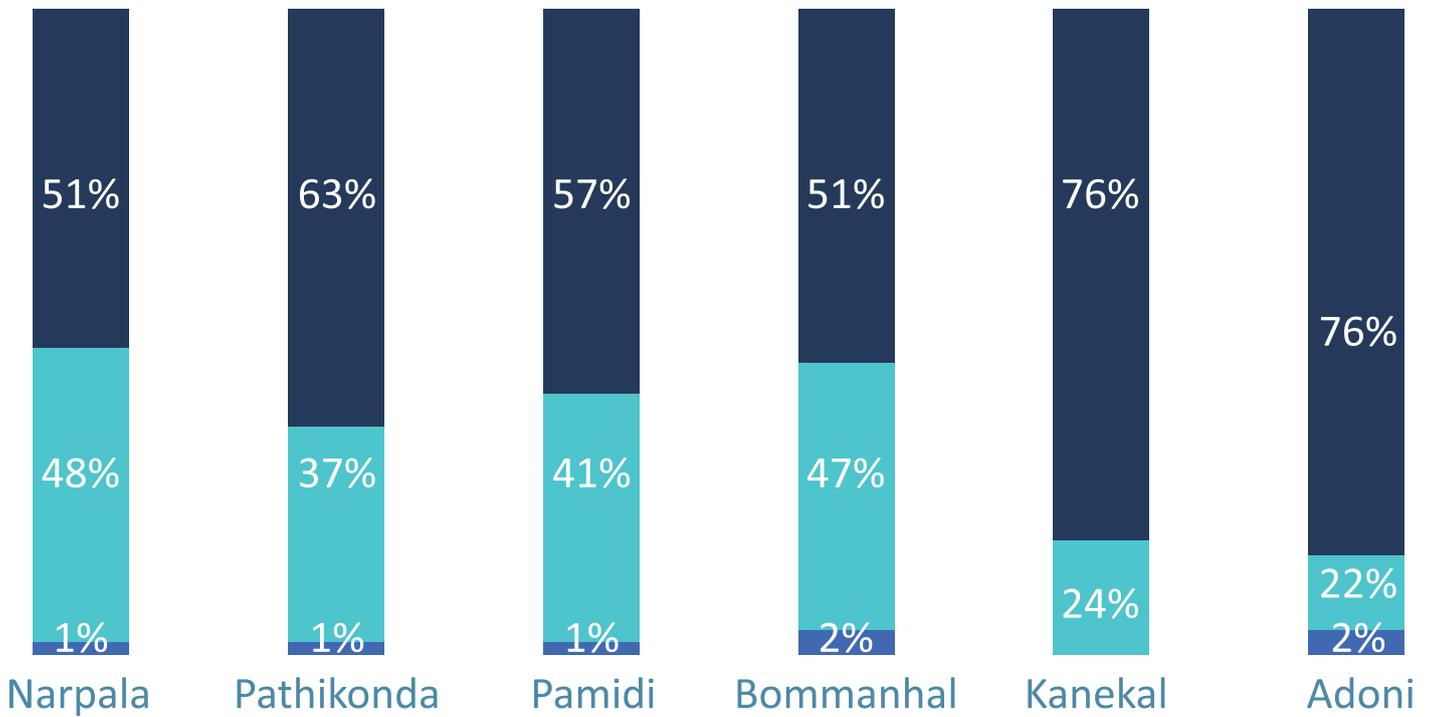


Figure (5) – Analysis based on location

In Figure 5 we show the results of the same question, disaggregated by college. Further the colleges are arranged in time order that is in the sequence in which the counselling sessions were conducted. We see that the trend is towards a greater satisfaction with the session. This could be linked to the improvements in delivery over time, in particular the inclusion of the new “Achieving Your Goal” (AYG) module which was not there at the start.

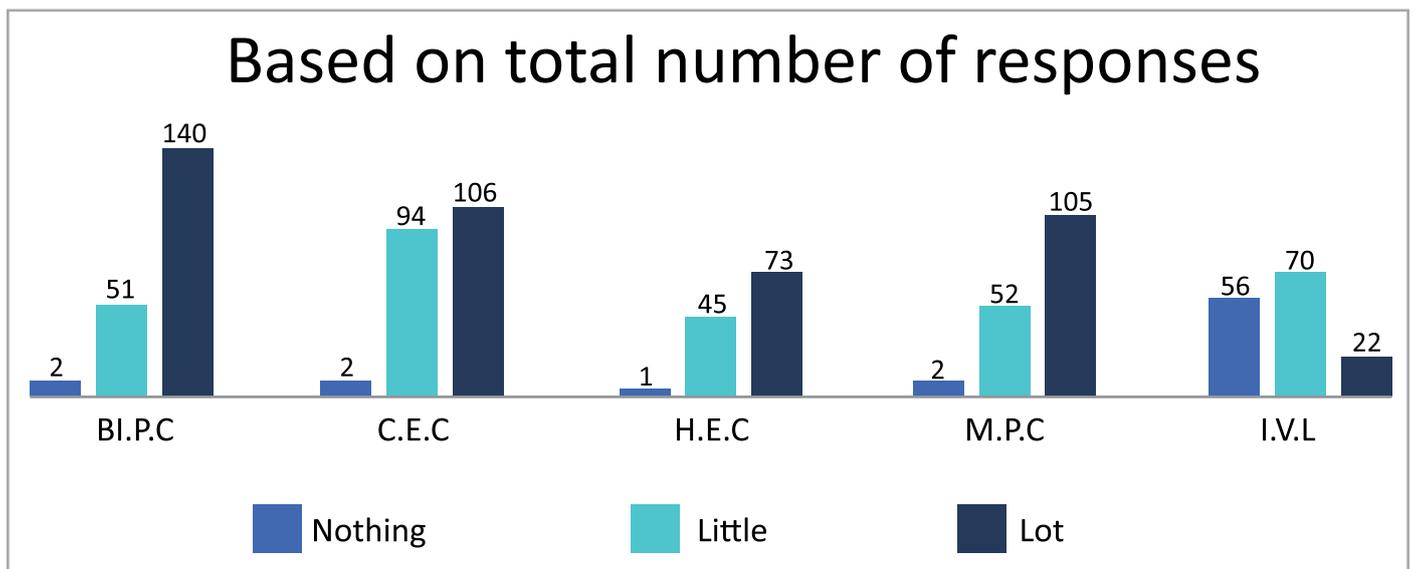


Figure (6) – Analysis based on study groups

As can be observed from Figure 6, 56 students belonging to the IVL (ie. Vocational) study group have said that they have learnt nothing. This is a much greater number as compared to the other study groups. It seems the session may not be meeting the needs of the Vocational students very well, even though a lot of the material is directed to skilling based occupations which should have been of interest to them. This could also be understood better.

MOST USEFUL MODULE

The next question aimed to understand which portion of the session, students found most useful. The options included the 'emoji film', 'question and answer session', 'career videos', 'achieving your goals section' and 'presentations'. As can be understood from Figure 7, on average students found the 'career videos' section of the session most useful. Following this are the presentations and then the session of achieving goals. The students found the emoji film least useful in comparison to the other sections of the session.

Based on total number of responses

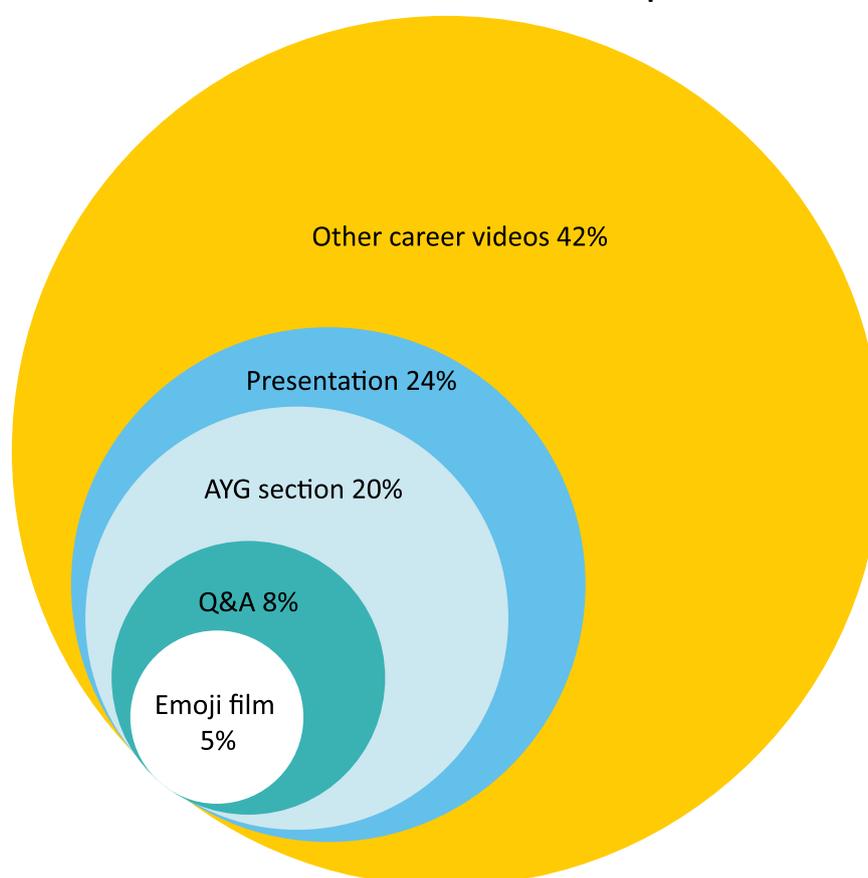


Figure (7) – General analysis based on responses received

From Figure 8, it can be understood that a significant number of IVL (Vocational) students have found the career videos beneficial. This can be explained by the nature of the videos. As they explain blue collar jobs, the IVL students relate to it more than other study groups due to the nature of their pre-university study.

From our personal observations during the sessions, we were quite heartened by the response to the “Emoji” film and the career videos. Students watched with rapt attention and there was little distraction and fidgeting. It is clear that students are hungry for career information that would be useful to them and they are ready to absorb it when it is delivered in an engaging way.

From Figure 8, it can be understood that a significant number of IVL (Vocational) students have found the career videos beneficial. This can be explained by the nature of the videos. As they explain blue collar jobs, the IVL students relate to it more than other study groups due to the nature of their pre-university study.

From our personal observations during the sessions, we were quite heartened by the response to the “Emoji” film and the career videos. Students watched with rapt attention and there was little distraction and fidgeting. It is clear that students are hungry for career information that would be useful to them and they are ready to absorb it when it is delivered in an engaging way.

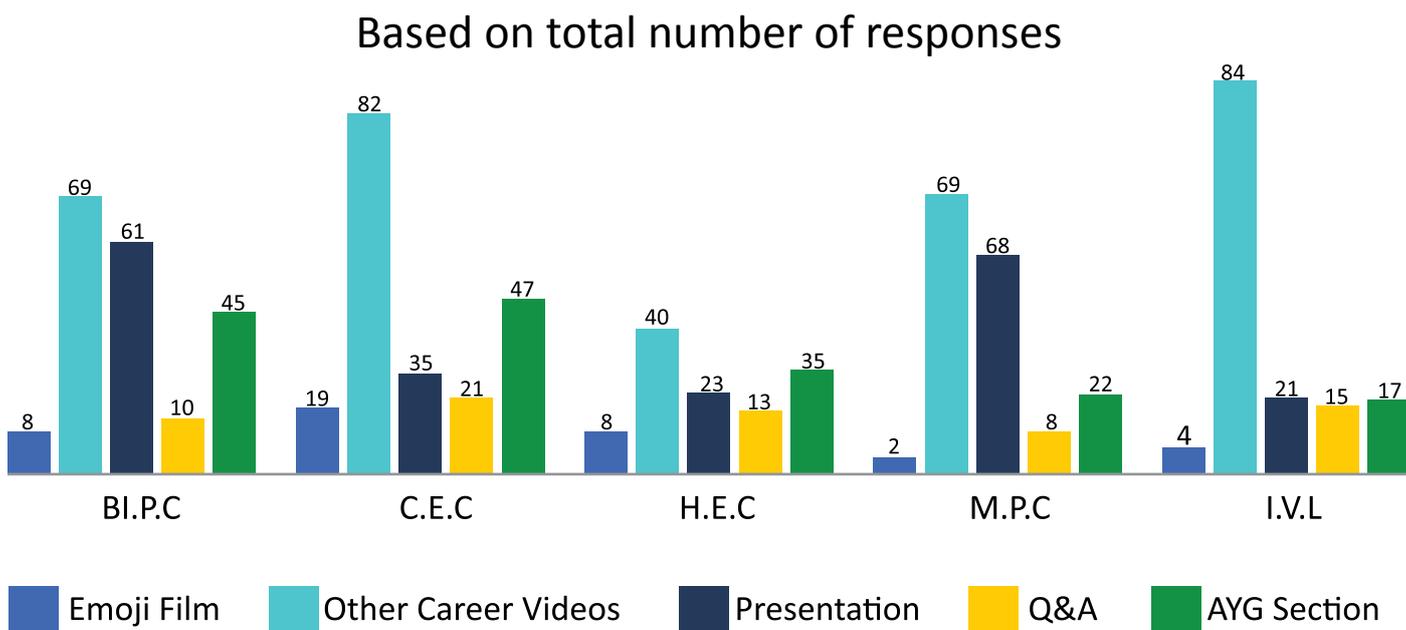


Figure (8) – Analysis based on study group

FOLLOW UP ACTIONS: CALL THE BHAVISHYATH HELPLINE

During the session, a free helpline phone number was given out to the students that they could use to get more information. One of the survey questions the students if they would use the helpline. The answer options included “definitely will call back’, ‘will call if I need to’ (coded as ‘may’) and ‘will not call back’. As can be interpreted from Figure 9, 51% students said they will definitely call back, 47% said they may and 2% said they will not.

In practice not many students have called back in the 2 months following the session – it has been less than 20. In other words intention to call as expressed in the survey does not translate to action, or at least immediate action.

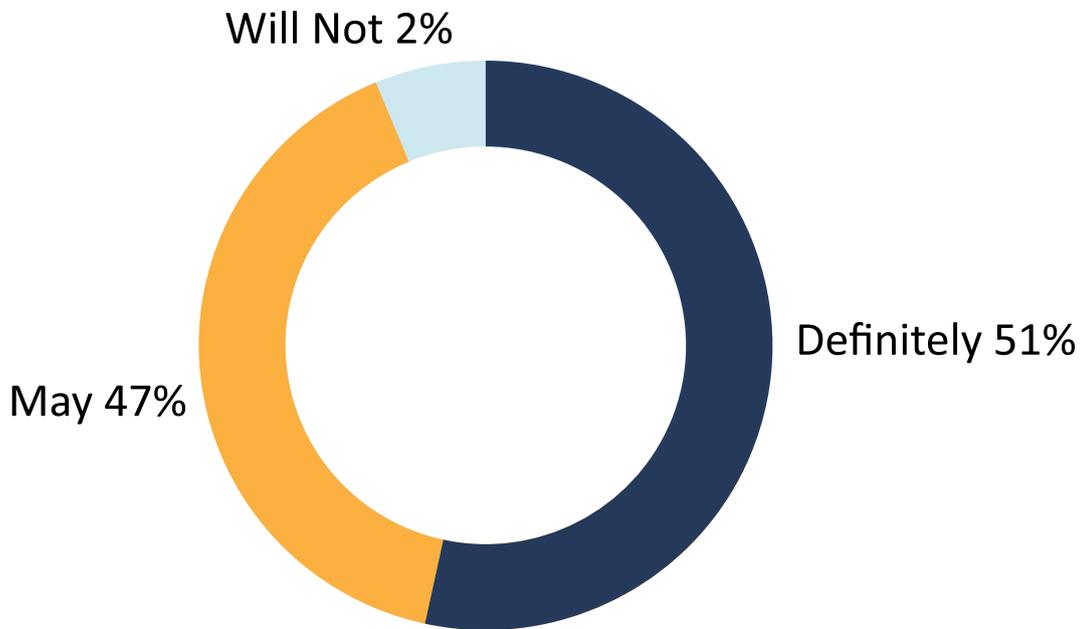


Figure (9) – General analysis based on responses received

When questioned on whether the students would recommend the career counselling session to others, all students said they would! This result is quite encouraging as an indicator of the perceived value of the session to students.

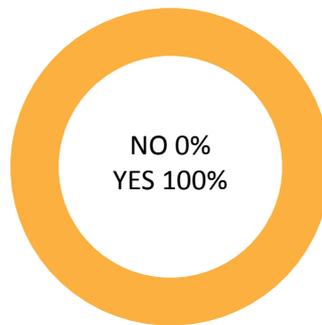


Figure (10) – General analysis based on responses received

CONCLUSION



This analysis is based on Bhavishyath's first structured effort at delivering career information to secondary school students. Taken as a whole the results are very encouraging to us – the students like the sessions and find them useful. At the same time tremendous amount of feedback was received from various stakeholders that has enabled us to make several improvements even midway and now we are working on some major enhancements.

The survey also gives us some useful information about the current situation vis-a-vis career thinking in students. We have a good quantitative measure of the most popular careers that are there in student's minds. We also see that the career thinking is not that mature. In particular there is a lack of pragmatic and informed thinking that will likely result in a waste of time and energy in pursuing unrealistic and inappropriate goals. There seems to be a lot of scope for more optimal decision-making. In addition there seems to be a lot of scope for students exploring new career options outside the standard ones.

ACKNOWLEDGMENTS

The data analysis and report writing was lead by Sidharth Santhosh who can be reached at email id: sidsan05@gmail.com.

APPENDICES

APPENDIX 1

Survey sheets

Student Name:

Gender:

Home Village:

Subject Group:

College Name:

Phone Number:

Date:

Session 1 – Before the Counselling Session

1.) Write down 3 jobs (careers) that you like

a.)

b.)

c.)

2.) Put a tick against the most suitable option below:

In the three jobs you have selected above, what was most influential in making your choice?

a.) Family members

b.) Friends

c.) Others (e.g. movies, teachers)

Survey 2 - After the Counselling Session

1.) Write down 3 jobs (careers) that you are interested in

a.)

b.)

c.)

2.) In the three options below, put a tick next to the one that is most appropriate

Did you learn anything from today's session?

a.) I learnt nothing

b.) I learnt a little

c.) I learnt a lot

3.) Put a tick against one of the answers below

I will call Bhavishyath after this session for more information

a.) I definitely will

b.) I will do it when I need to

c.) I won't

4.) Tick the most appropriate answer of the 4 below

In this programme, which portion did you feel most useful?

a.) 'Emoji' film

b.) Videos about different careers

c.) Presentation about educational options

d.) Presentation on "Achieving Your Goals"

e.) Q&A and discussion

5.) Write down 1 useful thing that you learnt today

6.) Write down below actions that you will take to reach to the career of your choice

a.)

b.)

c.)

d.)

7.) If we organize this session in your village, will you inform your friends about it? Will you make sure they attend it?

a.) Yes, I will

b.) No, I won't

APPENDIX 2

List of locations where the counselling sessions were conducted

Sl.No.	College	District	No. of sessions	Dates	Groups Covered	No. of students who attended
1	Government Jnior college, Narpala	Anantapur	3	16th & 17th July 2018	MPC, BiPC, CEC, HEC	111
2	Government Jnior college, Pathikonda	Kurnool	4	25th & 26th July 2018	MPC, BiPC, CEC, HEC, Vocational	207
3	Government Jnior college, Pamidi	Anantapur	4	1st & 2nd July 2018	MPC, BiPC, CEC, HEC, Vocational	190
4	Government Jnior college, Bommanahal	Anantapur	2	7th August 2018	MPC, BiPC, CEC, HEC	94
5	Government Jnior college, Kanekal	Anantapur	4	8th & 9th August 2018	MPC, BiPC, CEC, HEC, Vocational	187
6	Government women's Jnior college, Adoni	Kurnool	2	21st August 2018	MPC, BiPC, CEC, HEC	100



Bhavishyath Counselling
bhavishyath.counselling@gmail.com