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Students' Dilema in Subject Selection at Secondary Level

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Abstract
The present study mainly aimed at knowing about "Choice of Subjects and the Related Problems of Secondary School Students." It was a descriptive type of research. The researcher had the objectives including identifying the factors that influence students' choice of subject at the secondary level. Also, for example to identify the influence of parental pressure, which amounts to a sort of problem in this regard. It was hypothesized that e.g. for the achievement of better results, students' choice of selecting proper subjects is inevitable. A questionnaire with 13 items was used for data collection. Secondary schools of Distt: Mardan was the population of the study. A random sample of 400 students was selected. Science and arts students were separately analyzed. Some of the findings include but surely not limited to e.g. 46% of students (in wake of analysis of table VIII) had selected subjects which did not have relevance with their aspired and desired goals and hence the appearance of one of the problems related to students' choice of subjects at the secondary level.

Key words: dilemma, subject selection, secondary level, guidance

Background

The students in school face the necessity of selecting subjects at secondary school level. But selection of the subject always remains a chief problem for the students. The main motive behind selecting a subject is the desire to lead a luxurious life and attain high social status. The parents also have the same ambition. Therefore, students select such subjects which can provide them social dignity and prosperity. But at the start of their work, they confront failure.

There are a number of causes of failure. These causes may be classified as internal or individual based causes and external or social based causes. The internal causes depend upon the mental aptitude, intelligence and interest etc of the individual. If these factors are not involved in selection of subject, the individual cannot succeed in his mission. The external or social based causes may

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be geographical, social, financial, economical, and environmental. These conditions are varying from place to place. Therefore, the importance of subjects will also vary in each region. The students of agricultural society will select subjects of agricultural validity. Similarly, an individual belonging to industrial area will select subject of industrial utility. Such selection makes them useful for the society and provides opportunity of excellent future.

Some students select subjects having no specific goals while some have a destination but they have no capability of those subjects. For example, if a student wishes to be an engineer but is too weak in mathematics, he will face failure to achieve a brilliant future and a sound status in society. Some students select subjects on parental pressure but they have no scholastic capacity for the subjects. Usually, selection is based upon false understanding of the student, lake of information and mal-attention of counseling with the skilled person in respect of subject selection for student.

In short, we can say that acuteness of the problem is the unwise selection of subject.

Objective of the Study

The following are the objectives of the study.

1. To identify the factors that influence students' choice of subject.
2. To determine the factors that influence students' inclination towards various subjects, i.e. science and arts.
3. To determine the students' interest of their academic achievement.
4. To identify the influence of parental pressure in the selection of subject in the later academic success of students.

Review of Related Literature

Students have to select subject immediately after elementary school education. But the important role of our education system in forming and directing subject preferences has not been fully appreciated in our country. Many psychological and sociological influences brought to bear on young students by the family; the school and society helping to shape their career life- chance tend to have been ignored in our educational arrangements.

Developmental Process Of Choice

The developmental process of choice can be divided in three main stages i.e. fantasy choices period, tentative choices and realistic choices. The timing of these periods depends upon other aspect of development, like intellectual, cultural variation such as school–leaving age and the availability and complexity of work. (Adams, jesse, E.1927)

Fantasy Choices Period

This period of choice consists of 6 to 11 years of age. In this period the students believe that they can become every thing they want. The choice of the students based upon their recent experience and observation. These experiences are watching some one at work or hearing a description of work, and his preference will have no regard for the skill or qualification necessary. Johnny can think himself in any role without having o bother about such grown-up complications as training or physical strength. His dream world of play does much to obscure

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the realities of working life. According to Frank and Hetzer there are two stages of this period.

Interest

At the interest stage, around 11 to 12 years of age, children realize that they will be required to make their decision about their future job. Theirs out look is not too serious and their choices based primarily on interest and hobbies. New subject at school often acts as a temporary spur to choosing a job; starting technical drawing or science usually produce a short -term rash of potential draughtsman and scientist. Parents' occupation also intrudes at this stage, and the influence of parents' suggestion about future employment is beginning to take effect.

Capacity

Soon the adolescent realizes the interest is not enough. Enthusiasm for interest or hobbies does not guarantee success. Consequently, what one sees of the skills required in occupation directs one's own capacities and a career pattern become oriented toward those things one is good at. Teacher, as well as parent, now becomes influential, because they are the means by which one can discover one's capabilities, chiefly from feedback in school subjects.

Value

At the value stage, around to 15 to 17 years of age, the adolescent begins to relate capacities and skills to the satisfaction that might be realized from the range of occupation suited to her or his abilities. Value complexes, which have built up in childhood and adolescent, from personal and social influences, make their appearance and help to guide the adolescent to in choosing which capacities and skills to apply. Such question as the personal satisfaction offered, prospects, (in very sketchy term), incomes and scientific orientation become important.

Transition

The final stage in the tentative period of occupational choices is known as the transition stage because it is at this time that the realities of the impending work prospects, opportunities and demands begin to assert themselves. A consideration of values, interest and capabilities alongside the hard fact of work condition tend to complicate rather than simplify the decision-making process; a period of consolidations and adjustment therefore needed. The age at which the transition occurs is determined largely by the school-leaving age. The transition stage, whenever it might appear, is clearly a time in which realistic goal-setting in relation to achievement becomes increasingly important.

Causes of Students Failure

Student's failure can be due primarily to inappropriate curriculum or to inadequacy in the teaching process. When student' failure due primarily to these causes educational treatment is very successful. Educational psychologist has developed diagnostic test in certain areas that can indicate where achievement is limited and further indicate the place where the learning situation was not effective. Diagnostic tests have been developed in reading, arithmetic, and spelling at the elementary school level. (Fortenier Linian G.1939)

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Discrepancy between Interest and Aptitudes

When we speak of discrepancy between interest and aptitudes refer to the fact that both interest and abilities vary in type and amount. And there are different types of abilities and each type varies in amount possessed by a given student. The same may be said for interests, which they actually do, we not possess. This type of wishful thinking adds to the complexity of counseling and necessities the checking of a student's qualifications for the occupational training he desires.

Selection of Subjects at Secondary Level

In analyzing the problem of occupational choice, the investigator has produced data to show that the students select subjects for studies at secondary level. It gives with out saying of course, that a large proportion of these young people, spurred on by the urge to acquire money and social status, are unable to balance their qualifications against requirements of their chosen occupational possibilities, with the result that many become vocational misfits.

Causes of Unwise Selection of Subjects

A large number of factors may operate to cause unwise occupational choices. Obviously, not all these factors are present in any one student' problem. Each of these causes will be discussed briefly. (Williamson 1939)

Parental Domination

The supposed vocational interests of young people reflect not their own desire but the ambition of their parents. In his own youth apparent may have been interested in a certain type of vocational activity but was denied entrance into it, and he is determined that his child shall have the "advantage" which he did not enjoy. Parental influence also can be seen in instances where a father who himself has earned success in a particular field insist that his child shall prepare himself for participation in the same field although the child interest and aptitude direct him into another.

Pressure is often bare upon students by parents to choose a particular occupation, which appears to be too desirable to parents. By means of questionnaire survey, the researcher himself found that 69.25 percent of the sample students reported this pressure had been influential in their decision.

Differential Scholastic Achievement

From the experimental data available at present, it is difficult to generalize about specific difficulties on any educational level. Scholastic standard polices of promotion and demotion, type of curricula, and the quality of the student body in different schools vary too much to yield significant data for our discussion. The literature on high school students is barren of any data as to the number of students in any given group failing inn one type of courses while achieving satisfactorily elsewhere in their prescribed courses. General failure, however, has received considerable attention by research worker.

These were about half of the poor grade were eliminated in this period because "subject difficulties" were amenable to remedial instruction. Mulroy's does not disclose the nature of these difficulties. (Ulray, s Esther Farren, 1936)

Students Interest

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Interest in Selected Courses
It has long been recognized by educators that in order to be more effective in teaching, the teacher should know the interest of the students. It has further been emphasized that in order to be of significant help to an individual student the teacher must appreciate both the interests of students collectively and the interest of a particular student. The teacher should know something about the interest of children of different age level and of the variation of interest to be expected in a given group as well as the community of interest to be found. Knowledge of the nature and development of interests is perhaps a prerequisite to working effectively in building new interests and helping motivate the child to learn in the schoolroom.

Academic Interest
A study of pupils' interest in various subjects-matter areas yields some information on this topic conducted by Jersild and Tasch. This study indicates that in the high school boys interest s in natural science and girls in language seem to stand out in conventional subject-matter areas, but both are interest in sports and allied activities than in any given subject-matter area. Girls' interesting self–improvement and vocational- proficiency subjects show a large increment in the high school. The boys' interest in this area shows an increase it is not as great as that of girls.

Vocational Interest
Interest of young children can be expended and capitalized upon in the teaching-and- learning situation. They are not directly vocationally significant, however, for most children. The interest of children are so strongly affected by such variable as age and maturation that vocationally significant interest, though they are no doubt in a constant state of development, do not typically attain a reasonable proportion until around fifteen or sixteen years. Previous to this age interest are relatively unstable. So much so, in fact, that measurement of interest for vocational purposes previous to this time is very largely wasted effort. Unrealistic and fantasy interest rather typical of young children, depending, of course, on maturation, intelligence, and emotional stability. Vocational interests have been found to sufficiently crystallize so that reasonably reliable measures can be taken when the child is fifteen or sixteen.

Personal Interest in Selected Courses
The student' personal interest is the main factor which misguide them from the right selection. Loss or lake of interest in a particular course may raise the presumption of specific difficulties in that subject as a cause. This is borne out by Young's study of written comments of 651 college women reporting causes for loss of interest in certain courses during their previous high school careers.

Aptitude
An individual usually is more adept in one field of activity than in other. He also may give evidence of superiority over other individuals in that particular ability. It is easy to credit the person who a special talent or aptitude. People differ from one and other and within themselves in their observable degree of achievement in one or another field of performance, such as music, art, mechanics, public

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speaking, leadership, or facility with figure. The educational program that is devised for any one learner needs to take into account not only his general ability to learn but also any special ability or aptitude which he may possess and for which special training should be provided. (Sawrey.jams.M. And Telford. Charles)

Methodology Used

Survey type descriptive research method is used in this study. It involves collection, tabulation and interpretation of data through questionnaire.

Questionnaire

A questionnaire is used as mean of collecting information. The instrument contains 13 items of alternate response. A questionnaire showing the factors that influence the students' choice of selecting subjects at secondary school level were administered personally. The investigator visited a number of schools and held meetings with students, teacher and head of the institutions and discussed various aspects of the problem to obtained valuable and important information which are helpful for drawing conclusion and finding facts.

Sampling

The sample for study consisted of the students of secondary class of Government High and Higher secondary school in Mardan. The questionnaires were got filled up from the students of the secondary class. A sample of 400 students was randomly selected from the population under study. The sample students are included on both category of subjects i.e. science subjects and humanities or arts subjects. Selection of subjects takes place at secondary level. At this level the class comprises of both science and arts students. Therefore, it seems necessary to be conversant with the views of students of both groups.

Table 1: Statistics of Subjects Wise Student

Total respondents	Arts students		Science students	
	Total	Percentage	Total	Percentage
400	150	37.5	250	62.5

More importance is given to science in our society. Therefore, the Investigator focused more attention on science student and more science students were taken as compared to Arts. Out of 400 sample students, 250 science students, i.e.62.5%, and 150 Arts students, i.e.37.5 %, were included as a sample.

Table 2: The Selection of Subjects on the Basis of Choice

Detail		Response in yes		Response in no	
Group	Total respondent	Total	% age	Total	% age
Arts	150	123	82.00	27	18.00

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Science	250	93	37.2	157	62.80
Total	400	216	54.00	184	46.00

The table indicates that out of 400 respondents 216 selected their subjects on the basis of personal estimation, which is 54 % of the sample. In Arts group, 123 out of 150 respondents, which are 82.00 %, reported that they had selected their subject according to their own preference while in science group this proportion is 37.00 %.

Table 3: The Selection of Subjects on the Basis of Teacher Counselling

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	% age	Total	% age
Arts	150	30	20.00	120	80.00
Science	250	45	18.00	205	82.00
Total	400	75	18.75	325	81.25

Out of 400 respondents only 75 have made counseling with their teachers, which in term of percentage is 18.75 %. While 325 respondents reported that they did not take any advice from their teachers, i.e. 81.00 %. The table also shows that that only 20.00% of Arts group availed this facility while percentage of science group in this connection is 82.00.

TABLE – IV

THE SELECTION OF SUBJECTS ON THE BASIS OF MARKET VALUE

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	% age	Total	% age
Arts	150	70	46.70	80	53.30
Science	250	235	94.00	15	6.00
Total	400	305	76.25	95	23.75

The table points out that out of 400 respondents only 305 had selected the subject as a result of market value i.e.76.25 %. In science group 235 out of 250, which in term of percentage is 94.00 % has acknowledged to the markets value of their subjects. Although in Arts group out of 150 just 70 have this tendency which is 46.70 %.

Table 4: Selection of Subjects Due to Parental Pressure

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	%age	Total	% age

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Arts	150	92	61.30	58	38.66
Science	250	187	74.80	63	25.20
Total	400	279	69.75	121	30.25

Children are greatly influenced by the decision of their parents. The table designates that 297 out of 400 respondent reported parental interference in the selection of subject, which in term of percentage is 69.75 % of the sample. Only 121 out of 400 claimed that they have selected their subjects according to their own choice, which is 30.25 %. More science student, i.e.74.80%, forced parental pressure in selection of subjects as compared to Arts students, which is 61.30 %.

Table 5: Selection of Subjects on the Basis of School Policy

Detail		**Response in no**		**Response in yes**	
Group	Total respondents	Total	% age	Total	% age
Arts	150	100	66.70	50	33.33
Science	250	70	28.00	180	72.00
Total	400	170	42.50	230	57.50

Out of 400 respondents, 170 reported they had selected their courses as a result of school policy, which in term of percentage is 42.25%. The table also shows that school policy force s more students to choose arts group because 66.70%students in this category reported to have chosen their courses as a matter of school policy as compared to28%scienc students.

Table 6: Clarity of Professional Goals to Achieve

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	%age	Total	%age
Arts	150	25	16.70	125	83.30
Science	250	200	80.00	50	20.00
Total	400	225	56.25	175	43.75

The table indicates that out of 400 respondents only 225 had set professional goal for themselves, which is 56.25 % of the sample. In Arts group 25 out of 150 i.e.16.70 % had clarity of professional goals as compared to 200 out 250 Science students i.e.80.00 %.

Table 7: Relevence between the Subjects Selected and The Desired Goals

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	%age	Total	%age
Arts	150	60	40	90	60.00
Science	250	196	78.40	54	21.60

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Total	400	256	64.00	144	36.00

When this question was put to students that weather your selected subjects will help you in the achievement of your goal. Out of four hundred 256 students reported their answer in yes i.e. 64.00 % of the sample while 144 respondents were of the view that their selected subjects can not lead them toward their desired goal. In science group 196 out of 250, which is, 78.40 % think their subject is relevant to their desired goals as compared to 60 out of 150 of arts students, i.e. 40.00%.

Table 8: Students Interest in their Selected Subjects

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	% age	Total	% age
Arts	150	100	66.70	50	33.33
Science	250	169	67.60	81	32.40
Total	400	279	69.25	131	32.75

The table specifies that 279 out of 400 respondents had found their subjects attention grabbing, which 62.25 % of the sample and 32.75 % is supposed it bore one. In science group 169 out of 250, i.e.67.6 % declared their subjects interesting while in arts group this propensity is 66.70 %.

Table 9: Suitability of Subjects with Students' Characteristics

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	%age	Total	%age
Arts	150	97	64.70	53	35.30
Science	250	196	78.40	54	21.60
Total	400	293	73.25	107	26.75

The table signifies that only 296 out of 400 respondents had selected the subjects regarding its suitability, which is 73.25 % of the sample and 26.75 % of the sample did not keep suitability of subjects in mind. In Science group, out of 250 only 196 respondents looked upon suitability of the selected subjects which is in term of percentage is 78.40 % of the sample; Whereas 97 out of 150 Arts students' i.e.64.70 % ignored this factor.

Table 10: Intellectual Ability for Pursuing Courses

Detail		Response in yes		Response in no	
Group	Total respondents	Total	%age	Total	%age

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Arts	150	139	92.60	11	4.40
Science	250	220	88.00	30	12.00
Total	400	359	89.75	41	10.25

The table shows that only 359 out of 400 respondents reported that they had the intellectual ability for pursuing their selected courses, which in term of percentage is 89.75 %. In Arts category 139 out of 150 had the intellectual ability for had chosen subjects, which is 92.60 % as compared to 220 out of 250, i.e.88.0 % of science class.

Table 11: Statistics of Students Taking Private Tuition

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	%age	Total	%a8ge
Arts	150	25	16.00	125	83.00
Science	250	70	28.00	180	72.00
Total	400	95	23.75	305	76.25

When this question was put to 400 respondents that either they take private tuition after school hours or not, only 95 responded in yes, i.e. 23.75 % and 305 out of 400, which is 76.25 % of the sample, had refused of taking private tuition. In science group 70 out of 250, i.e. 28.0 % takes private tuition as compared to 25 out of 150 that is 16.0 % of the sample

Table 12: Relevance between the Study Habit And Selected Courses

Detail		**Response in yes**		**Response in no**	
Group	Total respondents	Total	%age	Total	%age
Arts	150	96	64.00	54	36.00
Science	250	222	88.80	28	11.20
Total	400	318	79.50	82	20.50

The table indicates that 318 respondents out of 400 reported that their study habits had corresponded to their chosen subjects, i.e. 79.50 % of the sample. Only 82 respondents out of 400were not satisfied with their study habits. In science group 222 out 400, 88.80 %, were satisfied with their study habits as compared to 96 out of 150 arts categories, which is 64.00% of the sample.

Findings

The following are the findings of the study:

i. Only 54.0 % of the sample had chosen their courses because of their choice while 46.0 % of the sample made this selection on other factors.
ii. Only 37.2 % of the sample in the science group had selected their courses on the basis of choice as compared to 82 % of the sample in the Arts group.
iii. Only 18.75 % students made counseling with their teachers in respect of their subject selection.
iv. In Arts group only 20.00 % had chosen their subjects as a result of teacher counseling and in science category this tendency was 18.00 %.

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v. 76.25 % of the sample had selected their courses due to markets value while 23.75 % did not know the market value of their courses.
vi. 94.00 % students of the Science group were well aware of their subject's market value as compared to 46.70 % students of the Arts class.
vii. 69.75 % respondents had selected their subjects as a result of parental pressure while 30.00 % of the sample had selected their courses due to other factors.
viii. In Science students 74.80 % had selected their subjects on the basis of parental pressure and 25.20 % due to other factors.
ix. 61.30 % of Arts students made selection because of parental pressure while 38.66 % of the sample had selected their subjects due to other pressure.
x. 42.50 % of the sample selected their subjects on the basis of school policy and 57.50 % did not follow the school policy in this connection.
xi. Only 66.70 % of the Arts group selected their subjects regarding school policy. In Science group the proportion is 28.00 %.
xii. 56.25 % of the sample had the clarity of professional goals while 43.75 % were ignorant of professional goal.
xiii. In Science category the awareness of professional goals is 80.0 % as compared to Arts group whose percentage is 16.7 % of the sample.
xiv. 64.00 % of the sample had admitted that their selected subjects can help them to achieve the desired goal and 36.0 % students were not clear about their subject's destination.
xv. 78.40 % respondents of science group had selected their courses with this hope that it can lead them towards their targeted goals. In Arts group only 40.00 % had this opinion.
xvi. 69.25 % of the sample had found their chosen courses interesting for them.
xvii. In Science group 67.60 % students had declared their subjects interesting while in Arts group the percentage is 66.70 %.
xviii. 73.25 % of the sample had considered the selected courses suitable with their characteristics.
xix. In Science class only 78.40 % students had supposed their selected subjects suitable for them.
xx. Only 67.40 % of the sample students in Arts group had selected their courses on the bases of suitability.
xxi. 89.75 % respondents of the total sample were of the opinion that they had the required intellectual ability for their selected courses.
xxii. Only 92.60 % of the sample in Arts group had the intellectual ability to pursue their chosen subjects.
xxiii. In Science group 88.00 % students had selected their courses as a result of intellectual ability for the subject.
xxiv. 23.75 % respondents reported that they had taken private tuition after school hours to improve their understanding of the selected courses.
xxv. Only 16.00 percent of the sample in Arts group had taken the private tuition after school time.
xxvi. In Science group only 28.00 % of the sample had taken private tuition.
xxvii. Only 79.50 of the sample had reported that their study habits match with selected courses.

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xxviii. 64.00 percent of the Arts group students were of the view that their study habits keeping up correspondence to their selected courses as compared to 88.80 percent in the Science group.

Conclusions

The following conclusion can be drawn from this study.

The research is conducted to determine the factors that affect the student's choice of selecting courses at secondary level. The study reveals reasonable number of students select subject of study for themselves but majority of them are forced to adopt the subjects according to parental wills. It is a course of retrogression of education system at our school level. If the students were given free choice of subjects' selection the result would be better than it now.

Students at secondary level do not avail the teachers experience in selection of course. The teachers and students both are passive in this respect. At school level there is no proper system of guidance and counseling in our school to provide students guidance in the selection of their courses of study.

The statistics of the study show that Science students are well aware of the subject's markets value. The Arts students have no idea of their subject's market value. Most of the Arts students select subjects blindly without any pre planning. Such type of improper selection choice results in social maladjustment.

Parental pressures in the selection of courses also play a role. Children of educated parents are severely affected by this factor. Most of the parents want their children should get the same position and status in society as they do. They have no knowledge of mental level, aptitude, intelligence and interest of their children and compel them to keep the subject of their choice, which yield bad effect on the achievements of students.

School policy is also the main factor, which drains the potentiality of the students. In many schools there is shortage of teaching staff for special subjects, like science, technical drawing etc. This shortage holds on students to maintain their favorite subject. Some schools, due to unavailability of physical facilities, like laboratory, rooms and furniture etc, restrict the students from studying the desired subject.

It is obvious from this study that professional goal is also remain the problem of students. The students have no clear goal of profession that what type of profession he would adopt in future and which subjects can provide them such opportunity. Therefore, they choose such irrelevant subjects, which cannot pilot them towards their professional goal. This lack of knowledge from the professional goal of the study generates only the jobless degree holder who does not adjusted in society and deprives form the status he wants.

Students target a destination to be reached, and then subjects are chosen to reach that desired goal. This study points out that a large number of students are ignorant of this fact that their chosen subjects can directed them towards their specific goal or not. The statistics show that in Arts group the unawareness rate are very high as compared to science group. A considerable number of the Arts students pick up courses, directionless and without any particular aims.

Intellectual ability of the students for their selected courses is very important factor. Without mental ability and inclination towards the subject it is very difficult to pursue the courses properly. Though this study reveals that majority of the students claim that they have intellectual ability for their selected courses

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but it is also clear from the table that in Arts students a great number of students have this character, while in science group a considerable number of students admit that they have no required intellectual ability for their selected courses.
Student's interest in their selected courses is also an inescapable factor for the achievements of goal. This study shows that, though maximum Arts and Science students claim of finding the subjects very interesting. But it is also clear from the table that a significant percentage of students have no interest in their selected courses.
A subject is said to be appropriate for a person if it is matching with their mental level, interest, physical and social requirements. The figure of this study indicates that the Arts group students don't consider their selected subjects suitable for themselves. While in Science group this proportion is comparatively high. So, a reasonable number of students at secondary level find their selected courses incompatible.
Understanding of subject is necessary for the achievement of quality education, which is the first step towards success. For better comprehension students take private tuition. In Science group a significant number of students take private tuition. This ratio in science students is higher than the Arts students. The statistics of the study show that majority of the students are deprived of these facilities. Whatever be the cause of this deprivation, they admitted it was necessary for the enhancement of education quality and achievement of the goal.
Not only selection of subject is the basic requirement for the achievement of goal, study habit is also the necessary factor in this respect. If study habits of the student are not fit for the selected courses, then success is impossible. This study reveals that maximum number of students claim their study habits can match with the selected courses. In Science group the ratio is competitively high than the Arts group. But some students declare that their study habits are not coinciding with selected courses. So, it is obvious that some external agents force these students to select such subjects.

Recommendations

Keeping in view the conclusion of the study the following recommendations are made.

Teacher Consultation

1. On the basis of long practical and professional experience, Teacher should facilitate students in subject's selection.
2. Teacher should keep in mind the academic, mental level and interest of the students at the time of counseling, about subject selection.

Guidance and Counseling

1. Proper guidance and counseling system should be introduced in High and higher secondary school.
2. Guidance and counseling refresher courses should be arranged for existing school teachers to enhance knowledge and skill of assisting the students in choosing of subjects.
3. In teacher training curses practical guidance and counseling should be included instead of theory in presence of specialist and expert counselors.
4. Mental aptitude test should be administered at the time of subject

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selection.

Students Choice

1. Students should have full-fledged freedom of selecting their subjects themselves.
2. Students should not be forced to keep particular subjects.
3. In case of parental selection, the students should be taken in confidence.
4. Students should select subjects relating to their desired professional goals

Awareness of Students

1. Students should be aware of the scope and importance of their selected courses.
2. To educate the students in respects of subject's scope, value and impotence seminar workshops and meeting should be arrange in school.
3. Parent- teacher and students meeting should be hold for consulting subject selection of students.

Parental Pressure

1. Parents should not be compelled the students to keep the subject of their choice.
2. At the time of selecting subject for children, parents should keep in mind the interest and mental level of children.

School Policy

1. School policy should be flexible to provide equal opportunity to all students in selecting a subject.

School should provide subjects of regional and social need of the students.

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