

Educational Counselling and Human Capital Formation: A Conceptual Framework of the 112 Counselling Method

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EDUCATIONAL COUNSELLING AND HUMAN CAPITAL FORMATION: A CONCEPTUAL FRAMEWORK OF THE 112 COUNSELLING METHOD

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Abstract

*This paper proposes the “112 Counselling Method” as a multi-level structured psychosocial intervention model, aimed at improving educational shortcomings and human capital formation. Traditional education systems, particularly in developing regions, often emphasise academic instruction while neglecting the deeply interconnected roles of parental environment, teacher well-being, and institutional leadership. This gap results in inadequate learning outcomes, misaligned career choices, and increased psychological stress among students. The 112 Counselling Method introduces a systematic framework which consists of **two annual parent counselling sessions, one teacher counselling session, and one principal-level counselling intervention conducted at the district level**. This model suggests integration of psychological guidance with educational processes to address behavioural, cognitive, and environmental determinants of learning, which are otherwise ignored. By aligning stakeholders across household, classroom, and institutional levels, the model aims at enhancing decision-making, reducing informational asymmetries, and improving long-term educational efficiency. The paper places the proposed framework within the ideas of human capital theory and behavioural economics, suggesting that well-structured counselling can play an important role in shaping skills, increasing efficiency, improving productivity, and influencing outcomes in the labour market. Although the model is mainly conceptual, it points toward practical ways it can be applied.*

Keywords: Human Capital Formation, Educational Counselling, Psychosocial Intervention, Behavioural Economics, Parental Involvement, Teacher Well-being, Educational Efficiency

Introduction:

Education systems play a very important role in the formation of human capital and long-term economic development. However, in many developing regions (including India),

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the education structure remains heavily oriented toward academic instruction and examination performance, often neglecting the broader psychosocial environment that shapes education outcomes. Factors such as parental awareness, teacher well-being, and institutional coordination significantly influence student performance, yet remain under-noticed within formal educational frameworks.

Traditional education models, including approaches such as the Montessori Method and Project-Based Learning, have contributed to improving students' attention engagement and experiential learning. However, these models primarily focus on the learner within the classroom context and often overlook the systemic interactions between home, school, and administrative structures. This creates a gap within educational outcomes, which are shaped by factors that are neither formally addressed nor institutionally managed. From an economic perspective, this gap has significant implications. Human capital formation is not solely a function of schooling years or curriculum design but is also influenced by behavioural factors, decision-making environments, and information access. Poor parenting, lack of career awareness, teacher stress, and weak institutional coordination contribute to inefficient educational investments, leading to skill mismatches and reduced productivity in the long run.

In this context, the present study proposes the "112 Counselling Method" as a conceptual framework designed to integrate structured counselling interventions into the education system. The model operates across three levels - **parents, teachers, and institutional leadership**, aiming to create a coordinated ecosystem that supports overall development. By incorporating counselling within the educational structure, the model seeks to address both cognitive and non-cognitive determinants of learning, which will enhance the efficiency of human capital formation.

The paper proposes the 112 Counselling Method within the theoretical frameworks of human capital theory and behavioural economics, arguing that systematically managed psychosocial interventions can improve educational efficiency, decision-making and long-term economic outcomes. While the model is conceptual, it offers a scalable and context-relevant approach.

Literature review:

The relationship between education and economic development has been regressively examined through the lens of human capital formation, where education is viewed as a key driver of productivity, skill development, and long-term growth. However, recent academic discussions significantly emphasise that educational outcomes are not solely determined by formal instruction but are significantly influenced by social, psychological, and institutional factors surrounding the learner.

Parental involvement is widely recognised as a critical determinant of educational achievement. The home environment, parenting practices, emotional support, and access to guidance play a foundational role in shaping a child's cognitive and behavioural development. In the early stages of education, parental awareness influences the learning habits and emotional stability of the child, while in later stages, it affects subject selection, career orientation, and long-term aspirations. Despite its importance, structured mechanisms to guide parents within formal education systems remain unnoticed, particularly in resource-constrained settings.

Similarly, the role of teachers extends beyond content delivery to include mentorship, behavioural guidance, and classroom environment management. The effectiveness of teaching is closely linked to factors such as motivation, mental well-being, and adaptability to diverse learning needs. However, institutional systems often prioritise the completion of curriculum over teacher support, leading to increased stress and reduced instructional efficiency. This imbalance highlights the need for mechanisms that address both professional and psychological dimensions of teaching.

At the administrative level, school leadership plays a very important role in shaping institutional culture, resource allocation, and overall educational quality. Effective coordination among school leaders can facilitate the exchange of practices and improve systemic efficiency. However, in many cases, school administrations operate in isolation, limiting opportunities for collaborative learning and institutional improvement.

Existing pedagogical approaches, including Experiential Learning and Project-Based Learning, have contributed to enhancing student engagement and practical understanding. Likewise, learner-centered systems such as the Montessori Method emphasise the developmental appropriateness and autonomy. While these approaches improve classroom processes, they primarily focus on instructional techniques and often do not extend systematically to parental education, teacher well-being, or institutional coordination.

From a behavioural perspective, educational decisions are frequently shaped by limited information, social expectations, and cognitive biases. Students and parents may make sub-optimal choices due to a lack of awareness regarding opportunities and future trends, while teachers and administrators may cling to traditional practices in the absence of structured feedback systems. These factors contribute to inefficiencies in educational investment and suboptimal human capital outcomes.

Although various studies acknowledge the importance of these individual components, there is a noticeable absence of integrated frameworks that simultaneously address family environment, teacher capacity, and institutional leadership through structured interventions. Most existing efforts remain fragmented, addressing isolated aspects without establishing a cohesive and continuous support system.

In response to this gap, the present study introduces the “112 Counselling Method” as a structured, multi-level framework that integrates counselling interventions across key stakeholders. By institutionalising periodic engagement with parents, teachers, and school leadership, the model aims to create a coordinated ecosystem that enhances both academic and non-academic determinants of educational outcomes, thereby strengthening the process of human capital formation.

Methodology:

This study adopts a conceptual and analytical research design to develop and examine the proposed 112 Counselling Method. Rather than relying on primary empirical data, the study is grounded in theoretical reasoning and the synthesis of pre-existing knowledge from the fields of education, psychology, and economics.

Research Design:

The study follows a qualitative and conceptual approach, which is aimed at constructing a structured framework for integrating counselling into the education system. The objective is to identify gaps within existing educational practices and propose a model that addresses these gaps through systematic intervention at multiple levels.

Theoretical Framework:

The development of the 112 Counselling Method is reasoned by key theoretical perspectives, particularly human capital formation and behavioural insights in decision-making. Education is viewed not only as a process of knowledge exchange but also as a system influenced by behavioural, social, and institutional factors. This model integrates these dimensions by putting an emphasis on the role of parental environment, teacher well-being, and administrative coordination in shaping educational efficiency.

Analytical Approach:

Scope and Nature of the Model:

The proposed model is normative in nature, which means it outlines what an improved educational system could incorporate rather than describing an already tested system. It is intended to serve as a foundational framework that can be adapted, modified, and empirically tested in different educational scenarios.

Limitations of Methodology:

As a conceptual study, the methodology does not include quantitative measurement or statistical data. The absence of field-based data limits the ability to assess causal relationships or measure the magnitude of impact. However, the conceptual nature of the study allows for the development of a flexible and scalable framework that can be tested in future empirical research.

The 112 Counselling Method: Conceptual Framework:

The “112 Counselling Method” is proposed as a structured, multi-level intervention framework designed to integrate psychosocial support mechanisms within the formal education system. The model rests on the proposition that educational outcomes are influenced not only by classroom instruction but also by the interaction between family environment, teacher effectiveness, and institutional leadership. By introducing periodic and structured counselling at each of these levels, the model aims to create a coordinated ecosystem that supports holistic student development.

Structural Design of the Model:

The framework is organised into three key components:

Two counselling sessions for parents annually

One counselling session for teachers annually

One counselling session for school principals at the district level annually

This “2-1-1” structure forms the basis of the 112 Counselling Method, ensuring that all primary stakeholders in the educational process are systematically included.

Parent Counselling Component:

The parent counselling component is central to the model, recognising the key important role of the home environment in shaping educational outcomes. Two structured counselling sessions are conducted annually by class teachers, with support from trained psychologists or counsellors, where it would be compulsory for both parents (if available) to attend at least one of the sessions. In the early stages of education, these sessions focus on parenting practices, emotional support, and the impact of home environment on cognitive and behavioural development. Parents are guided on issues such as communication, discipline, and the creation of a supportive learning environment.

In higher grades, the focus shifts toward academic guidance and career awareness. Counselling sessions aim to help parents understand their child’s strengths and limitations, reduce unrealistic expectations and make informed decisions regarding subject choices and career choices. Additionally, information regarding future career trends and labour market dynamics is also introduced to reduce informational gaps.

Teacher Counselling Component:

The model includes one structured counselling session annually for teachers, conducted by school leadership with the help of psychological professionals. This component addresses both pedagogical and psychological aspects of teaching. The sessions provide a platform for discussing new teaching approaches, classroom challenges, and strategies for improving student engagement. They will also address issues related to teacher well-being, stress management, and work-life balance. By supporting teachers as individuals rather than solely as instructional agents or equipment, the model seeks to enhance overall teaching effectiveness and efficiency.

Principal-Level Counselling and Coordination:

At the institutional level, the model introduces a district-level counselling and coordination structure for school principals. This session is conducted by district education authorities and is designed to facilitate interaction among principals from both public and private institutions. The objective of this component is to create a platform for knowledge exchange, policy discussion, and collaborative problem-solving. Topics may include school management practices, implementation challenges, teacher support systems, and strategies for improving student outcomes. This collective approach reduces institutional isolation and promotes the exchange of effective practices across schools.

Role of Psychological Support Systems:

A key feature of the 112 Counselling Method is the integration of professional psychological support within the education system. Schools are encouraged to hire trained psychologists or counsellors who can assist in conducting sessions, addressing complex cases, and supporting students, teachers, and parents when needed. In contexts where full-time professionals may not be available, the model allows for flexible adaptation through periodic visits, shared resources across schools, or basic counselling training for teachers. This ensures

that the model remains applicable even in resource-constrained areas.

Functional Mechanism of the Model:

The effectiveness of the 112 Counselling Method lies in its cyclical and interconnected structure. Information flows across stakeholders, which creates a feedback loop that enhances decision-making and coordination. For example, insights gained from parent counselling can inform teaching strategies, while teacher observations can guide parental support at home. This interconnected mechanism reduces informational asymmetry, aligns expectations across stakeholders, and creates a more responsive educational environment. Over time, the model is expected to contribute to improved academic performance, better psychological well-being, and more efficient educational outcomes.

Conceptual Link to Human Capital Formation:

From an economic perspective, the model contributes to human capital formation by addressing both cognitive and non-cognitive determinants of learning. By improving decision-making, reducing behavioural constraints, and aligning educational investments with individual capabilities, the model enhances the efficiency of skill development processes. In this sense, the 112 Counselling Method extends beyond traditional educational frameworks by incorporating behavioural and institutional dimensions into the process of human capital formation and offering a more comprehensive approach to educational development.

Expected Outcomes and Temporal Considerations:

The implementation of the 112 Counselling Method is expected to generate a range of positive outcomes across educational, behavioural, and institutional dimensions. However given the model's involvement with deeply embedded social and cultural practices, these outcomes are likely to emerge gradually rather than immediately. The effectiveness of the framework depends on sustained participation, behavioural adaptation, and institutional consistency over time.

Short-Term Outcomes:

In the initial stages of implementation, the model is expected to improve communication and awareness among key stakeholders. Structured parent counselling sessions can enhance understanding of the role of home environment in learning, leading to more supportive and less pressurising parenting practices. Teachers may benefit from reflective engagement and discussions on classroom challenges, resulting in improvements in teaching approaches and student interaction. At the institutional level, the introduction of principal-level coordination can facilitate the exchange of ideas and identification of common challenges, contributing to better administrative awareness and alignment.

Medium-Term Outcomes:

With continued implementation, the model is expected to produce measurable improvements in student behaviour and academic engagement. Increased parental awareness can lead to more informed decision-making regarding subject selection and career pathways, resulting in reduced mismatches between student abilities and educational choices. Teacher counselling components may contribute to reduced stress levels and improved classroom

environments, enhancing overall education efficiency. The development of coordination networks among school leaders can lead to more consistent institutional practices and gradual improvement in school-level outcomes.

Long-Term Outcomes:

Over a longer time period, the 112 Counselling Method has the potential to contribute to improved human capital formation. By aligning educational inputs with individual capabilities and reducing behavioural and informational constraints, the model can enhance skill development, productivity and improved efficiency. This may lead to broader socio-economic benefits, including better labour market outcomes, reduced dropout rates, and more efficient allocation of educational resources.

Cultural and Structural Time Lag:

An important aspect of the model is its interaction with cultural norms and long-standing behavioural patterns. Parenting styles, perceptions of education, teacher-student dynamics, and institutional hierarchies are often deeply rooted and resistant to rapid change. As a result, the impact of counselling interventions may not be immediately visible. In many contexts, particularly in rural and semi-urban settings, factors such as social expectations, traditional career preferences, and hierarchical communication structures can slow the adoption of these new practices. Therefore, the model requires sustained implementation over multiple academic cycles to achieve meaningful impact.

Need for Continuity and Reinforcement:

The success of the 112 Counselling Method depends on regularity and continuity rather than one-time intervention. Behavioural change, especially at the family and institutional levels, requires repeated engagement and reinforcement. Over time, as stakeholders become more familiar with the counselling process, the effectiveness of interventions is expected to increase.

Risk of Partial Implementation:

It is also important to note that partial or inconsistent implementation may limit the effectiveness of the model. For instance, if counselling is conducted irregularly or without adequate stakeholder participation, the intended feedback or outcome may weaken. This highlights the importance of institutional commitment and monitoring mechanisms to ensure sustained impact.

Limitations of the Study and Model:

While the 112 Counselling Method offers a structured approach to improving educational outcomes, it is important to acknowledge its limitations in both conceptualisation and potential implementation. Recognising these constraints is essential for realistic evaluation and future refinement of the model.

Conceptual Nature of the Study:

The present study is primarily conceptual and does not include empirical validation

through field-based data or experimental analysis. As a result, the effectiveness of the proposed model is based on theoretical reasoning and existing insights from educational and behavioural frameworks. Further research involving pilot implementation and data collection is necessary to test its practical impact.

Resource Constraints:

One of the major limitations of the model is its dependence on access to trained psychologists or counsellors. In many regions, particularly in rural and resource-constrained areas, such professionals are either unavailable or financially inaccessible. This may limit the quality and consistency of counselling sessions, thereby affecting the overall effectiveness of the model.

Time and Workload Pressures:

The implementation of structured counselling sessions requires additional time commitments from teachers, school administrators, and parents. Given the already high workload in many educational institutions, integrating these sessions into existing schedules may raise practical challenges. Without proper planning and institutional support, there is a risk of the model being implemented superficially.

Variability in Stakeholder Participation:

The success of the model depends heavily on active participation from all stakeholders (particularly parents). However, variations in socio-economic conditions, literacy levels, and work commitments may affect parental attendance and engagement. In some cases, limited participation could weaken the intended feedback loop between home and school environments.

Cultural Resistance:

Educational practices and parenting styles are often deeply embedded within cultural and social norms. Resistance to external guidance, especially in matters related to parenting or classroom behaviour, may hinder the acceptance of counselling interventions. This limitation is particularly relevant in contexts where hierarchical or traditional attitudes influence decision-making.

Institutional and Administrative Challenges:

At the institutional level differences in school management, administrative capacity, and policy support may affect the uniform implementation of the model. Coordination at the district level, especially across both public and private institutions, may face logistical and bureaucratic barriers.

Lack of Immediate Measurable Outcomes:

The model focuses on behavioural and systemic changes, which typically require time for measurable academic or economic outcomes. This delayed impact may pose challenges in evaluation, particularly in systems that prioritise short-term performance indicators such as examination results.

Risk of Standardisation Issues:

While the model provides a structured framework, variations in implementation quality across different schools may lead to inconsistent outcomes. Differences in counselling delivery, interpretation of guidelines, and stakeholder engagement can affect the overall effectiveness of the intervention. While the 112 Counselling Method presents a comprehensive approach to integrating counselling within education systems, its success is contingent upon addressing these limitations through adaptive strategies, institutional support, and future empirical validation.

Conclusion:

The present study introduced the “112 Counselling Method” as a structured framework aimed at enhancing educational outcomes through systematic psychosocial intervention. By incorporating counselling at the levels of parents, teachers, and institutional leadership, this model seeks to move beyond traditional education systems that primarily focus on classroom instruction. Instead, it emphasises the interconnected nature of learning environments and the importance of aligning stakeholders to support the overall development of the students.

Positioned within the broader context of human capital formation, the model highlights that educational efficiency is not only determined by curriculum or instructional methods, but also by behavioural, social, and institutional factors. By addressing gaps in parental awareness, teacher well-being, and administrative coordination, the 112 Counselling Method offers a more comprehensive approach to improving both cognitive and non-cognitive outcomes.

A key contribution of the model lies in its practicality and adaptability. While conceptually grounded, it is designed to be flexible enough for implementation across diverse educational contexts, including rural and semi-urban regions. At the same time, the study acknowledges that the impact of such interventions is inherently gradual, shaped by cultural norms, institutional capacity, and sustained stakeholder engagement. As such, the model should be viewed as a long-term structural intervention rather than a short-term solution.

Despite its potential, the study remains limited by its conceptual nature, underscoring the need for empirical validation. Future research should focus on pilot implementation and data-driven evaluation to assess the effectiveness of the model in real-world settings. Such efforts would not only refine the framework but also contribute to the development of evidence-based educational policies.

In conclusion, the 112 Counselling Method represents a step toward rethinking education as a coordinated system rather than an isolated instructional process. By integrating counselling into the core structure of education, the model offers a pathway for improving human capital formation and, consequently, long-term socio-economic development. Its significance lies not only in its design but in its potential to bridge the gap between educational theory, behavioural realities, and policy implementation.

Future Research Directions:

This study suggests that future research should focus on pilot implementation of the 112 Counselling Method in selected schools to generate empirical evidence. Quantitative and qualitative data can be collected to evaluate their effectiveness in improving educational efficiency, behavioural patterns, and performance of the instructors. Such studies would provide a basis for refining the model and assessing its scalability.

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