NEED AND PRACTICES OF GUIDANCE AND COUNSELING AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA PAKISTAN

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NEED AND PRACTICES OF GUIDANCE AND COUNSELING AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA PAKISTAN

A thesis submitted to the Institute of Education & Research, University of Peshawar in partial fulfillment of the requirement for the award of the degree of

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Supervised by

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Dated:______________________

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I, Nadeem Khan, a student of Ph.D. at the Institute of Education and Research, University of Peshawar, do hereby solemnly declare that the thesis titled as: "Need and Practices of Guidance and Counseling at Secondary Level in Khyber Pakhtunkhwa Pakistan" submitted by me in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education, is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by me for obtaining any degree from this or any other university or institution.

Dated: _______________________

 _______________________

Nadeem Khan
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Nadeem Khan
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ABSTRACT

The study is about the need and practices of guidance and counselling at the secondary level in Khyber Pakhtunkhwa, Pakistan. The main objectives of the study were to explore the perceptions of students, teachers and experts; problems of teachers and students; the ways and means about the implementation/practices; and to suggest a model of guidance and counselling services/networks. It was mixed research study. For the quantitative data, stratified-random sampling technique was used. Ten male and ten female secondary schools were selected on a random basis. The sample size of 200 students and 100 teachers were distributed among these sub-strata. Thus, 10 students and 05 teachers from each male and female school were chosen randomly. Similarly, 10 experts from Khyber Pakhtunkhwa were selected on the basis of their expertise through purposive sampling technique. Two instruments were utilized in the study; i.e. questionnaire (Likert scale) for the collection of factual information from the students and teachers. Experts were consulted through semi-structured interview. The quantitative data were tabulated and then analyzed through mean and percentages. The semi-structured interviews were transcribed from the audio-tapes; themes were drawn and then discussed through driving findings in the light of research questions. On the basis of the findings of quantitative and qualitative data, the main conclusion of the study were drawn: guidance and counselling is really beneficial at the secondary school level, because this is the right time where students are looking for their career opportunities/career selection, where they are in need to work/practice and to select their subjects. Side by side social, emotional, vocational, health and academic problems are also exist; guidance of the students regarding placement, orientation information, referral service, subject selection, psychological problems is required, and there is a need of follow up and research in this regard; guidance and counseling teacher is required to have relevant skills; every school is in need of a guidance and counselling committee; all members of teaching and support staff active involvement in guidance and counseling programmes is necessary; cluster system of guidance may work at the secondary school level; there can be a Directorate of Guidance and Counselling. The key recommendations of the study are: proper guidance and counseling can make students well-adjusted in schools and society; posts of certified counsellors are needed to be created at the secondary school level and a proper structure of guidance and counselling is required to be there at that level. As far as the model of guidance and counselling at the secondary school level is concerned: there should be at least a well-furnished counselling room full of facilities; Cluster Model of guidance and counselling may work at secondary level due to minimum resources; for starting guidance and counselling, a district can be selected as a model one in which the replications/shortcomings, if any can be minimized and it can be introduced in other districts consequently.
LIST OF ABBREVIATIONS AND TERMS USED

1. Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>AASSA</td>
<td>Association of American Schools in South America</td>
</tr>
<tr>
<td>B.Ed</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>C.T.</td>
<td>Certificate of Teaching</td>
</tr>
<tr>
<td>DCTE</td>
<td>Directorate of Curriculum and Teacher Education</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EMIS</td>
<td>Educational Management and Information System</td>
</tr>
<tr>
<td>GOP</td>
<td>Government of Pakistan</td>
</tr>
<tr>
<td>ICMS</td>
<td>Institute of Computer and Management Sciences</td>
</tr>
<tr>
<td>IER</td>
<td>Institute of Education and Research</td>
</tr>
<tr>
<td>KP</td>
<td>Khyber Pakhtunkhwa</td>
</tr>
<tr>
<td>M.Ed</td>
<td>Master of Education</td>
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<tr>
<td>NEPS</td>
<td>The National Educational Psychological Service</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Government Organization</td>
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<tr>
<td>PTC</td>
<td>Primary Teaching Course</td>
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<td>UK</td>
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2. Terms used

_Guidance:_ Guidance means giving advice, suggestion, instruction or showing path without any imposition

_Counseling:_ Counseling is that stage of guidance, when the problem is critical, chronic, crucial, and severe and needs individual attention. It is a secret and sacred process.

_Career:_ Career is the sum total of work experiences in a general occupational category; e.g., teaching, medicine, etc…
Occupation: Occupation is the work activity or specific job.

Career Guidance: All those activities that are carried out by counselors in different settings in order to stimulate and facilitate career development in persons across their working through their life. These activities comprise assistance in career planning, decision making and judgment.

Vocation: It is the name of a trade or occupation.

Psychotherapy: Psychotherapy means healing the mind or the soul. Literally, the meaning of psychotherapy is healing the mind or the soul. Presently; psychotherapy’s meaning is broadened as to heal the mind by psychological methods which are applied by adequately trained and qualified practitioners.

Peer Counseling: The definition of peer counselling is that it is a process in which qualified and supervised students present listening, support, alternatives and other verbal and non-verbal communication but there is little or no advice to students who are referred.

Group Counseling: Group counselling is such a technique in which a group of persons is counselled through the application of group communication method in order to reach a solution to the problem that is common to the group. All the members in the group are provided a chance for discussing their problem collectively. As far as possible an indirect approach is followed during this type of counselling.
CHAPTER-1

INTRODUCTION

Guidance is the major application of psychology in the educational field. It facilitates or helps the individual to solve educational, psychological and vocational problems. The meaning of guidance is a kind of help, assistance or suggestions for development. Guidance refers to the process of helping an individual for developing his body, mind, personality, character and also to assist him in achieving optimum educational, personal, psychological and vocational adjustments (Shahid, 2004). Counseling is such a part of the guidance process in which the counselor helps an individual having a problem. It is face to face interaction in which a trained and skilled individual (counselor) helps a client (counselee) to solve his/her problem (Ali, 2008).

The role of the counselor is significant in the sense that he/she can clarify the minds of the individuals/students by giving them awareness and information. Counselor can make use of personality inventories, interest inventories, career development and measurement tests. The non-test assessment techniques include anecdotal records, rating scales and other observational techniques, autobiographical and other self-records, and time schedules (Tolbert, 1978).

The counselor administers psychological tests and interprets the results of these tests. They give information about different types of courses and various occupations. They give individual counseling to the students and assist the teachers with pupils' problems which are difficult for the teacher to solve. They take follow-up work for assessing the outcome of guidance services. If the activities and experiences of pupils have the advantage of teacher's guidance, many of the mistakes, attempts and unpleasant experiences will be avoided. Therefore, teachers are required to give individual attention to students, observe the students’ knowledge in various aspects and spheres and to be aware of problems and needs of their students. They have individual records of students regarding their potentialities, aptitudes and interests. They try to solve the personal and academic problems of their students and help them to be well
adjusted personalities. The signs of maladjustment of students must be corrected at the early stage. They construct and administer the tests. They must create situations for the maximum development of a child (Anuradha, 2009).

It is realized that counseling job is not the job of any ordinary educated individual. It is the job of an expert. We are in need of specialists to counsel the students. For example, if we have to offer a solution to the psychological and emotional problems of a student, we are in need of an expert who is competent to do the job (Srinavasa, 2009). The teacher cannot take the place of a professional counselor but if he is trained, he can effectively counsel the students in the class in most of the situations (Arbuckle, 1950).

Chisholm (1950) has mentioned four steps that will be considered for the actual planning of a guidance programme; such as, the significance of careful planning and the nature of beginning programme, local conditions or problems and the needs in a given school, developing and orientation in guidance on the part of the faculty of the given school and procedures which should be followed in working out the parts of guidance programme for a given school.

“The comprehensive school programme includes four components; such as, curriculum, individual standard students planning, responsive services and system support. The components are designed to explore that every student receives the programme benefits. Licensed school counselors implement these programmes in collaboration with the teachers, administrators, parents and students and the community members maintain students’ progress” (Padma, 2009).

There is a complex situation for the student as an adolescent to learn a new situation and must make decisions. Guidance services can aid him/her by helping to choose those courses and activities most appropriate to him/her. The whole school team, administrator, teacher, guidance specialist and student are involved in this effort with his/her area of responsibilities (McDaniel, 1956).

Guidance functions consist helping individual make intelligent choices and suitable decisions. Even when there is no choice possible, guidance may help individual understand and accept the situation. Guidance may also operate when the individual is not conscious that a choice can be made by exploring new avenues (Arshad, n.d).
It is essential to remove the problems related to the subject matter and to develop the abilities and skills according to the changing capacities of pupils for their academic growth. It is desirable for the teacher to understand the pupil first for this purpose, only then he/she can teach a subject effectively. Classroom teaching cannot be done properly unless and until the classroom needs and interests of the pupils are not adjusted according to their abilities. An effort to adjust the teaching according to the needs, abilities and interest of the child means to implement the guidance viewpoint in education. The pupils select those subjects which they know better. With this, their academic growth and adjustment occur better. By removing their problems related to the subject-matter, they can avoid their backwardness (Kumar, n.d).

At secondary and upper secondary levels, a career guidance and counselling service shall be introduced at least for school clusters, if not in each school. There shall be an involvement in it of the local employers in order to provide information about the openings of jobs and as well the nature of work requirements (GoP, 2008).

It is visualized that in order to have proper guidance services, the entire staff of the schools has to be oriented in the use and outcomes of the guidance services which can be achieved only through taking the training facility to the schools rather than having them come for in-service training one by one as done traditionally (GoP, 1979).

Shahid (2004) stated that secondary level is termed as the mainly critical phase for the development of an individual because it is the phase of stress and strain, storm and strife, heightened emotionality and hyper-sensibility, anxieties and worries, conflicts and frustrations. For achieving these purposes, individual guidance at this level consists of appropriate lectures on physical education, discussions, interviews, sympathetic and affectionate attitude, assigning tasks of responsibility, involving the pupils in various co-curricular activities and giving moral and religious education. When counselors function as consultants, they must keep in mind (a) the objectives or purposes of consultation and (b) certain assumptions that are basic to the consultation process. A major function is, of course, to solve
problems. There are occasions, however, when consultation may focus on situations requiring enhancement, motivations and/or individual or staff development (Gibson and Mitchell, 2010).

In Pakistan guidance and counseling which is crucial in the field of education especially and no one can deny its importance as per National Educational Policies but is ignored (Khan, 2012). Therefore, it is necessary to know the concept of guidance and counseling from students, teachers and experts. To search means and ways about its implementation and practices and to know different problems of students and teachers regarding guidance and counseling. By having all the necessary information from stakeholders and experts, a model of Guidance and Counseling Services/Networks can be suggested to be implemented throughout the country at the Secondary School Level.

1.2 STATEMENT OF THE PROBLEM

Guidance and Counseling Services is formally a missing component at all Educational Institutes, Schools, Colleges and Universities—throughout the country. The students/teenagers face a lot of problems about their personality. They also have to select different areas/subjects but they choose an inappropriate career by selecting the subjects which do not match their attitude, interest, mindset, personality type and the needs of the hour. The students are also having social, emotional and personal problems. There is a need of guidance and counselling at the secondary school which is not properly and formally realized at that stage in Pakistan. Sensitization is required on the part of authorities and stakeholders to realize the need and importance of guidance at that level. It is required to be a part of activities and practices at the secondary school level as the present practices at that level lack guidance and counselling. Since secondary school level is a terminal, transitional and crucial stage, it is essential to select a problem relating with Guidance and Counseling that could benefit the country in solving the problems of teachers and especially of students at the secondary school level.
So, the study in hand is: “Need and Practices of Guidance and Counseling at the Secondary Level in Khyber Pakhtunkhwa, Pakistan”.

1.3 OBJECTIVES OF THE STUDY

i. To explore the perceptions of students and teachers regarding guidance and counseling;

ii. To find out the perceptions of guidance specialists regarding the need of guidance and counseling services in schools;

iii. To point out the problems of students and teachers in connection with guidance and counseling;

iv. To search ways and means about the implementation and practices of guidance and counseling services;

v. To suggest a model of guidance and counseling services/network.

1.4 RESEARCH QUESTIONS

i. What are the perceptions of students, teachers and experts about guidance and counseling?

ii. What are the different problems of students and teachers regarding guidance and counseling?

iii. What are the ways and means about the implementation and practices of guidance and counseling services?

iv. How to suggest a model of guidance and counseling services/network?

v. How to create an environment of guidance and counseling in practical shape in the educational institutions of Pakistan?
1.5 SIGNIFICANCE OF THE STUDY

This study will be helpful to understand the perceptions of students and teachers about guidance and counseling. The perceptions of guidance specialists will contribute a lot in the field of guidance and counseling. The problems of teachers and students regarding guidance and counseling will be pointed out which will help to solve these problems. The problems of students will be solved regarding subject and career selection and problems; such as, psychological, personal, social, emotional and academic will be resolved in order to groom and enhance the personality to produce fit/right person for the fit/right job which will not only create job opportunities but will also explore the new and innovative fields in the country as according to their attitude and aptitude for generating revenues and to take part in the development and progress of the country. Teachers will get a chance to groom professionally and as far as their personality development is concerned and to convert themselves into market oriented and professionally sound teachers by having practical oriented guidance and counselling services. So guidance and counseling in a practical shape will help to solve the problems of stakeholders in this regard. It will also help the planners and policy makers for further implementation of such services of guidance and counselling at the secondary school level in Pakistan which will enhance the knowledge, skills, improve the attitude, realize the potential and improve/enhance the personality of the stakeholders in order to polish them to be market oriented and to make them true professionals.

1.6 CONCEPTUAL FRAMEWORK

The researcher developed the conceptual framework relevant to the conducted areas of the said study. The core components of guidance and counselling programme at the secondary school level are the faculty guidance committee, head teacher of the school, counsellors, teachers, students, parents, school psychologist, health department of school, librarian and cooperation of other organizations; such as, industries, etc…All these stake holders need coordination and collaboration and they have a role at their respective levels in the guidance and counselling programme at the secondary school level. Because for
the solution of various problems in connection with guidance and counselling their coordination cooperation is necessary.

- Posts of counselors are important in schools because they administer tests, interpret the results of psychological tests, give information about different types of courses and various occupations, give individual counseling to the students. Due to lack of counselors and no post in this respect, students face very many problems as far as their guidance and counselling is concerned.

- Although the teachers may be short of the professional training of counselors, school teachers have a long practice of helping students with personal problems. They also interact with the students daily and thus are in an outstanding position to provide personal direction. In fact, useful teachers share many of the same traits as effective counselors. The reason is that teachers can guide and counsel the students up to a large extent. So, teachers can play their role as effective counselors of students, if they are trained. If they are not trained, they cannot solve the guidance and counselling related problems.

- There may be guidance and counselling in cluster at the secondary school level as school clusters is the grouping of schools within the same geographical location for economic, pedagogic, administrative and political purposes to be one of the idea as a possible solution for developing countries to achieve quantitative as well as qualitative progresses in their education systems within the framework of financial scarcity. This idea can work where there will be less overcrowded schools and can serve the guidance and counselling purposes of the stakeholders.

- Bita (2015) stated that useful guidance and counseling services in schools are in need of sufficient resources, equipment and space. Along with that they need to have suitable space in the school location to amply offer confidential counseling and consulting services for students as well as teachers. As counselling require confidentiality and secrecy, therefore, for
the proper guidance and counselling of students a well-furnished room situated in an isolated and quite part of the school is required which can maintain their secrecy and confidentiality.

The National Guidance Forum Report (2007) stated that in the national lifelong guidance framework of Ireland, it is proposed that there will be four groups of outcomes (in the areas of knowledge, skills and competencies):

- Emotional Development
- Social Development
- Learning Development
- Career Development

These outcomes are really important in playing its part in the personality as well as academic development of students in which guidance and counselling can play a key role.

National Centre for Guidance in Education Dublin (2004) stated that the school guidance plan describes the guidance programme that is the full variety of activities through which the schools tackle the needs of the students by helping them in their personal and social, educational and career development.

According to the Association of American Schools in South America (AASSA) and US State Department Office of Overseas Schools (2011), a comprehensive school counselling program will focus on what all students should know, understand and be able to do in the four domains areas: Academic, personal/social and global perspective. The emphasis is on academic and social success internationally for every student and not just the ones who are motivated, supported and ready to learn. The school counselling programme assists all students to attain success in school and develop into contributing members of the local and international community.

The emotional, personal/social, learning, career and global perspective can really groom the academic and personality development of students and can play
its role in the economic and social development of the country due to fit/right level of individuals for the job and society.

To conclude that there is a need of guidance and counselling services and its importance is needed to be realized by the authorities and stakeholders as at present, there is scarcity of guidance and counselling at the school level which create personality related and academic problems to the students. A model/structure of guidance and counselling is required to be there at the secondary school level for the guidance of students as it can facilitate the students in their multidimensional problems and make them healthy individuals. Guidance and counselling is very much important at the secondary level because it is the terminal and transitional stage at the same time who are in need of jobs and guidance and counselling can really facilitate them in this respect. It is terminal stage for some students as they quit their education after matriculation and have to join a vocation/ career/profession and are in need of vocational guidance which is required at that level. It is transitional stage for those students who continue their education after matriculation and are required to take admission in F.A./F.Sc and have to make the right selection of subjects and for that the importance of guidance and counselling cannot be denied. Due to lack of guidance various problems of students and teachers cannot be solved and for that there is a need of guidance and counselling services at the secondary school level.

1.7 DELIMITATION OF THE STUDY

The study is delimited to secondary level government schools for boys and girls in Khyber Pakhtunkhwa, Pakistan, district Peshawar. It is also delimited to teachers and students and to some key administrators, planners and experts at the provincial level; i.e. Pakhtunkhwa, Pakistan.
CHAPTER-2

LITERATURE REVIEW

In order to understand the problem in a better way, it is necessary to review the relevant literature. As far as the importance of the review and its advantages are concerned, an attempt has been made in this chapter to study the literature on various aspects of the problem. For the sake of convenience, the materials are presented in various sections. An effort has been made in this chapter to cover the objectives of the study and questions there in likert scale questionnaire and semi-structured interviews.

2.1. NEED OF GUIDANCE PROGRAMME AT SECONDARY SCHOOL LEVEL:

Chaudri (2015) in her research paper is of the view that as far as the need of guidance programme at the secondary school level is concerned, the role of the following stakeholders is very important.

2.1.1. Faculty Guidance Committee:

While organizing guidance service, first of all a permanent faculty committee is to be constituted. In that committee headmaster to be the president, counsellor and all those teachers to be its members who are having some training. This committee should structure the policy, stick to its targets, become familiar with all the staff members, parents and students to have a benefit for its services, to get the specialist advice for the organization of guidance services and to execute it and to assess guidance service in order to make required changes in it. It should attach all the teachers in it, in order to have a proper representation on the committee.

2.1.2. Headmaster of the School:

There should be a full confidence in the guidance services on the part of the headmaster and that his/her educational philosophy must be clear regarding
guidance. He/she is required to call the meeting of the guidance committee, preserve its record and to discuss democratically. He/she should initiate cumulative records and to train class teachers to maintain and file the information properly. He/she should have good relations with students, teachers, social workers, employment officers and college principals etc… by acting as public relation officer and as a team leader for providing guidance facilities to the students.

2.1.3. Counsellors:

It is necessary for counsellors to focus on four things in secondary school environments: to organize and provide comprehensive information systems needed for the students in relation with their educational and vocational planning and deciding, organize and present the curricula of classroom that spotlight on adolescents’ development; help students to evaluate their personal characteristics and to provide for students remedial intervention who need special help.

The duty of counsellor can be done by such a teacher who has completed as a counsellor minimally one year’s training. Counsellor has to do all the services comprising providing educational guidance and information, individual counselling, administrative activities and record keeping, prevention activities, providing career guidance and assistance, standardised test administration and interpretation, information dissemination, public communication and human relations, consultation activities, student development activities, group guidance and group counselling.

2.1.4. Teacher:

Teacher is a leader, guide and friend of the students. When he/she is teaching his/her own subject, he/she can supply information about various occupations and that he/she should be well-aware with various sorts of information which can affect their economic problems, social interaction level, health and intelligence level. The occupational information provided by the teacher to the students can be related to his/her own subject as when there is a
time for it. He/she should provide full support to the counsellors regarding the students.

2.1.5. School Psychologist:

At times in each school, or in a group of schools, there is a need to be appointed a qualified psychologist who carry out the required psychological tests and interprets them because the school counsellor is to be busy with a lot of versatile activities. He/she is always to be of great assistance to counsellors.

2.1.6. Health Department of School:

It is necessary to be a full time doctor, a dentist, a psychologist and nurse in each school. On the other hand, if it is not so, the govt. must make it certain that doctors visit the schools who are appointed in the hospitals and provide required medical assistance to the students.

2.1.7. Librarian:

The librarian can help to the level that he/she accumulates books, journal and pamphlets on guidance, occupational information and give essential assistance to students regarding for how to use them.

2.1.8. Co-operation of Parents:

Parents are required to be guided that children should not be imposed upon while making decisions in connection with their problems. Preparing a checklist would be better for the information required.

2.1.9: Cooperation of Other Organization:

To establish guidance programme firmly and properly, it is necessary to get the support of guidance clinics, employment exchange, teacher’s parents associations, organization of industrialists, doctors, students unions, religious and labour organisations, etc…
2.2. NEED OF GUIDANCE AND COUNSELLING SERVICES IN PRIVATE GIRLS’ SECONDARY SCHOOLS IN PESHAWAR CITY:

All the principals of private girls’ secondary schools realized about the need to start guidance and counselling services in the schools. About half of these schools are providing guidance and counselling services in one or the other form. All the principals were of the opinion that guidance and counselling were helpful in adjustment in school, home and society. The study revealed that students face emotional, social and academic problems. Some of the students have a blend of domestic, personal and school related problems. Lack of interest of teachers and time limitation are the main reasons for the unavailability of guidance and counselling services in the schools mentioned in the study (Qurat-ul-ain, 2012).

2.3. COUNSELLING AND PSYCHOTHERAPY:

Jones (2011) stated that the derivation of the word therapy is from the Greek word therapeia which means healing. Literally, the meaning of psychotherapy is healing the mind or the soul. Presently; psychotherapy’s meaning is widened as to heal the mind by psychological methods which are applied by adequately trained and qualified practitioners. There are different goals for therapy which includes dealing with severe mental disorders, tackling definite anxieties and phobias, and to assist people discover meaning and purpose in their lives.

There are attempts to make a differentiation between counselling and psychotherapy but these are partly successful. Psychotherapy and counselling represent diverse knowledge and activities but both use the same models. In 2000, the British Association for counselling acknowledged the similarity between counselling and psychotherapy. In Australia, the Psychotherapy and Counselling Federation of Australia exists.
2.4. PSYCHOLOGY AND COUNSELLING ASSOCIATES:

PSYCHOTHERAPY:

According to Psychology and Counselling Associates (2017):

Therapists at Psychology and Counselling Associates offer psychotherapy for the full range of emotional problems of children, adolescents including the following: depression, anxiety/panic attacks, bipolar disorder, behaviour and social problems, emotional health, abuse issues, addictions, anger, eating disorders, marital conflict/relationship issues, separation/divorce, attention deficit disorder, adults children of dysfunctional families, chronic pain, developmental delay, teen issues, aging issues, stress, post-traumatic stress disorder (PTSD), trauma, sleep issues, chronic dissatisfaction, grief, self-esteem, parenting concerns and coping with medical illness.

The following treatments are used to help make life more manageable; with the consent, other professionals; such as, school counselors, teachers, physicians are consulted in order to coordinate care: individual therapy, family therapy, couples therapy, psychiatric evaluations/medication management, marital therapy, stress management, parenting skills training.

2.5. CLINICAL SOCIOLOGY:

The clinical sociologist acknowledges that human problems have its roots in social life and applies the methods of scientific sociology to examine and evaluate a case. The sociologist goes where important and works within client social system to advance data. Based on data gathered for the task, the worker and client come together to define the problem for work and agree on the programmatic steps to be taken. The clinical sociologist, works with in an interdisciplinary team or working alone, is a dynamic intervention agent, guiding the client system towards the favourable change. Clinical sociologist provides services to clients and client systems across the social spectrum, from micro level with individuals, groups, couples, or families, to work with larger social systems. Clinical sociology retains a humanistic base. It respects clients autonomy and
rights and maintains the goal of assisting clients to improve the quality of their lives within their social systems (Rebach & Bruhn, 1991).

2.6. BENEFITS OF SCHOOL GUIDANCE PROGRAMME:

According to Gibson (2003), developmental and a complete school guidance programme is beneficial for the students as well as the parents, teachers, administrators and business community. The benefits for the different groups are as under:

2.6.1. Students:

It enhances self-knowledge as well as to relating themselves to others; broadens their knowledge in connection with the environment that is changing; assists the students in reaching their maximum academic potential; offers opportunities for the discovery of their career; planning and decision making and offers an opportunity for networking with services and consequently establishing an effective system support.

2.6.2. Parents:

It supports an interdisciplinary collaborative approach to tackle student’s needs and educational goals; increase opportunities for parents to involve in the education of the child; equip parents with the necessary skills for supporting their child; supports active partnership for student learning and career planning and provides data regarding student progress.

2.6.3. Teachers:

It promotes interdisciplinary collaborative approach to tackle students’ needs and educational goals; provides an opportunity for working in collaboration with other teachers and parents and supports progress of classroom management skills.
2.6.4. Administrators:

It boosts the school’s image in the community and develops the general appearance in the school; permits for methodical evaluation; offers a structure to be supervised effortlessly and provides a practical school guidance curriculum that tackles student’s needs and entrance to the climate of school.

2.6.5. Business, Industry, the Labour Market:

It offers the prospects for a well-informed workforce, having necessary skills and positive attitudes; offers an opportunity for teamwork having the teachers who prepare students for the world of work to participate in career fairs and other career guidance activities; increases the role of the counsellor as a professional; and enhances opportunities for business, industry and labour to participate dynamically in the total programme of school.

2.7. BENEFITS OF TULSA PUBLIC SCHOOL: SECONDARY SCHOOL COUNSELLING PROGRAM, OKLAHOMA, STATE:

The benefits of Tulsa Public School Oklahoma State (n.d.) are as under:

2.7.1. Benefits for Students:

Monitor data in order for facilitating student improvement; applying such strategies which close attainment gap; promotes accurate academic curriculum for each student; endorses commitment to learning; guarantees student right of entry to school counselling program; make certain right of entry to educational opportunities; promotes advocacy in relation with students; promoting peer facilitation skills; and supports skills’ development to enhance student access.

2.7.2. Benefits for Parents or Guardians:

Provides support to advocate for the development of their children’s personal/social, academic and career; supporting partnerships regarding the learning and career planning of their children; encourages relationships for ensuring post-secondary planning; encourages right of entry to school and
community resources; offers training and workshops for providing information; connect to community and school-based services; and supplies data for constant information regarding the progress of students.

2.7.3. Benefits for Teachers:

Promotes an interdisciplinary collaborative approach in order to meet the needs of students and educational goals; increases teamwork with school counsellors and teachers; promotes consultation; holds up growth of classroom management skills; supplies a system for mutual facilitation of classroom guidance lesson; promotes collaboration to increase student attainment; and analyses data to get better school environment and student attainment.

2.7.4. Benefits for Administrators:

Aligning the school counselling program with that of the academic mission of the school; offers a school counselling program to endorse student achievement; keeps an eye on the data for the improvement of school; shares a process for appraisal of a school counselling program; use data to mutually develop school counselling goals and school counsellor responsibilities; provides helpful data for grant applications and funding sources; and provides practical school guidance curriculum tackling the needs of students and promoting the school environment.

2.7.5. Benefits for the Boards and Departments of Education:

Provides a justified data for applying a school counselling program; make ensure equity and the right of entry to school counselling programs for all the students; displays the need for suitable levels of funding; communicates suitable credentials and staffing ratio; give information to the community regarding the school counselling program success; sustains standards-based programs; and provides data about enhanced student success.
2.7.6. Benefits for School Counsellors:

Defines responsibilities within the environment of a school counselling program; eliminating non-school counselling program activities; sustains right of entry to each student; provides an instrument for the management of programme, execution and answerability; recognizes school counsellors as leaders, supporters and alteration agents; and make sure that the school counselling program contributes to the mission of the school.

2.7.7. Benefits to Counsellor Educators:

Builds team work between counsellor education programs and schools; provides a structure for school counselling programs; provides a model regarding site based school counselling fieldwork or internships; enlarges data collection for collaborative research on school counselling programs; sets up a skeleton for professional development so as to benefit practicing school counselors; and promotes partnerships with other educator training programs.

2.7.8. Benefits for Post-secondary Education:

Promotes communication and shift of students to post-secondary institutions; prepares each student for sophisticated opportunities in education; stimulates each student to search for a wide series of considerable post-secondary options including college; pushes and augments accurate academic preparation; and endorses equity and right of entry to post-secondary education for all the students.

2.7.9. Benefits for Student Services Personnel:

Describes the school counselling program; maximizes collaboration to make sure the success of individual student; uses school counselling program to optimize gain to the growth of individual student; and amplifies teamwork for using school and community resources.
2.7.10. Benefits for Community, Business, Labour and Industry:

Amplifies opportunities for industry and labour in order to take part in the school counselling program; builds group effort which enhances a student’s post-secondary accomplishment; attaches business, industry and labour to students and families; and gives a workforce with a well-built academic foundation.

2.8 TEACHER’S ROLE IN THE SCHOOL COUNSELLING PROGRAM:

Although it looks unusual to the counselling profession, it has been and could continue to be possible for schools to continue to exist without the benefits of counsellors. Many students possibly would not reach their potential, solve their problems, or make suitable decisions and plans but nevertheless most of them would learn progress and be viewed as educated. It is also possible for schools to survive without the presence of an even more major staff member, the school principal. Teachers would have even more administrative responsibilities and their teaching efficiency would suffer, students would be taught, learn (perhaps at a slower rate).

Schools without teachers however, die away to be schools and any learning that would take place would be incidental and accidental. Therefore, it is evident, that the teacher is the most important professional in the school setting. Teacher support and involvement are necessary to any program that engages students. The school counselling program is no exclusion. Further, today’s teachers are aware of the fact that they should have responsibilities in the school counselling program other than those performed in the classroom (Gibson & Mitchell, 2008).

2.9 THE GUIDANCE COUNSELLING TEACHER SKILLS:

In a report to the General Assembly of the International Association for Educational and Vocational Guidance (2003) stated that the core competencies and 10 specialisations needed by educational guidance and career services provided in different countries of the world are:
The core competencies are: “Moral behavior and professional conduct; advocacy and leadership; intercultural understanding; ability to relate theory and research to practice; capability to exchange ideas successfully; designing, implementing and evaluating guidance programmes; awareness to the professional limitations of someone; ability to utilize computers; ability to collaborate in professionals’ teams; and knowledge of the lifetime career development process.”

The ten specializations are: “assessment; educational guidance; career development; counselling; information management; consultation and coordination; research and evaluation; programme and services management; community capacity building; and placement”.

2.10. THE COUNSELLING ROOM:

Well Being (2014) stated:

The counselling room is such a place which is required to be confidential, quiet, safe, comfortable and even energizing, to be an ideal space dedicated and specially utilized for counselling. On the other hand, if it is to be shared with other agencies, it is likely that the room is shared with well-matched services. When we talk about counselling, there are often talking circumstances that are traumatic, embarrassing, making angry or anxiety creating. It is not an easy job. At least one can do as counsellors is to create the space where this takes place as tactful and relaxed as possible. The most vital concern is to safe guard the confidentiality of the client so that he/she is not disturbed or interrupted. Therefore, the site of counselling service is significant and must show the worth placed on the process of counselling as well as safety of the client.

The waiting room is required to be welcoming, informative, confidential and a space to be secure as well.

The counselling room requires being well-appointed room by having natural lighting, an appropriate amount of temperature, high-quality comfortable chairs, an attractive and soft furnishings so that there is feeling in the client to be felt that he/she is respected and valued. It will be advantageous to have plants, properly soothing and unbiased paintings, moderate lamplight, multi-colored rugs, a clock, candles (if the same room is used for meditation) or natural stones. It would be advantageous by having a toilet with all the necessary facilities.
2.11. Problems of Young People: Problem Areas and Conditions

Vashist (n.d.) said that:

2.11.1. Health and Physical Development:

Physical imperfections—sight, hearing, speech, etc…; unable to shine in athletics; lack of physical synchronization; deficient of physical energy; undernourishment; physical ugliness; sickness; and undersize or oversize

2.11.2. Home and Family Relationship:

Supremacy of parents; need of control by parents; scarcity of home companionship; broken homes—death, divorce, separation; duties at home—too little or too numerous; envy among children; unpleasant home environments—physical, social, moral; harsh family; and not have support for the school.

2.11.3. Leisure time:

Be short of interest in sport and games; incapability due to poor health or physical handicaps to take part in sports; limited facilities for delight; be short of interest in reading; and not have a skill in handicraft.

2.11.4. Personality:

High level of sensitiveness, shyness, lacking aggressiveness, strong dislikes, self-confidence or its lack, excessive pride, self-centeredness, recklessness, excessive introversion, illusions, lack of sportsmanship, inferiority complex, superiority complex, be short of social mindedness and emotional insecurity

2.11.5. School:

Unproductive study habits, not have independence, excessive help provided by teacher, lacking interest in the school work, feeling of boredom, lack of ability to see worth in some subjects, fear of failure, reluctance putting effort, hating the teacher or the school, too long assignments, intolerance with slower pupils, poor study conditions in school or at home, shortage of alteration of work to mental
capability of pupil, poor preparation, a great deal of focus on athletics, feeling of unfairness, poor direction in general, feeling that no one takes an interest in him/her, poor selection of school or of subject and selection of school or college.

2.11.6. Social (including moral and civic)

Deceitful, lying, theft; lack of ethical standards; etiquettes; antisocial inclinations; inadequate social life; extreme social life; imprudent use of leisure; smoking and drinking; impoliteness; revolt against authority; intolerance of others; viewpoints and outlooks; choice of friends of opposite sex; flirting; dissatisfaction in love; being in love; twofold standards of morals; low opinion of civic duty; reluctance to think about citizenship responsibilities; not able to choose leaders judiciously; reluctance to follow elected leaders; and reluctance to recognize duty as a leader.

2.11.7. Vocational:

Assertion by parents on a certain vocation, incapability to select among various vocations, injudicious selection of vocation, deciding suitability for a given vocation, selecting the top training for the vocation, lack of time or money to make the preparation essential for the vocation selected, short of opportunities in the vocation selected, complexity in finding a job and complicatedness in adjustment to the conditions of the job.

This list of problem areas and conditions is very incomplete. Any teacher or counsellor can easily from his/her experience, multiply the items many times. It does, however, cover fairly well the main or typical conditions out of which problems arise. It will also be seen that there is much overlapping. That is, of course, due to the fact that conditions and situations are not simple; the location within a given context depends entirely upon the particular circumstances of the individual and the emphasis due to local conditions.
2.12. THREE BROAD AREAS FOCUSED BY COUNSELLORS REGARDING STUDENTS IN SCHOOLS FOR THEIR HEALTHY GROWTH:

The Connecticut State Board of Education (2008) states that the school counsellor’s role is focused on three broad areas of academic, career and personal/social development in realizing for healthy growth. For the Connecticut comprehensive school counselling program, this is the heart of the content.

**Academic Development:**

It comprises attaining skills, attitudes and knowledge that add to useful learning academics to the world of work, as well as to life at home and in the community. Academic goals scaffold the idea that all students should meet or go beyond the local state and national goals.

**Career Development:**

The goals of career development guide the school counselling program for providing the base for the attainment of skills, attitudes and knowledge that facilitates the students in making flourishing shift from school to the world of work and from job to job across the lifetime. The goals of Career development and competencies guarantee students to build up career goals as an outcome of their involvement in a comprehensive plan of career awareness, exploration and activities preparation.

**Personal/Social Development:**

The personal/social goals guide the school counselling program in providing the base for personal/social growth while students develop through school and into adulthood. Personal and social progress add to academic and career accomplishment by assisting students know and respect themselves and others, attain useful interpersonal skills, comprehend safety and survival skills and grow into effective and useful elements of society.
2.13. TRAINING AND SUPERVISION IN COUNSELLING:

Counselling training has turned into more specialized and consistent in post-war era. The psychoanalytic application of structuring training largely rotated around a period of personal scrutiny has been substituted by a more comprehensive approach. The key constituents of most counselling training programmes are: develop theoretical understanding; attaining counselling skills; work on self-awareness; discovery of professional issues; supervised practice with clients; research skills and understanding of research informed practice. The most difficult issues faced by counselling trainers are those of choosing trainees and judging competence. There are many methods of judging competence, but at present there is a deficiency in the agreement on how to define criteria for satisfactoriness of performance. For the majority of counsellors, continuing supervision or regular discussion with colleagues stands for the main form of ongoing education and training (McLeod, 1998).

2.14. EVALUATION OF THE GUIDANCE PROGRAM:

Evaluation is required to be certain that sufficient and appropriate services are being continuously provided. When these guidance services are given, the pupils should be helped by the counsellor to examine and understand their interests, aptitudes, abilities as well as their inadequacies. An evaluation of the guidance program is necessary to satisfy the needs of pupils and answer the questions correctly raised by parents, teachers and tax payers. A continuing evaluation is also the best means of eliminating wasted effort and adding more effective procedures. Furthermore, as pupil needs social conditions change; the guidance program must change too. An evaluation process is the most excellent way to decide the amount and course of change required (Stoops & Wahlquist, 1958).

2.15. PEER COUNSELLING:

Peer counselling is such a process in which qualified and supervised students listen, support, present alternatives and other verbal and non-verbal communication but the students who are referred, there is little or no advice to
them. High schools students have potential to transform the services of guidance and counselling when they are trained with skills and knowledge in peer counselling.

The program is of peer counselling is accepted at the international level as an involvement strategy in improving the services of guidance and counselling in educational institutions for the students. Those students can be of great help to their peers in schools who are given training on peer counselling (Kamore & Tiego, 2015).

In Kenya in some high schools those students had some prominent constructive qualities who are selected as peer counsellors; e.g., being sociable, disciplined, average academic performance, good speakers, listeners and capable to maintain secrets (Aseudo, 2008).

Teacher counsellors and teacher mentors direct the peer counsellors in schools peer counselling supervision process. To make certain their competence, consistent supervision of peer counsellors is vital. The level of training of the teacher counsellors and peer mentors determines successful supervision (Bett & Sigilai, 2013).

2.16. GROUP COUNSELLING:

Group counselling is such a technique in which a group of persons is counselled through the application of group communication method in order to reach a solution of the common problem in relation with the group. All the members in the group are provided a chance for discussing their problem collectively. As far as possible an indirect approach is followed during this type of counselling.

In group counselling, group work helps the students in understanding and discovering a solution regarding their problem. This is because active interaction occurs among the group members who meet together for a commonly agreed purpose. Several important experiences like knowledge of reality, self-knowledge and self-realization can be achieved through group interaction process. These help to amend certain faulty social learning and to relearn certain attitudes and
dispositions which are essential for healthy adjustment (Barki & Mukhopadyay, 2008).

2.17. MAJOR GUIDANCE AND COUNSELLING SERVICES:

Luneburg (2010) said that in a school, the guidance and counselling services include:

2.17.1. Assessment:

This service is devised to collect, analyze, and use a diversity of objective and subjective personal, psychological and social facts and figures about every student. The purpose of it is to assist the individual to better realize about himself/herself—meetings with students and parents, standardized scores, anecdotal records, academic records, personal data forms, portfolio and case studies are included. This information is analyzed by school counsellors to students, teachers, parents, administrators and other professionals. Students with unique needs and talents are recognized thus.

2.17.2. Information:

This service is devised to supply precise and recent information, so that selection of an educational program, a social activity or an occupation may be made by the students. Basically, the aim is of such information is that the pupils will make smart choices and will connect in better planning inside and outside the setting of school. Such information must not only be given to students but must also have a chance to respond to it in a significant manner with others.

2.17.3. Placement and Follow up:

The school helps the student in choosing and using chances inside the school and outside in the labour market. Students are helped by the counsellors in making suitable selections of courses for their study and in making shifts from school levels, and also from school to employment. Thus, placement involves student assessment, informational services and counselling assistance suitable to the students’ choices of school subjects, co-curricular activities and employment. To
getting in touch with the former students, the concern of follow up is the development of a methodical arrangement. The school’s guidance and curricular programs are assessed with the data got from follow up.

2.17.4. Counselling:

This service is planned to assist self-understanding and development through dyadic or small group associations. The aim of such links inclines to be on personal development and decision making and is based on understanding self and knowledge of the environment. The student is helped by the counsellor in order to know and recognize himself/herself while illuminating his/her goals, perceptions, ideas and attitudes; provides environmental and personal information to the pupil as needed for his/her plans, problems or choices; and searches for increasing the ability to handle with and resolve the problems and increased competence to make decisions and also planning for their future. Generally, counselling is acknowledged as the heart of the guidance service.

2.18. GUIDANCE ACTIVITIES THAT ASSIST THE STUDENTS:

National Centre for Guidance in Education (2004) in association with the Department of Education and Science, Dublin stated:

2.18.1. Guidance Activities Assisting The Students To Make Choices Include:

a. Counselling:

It assists pupils to discover their thoughts and feelings, and the options available to them; giving concern and scaffold to their learning to deal with many sides of growing up.

b. Assessment:

It helps students to have a healthier understanding of self by the application of inventories and psychometric tests.
c. Information:

It provides to the students with objective and realistic data on education and training opportunities, labour market, information, occupation and entitlements, etc…

d. Advice:

Based on his/her own experience and knowledge, suggestions are given by the advisor.

e. Educational Development Programmes:

It facilitates the transport of knowledge and skills related to study; performance in the examination; subjects and levels choices.

f. Personal and Social Development Programmes:

It facilitates the transfer of knowledge and skills dealing to students’ personal and social development, planning, self-awareness and decision making.

g. Referral:

Referral comprises two types of activity:

i. Referral to other professionals by the guidance counsellor of a student outside the school; such as, The National Educational Psychological Service(NEPS);

ii. Referral of the student by teachers, parents, school management and Board of Management to the guidance counsellor. The intentional involvement of the referred student in counselling must be valued by all concerned.

18.2. Guidance Activities That Assist Students To Make Transitions Include:

a. Career Education/Career Transition Programmes:

Students are enabled by it in making shifts to more and higher education, training and development.
b. Placement:

It is work shadowing, work experiences and to prepare students for employment.

c. Follow-up:

Follow up of ex- students in connection with their developmental pathways and targets.

2.18.3. Other Guidance Activities That Support The Achievement Of The Aims Of The School Guidance Programme Include:

a. discussion with school staff, students and parents

b. Feedback: To give comment to the Board of Management, school management, groups and the school as an organization and how students’ choices and transitions have been held up by the school guidance.

c. Networking: It is establishing links with institutions, relevant agencies and employers for endorsing guidance work with students.

e. Promoting Change: Helping the Development of Curriculum in school

f. Managing, organizing and coordinating the activities of guidance into a cohort programme.

2.19. PROFESSIONAL SCHOOL COUNSELING-BEST PRACTICES FOR WORKING IN THE SCHOOLS:

Thompson (2012) stated that future issues and trends that will inescapably influence school counselling are more plentiful and complex. The following trends will have a remarkable impact on the services and needs of students and their families, administrators and business and industry, both locally and globally.

Increasing numbers of single parent as well as low income families in poverty; lack of supervision of children and a greater need for it before and after school programs; more students from minority immigrant groups whose parents do not speak English; larger use of technology in the schools and workplace;
higher expectations regarding student performance measured by standards for learning that all children must meet, so that to be promoted or to graduate from high school. More frequent career changes and the increase of portfolio workers; increase of violence in schools, families and communities; more program evaluation and their accountability and services to students and their families; more concise counselling and solution-focused models in the school settings; more planned psycho educational life skills for groups to develop students’ social, emotional and cognitive skills in an endeavor to prevent violence and conflict and advance peer relationships. More family/parents counselling and increased need for home visits; more family involvement to improve students’ academic and behavioral problems; more primary prevention and outreach rather than crises intervention protocols; an increased spotlight on getting first generation students into community colleges and universities; more communication with parents from various angles; such as, home visits, voice mail, email, internet websites, and social networking outlets. More early intervention with students who are at risk of failure at the pre-school and primary school levels; more emphasis on remedies, social, emotional ,and cognitive deficits in both children and adults; more full service that integrate community services within the school setting; such as, health, mental health and social agency services; increased blend of mental health services in schools and increasing recognition of students who are functioning outside the range of normal development; increased knowledge of community resources and partnerships with community agencies to provide services from child and family welfare to juvenile justice, social service, health care and after school supervision. Greater emphasis on multicultural counselling techniques and also on how culture affects student and family behavior, attitudes, feelings and bonding with school .e.g. a professional school counsellor taking a leadership role to reduce interethnic and interracial conflicts in the school and reaching out to immigrant families in their language of origin; increased resources, professional development, and opportunities for the current influx of a more diverse student population e.g. students from Africa, Central America, Asia, Eastern Europe and the Middle East; a greater need of professional school counsellors to maximize students’ skills with training and supervision in solution-focused counselling and providing psycho educational groups for both students and families.
2.20. THE MANAGEMENT SYSTEM:

Coleman and Yeh (2008) stated that effective programs are in need of strong organization and effective management. Management agreements are settled annually between school counsellors and the building administrator. Yearly a document that prioritizes school counselling, timelines, and execution plan is developed and presented by the counsellor(s). By evaluating the document, the principal then arrives at the agreement with the school counsellor in connection with assigning activities and services to students. The base of these decisions is on needs and data analysis of the site. The consensus/agreement describes counsellor responsibilities, program execution and accountability methods and it offers timeframe that when these activities occur.

When the school counsellor and the principal get together and develop a consensus on the main concerns of the program, execution strategies and the organization of the department; the whole program moves more easily and is more probable for the students to produce preferred outcomes. Thus, the management agreement is an open statement to all the stakeholders, and it demonstrates the commitment of school counsellors and administrators to team up on an annual statement describing what the counsellors expect to achieve in the coming year.

2.20.1. Advisory Council:

It assists to search for school and community scaffold for informing the route of program to supply a sounding panel for debate that what is going on well and what is needed to be changed, and to talk about the methods in which the student accomplishment can be better supported in a comprehensive school counselling program. An advisory council assists in the development of the school counselling program by annually assessing program goals and results and making recommendations for development. It provides an opportunity for open discourse between schools and community and the viewpoint of community and parental expectations for the counselling program.

The diversity of the community should be reflected by the council membership and can consist of school staff, school board members, students,
parents, and community and business representatives. Members selected must share an interest and enthusiasm for the school counselling program and representation could consider including these stakeholders: teachers, parents, school counsellors, administrators, community members (non-parent), business/industry/labour leaders, school board members, student(s), college (2 year and 4 year representatives), community based organizations and counsellor educators.

2.21. A NATIONAL LIFELONG GUIDANCE FRAMEWORK:

The National Guidance Forum Report (2007), Ireland stated that the central characteristic of the forum is a national structure for lifelong guidance which outlines the knowledge, skills and competencies that guidance aims to promote among individuals at different stages of their lives.

The National Guidance Forum suggests a framework for guidance at five different stages in the life cycle: from home to school; from primary school to post-primary school; from post-primary school to more or higher education, to training or to employment; from education and training to career, by identifying that guidance also take a specifically crucial role in assisting people to handle the main shifts in their lives. Along with that guidance assists people to deal with their choices when they alter careers turn into unemployed or retire from paid employment. The forum emphasized the knowledge, skills and competencies for each stage/phase.

The lifelong guidance framework is framed to reflect person-centered values and endorse personal, social and economic development.

The series of guidance approaches include: small group and large group work; self-directed learning; mentoring by guidance practitioners and others; one-to-one meeting with guidance practitioners; and experiential learning.

The above mentioned approaches will be applied by providers and practitioners as suitable to the age and the circumstance of the learners in which they are learning. There is suggestion that in the national lifelong guidance framework of Ireland, there will be four groups of outcomes in the areas of
competencies, knowledge and skills and these are: Emotional Development, Social Development, Learning Development and Career Development.

2.22: THE INTERNATIONAL MODEL FOR SCHOOL COUNSELLING PROGRAMMES:

The Association of American Schools in South America (AASSA) and US State Department Office of Overseas Schools (2011) is of the view that a school counselling program will be complete when it has a spotlight on that all students should know, understand and to be able to do in the four domains areas; i.e. Academic, personal/social and global perspective. The weight is given to academic and social success internationally for each student and not only the ones that are motivated, supported and ready for learning. The school counselling programme assists all students in the achievement of success at school and also builds up to be effective and efficient members of the local and community at the international level.

2.22.1. Developmental in Nature:

Programs and services are framed as according to the needs of students at various growth and developmental stages by school counsellors. Prospects, goals, support systems and experiences are established by school counselling programs for all students. Arguments are provided by these programs for school counsellors, faculty, school administrators, parents or guardians to connect in discussions about the expectations of the academic achievement of students.

What students should know and be able to do in international schools as a result of participating in the school counselling program at the international level, the student standards are public statements of these. After each student content standard, there is student competencies-particular attitudes, knowledge and skills students would get or display while taking part in the counselling program of the school- and a list of indicators regarding students learning outcomes. The above mentioned standards are in four categories or domains: academic, career, personal/social and global perspective.
2.22.2. Integral Part of Total Education Program:

Amalgamating academic, career, personal/social and global perspective development, International Model boosts and scaffolds the academic mission of the school by promoting the learning process for all students. The objectives, activities and strategies are synchronized by school counsellors of a developmental school counselling program as specialists in child and adolescent development,

It is important to be noted that in The International Model, there is a provision for each counsellor and counselling program to decide how to best convey the content standards at their respective school.

Conclusion of the Chapter:

This chapter is about the needs and practices of guidance and counselling at the secondary level. The need/role of various stakeholders in such a programme is highlighted. Counselling and psychotherapy is discussed. Psychology and counselling associates roles is highlighted. There is the importance of clinical psychology, which is a cross-disciplinary field. Benefits of school guidance program and a typical public school are there at length for various stakeholders. The detail about the role of teacher in school counselling program and guidance/counselling teachers skills are also there. Explanation of various facilities in counselling room is there for the sake of confidentiality. A list/explanation of children problem is there in order to be solved by the counselor. Broad areas that are focused by counselors regarding students in schools for their healthy growth, i.e. Academic Development, Career development, Personal/Social Development are there. Training in counselling and supervision is discussed. There is a detail about the evaluation of a guidance programme. Peer and group counselling is there at length. Major guidance services which are to be provided at the school level are given. There is a list of guidance activities which can assist the students. Professional School Counselling best practices for working in the schools are highlighted. Strong organization and effective management is required in effective programs. Guidance framework is discussed which focuses on personal, social, learning and career development. There is also a detail of
international model for school counselling program, which focuses on four domains: academic, career, personal/social and global perspective.
All the above mentioned detail of literature supports the various aspects of the topic.
CHAPTER-3

METHODS AND PROCEDURE

This chapter is related with the method and procedure of the study which is comprised of the nature of the study, population, sampling, instruments used; i.e. likert scale questionnaire, semi-structured interviews, data collection, organization and interpretation of the quantitative and qualitative data. All such points are discussed in the lines below

3.1 NATURE OF THE STUDY

It is a mixed research study. It involves research activities, ranging from wide review of the related literature, taking interviews from the experts and the collection of data through questionnaire from the students and teachers.

3.2 POPULATION

The population of the study is comprised of teachers and students at secondary schools in district Peshawar. There are total 140 secondary schools in district Peshawar i.e. 85 male and 55 female schools (EMIS, 2014-15). All the experts, planners and administrators based on their experience in the field of guidance and counselling at provincial level (K.P) constituted the population of the study.

3.3 SAMPLE SIZE AND ITS DISTRIBUTION

The entire population is divided into various strata in such a way that the basic characteristics of the participants within each stratum remained homogenous and that a small sample from each stratum fairly represented the whole population. Stratified-random sampling technique was used for the allocation of sample size to each stratum. Ten male and ten female secondary schools were selected on a random basis. The sample size of 200 students and 100 teachers were distributed among these sub-strata. Thus, 10 students and 05 teachers from
each male and female school were chosen randomly. Similarly, 10 experts from Khyber Pakhtunkhwa were selected on the basis of their expertise; i.e. purposive sampling technique. The total sample size was included 200 students, 100 teachers and 10 experts.

### Sample Area/ Target Area

- **10 Female Schools**
  - Peshawar City Urban
  - 100 Female Students
- **10 Male Schools**
  - Peshawar City Urban
  - 100 Male Students
- **10 Experts at the National Level**

#### 3.4 INSTRUMENTS/TOOLS USED IN THE STUDY

Two instruments were utilized in the study. These were included:

A five-point questionnaire (Likert scale) was used for the collection of factual information from the respondents (students and teachers). Experts were consulted through semi-structured interview schedule.
The instrument included five parts:

Part 1 Perceptions of the students and teachers about guidance and counseling.

Part 2 The perceptions of guidance specialists regarding guidance and counseling.

Part 3 The problems of teachers and students regarding guidance and counseling.

Part 4 Ways and means for the implementation and practices of guidance and counseling services.

Part 5 A model of guidance and counselling at the secondary level.

3.5 PILOT TESTING OF RESEARCH INSTRUMENTS

A pilot survey was conducted with the sample students, teachers and experts in Khyber Pakhtunkhwa before conducting the main survey keeping in view the following purposes: to test the appropriateness of the above mentioned two instruments; straightforwardness of it to use; making easy for the respondents to understand and answer the questions in a pleasing way; identification of weaknesses; it was discussed with the research advisor and experts. The instruments were finalized keeping in view all the suggestions.

3.5.1 Validity of Quantitative and Qualitative Instruments

The questionnaire was prepared keeping in view the review literature and discussions with the supervisor. It was validated by consulting it with the supervisor and taking expert opinion from the experts in the relevant field.

Semi-structured interview was prepared keeping in view the review literature. It was validated by constant discussion with supervisor and experts, while removing the irrelevant questions.

3.5.2 Reliability of Quantitative and Qualitative Instruments

The questionnaire having 35 items; its reliability was checked through alpha cronback test. The same questionnaire was prepared for male/female teachers and
students. The reliability of female students for each item/as a whole was .650, less item was .621 and high item was .685. The reliability of male students for each item/as a whole was .728, less item was .706 and high item was .761. The reliability of female teachers for each item/as a whole was .742, less item was .713 and high item was .773. The reliability of male teachers for each item/as a whole was .919, less item was 912 and high item was .924.

As a whole for male/female students and teachers the less item value was .738, high item was .786 and for each item/as a whole was .759.

It is to be noted that the value above .5 and below .7 is acceptable and the item should not be deleted. The value of item above .7 is considered as good. Overall, the values of less, high and over -all /each item was above .7 and hence considered as good to be included in the questionnaire for collecting data from the actual participants other than pilot study participants. Thirty percent of the sample size participants were consulted through pilot study included participants other than the actual study.

The semi-structured interview reliability was checked by interviewing one expert concerned in the pilot study other than the actual experts in the study. The interview of the expert in the pilot study was audio recorded and notes were also taken. There were ten questions in the pilot study interview. According to the suggestions of the expert and consultation of the supervisor the overlapping questions were merged and in the final semi-structured interview the number of questions finalized were eight.

3.6 DATA COLLECTION

The quantitative data were collected by researcher by distributing the questionnaires among the respondents; i.e. the students and the teachers. All the questionnaires were duly filled by the respondents and then collected by the researcher.
The semi-structured interviews were conducted by the researcher from the respondents as mentioned above. The researcher audio-recorded these interviews and also took notes during the interviews.

3.7 ORGANISATION AND INTERPRETATION OF THE DATA

The quantitative data were collected through likert scale five points questionnaire. It was put into tables and then analyzed through mean and percentages. Each item/question was put in the Likert scale table. Strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1 as such points were given to each category. The number of total responses in connection with strongly agree, agree, undecided, disagree and strongly disagree in relation with each item were multiplied by 5, 4, 3, 2 and 1 respectively, then added and after that divided by the total number of respondents to get the mean value x. Value 3 was treated as the midpoint. After multiplying, adding and dividing, the score above value 3 represented that the respondents were agree with the statement; but below value 3 showed that they were not agree. After that percentages were also counted. Strongly agree and agree were taken for agree whereas, disagree and strongly disagree were treated as disagree. Then the analysis was made accordingly.

The semi-structured interviews in relation with the qualitative data were transcribed from the audio-cassettes, coded, themes were drawn from it and then discussion was made on the basis of driving findings.

Transcription: Transcription involved close observation of data through repeated careful listening (and/or watching), and this was an important first step in data analysis. The attention was there that what was actually there than what was expected. Transcription took a long time (at least 3 to 5 hour per hour of talk).

Coding: A code was used as a word or short phrase that symbolically assigned a summative, salient, essence capturing, and/or attribute for a part of language.

Themes and its Discussion: Thematic analysis was the process of identifying patterns within the data. This began at the time of data collection and continued
throughout the process of transcribing, reading and re-reading, analyzing and interpreting the data. As it is read and re-read, the research questions will be reminded, as these questions guide the thinking about the data and what considered to be worthy of the theme (Braun & Clarke, 2006). A theme captured something important about the data in relation to the research questions and represented some level of patterned meaning or response within the data set. These themes were then discussed through driving findings in the light of research questions.

**Objectivity in Interpreting Qualitative Data:** Qualitative methodology is recognized that subjectivity of the researcher is intimately involved in scientific research. Subjectivity guides everything from the choice of the topic that one study to formulating hypotheses, to selecting methodologies and interpreting data. Pseudonyms were used to maintain anonymity and objectivity of the participant and the data. Triangulation process was used as a tool to make the qualitative data valid and objective. Qualitative research tool is often criticized as biased, small scale, anecdotal, and/or lacking rigour but the present tool is carried out properly, it is unbiased on the part of the researcher, in-depth, valid, reliable, credible and rigorous. To maintain validity and objectivity of the data, the researcher interpreted the data honestly and with genuineness of the research data irrespective of biasness and personal likes and dislikes. It means that what the data is speaking without deletion or addition from one’s own of the data.

Findings were drawn from the quantitative and qualitative data. After that discussions were made, conclusions drawn and then recommendations were given.
CHAPTER-4

DATA ANALYSIS

Chapter-4 is about the analysis of data. This chapter gives the analysis of the data collected through questionnaires from teachers and students in district Peshawar, KP Province, Pakistan. The quantitative data were analyzed through mean and percentages. The qualitative data collected through semi-structured interviews from key experts/planners/administrators at provincial level have been analyzed on the basis of themes through driving findings. The detail is given as under:

4.1 QUANTITATIVE DATA (TEACHERS’ RESPONDENTS)

Following are the tables contain data from teacher respondents through structured questionnaire (Likert scale).

Table-4.1.1 Teachers Views about their Perceptions in Connection with Guidance and Counseling

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales</td>
<td>5 % 4 % 3 % 2 % 1 % Mean Value (X)</td>
<td>5 % 4 % 3 % 2 % 1 % Mean Value (X)</td>
</tr>
<tr>
<td>i</td>
<td>Secondary school level is termed as the most critical and crucial stage of individual development</td>
<td>25 20 1 3 1 4.3</td>
</tr>
<tr>
<td></td>
<td>50 40 2 6 2</td>
<td>70 28 00 2 00</td>
</tr>
<tr>
<td>ii</td>
<td>Parent teacher council is playing its role in the guidance of students</td>
<td>17 18 8 5 2 3.86</td>
</tr>
<tr>
<td></td>
<td>34 36 16 10 4</td>
<td>62 20 18 8 4</td>
</tr>
<tr>
<td>iii</td>
<td>Guidance work requires mutual cooperation of the teachers, the head teacher and the</td>
<td>21 27 2 00 00 4.38</td>
</tr>
<tr>
<td></td>
<td>42 54 4 00 00</td>
<td>72 26 2 00 00</td>
</tr>
<tr>
<td>iv</td>
<td>Guidance and counseling service in the school is understood by the teachers and students</td>
<td>9 32 4 4 1 3.88 16 23 6 2 3 3.94</td>
</tr>
<tr>
<td>v</td>
<td>Guidance and counseling is needed to be provided in well planned manner at the secondary school level</td>
<td>31 16 1 2 00 4.52 35 15 00 00 00 4.7</td>
</tr>
<tr>
<td>vi</td>
<td>Guidance and counseling programmes should be time lined, so that this service is produced on regular basis</td>
<td>22 22 4 2 00 4.28 30 20 00 00 00 4.6</td>
</tr>
<tr>
<td>vii</td>
<td>Several factors affect the provision of effective counseling services; such as, lack of resources include finance, counseling room, lack of time and traditional (cultural)belief</td>
<td>16 27 6 1 00 4.16 36 13 00 1 00 4.68</td>
</tr>
<tr>
<td>viii</td>
<td>There should be a counseling room located in private and quiet part of the school</td>
<td>12 30 3 4 1 3.96 28 22 00 00 00 4.56</td>
</tr>
<tr>
<td>ix</td>
<td>The head teacher should give moral and material support to guidance and counseling programmes</td>
<td>29 19 2 00 00 4.54 36 14 00 00 00 4.72</td>
</tr>
<tr>
<td>x</td>
<td>The guidance and counseling teacher should have relevant skills</td>
<td>29 20 1 00 00 4.56 35 15 00 00 00 4.7</td>
</tr>
</tbody>
</table>


Explanation of Teachers Views about their Perceptions in Connection with Guidance and Counseling:

In table-4.1.1 the first statement indicates that majority of male teachers were of the opinion that secondary school level is termed as the most critical and crucial stage of individual development as is clear from the mean score of 4.3. On the basis of percentages, 45(90%) male teachers agreed with that statement. Regarding the same statement the mean score for the female teachers is 4.66 and percentages are 49(98%) which means that almost all of them supported that statement. As a whole, the mean score is 4.48 and the percentages are 94(94%).

The second statement shows that most of male teachers were of the view that parent teacher council is playing its role in the guidance of students, as is evident from the mean score 3.86. As far as the percentages are concerned 35(70%), male teachers agreed with that statement. In connection with that very statement, the mean score is 4.28 and for percentages are 41 (82%) for the female teachers. On the whole the mean score is 4.7 and the percentages are 76(76%).

The third statement indicates that guidance work requires mutual cooperation of the teachers, the head teacher and the counselor as is evident from the mean score 4.38 and the percentages 48(96%) for the male teachers. As far as the female teachers are concerned, the majority of them agreed with the statement as is indicated by the mean score 4.7 and percentages 49 (98%). As a whole the mean score is 4.54 and the percentages are 96 (96%).

According to the fourth statement, guidance and counselling service is understood by the teachers and students, most of the male teachers agreed with it as the mean score is 3.88 and the percentage is 41(82%). Regarding this statement the mean score for the female teachers is 3.94 and percentage is 39 (78%) as most of the respondents agreed with it. On the whole the mean score is 3.91 and the percentages are 80(80%) for that statement.

The fifth statement states that guidance and counseling is needed to be provided in a well planned manner at the secondary school level, as majority of the male teachers supported it because the mean score is 4.52 and the percentage is 47(94%). The mean score for the female teachers is 4.7 and the percentage is 50(100 %). 

As a whole the mean score for this statement is 4.61 and the percentage is 96 (96 %). The sixth statement shows that guidance and counseling programmes
should be time lined, so that this service is produced on regular basis, the mean score for the male teachers is 4.28 and percentages 44 (88%) as most of them supported that statement. Regarding this statement the female teachers mean score is 4.6 and percentages are 50 (100%) as all of them supported it. On the whole the mean score is 4.44 and the percentage is 94(94%).

The seventh statement states that several factors affect the provision of effective counseling; such as lack of resources include finance, counseling room, lack of time and traditional (cultural) belief, the mean score is 4.16 and the percentages are 43(86%) for the male teachers because majority of them supported that statement. The mean score and percentages for the female teachers are 4.68 and 49(98%) respectively as majority of them agreed with that statement. On the whole the mean score is 4.42 and the percentages are 92(92%).

The eighth statement shows that there should be a counseling room in the school located in private and quiet part of the school, most of the male teachers supported that statement as the mean score is 3.96 and percentages is 42(84%), whereas, 5 (10%) male teachers did not supported it. As far as the female teachers are concerned regarding this statement, the mean score is 4.56 and the percentage is 50(100%) as all of them supported the statement. On the whole the mean score is 4.31 and the percentage is 92 (92%) as majority of the respondents agreed with the statement.

The ninth statement states that the head teacher should give moral and material support to guidance and counseling programmes, the mean score is 4.54 and the percentage is 50(100%) as all the male teachers supported this statement. The mean score for female teachers is 4.72 and the percentage is 50(100%) as all of them supported that very statement. As a whole the mean score for this statement is 4.63 and the percentage is 100(100%).

The tenth and last statement in table 4.1 indicates that the guidance and counseling teacher should have relevant skills, the mean score is 4.56 and the percentage is 49(98%) as almost all the male teachers supported the statement. The mean score for this statement regarding the female teachers is 4.7 and the percentage is 50(100%). On the whole the mean score is 4.63 and the percentages are 98(98%).
**Table-4.1.2 Responses of Teachers about Problems of Students and Teachers in Connection with Guidance and Counseling**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales</td>
<td>Mean Value (X)</td>
<td>Mean Value (X)</td>
</tr>
<tr>
<td>i</td>
<td>4.38</td>
<td>4.58</td>
</tr>
<tr>
<td>ii</td>
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<td>4.56</td>
</tr>
<tr>
<td>iii</td>
<td>4.12</td>
<td>4.5</td>
</tr>
<tr>
<td>iv</td>
<td>4.48</td>
<td>4.64</td>
</tr>
<tr>
<td>v</td>
<td>4.42</td>
<td>4.6</td>
</tr>
<tr>
<td>vi</td>
<td>4.5</td>
<td>4.56</td>
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<tr>
<td>vii</td>
<td>4.62</td>
<td>4.62</td>
</tr>
<tr>
<td>vii</td>
<td>4.34</td>
<td>4.62</td>
</tr>
</tbody>
</table>

N = 100
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<tr>
<th></th>
<th>vocational and educational courses</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>ix</td>
<td>Guidance and counseling help in solving psychological problems of students</td>
<td>18</td>
<td>27</td>
<td>5</td>
<td>00</td>
<td>00</td>
<td>4.26</td>
<td>34</td>
<td>14</td>
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<td></td>
<td>36</td>
<td>54</td>
<td>10</td>
<td>00</td>
<td>00</td>
<td>68</td>
<td>28</td>
<td>6</td>
<td>00</td>
<td>00</td>
<td>4.64</td>
</tr>
<tr>
<td>x</td>
<td>Guidance and counseling assist the students for the solution of their personal and social problems</td>
<td>21</td>
<td>28</td>
<td>1</td>
<td>00</td>
<td>00</td>
<td>4.4</td>
<td>25</td>
<td>23</td>
<td>2</td>
<td>00</td>
<td>00</td>
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<tr>
<td></td>
<td></td>
<td>42</td>
<td>56</td>
<td>2</td>
<td>00</td>
<td>00</td>
<td>50</td>
<td>46</td>
<td>4</td>
<td>00</td>
<td>00</td>
<td>4.46</td>
</tr>
<tr>
<td>xi</td>
<td>Budget allocation may be increased for the establishment of guidance and counseling program</td>
<td>12</td>
<td>28</td>
<td>10</td>
<td>00</td>
<td>00</td>
<td>4.04</td>
<td>28</td>
<td>20</td>
<td>1</td>
<td>1</td>
<td>00</td>
</tr>
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<td></td>
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<td>56</td>
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<td>2</td>
<td>00</td>
<td>4.5</td>
</tr>
<tr>
<td>xii</td>
<td>Teachers have some psychological problems at the secondary school level</td>
<td>9</td>
<td>23</td>
<td>10</td>
<td>8</td>
<td>00</td>
<td>3.66</td>
<td>15</td>
<td>28</td>
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<td>18</td>
<td>46</td>
<td>20</td>
<td>16</td>
<td>00</td>
<td>30</td>
<td>56</td>
<td>6</td>
<td>10</td>
<td>4</td>
<td>4.16</td>
</tr>
<tr>
<td>xii</td>
<td>Maladjusted students are difficult to be handled by secondary school teachers</td>
<td>6</td>
<td>27</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>3.6</td>
<td>18</td>
<td>24</td>
<td>2</td>
<td>6</td>
<td>00</td>
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<td></td>
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<td>12</td>
<td>54</td>
<td>20</td>
<td>10</td>
<td>4</td>
<td>36</td>
<td>48</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>00</td>
</tr>
<tr>
<td>xiv</td>
<td>Teachers are depressed due to work at the secondary school level</td>
<td>19</td>
<td>22</td>
<td>3</td>
<td>6</td>
<td>00</td>
<td>4.08</td>
<td>28</td>
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<td>3</td>
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<td>38</td>
<td>44</td>
<td>6</td>
<td>12</td>
<td>00</td>
<td>56</td>
<td>36</td>
<td>6</td>
<td>2</td>
<td>00</td>
<td>4.46</td>
</tr>
<tr>
<td>xv</td>
<td>Secondary school teachers have personal and social problems</td>
<td>20</td>
<td>23</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4.12</td>
<td>21</td>
<td>21</td>
<td>3</td>
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<td>1</td>
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<td></td>
<td>40</td>
<td>46</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>42</td>
<td>42</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>4.14</td>
</tr>
</tbody>
</table>

**Explanation of Responses of Teachers about Problems of Students and Teachers in Connection with Guidance and Counseling:**

The first statement states that the need of guidance and counseling should be highlighted at the secretariat/secretary level, the mean score is 4.38 and percentages are 42(84%) which shows that majority of the male teachers supported that statement, whereas, 5(10%) respondents did not agree with that statement. As far as the female teachers are concerned the mean score for the same statement is 4.58 and the percentages are 49 (98%), which shows that almost all of them agreed with the statement. As a whole the mean score is 4.48 and the
percentages are 90(90%), which indicates that majority of the respondents supported that statement. The second statement elaborates that every school should have guidance and counseling committee, the mean score is 4.38 and percentages 42(84%), which shows that majority of the male teachers agreed with that statement, whereas, 5(10%) of the same disagreed with that statement. With this statement, 49(98%) female teachers agreed and the mean score is 4.56, which shows that almost all the female teachers agreed with that statement. As a whole the mean score is 4.47 and the percentages are 92(92%), which clarifies that majority of the respondents supported that statement. The third statement in table-4.1.2 clarifies that all members of teaching and support staff should be actively involved in guidance and counseling programmes, the mean score is 4.12 and the percentages are 43(86%), from which it is evident that majority of the male teachers agreed with that statement. The mean score is 4.5 and the percentages are 50(100%) for the female teachers regarding this statement. Overall, the mean score is 4.31 and the percentages are 94(94%), which reveals that majority of the respondents are agreed with this statement. The fourth statement in table-4.1.2 shows that confidence of students can be improved through guidance and counseling, the mean score is 4.48 and percentages are 47(94%), which indicates that majority of the male teachers supported this statement. In connection with the female teachers regarding this statement, the mean score is 4.64 and the percentages are 50(100%), which indicates that all of them are agreed with that statement. Overall, the mean score is 4.56 and the percentages are 96(96%), which tells that almost all the respondents supported this statement. The fifth statement in table-4.1.2 elaborates that learning problems of students can be solved through guidance and counseling, the mean score is 4.42 and the percentages are 47(94%) in relation with male teachers responses. Regarding this statement, for female teachers the mean score is 4.6 and the percentages are 50 (100%). Overall the mean score is 4.51 and the percentages are 96(96%), which clarifies that almost all the respondents supported that statement. The sixth statement in table-4.1.2 states that self-awareness in students through guidance can be developed, the mean score is 4.5 and the percentages for male teachers are 49(98%). For the female teachers in connection with this statement, the mean score is 4.56 and the percentages are 50(100%). Overall, the mean score is 4.53 and the percentages are
100(100%), which reveals that all the respondents are agreed with this statement. The seventh statement in table 4.1.2 shows that proper guidance and counseling can make students well-adjusted in society, the mean score is 4.6 and the percentages are 49(98%) for the male teachers. For female teachers, the mean score is 4.62 and the percentages are 50(100%) for this statement. As a whole, the mean score is 4.61 and percentages are 100(100%), which indicates that all the respondents supported this statement. The eighth statement in relation with table-4.1.2 states that development of students interests, will lead to the selection of vocational and educational courses, for the male teachers the mean score is 4.34 and percentages are 45(90%), whereas, for the female teachers the mean score is 4.62 and the percentages are 50(100%). Overall the mean score is 4.48 and the percentages are 96(96%), which shows that nearly all the respondents agreed with this statement. The ninth statement in table-4.1.2 reveals that guidance and counseling help in solving psychological problems of students, the mean score is 4.26 and the percentages are 45 (90%) for the male teachers whereas, for the female teachers the mean score is 4.64 and the percentages are 48(96%). As a whole the mean score is 4.45 and the percentages are 92(92%), which shows that majority of the respondents supported this statement. The tenth statement shows that guidance and counseling assists the students for the solution of their personal and social problems, for the male teachers the mean score is 4.4 and percentages are 49(98%), whereas for the female teachers the mean score is 4.46 and percentages 48(96%).Overall the mean score for this statement is 4.43 and the percentages are 96(96%), which indicates that almost all the respondents agreed with this statement. The eleventh statement in table-4.1.2 elaborates that budget allocation may be increased for the establishment of guidance and counseling program, the mean score is 4.04 and the percentages are 40(80%) but 10(20%) remained undecided; whereas for the female teachers the mean score is 4.5 and the percentages are 48(96%).As a whole the mean score for this statement is 4.27 and percentages are 88(88%), which clarifies that most of the respondents are agreed with this statement. The twelfth statement in table-4.1.2 tells that teachers have some psychological problems at the secondary school level, the mean score is 3.66 and the percentages are 32(64%)but 10(20%) remained undecided and 8(16%) disagreed with it; whereas, for the female teachers the mean score is 4.16 and the
percentages are 43(86%). As a whole the mean score is 3.91 and the percentages are 76(76%), which shows that most of the respondents supported that statement but not as emphatically as other statements. The thirteenth statement in table-4.1.2 elaborates that maladjusted students are difficult to be handled by the secondary school teachers, the mean score is 3.6 and the percentages are 33(66%) but 5(10%) male teachers are disagreed with it; whereas, the mean score is 3.85 and the percentages are 42(84%) for female teachers but 6(12%) of them are disagreed with it. As a whole the mean score is 3.72 and the percentages are 76(76%), which indicates that most of the respondents are agreed with this statement. The fourteenth statement in table-4.1.2 explains that teachers are depressed due to work load at the secondary school level, the mean score is 4.08 and percentages are 41(82%) for male teachers but 6(12%) of them are disagree with it; whereas the mean score for the female teachers is 4.46 and the percentages are 46(92%). As a whole the mean score is 4.27 and the percentages are 86(86%), which clarifies that most of the respondents supported that statement. The last and fifteenth statement in table-4.1.2 shows that secondary school teachers have personal and social problems, the mean score is 4.12 and percentages are 43(86%) regarding male teachers responses; whereas, for the female teachers, the mean score is 4.14 and the percentages are 42(84%) but 5(10%) of them are disagreed with this statement. As a whole, the mean score is 4.13 and the percentages are 84(84%), which explains that most of the respondents are agreed with that statement.
Table 4.1.3  Responses of Teachers regarding the Ways and Means about the Implementation and Practices of Guidance and Counseling Services

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>Mean Value (X)</th>
<th>Mean Value (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales</td>
<td>5  4  3  2  1</td>
<td>5  4  3  2  1</td>
<td>Mean Value</td>
<td>Mean Value</td>
</tr>
<tr>
<td>i</td>
<td>Posts for counselors at the secondary school level should be created</td>
<td>18 24 5 2 1</td>
<td>4.12</td>
<td>34 13 0 2 1</td>
</tr>
<tr>
<td></td>
<td>26 48 10 4 2</td>
<td>68 26 0 4 2</td>
<td>26 48 10 4 2</td>
<td>68 26 0 4 2</td>
</tr>
<tr>
<td>ii</td>
<td>A teacher among the teachers can be given guidance and counseling responsibilities</td>
<td>15 30 1 3 1</td>
<td>4.1</td>
<td>24 19 2 3 2</td>
</tr>
<tr>
<td></td>
<td>30 60 2 6 2</td>
<td>48 38 4 6 4</td>
<td>30 60 2 6 2</td>
<td>48 38 4 6 4</td>
</tr>
<tr>
<td>iii</td>
<td>Teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling</td>
<td>26 56 2 0 0</td>
<td>4.5</td>
<td>23 46 2 2 2</td>
</tr>
<tr>
<td></td>
<td>56 46 2 0 0</td>
<td>46 48 2 2 2</td>
<td>56 46 2 0 0</td>
<td>46 48 2 2 2</td>
</tr>
<tr>
<td>iv</td>
<td>Some students should be appointed as peer counselors</td>
<td>7 30 9 3 1</td>
<td>3.78</td>
<td>9 25 7 2 7</td>
</tr>
<tr>
<td></td>
<td>14 60 18 6 2</td>
<td>18 50 14 4 14</td>
<td>14 60 18 6 2</td>
<td>18 50 14 4 14</td>
</tr>
<tr>
<td>v</td>
<td>School based in-service courses on guidance and counseling for all staff is required to be organized</td>
<td>22 44 4 0 0</td>
<td>4.36</td>
<td>28 56 1 0 0</td>
</tr>
<tr>
<td></td>
<td>24 48 8 0 0</td>
<td>21 42 0 2 0</td>
<td>24 48 8 0 0</td>
<td>21 42 0 2 0</td>
</tr>
<tr>
<td>vi</td>
<td>Teacher and other members of counseling team should go for counseling supervision</td>
<td>14 28 2 2 0</td>
<td>4.16</td>
<td>30 60 2 2 0</td>
</tr>
<tr>
<td></td>
<td>32 64 4 4 0</td>
<td>18 36 0 4 0</td>
<td>32 64 4 4 0</td>
<td>18 36 0 4 0</td>
</tr>
</tbody>
</table>
Explanation of Responses of Teachers regarding the Ways and Means about the Implementation and Practices of Guidance and Counseling Services:

The first statement of table-4.1.3 states that posts for counselors at the secondary school level should be created, the mean score is 4.1 and the percentages are 45(90%) for the male teachers; whereas, for the female teachers the mean score is 4.54 and the percentages are 47 (94%). As a whole the mean score is 4.32 and the percentages are 92 (92%), which clarifies that majority of the respondents supported that statement. The second statement in table-4.1.3 indicates that a teacher among the teachers can be given guidance and counseling responsibilities, the mean score is 4.1 and the percentages are 45(90%) for the male teachers; whereas for the female teachers the mean score is 4.2 and the percentages are 43 (86%). Overall, the mean score is 4.1 and the percentages are 88(88%), which shows that most of the respondents supported that statement. The third statement in table-4.1.3 reveals that teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling, the mean score is 4.5 and the percentages are 49(98%) for the male teachers; whereas, for the female teachers, the mean score is 3.94 and percentages are 47(94%). As a whole the mean score is 4.22 and the percentages are 96(96%), which shows that majority of the respondents support that statement. The fourth statement in table-4.1.3 indicates that some students should be appointed as peer counselors, the mean score is 3.78 and the percentages are 37(74%) but 9(18%) of the male teachers remained undecided; whereas the mean score is 3.54 and the percentages for the female teachers are 34(68%) but 9(18%) of them were disagreed with that statement. As a whole, the mean score is 3.66 and percentages are 72(72%), which clarifies that most of the respondents supported that statement. The fifth statement in table-4.1.3 states that school based in-service courses on guidance and counseling for all staff is required to be organized, the mean score is 4.36 and the percentages are 46(92%) for the male teachers; whereas, for the female teachers the mean score is 4.52 and the percentages are 49(98%). Overall, the mean score is 4.44 and the percentages are 96(96%), which clarifies that majority of the respondents are agreed with that statement. The sixth and last statement in connection with table-4.1.3 elaborates...
that teacher and other members of counseling team should go for counseling supervision, the mean score is 4.16 and percentages are 46(92%) for the male teachers; whereas, for the female teachers the mean score is 4.48 and the percentages are 48(96%). As a whole the mean score is 4.32 and the percentages are 94(94%), which shows that majority of the respondents supported that statement.

Table 4.1.4 Responses of Teachers about a Model of Guidance and Counseling Services

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales</td>
<td>Mean Value (X)</td>
<td>Mean Value (X)</td>
</tr>
<tr>
<td>i For better academic performance of students in secondary schools, a proper structure of guidance and counseling is needed to be there</td>
<td>4.64</td>
<td>4.48</td>
</tr>
<tr>
<td>ii Cluster system of guidance and counseling may work at the secondary school level, e.g. every ten schools situated nearby</td>
<td>4.06</td>
<td>3.3</td>
</tr>
<tr>
<td>iii In every school, at</td>
<td>4.36</td>
<td>4.32</td>
</tr>
</tbody>
</table>

N = 100
least there may be a small unit with the logistics and facilities, where there will be files and profiles of the students having problems

<table>
<thead>
<tr>
<th>iv</th>
<th>Students should participate in designing programs for guidance and counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 56 4 00 00 40 50 6 00 4.3 21 23 1 3 2 4.16</td>
</tr>
</tbody>
</table>

**Explanation of Responses of Teachers about a Model of Guidance and Counseling Services:**

The first statement regarding table-4.1.4 states that for better performance of students in secondary schools proper structure of guidance and counseling is needed to be there, the mean score is 4.64 and the percentages for the male teachers are 50 (100%); whereas, for the female teachers the mean score is 4.48 and the percentages are 50(100%). Overall the mean score is 4.56 and the percentages are 100(100%), which clarifies that all the respondents are agreed with that statement. The second statement in relation with table-4.1.4 reveals that cluster system of guidance may work at the secondary school level, e.g. every ten schools situated nearby, the mean score is 4.06 and the percentages for the male teachers are 43(86%) but 4(8%) of them disagreed in this respect for this statement; whereas, the mean score for the female teachers is 3.3 and percentages are 26(52%) but 21(42%) female teachers disagreed with that statement. As a whole the mean score is 3.68 and the percentages are 68(68%), which indicates that most of the respondents are agreed with that statement; the disagreement of some of the respondents with that statement may be due to the reason that most of the schools in Peshawar city are heavy and the cluster system may not work there.
The third statement in connection with table-4.1.4 indicates that in every school, at least there may be a small unit of guidance and counseling with the logistics and facilities, where there will be files and profiles of students having problems, the mean score is 4.36 and the percentages are 48(96%); whereas, for the female teachers the mean score is 4.32 and the percentages are 43(86%). As a whole the mean score is 4.34 and the percentages are 92(92%), which reveals that a very large number of the respondents supported that statement. The fourth and last statement in table-4.1.4 states that students should participate in designing programs for guidance and counseling, the mean score is 4.3 and the percentages are 45(90%) for male teachers and for female teachers, the mean score is 4.16 and the percentages are 44(88%). As a whole the mean score is 4.23 and the percentages are 90(90%), which means that a very large number of the respondents are agreed with the statement.
Table-4.2.1 Responses of Students about their Perceptions in Connection with Guidance and Counseling

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Male Students</th>
<th>Female Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scales</td>
<td>5 % 4 % 3 % 2 % 1 %</td>
<td>Mean Value (X) 5 % 4 % 3 % 2 % 1 %</td>
</tr>
<tr>
<td>I</td>
<td>Secondary school level is termed as the most critical and crucial stage of individual development</td>
<td>87 12 1 00 00 4.86</td>
<td>94 6 00 00 00 4.94</td>
</tr>
<tr>
<td>ii</td>
<td>Parent teacher council is playing its role in the guidance of students</td>
<td>18 41 9 22 10 3.79</td>
<td>28 50 3 13 6 3.81</td>
</tr>
<tr>
<td>iii</td>
<td>Guidance work requires mutual cooperation of the teachers, the head teacher and the counselor</td>
<td>66 26 00 4 4 4.46</td>
<td>80 18 2 00 00 4.78</td>
</tr>
<tr>
<td>iv</td>
<td>Guidance and counseling service in the school is understood by the teachers and students</td>
<td>32 15 7 28 18 3.15</td>
<td>30 40 18 11 1 3.87</td>
</tr>
<tr>
<td>V</td>
<td>Guidance and counseling is needed to be provided in well planned manner at the secondary school level</td>
<td>74 21 2 00 3 4.63</td>
<td>73 27 00 00 00 4.73</td>
</tr>
<tr>
<td>vi</td>
<td>Guidance and counseling programmes should be time lined, so that this service is produced on regular basis</td>
<td>75 21 1 2 1 4.67</td>
<td>70 28 2 00 00 4.68</td>
</tr>
<tr>
<td>vii</td>
<td>Several factors affect the provision of effective</td>
<td>48 39 3 1 9 4.16</td>
<td>51 32 5 9 3 4.19</td>
</tr>
</tbody>
</table>
counseling services; such as, lack of resources include finance, counseling room, lack of time and traditional(cultural) belief.

| viii  | There should be a counseling room located in private and quiet part of the school | 78 19 1 00 2 | 79 19 00 2 | 4.71 | 78 19 1 00 2 | 79 19 00 2 | 4.73 |
| ix   | The head teacher should give moral moral and material support to guidance and counseling programmes | 75 23 00 00 2 | 76 24 00 00 | 4.69 | 75 23 00 00 2 | 76 24 00 00 | 4.56 |
| X    | The guidance and counseling teacher should have relevant skills | 86 11 00 00 3 | 79 20 1 00 00 | 4.77 | 86 11 00 00 3 | 79 20 1 00 00 | 4.63 |

**Explanation of Responses of Students about their Perceptions in Connection with Guidance and Counseling:**

The first statement in table-4.2.1 states that secondary school level is termed as the most critical and crucial stage of individual development, the mean score is 4.86 and the percentages for the male students are 99(99%); whereas; for the female students, the mean score is 4.94 and the percentages are 100 (100%). As whole the mean score is 4.90 and the percentages are 200(100%), which indicates that all the respondents are agreed with that statement. The second statement in table-4.2.1 explains that parent teacher council is playing its role in the guidance of students, the mean score is 3.79 and the percentages are 69(69%) for the male students but 32(32%) of them did not agreed with that statement; whereas, for the female students, the mean score is 4.65 are 95(95%). As a whole the mean score is 4.22 and the percentages are 164(82%), which means that most of the respondents supported that statement. The third statement in table-4.2.1 tells that guidance and counseling requires mutual cooperation of the teachers, the head teacher and counselor, the mean score is 4.46 and the percentages are 92(92%) for the male teachers; whereas, for the female teachers the mean score is 4.78 and
percentages are 98(98%). As a whole the mean score is 4.62 and percentages are 190(95%), which indicates that majority of the respondents are agreed with this statement. The fourth statement elaborates that guidance and counseling service in the school is understood by the teachers and students, the mean score is 3.15 and the percentages are 47(47%) for the male students; where the mean score is slightly above three which means that the statement is accepted but 46(46%) of them rejected that statement; whereas, for the female students, the mean score is 3.87 and the percentages are 70(70%) but 12(12%) rejected it. Overall, the mean score is 3.46 and the percentages are 116 (58%) which shows that most of the respondents accepted that statement but 29(29%); i.e. some of them rejected that statement.  The fifth statement in table-4.2.1 tells that guidance and counseling is needed to be provided in a well planned manner at the secondary school level, the mean score is 4.63 and the percentages are 95(95%) for the male students; whereas, for the female students the mean score is 4.73 and the percentages are 100(100%). As a whole, the mean score is 4.68 and the percentages are 194 (97%), which clarifies that almost all the respondents are agreed with that statement. The sixth statement indicates that guidance and counseling programmes should be time lined, so that this service is produced on regular basis, the mean score is 4.67 and percentages are 96(96%) for the male teachers; whereas for the female teachers the mean score is 4.68 and percentages are 98(98%). As a whole the mean score is 4.68 and the percentages are 194(97%), which means that nearly all the respondents supported the statement. The seventh statement tells that several factors affect the provision of effective counseling services; such as, lack of resources include finance, counseling room, lack of time and (traditional) cultural belief, the mean score is 4.16 and the percentages are 87(87%) for the male students; whereas for the female students, the mean score is 4.19 and the percentages are 83(83%) but (12%) of them disagreed with that statement. As a whole that mean score is 4.17 and the percentages are 170(85%), which reveals that majority of the respondents accepted that statement. The eighth statement states that there should be a separate room in the school located in a private and quiet part of the school, the mean score is 4.71 and the percentages are 97(97%) for the male students; whereas for the female students the mean score is 4.73 and percentages are 98(98%). Overall the mean score is 4.72 and percentages are
196(98%), which means that almost all the respondents are agreed with that statement. The ninth statement elaborates that the head teacher should give moral and material support to guidance and counselling programmes, the mean score is 4.69 and the percentages are 98(98%) for the male students; whereas for the female students the mean score is 4.56 and the percentages are 100(100%). As a whole the mean score is 4.62 and the percentages are 198(99%), which shows that almost all the respondents are agreed with that statement. The last and tenth statement in table-4.2.1 tells that the guidance and counseling teacher should have relevant skills, the mean score is 4.77 and the percentages are 100(100%) for the male students; whereas for the female students, the mean score is 4.63 and the percentages are 99(99%). As a whole the mean score is 4.70 and the percentages are 198(99%), which indicates that almost all the respondents are agreed with that statement.
Table 4.2.2  Responses of Students about the Problems of Students and Teachers in Connection with Guidance and Counseling  N = 200

<table>
<thead>
<tr>
<th>Students</th>
<th>Male Students</th>
<th>Female Students</th>
<th>Mean Value (X)</th>
<th>Mean Value (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>The need of guidance and counseling should be highlighted at the secretariat/secretary level</td>
<td>80 18 00 2 00 4.76</td>
<td>70 25 4 1 00 4.64</td>
<td>80 18 00 2 00 4.76</td>
</tr>
<tr>
<td>ii</td>
<td>Every school should have a guidance and counseling committee</td>
<td>71 24 1 3 1 4.61</td>
<td>78 21 00 1 00 4.76</td>
<td>71 24 1 3 1 4.61</td>
</tr>
<tr>
<td>iii</td>
<td>All members of teaching and support staff should be actively involved in guidance and counseling programmes</td>
<td>60 33 5 2 00 4.51</td>
<td>71 29 00 00 00 4.71</td>
<td>60 33 5 2 00 4.51</td>
</tr>
<tr>
<td>iv</td>
<td>Confidence level of students can be improved through guidance and counseling</td>
<td>83 17 00 00 00 4.83</td>
<td>87 13 00 00 00 4.87</td>
<td>83 17 00 00 00 4.83</td>
</tr>
<tr>
<td>v</td>
<td>Learning problems of students can</td>
<td>75 22 1 00 2 4.68</td>
<td>76 24 00 00 00 4.76</td>
<td>75 22 1 00 2 4.68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td></td>
<td>be solved through guidance counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi</td>
<td>Self-awareness in students through guidance and counseling can be developed</td>
<td>64</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>vii</td>
<td>Proper guidance and counseling can make students well-adjusted in society</td>
<td>83</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>viii</td>
<td>Development of students interest will lead to the selection of vocational and educational courses</td>
<td>82</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>82</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>ix</td>
<td>Guidance and counseling help in solving psychological problems of students</td>
<td>68</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td>x</td>
<td>Guidance and counseling assist the students for the solution of their personal and social problems</td>
<td>52</td>
<td>33</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52</td>
<td>33</td>
<td>9</td>
</tr>
<tr>
<td>xi</td>
<td>Budget allocation may be increased for the establishment of guidance and counseling program</td>
<td>77</td>
<td>21</td>
<td>00</td>
</tr>
<tr>
<td>xii</td>
<td>Teachers have some psychological problems at the secondary school level</td>
<td>45</td>
<td>41</td>
<td>5</td>
</tr>
<tr>
<td>xiii</td>
<td>Maladjusted students are difficult to be handled by secondary school teachers</td>
<td>62</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>xiv</td>
<td>Teachers are depressed due to work at the secondary school level</td>
<td>52</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>xv</td>
<td>Secondary school teachers have personal and social problems</td>
<td>57</td>
<td>19</td>
<td>11</td>
</tr>
</tbody>
</table>

**Explanation of Responses of Students about the Problems of Students and Teachers in Connection with Guidance and Counseling:**

The first statement in table-4.2.2 states that the need of guidance and counseling should be highlighted at the secretariat/secretary level, the mean score is 4.76 and the percentages are 98(98%) for the male students; whereas for the
female students the mean score is 4.64 and the percentages are 95(95%). Overall the mean score is 4.70 and the percentages are 192(96%), which reveals that majority of the respondents supported that statement. The second statement in table-4.2.2 reveals that every school should have a guidance and counseling committee, the mean score is 4.76 and the percentages are 99(99%) for the male students; whereas for the female students the mean score is 4.61 and the percentages are 95(95%). As a whole the mean score is 4.68 and the percentages are 194(97%), which shows that majority of the respondents are agreed with that statement. The third statement in table-4.2.2 tells that all members of teaching and support staff should be actively involved in the guidance and counseling programme, the mean score is 4.51 and the percentages are 93(93%) for the male students; whereas for the female students the mean score is 4.71 and the percentages are 100(100%). As a whole the mean score is 4.61 and the percentages are 192(96%), which clarifies that majority of the respondents supported that statement. The fourth statement in table-4.2.2 elaborates that confidence level of students can be improved through guidance and counseling, the mean score is 4.83 and the percentages are 100(100%) for the male students; whereas for the female students the mean score is 4.87 and the percentages are 100(100%). Overall the mean score is 4.80 and the percentages are 100(100%), which indicates that all the respondents are agreed with that statement. The fifth statement states that learning problems of students can be solved through guidance and counseling, the mean score is 4.68 and percentages are 97(97%) for the male students; whereas for the female students the mean score is 4.76 and the percentages are 100(100%). As a whole the mean score is 4.72 and percentages are 196(98%), which shows that almost all the respondents supported that statement. The sixth statement in table-4.2.2 tells that self awareness in students through guidance and counseling can be developed, the mean score is 4.56 and percentages are 96(96%) for the male students; whereas for the female students the mean score is 4.57 and the percentages are 98(98%). Overall the mean score is 4.57 and the percentages are 194(97%), which indicates that majority of the respondents are agreed with that statement. The seventh statement in table-4.2.2 indicates that proper guidance and counseling can make students well-adjusted in society, the mean score is 4.82 and the percentages are 99(99%) for the male students; whereas for the female
students the mean score is 4.81 and the percentages are 99(99%). As a whole the mean score is 4.82 and the percentages are 198(99%), which reveals that almost all the respondents are agreed with that statement. The eighth statement in table 4.2.2 shows that development of students interests will lead to the selection of vocational and educational courses, the mean score is 4.75 and the percentages are 97(97%) for the male students; whereas for the female students the mean score is 4.81 and the percentages are 100(100%). Overall the mean score is 4.78 and the percentages are 196(98%), which clarifies that almost all the respondents supported that statement. The ninth statement states that guidance and counseling help in solving psychological problems of students, the mean score is 4.64 and the percentages are 97(97%) for the male students; whereas for the female students the mean score is 4.48 and the percentages are 96(96%). As a whole the mean score is 4.55 and the percentages 194(97%), which clarifies that majority of the respondents are agreed with that statement. The tenth statement tells that guidance and counseling assists the students for the solution of their personal and social problems, the mean score is 4.30 and the percentages are 85(85%) for the male students; whereas for the female students the mean score is 4.45 and the percentages are 98(98%). As a whole the mean score is 4.37 and the percentages are 182(91%), which indicates that majority of the respondents supported that statement. The eleventh statement states that budget allocation may be increased for the establishment of guidance and counseling program, the mean score is 4.73 and the percentages are 98(98%) for the male students; whereas for the female students the mean score is 4.76 and the percentages are 97(97%). Overall the mean score is 4.74 and the percentages are 196(98%), which shows that almost all the respondents are agreed with that statement. The twelfth statement elaborates that teachers have some psychological problems at the secondary school level, the mean score is 4.21 and the percentages are 86(86%) for the male students; whereas for the female students the mean score is 4.55 and the percentages are 95(95%). As a whole the mean score is 4.38 and the percentages are 180(90%), which clarifies that majority of the respondents are agreed with that statement. The thirteenth statement tells that maladjusted students are difficult to be handled by the secondary school teachers, the mean score is 4.36 and the percentages are 87(87%) for the male students; whereas for the female students the mean score is
4.55 and the percentages are 95(95%). Overall the mean score is 4.45 and the percentages are 182(91%), which reveals that majority of the respondents supported that statement. The fourteenth statement states that teachers are depressed due to workload at the secondary school level, the mean score is 4.05 and the percentages are 75(75%) but 14(14%) of male teachers did not support that statement; whereas for the female students the mean score is 4.58 and the percentages are 96(96%). As a whole the mean score is 4.31 and the percentages are 170(85%), which means that majority of the respondents are agreed with that statement. The fifteenth and last statement in table-4.2.2 elaborates that secondary school teachers have personal and social problems, the mean score is 4.17 and the percentages are 76(76%) for the male students, whereas for the female students the mean score is 4.79 and the percentages are 93(93%). As whole the mean score is 4.48 and the percentages are 168(84%), which clarifies that most of the respondents supported that statement.
### Table 4.2.3  Responses of Students regarding the Ways and Means about the Implementation and Practices of Guidance and Counseling Services

<table>
<thead>
<tr>
<th>Scales</th>
<th>Male Students</th>
<th>Female Students</th>
<th>Mean Value (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>i Posts for counselors at the secondary school level should be created</td>
<td>62</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>ii A teacher among the teachers can be given guidance and counseling responsibilities</td>
<td>55</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>iii Teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling</td>
<td>83</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>iv Some students should be appointed as peer counselors</td>
<td>76</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>v School based in-service courses on guidance and counseling for all staff is required to be organized</td>
<td>70</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>vi Teacher and other members of counseling team should go for counseling supervision</td>
<td>84</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>
Explanation of Responses of Students regarding the Ways and Means about the Implementation and Practices of Guidance and Counseling Services:

The first statement in table-4.2.3 states that posts for counselor at the secondary school level should be created, the mean score is 4.48 and the percentages are 90(90%) for the male students; whereas for the female students, the mean score is 4.65 and the percentages are 95(95%). As whole the mean score is 4.56 and the percentages are 184(92%), which clarifies that majority of the respondents are agreed with that statement. The second statement in table-4.2.3 elaborates that a teacher among the teacher can be given guidance and counseling responsibilities, the mean score is 4.30 and the percentages are 82(82%) for the male students; whereas, for the female students the mean score is 4.39 and the percentages are 93(93%). As a whole the mean score is 4.34 and the percentages are 174(87%), which clarifies that majority of the respondents supported that statement. The third statement explains that teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling, the mean score is 4.73 and percentages are 95(95%) for the male students; whereas for the female students the mean score is 4.74 and the percentages are 95(95%). Overall the mean score is 4.74 and percentages are 190(95%), which means that majority of the respondents are agreed with that statement. The fourth statement in table-4.2.3 indicates that some students should be appointed as peer counselors, the mean score is 4.62 and the percentages are 92(92%) for the male students; whereas, for the female students the mean score is 4.31 and the percentages 95(95%). As whole the mean score is 4.46 and the percentages are 186(93%), which clarifies that majority of the respondents supported that statement. The fifth statement explains that school based in-service courses on guidance and counseling for all staff is required to be organized, the mean score is 4.65 and the percentages are 95 (95%) for the male students; whereas for the female students the mean score is 4.67 and the percentages are 98(98%). As a whole the mean score is 4.61 and the percentages are 192(96%), which means that majority of the respondents are agreed with that statement. The sixth and last statement of table-4.2.3 tells that teacher and other members of counseling team should go for counseling supervision, the mean score is 4.79 and
the percentages are 95(95%) for the male students; whereas for the female students the mean score is 4.67 and the percentages are 98(98%). Overall the mean score is 4.73 and the percentages are 192(96%), which indicates that majority of the respondents are agreed with that statement.

Table 4.2.4 Responses of Students about a Model of Guidance and Counseling Services

<table>
<thead>
<tr>
<th>Students</th>
<th>Male students</th>
<th>Females students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales</td>
<td>5% 4% 3% 2% 1%</td>
<td>5% 4% 3% 2% 1%</td>
</tr>
<tr>
<td>For better academic performance of students in secondary schools, a proper structure of guidance and counseling is needed to be there</td>
<td>76 22 00 1 1</td>
<td>75 23 00 2 0</td>
</tr>
<tr>
<td></td>
<td>(X) 4.71</td>
<td>(X) 4.71</td>
</tr>
<tr>
<td>Cluster system of guidance and counseling may work at the secondary school level, e.g. every ten schools situated nearby</td>
<td>13 10 5 44 28</td>
<td>1 8 12 50 29</td>
</tr>
<tr>
<td></td>
<td>(X) 2.36</td>
<td>(X) 1.99</td>
</tr>
<tr>
<td>In every school, at least there may be a small unit with the logistics and facilities, where there will be files and profiles of the students having problems</td>
<td>79 18 1 2 00</td>
<td>74 24 1 00 1</td>
</tr>
<tr>
<td></td>
<td>(X) 4.74</td>
<td>(X) 4.70</td>
</tr>
<tr>
<td>Students should participate in designing programs for guidance and counseling</td>
<td>70 26 00 3 1</td>
<td>68 30 2 00 0</td>
</tr>
<tr>
<td></td>
<td>(X) 4.64</td>
<td>(X) 4.66</td>
</tr>
</tbody>
</table>

Explanation of Responses of Students about a Model of Guidance and Counseling Services:

The first statement in table-4.2.4 states that for better academic performance of students in secondary schools, a proper structure of guidance and counseling is needed to be there, the mean score is 4.71 and the percentages are
98 (98%) for the male students; whereas for the female students, the mean score is 4.71 and the percentages are 98(98%). As a whole the mean score is 4.71 and the percentages are 98(98%), which clarifies that almost all the respondents are agreed with that statement. The second statement in table-4.2.4 elaborates that cluster system of guidance and counseling may work at the secondary school level. e.g. every ten schools situated nearby, the mean score is 2.36 and the percentages are 23(23%) for the male students but 72(72%) of them did not supported that statement; whereas for the female students the mean score is 1.99 and the percentages are 9(9%) but 79(79%) of them did not agreed with that statement. As a whole the mean score is 2.18 and the percentages are 16(16%) but 76(76%) did not agreed, which means that most of the respondents did not supported that statement. The third statement elaborates that in every school, at least there may be a small unit of guidance and counseling with the logistics and facilities, where there will be files and profiles of the students having problems, the mean score is 4.74 and the percentages are 97(97%) for the male students; whereas for the female students the mean score is 4.70 and the percentages are 98(98%). As a whole the mean score is 4.72 and the percentages are 194(97%), which clarifies that majority of the respondents supported that statement. The fourth and last statement states that students should participate in designing programmes for guidance and counseling, the mean score is 4.64 and the percentages are 96(96%) for the male students; whereas for the female students the mean score is 4.66 and the percentages are 98(98%). As whole the mean score is 4.65 and the percentages are 194(97%), which means that majority of the respondents are agreed with that statement.
Table-4.3  Suggestions Given by Male and Female Teachers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guidance and counseling must be in every school in Pakistan on emergency basis</td>
<td>16(16%)</td>
</tr>
<tr>
<td>2</td>
<td>Separate posts of certified counselors at the secondary school level should be created</td>
<td>13(13%)</td>
</tr>
<tr>
<td>3</td>
<td>All the points mentioned in the questionnaire are extremely important</td>
<td>10(10%)</td>
</tr>
<tr>
<td>4</td>
<td>Teachers should be given training in guidance and counseling/training programmes, workshops and refresher courses arrangement for them</td>
<td>9(9%)</td>
</tr>
<tr>
<td>5</td>
<td>Beside teachers and Parents, staff should be involved in solving the problems of students</td>
<td>8(8%)</td>
</tr>
<tr>
<td>6</td>
<td>There should be a planned programme/structure of guidance and counseling for the immediate solution of problems</td>
<td>7(7%)</td>
</tr>
<tr>
<td>7</td>
<td>Period for guidance and counseling for the secondary school students should be there in the timetable</td>
<td>7(7%)</td>
</tr>
<tr>
<td>8</td>
<td>Points given in the questionnaire need implementation</td>
<td>5(5%)</td>
</tr>
<tr>
<td>9</td>
<td>Teachers’ training must include guidance and counseling</td>
<td>5(5%)</td>
</tr>
<tr>
<td>10</td>
<td>Social, moral, emotional, physical, psychological and mental problems of students can be solved through guidance and counseling</td>
<td>4(4%)</td>
</tr>
<tr>
<td>11</td>
<td>Experts counselors should counsel the students and teachers every month/6 months</td>
<td>4(4%)</td>
</tr>
<tr>
<td>12</td>
<td>Proper budget should be provided in connection with guidance and counseling</td>
<td>4(4%)</td>
</tr>
<tr>
<td>13</td>
<td>Teachers and high-ups should be given awareness about the importance of guidance and counseling</td>
<td>4(4%)</td>
</tr>
<tr>
<td>14</td>
<td>Problems of students should be discussed in P.T.M.</td>
<td>4(4%)</td>
</tr>
<tr>
<td>15</td>
<td>Already posted teachers should be trained for guidance and counseling</td>
<td>4(4%)</td>
</tr>
<tr>
<td>16</td>
<td>Subject selection and learning problems of students should be solved</td>
<td>3(3%)</td>
</tr>
<tr>
<td>17</td>
<td>Counselors must possess knowledge, skills and experience in</td>
<td>3(3%)</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>Percentage</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>18</td>
<td>PTC should be active in solving the guidance and counseling problems</td>
<td>2(2%)</td>
</tr>
<tr>
<td>19</td>
<td>Students should be given awareness about the usefulness of guidance and counseling</td>
<td>2(2%)</td>
</tr>
<tr>
<td>20</td>
<td>Parents and teachers guidance is also necessary</td>
<td>2(2%)</td>
</tr>
<tr>
<td>21</td>
<td>It is necessary for both the students and teachers and for the solution of educational problems</td>
<td>1(1%)</td>
</tr>
<tr>
<td>22</td>
<td>For implementation the environment should be taken into view for better results</td>
<td>1(1%)</td>
</tr>
<tr>
<td>23</td>
<td>Depression like disease can be solved through guidance and counseling</td>
<td>1(1%)</td>
</tr>
<tr>
<td>24</td>
<td>Guidance and counseling is like a backbone</td>
<td>1(1%)</td>
</tr>
<tr>
<td>25</td>
<td>Big court yard/ground is necessary for the physical/sports activity of students</td>
<td>1(1%)</td>
</tr>
<tr>
<td>26</td>
<td>There should be a separate room for guidance and counseling</td>
<td>1(1%)</td>
</tr>
<tr>
<td>27</td>
<td>Cooperation and coordination among teachers, students and staff is necessary for guidance and counseling</td>
<td>1(1%)</td>
</tr>
<tr>
<td>28</td>
<td>Teachers must be provided be provided with proper guidance and counseling regarding their professional and other psychological problems</td>
<td>1(1%)</td>
</tr>
<tr>
<td>29</td>
<td>Development of self-awareness of students should be there</td>
<td>1(1%)</td>
</tr>
<tr>
<td>30</td>
<td>Ratio of education can be increased through guidance and counseling</td>
<td>1(1%)</td>
</tr>
<tr>
<td>31</td>
<td>Parents and teachers should also be given knowledge regarding guidance and counseling</td>
<td>1(1%)</td>
</tr>
<tr>
<td>32</td>
<td>The students should be guided properly</td>
<td>1(1%)</td>
</tr>
<tr>
<td>33</td>
<td>Guidance and counseling success depends upon dedicated, sincere and honest personnel</td>
<td>1(1%)</td>
</tr>
<tr>
<td>34</td>
<td>The students should be given chances to develop their personalities by guidance and counseling</td>
<td>1(1%)</td>
</tr>
<tr>
<td>35</td>
<td>A team for the purpose of guidance and counseling of students</td>
<td>1(1%)</td>
</tr>
</tbody>
</table>
and teachers should be appointed in order to resolve their problems

36. Students’ parents must be invited to school every month 1(1%)

37. Guidance and counseling may be introduced as a subject for the secondary school students 1(1%)

38. Students should be involved in the guidance and counseling process in order to know about their better future 1(1%)

39. Involvement of local community can play a vital part in the guidance and counseling process 1(1%)

40. Proper initiation of this programme will have a remarkable trickledown effect on our education 1(1%)

41. Appointment of a counselor for a cluster of schools due to budget constraints would be a better idea 1(1%)

42. Teachers workload should be minimized to give due care to students’ problems 1(1%)

**Explanation Suggestions Given by Male and Female Teachers:**

It is said by teachers: guidance and counseling must be in every school in Pakistan on emergency basis 16(16%); separate posts of certified counselors at the secondary level should be created 13(13%); all the points mentioned in the questionnaire are extremely important 10 (10%); teachers should be given training in guidance and counseling/training programmes, workshops and refresher courses arrangement for them 9(9%); beside teachers and parents, staff should be involved in solving the problems of student 8(8%); there should be a planned programme/structure of guidance and counseling for the immediate solution of problems 7(7%); period of guidance and counseling for the secondary school students should be there in the timetable 7(7%); points given in the questionnaire need implementation 5(5%); and teachers training must include guidance and counseling(5%). social, moral, emotional, physical, psychological and mental problems of students can solved through guidance and counseling 4(4%); experts counselors should counsel the students and teachers every month/6 months 4(4%); proper budget should be provided in connection with guidance and counseling 4(4%); teachers and high-ups should be given awareness about the importance of guidance and counseling 4(4%); problems of students should be discussed in PTM
already posted teachers should be trained for guidance and counseling; subject selection and learning problems of students should be solved; counselors must possess knowledge, skills and experience in their area of expertise; PTC should be active in solving the guidance and counseling problems; students should be given awareness about the usefulness of guidance and counseling; parents and teachers guidance is also necessary; it is suggested by teachers guidance and counseling is necessary for both the students and teachers and for the solution of educational problems; teachers’ workload should be minimized to give due care to students’ problems; for implementation of guidance and counseling, the environment should be taken into view; depression like disease can be solved through guidance and counseling; guidance and counseling is like a backbone; big court yard/ground is necessary for the physical/sports activity of student; there should be a separate room for guidance and counseling; cooperation and coordination among teachers, students and staff is necessary for guidance and counseling; teachers must be provided with proper guidance and counseling regarding their professional and other psychological problems; development of self-awareness of students should be created; ratio of education can be increased through guidance and counseling; parents and teachers should also be given knowledge regarding guidance and counseling; the students should be guided properly; guidance and counseling success depends upon dedicated, sincere and honest personnel; the students should be given chances to develop their personalities by guidance and counseling; a team for the purpose of guidance and counseling of students and teachers should be appointed in order to resolve their problems; students parents must be invited to school every month; guidance and counseling may be introduced as a subject for the secondary school students; students should be involved in the guidance and counseling process in order to know about their better future; involvement of local community can play a vital part in the guidance and counseling process; proper initiation of this programme will have a remarkable trickledown effect on our education; and appointment of a counselor for a cluster of schools due to budget constraints would be a better idea.
<table>
<thead>
<tr>
<th>No.</th>
<th>Suggestions given by Male and Female Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There should be sports in our schools</td>
<td>39 (18.5%)</td>
</tr>
<tr>
<td>2.</td>
<td>There should be excursions/study tours for the students</td>
<td>34 (17%)</td>
</tr>
<tr>
<td>3.</td>
<td>Recreational guidance is necessary</td>
<td>25 (12.5%)</td>
</tr>
<tr>
<td>4.</td>
<td>A functional library is necessary for academic guidance in our schools</td>
<td>22 (11%)</td>
</tr>
<tr>
<td>5.</td>
<td>We have a desire that there should be guidance and counseling program in our schools</td>
<td>21 (10.5%)</td>
</tr>
<tr>
<td>6.</td>
<td>Academic guidance is necessary</td>
<td>17 (8.5%)</td>
</tr>
<tr>
<td>7.</td>
<td>There should be different programs/co-curricular activities in our schools</td>
<td>16 (8%)</td>
</tr>
<tr>
<td>8.</td>
<td>There should be health guidance</td>
<td>15 (7.5%)</td>
</tr>
<tr>
<td>9.</td>
<td>There should be moral and social guidance and counseling</td>
<td>12 (6%)</td>
</tr>
<tr>
<td>10.</td>
<td>Students should not be imposed while selecting their subjects</td>
<td>11 (5.5%)</td>
</tr>
<tr>
<td>11.</td>
<td>There should be emotional guidance</td>
<td>11 (5.5%)</td>
</tr>
<tr>
<td>12.</td>
<td>Parents should be motivated for the education of girls</td>
<td>10 (5%)</td>
</tr>
<tr>
<td>13.</td>
<td>There should be a separate room for study/counseling</td>
<td>5 (2.5%)</td>
</tr>
<tr>
<td>14.</td>
<td>Students should be involved in the guidance and counseling process</td>
<td>5 (2.5%)</td>
</tr>
<tr>
<td>15.</td>
<td>Guidance of teachers and parents play an important role in the guidance of students</td>
<td>5 (2.5%)</td>
</tr>
<tr>
<td>16.</td>
<td>There should be a counseling committee in the school</td>
<td>5 (2.5%)</td>
</tr>
<tr>
<td>17.</td>
<td>There should be vocational guidance and counseling to select these according to their attitudes and aptitudes</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>18.</td>
<td>There should be seminars in our schools</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>19.</td>
<td>There should be activities for the refreshment of students</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>20.</td>
<td>Summer camp is good for the students</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>21.</td>
<td>There should be a group for the guidance and counseling of students</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>22.</td>
<td>Academic report should be prepared for the improvement of students</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>23.</td>
<td>Students personality development should be there</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>24.</td>
<td>All members of teaching and support staff should be involved in guidance and counseling of students</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>25.</td>
<td>It helps in our psychological problems</td>
<td>1 (0.5%)</td>
</tr>
</tbody>
</table>
Explanation of Suggestions given by Male and Female Students:

The students suggested: there should be sports in our schools 39 (19.5%); there should be excursions/study tours for the students 34 (17%); recreational guidance is necessary 25 (12.5%); a functional library is necessary for academic guidance in our schools as told by 22 (11%); they have a desire that there should be guidance and counseling program in their schools 21 (10.5%); academic guidance is necessary 17 (8.5%); there should be different programs/co-curricular activities in our schools as suggested by 16 (8%); there should be health guidance 15 (7.5%); there should be moral and social guidance and counseling 12 (6%); students should not be imposed while selecting their subjects as suggested by 11 (5.5%); there should be emotional guidance 11 (5.5%); parents should be motivated for the education of girls as told by 10 (5%); there should be a separate room for study/counseling 5 (2.5%); students should be involved in the guidance and counseling process 5 (2.5%); guidance of teachers and parents play an important role in the guidance of students 5 (2.5%); there should be a counseling committee in the school 5 (2.5%); there should be vocational guidance and counseling for the students to select subjects as according to their attitudes and aptitudes as told by 4 (2%); there should be seminars in our schools 2 (1%); there should be activities for the refreshment of students 1 (0.5%); Summer camp is good for the students 1 (0.5%); there should be a group for the guidance and counseling of students 1 (0.5%); academic report should be prepared for the improvement of students 1 (.5%); guidance and counseling help in our psychological problems as suggested by 1 (0.5%); students personality development should be there 1 (0.5%); and all members of teaching and support staff should be involved in guidance and counseling of students 1 (0.5%).
4.3 QUALITATIVE DATA (SEMI-STRUCTURED INTERVIEWS)

Interview 1

Respondent 1

Profile-1 ADO (F), Peshawar

Ms. Shaista considers guidance and counseling to be very important at the secondary school level because it can be very beneficial at this stage. She states:

“I will say guidance and counseling is the most important thing but unfortunately it is not being implemented in our schools and its implementation is required. Students should know that what is their future and how should they reach towards it? How to select a line? Human-beings focus on their future. What line of action to follow? So, guidance and counseling is extremely important at this stage.”

There can be different ways and means for starting guidance and counseling services at the secondary school level. She comments:

“The govt. and high-ups are required to include guidance and counseling in the policies. The present resources can also be used in this respect. If we give in-service training to the currently serving teachers, then they can guide and counsel the students. Apart from hiring teachers for other posts, we should also hire a teacher of guidance and counseling at each school level. The current staff cannot bear with this load. Apart from this, there are different NGO’s which are working at our schools; they are required to focus on guidance and counseling and that they can take our help as well. They can provide a counselor and he/she can visit our schools in clusters and conduct sessions with the students in relation with their guidance and counseling.”

Regarding the structure or involvement of different personnel, Ms. Shaista has shared the following points:

“The students, teachers, principals and administrators are related/interlinked in connection with their roles. Guidance and counseling is possible, if they create a link and give one another help. This should be started from the gross-root level and a start can be taken from the students and its implementation can be made there from the secretary level. After secretary, in the hierarchy, there is our directorate and then the district education offices. It has its heads. So, implementation is their job. Policy making is secretary’s job and its implementation is related with the DEOs and the principals. It depends upon the principal that how to take work/duty from their staff and to provide guidance and counseling to the students.”
Ms. Shaista considers guidance and counseling services in cluster form as one of the suitable option, as the resources are minimum. She states:

“If it is not possible to provide counselor to each school then cluster is the best option as we give trainings in cluster form. We can gather the students and teachers and provide them guidance and counseling in cluster form and it’s a very good suggestion. A counselor can go to the cluster school and the teacher can come there and then these teachers can share their experiences regarding guidance and counseling in their schools. These counselors can also go directly in the schools and can give trainings.”

Ms. Shaista is of the opinion that everyone involved in the guidance and counseling cell/service is having a central role. She comments:

“In guidance and counseling, the first role which comes is that of the parents because at the very start the parents play a very vital role in the socialization of the children/students. Then the student is able to come to the school. In the school, there are the teachers who can guide and counsel the students. If we see the role of administration in this connection, it is also very much important because they implement the things. Apart from that there is the role of secretary and minister in this regard for they make the policy and provide the resources.”

The govt., private sector and NGOs; all are responsible for introducing guidance and counseling cells/services at the secondary school level. She discusses:

“If we think then from every side there is something lacking. The NGOs who are working on different other issues then why not on guidance and counseling because it is one of the main problems of students. The govt. is required to make a proper platform regarding the policies of guidance and counseling.”

There are different level of services of guidance and counseling which are needed to be there at secondary school level. She says:

“I think the most important thing is the career selection of the students. If there is problem or any hesitation, then it can be solved at the school level. In this connection career counseling can play a very vital role. Teacher can guide in such a way that they should be clear about their relevant subjects. They are in need of professional guidance. If the teacher is not an expert of his/her subject then how can he/she teach to the students? Guidance and counseling is not only required for the students but the teachers are also in need of it. Their mind should be clear and they should have no tension, then they can be able to give due attention to the students. So, such services should be there for the teachers as well. Actually, our teachers are not technically aware about guidance and
counseling. They should be given proper trainings relating guidance and counseling. After that they will be able to guide/counsel the students.”

Practically guidance and counseling should be provided to the students at the school level in connection with a problem; such as, in a classroom, from a colleague, etc. She states:

“There should be personal, social, emotional, health, etc... problems of the students. Data can be collected regarding their common and severe problems and a profile can be made in this respect. A tracking system can be developed-the students can be allotted a number on the basis of that and then a follow-up can be done. There can be individual and group problems.”

Guidance is an institution and a separate field in itself. There can be a proper structure/model of guidance and counseling. She comments:

“In the guidance and counseling cell/structure/model, we should know about the personnel that at which level they will work. And what will be their way of guidance and counseling. There can be a Directorate of guidance and counseling. It can be a general directorate of guidance and counseling. There should be trained staff, counselors in such a directorate. If a student is having a specific problem then we can request and counselors can come to the schools to solve the problems of students. We have a structure and a directorate. So, there should also be a structure/directorate of guidance and counseling. It is a matter of great sorrow that govt. is not giving its due attention to the area of guidance and counseling. In the foreign countries, they have developed a system of guiding/counseling of their students. Govt. sector has much more resources as compared to the private sector. So, if the private sector can provide guidance and counseling to the students, then why not the govt. sector. The teachers of govt. sector are more qualified than the private sector. The IERs can collaborate with govt. schools by sharing the researches of their students. The Directorate of Elementary and Secondary Education should sign an MOU regarding sharing of researches of the researchers/students of IER, University of Peshawar, so that the students of schools can take benefits from it. The minister can sign an MOU with IER, University of Peshawar through its V.C. regarding the guidance and counseling of the students.”
According to Mr. Azim Khan the topic of the research study and guidance and counseling is very much important. The students are totally blank at the secondary school level and they are not provided guidance and counseling by the teachers and principal concerned. He states:

“It is very much necessary and students need guidance and counseling at the secondary school level because when they pass out from this stage, they are planning about where to take admission, which college to join. So, provision of proper guidance and counseling to the students will be helpful in making them successful in their future professional life.”

It is very difficult to sanction posts of counselors at the secondary school level due to the unavailability of professional counselors. It will be a good idea to involve the in-service teachers in the guidance and counseling of secondary school students and to give them training in this respect. He comments:

“It is very much better to hire the services of in-service teachers in the guidance and counseling of students by giving them training in this regard. There are 27000 secondary schools in the KP province. Personally, I am in favour of hiring the services of counselors for the guidance and counseling of secondary school students but it will be difficult for the govt. to find out counselors in such a large number. So, there are qualified teachers in our schools. If they will be given training of three/four months with reference to guidance and counseling of the students, it will be good.”

As far as the structure is concerned, there is a room for guidance and counseling and the principal, teaching staff should definitely cooperate as far as the students are concerned because they are thirsty for guidance and counseling. He says:

“There are parents who are usually illiterate and if they are literate and educated, they do not know the importance of guidance and counseling. The students, the teachers, the principals and the parents can be having their respective responsibilities in the structure of guidance and counseling. Because there are so many students who have personal, psychological, trauma, etc. related problems and these are un-attempted due to the unavailability of counselors.”
This is a very good idea that if the govt. can manage to appoint counselors at the cluster level because appointing counselor for each school at the initial stage can be very difficult. He states:

“At the initial stage, to begin guidance and counseling start from cluster level can be taken and a working teacher can also be nominated for the cluster schools, which are usually seven to ten. A qualified person at these high schools can manage that cluster.”

I think that the head of the school should have the central role in managing all the activities in the guidance and counseling cell/service. He states:

“The principal is playing the interactive role and that is why he/she is making the decisions. He/she is working at the school and not the director or secretary because they are involved in the administrative activities, decisions and responsibilities from morning to evening. The authorities must be sensitized first that how important guidance and counseling is for the secondary school students. So, the principal may be trained for a week or two. If the headmaster does not take interest, then he/she will not allow the qualified teachers to counsel the students. For the guidance and counseling of the students, the teachers should be given some specific time to engage the students in important activities but if the head of the school is not interested and he/she does take this responsibility, then it will be difficult for the teachers to guide and counsel the students. I think that the head should know all this.”

I think in the govt. school the govt. is responsible and in private schools the owner of the schools are decision makers to introduce guidance and counseling cell/services in secondary schools. He adds:

“About 45% students study in the private sector. They have the same sort of problems as govt. children have. So, guidance and counseling should be definitely there in the private and public schools. As far as the govt. institutes are concerned, it is the responsibility of the govt. and the department should devise a feasible structure for guidance and counseling.”

As far as the services are concerned, I think that there can be two main types of services. We can bifurcate the career related problems and college related problems. He states:

“There are so many students. They are in need of guidance and counseling about which college to join and which skill to develop. So that depends on the counselor that which of the skills and competencies to promote.”
Mr. Azim Khan stresses that there should be a course designed for the guidance and counseling of the students and it should be a part of the curriculum. He comments:

“A course regarding the guidance and counseling must be prepared by some scholars/experts and it should be a part of the curriculum in written form.”

Need analysis for guidance and counseling as according to the requirement of the locality should be done and also the training manual for the teachers is needed to be developed. He elaborates:

“The problems of the students should be identified and a training manual for the teachers should be developed.”

As far as conduction of guidance and counseling activities in practical form are concerned, one or two teachers should act as counselors. He comments:

“If two teachers act as counselors, it will be better but if one teacher or guide at the cluster level and given 20-30 minutes, then it will be not be an enough time. As far as counseling is concerned, you need to listen to the students, listen to their problems at a friendly manner. Space-separate room for the counseling should be there. The two counselors can also coordinate with one another.”

As far as the model of guidance and counseling is concerned, I think we should start from the academic and professional qualification of the teachers, because it is not a simple process/simple thing. He states:

“First of all we should nominate the teachers for the guidance and counseling training that are qualified and naturally inclined towards it in this regard. This appointment of teachers for the guidance and counseling of the students is the first requirement. The teachers nominated for this purpose should be given a lump-sum amount as attraction. So, I think this is a topic which needs a lot of study before it to be introduced at the secondary school level. Even we can go for a pilot project and if we are satisfied from it, then we can extend it.e.g.we can select one district as a model. The replications/shortcomings, if any can be minimized and it can be introduced in other districts as well.”
Interview 3

Respondent 3

Profile: Career Counselor; The Roots Millennium School, Peshawar, Pakistan.
Qualification: Master in Social Work from Peshawar University; Cambridge School and Professional Education

Ms. Shaheen considers that Guidance and Counseling is very much important at the Secondary School Level as it is offered at the Roots Millennium School at the 1st year and 2nd year levels and the students at the Secondary School Level do not know which of the subjects to take. At this stage, they are clueless that where to go. They have so many ideas, so many places they want to go. She states:

“Since there is no guidance and counseling, so the students are taking only science subjects. And, there is a dire need of guidance and counseling at the secondary school level”.

In order to save the funds the existing teachers can be given training in guidance and counseling. The teachers are already over-burdened. If the present teachers will look after the career, social, emotional and psychological problems; it will be an extra burden on them. She comments:

“Over here the teachers are not trained for this guidance and counseling. The teachers think that they have only to teach. They do not take the responsibility of guidance a. There is a need of change and awareness to be created. This thing cannot be created in a year. The govt. should take steps and along with training of teachers, they should also bring this guidance and counseling. In this way the finances could be covered that there will be no need to have separate teacher for guidance and counseling”.

As far as the social and psychological guidance and counseling is concerned, it can be done but for career counseling of the students, there is a need of proper experts to guide them that which of the field to take and which university to join. She says:

“The principals and the teachers in the schools are already over-burdened. Psychological and social guidance and counseling can be done side by side. But categorically speaking, career counseling is a separate thing and it should be
brought in the secondary schools. The students at that level are totally clueless that which subjects to take. The parents of some of the students are not educated and they are not getting guidance and counseling at home. Now-a-days the education is very broad and there are very many fields. The vision of the parents is not that much broad due to the old education in their mind.”

Regarding the involvement of different stakeholders in the structure of guidance and counseling at the secondary school level, a consensus should be developed. She adds:

“The interaction of teachers, parents, principals, counselors and students is extremely important. In the school students want to do very many things but their parents do not agree with that. So, the counselors talk with the students and parents as well. As far as the lectures of experts from outside are concerned, obviously these are handled by the principals. If we see at the district level and we are talking about the scholarships as an example, then the district govt. can do something in this respect.”

Ms. Shaheen considers that guidance and counseling can be given in cluster form by keeping in view the context. She comments:

“Where there are fewer students, cluster form of guidance and counseling can work. In over-crowded schools, two /three school can work in cluster form. When things will be done in a positive frame of mind, then we can definitely get the result. Where there will be less strength of students at secondary school level, cluster form of guidance and counseling will be fine.”

By keeping in view the central role in guidance and counseling cell, teacher can be the best person because mostly the students spend time with the teacher but in extreme cases, sessions can be conducted by the principal in collaboration with the parents. She comments:

“Definitely the principal role is there but it is the teacher with whom the students spend most of the time during a year. So, it’s the teacher who knows the students very well.”

Govt. has to take its responsibility. Everything cannot be done by the private sector or NGOs. NGOs can help in training the teachers but the govt. has to take its responsibility. She says:

“Govt. has to perform its role and NGOs can help in training the teachers but the govt. has to fulfill its responsibility.”
Students and teachers are in need of guidance and counseling at the secondary school level. We provide career counseling, personal-social guidance to the secondary school students but when you come to the teachers they are over-burdened, stressed and are in need of psychological and professional counseling. She comments:

“Teachers are in need of professional counseling at the secondary school level. They are over-stressed and over-burdened. They are worried of being paid less and need mental relaxation. Teachers are in need of professional counseling at all levels.”

We are having orientation sessions with the students at the secondary school level. There is also one to one counseling with students as well as with their parents. Involvement is there with the parents that your child is involved in this and that thing. She elaborates:

“Basically, career counseling is our main domain here at the Roots Millennium School. Personal-social, etc. are there side by side. There is group guidance and sometimes group counseling as well. As an example, when there is common behavior problem in a class, then group guidance/counseling is conducted. We also call experts from Islamabad in connection with dealing with different problems and topics.”

Ms. Shaheen is having a certain model of guidance and counseling at the secondary school level. She adds:

“There should be a separate room and proper office of guidance and counseling at the secondary school level. There is a certain type of structure of guidance and counseling at the secondary school level at the private sector but at the govt. level such thing should be there.”
Interview 4

Respondent 4

Profile: Career Counselor at the City School, Peshawar

Ms. Rubina thinks that guidance and counseling cell/services are necessary at the secondary school level. She states:

“Guidance and counseling is really beneficial at the secondary school level because this is the right time where students are looking for their career opportunities/career selection, where they should work/practice and to select their subjects. If someone wants to be a doctor, he/she will know that which of the subjects to be selected at this stage. Side by side social, emotional, vocational and economic like things are also dealt with in it.”

Ms. Rubina says that that there is not as such funding required for starting guidance and counseling in secondary schools. She mentions some ways in this connection:

“At this stage we have one to one meeting with the students and make their profiles. His/her interest, academic, social, and emotional and anxiety problems are catered. Some of the children know their potentials and can take their decisions for where to go but irrespective of the fact that whether they know about their potentials or not; they definitely need guidance at this stage. His/her general hobbies are asked and also to discuss about their achievements and co-curricular activities. After that we also have a meeting with their parents. Along with academics, we consider the social and emotional problems of the students. By having a picture of all these things, we suggest a path/way to the students accordingly.”

Ms. Rubina highlights her point of view about the possible structure of guidance and counseling at the secondary school level and personnel involved in it. She comments:

“Initially, we can take help from teachers as counselors at this stage. But we should define their role as students’ career advisors which are personal and confidential because every problem is not going to be exposed. In our system here in city school, teacher is also in feedback with the counselor and we give feedback to the principal and parents as well. But students, parents, teachers, career advisor and principal should be involved. Some cases are critical and the parents are going to be offensive; we have to have a discussion with them. If we have to polish the talents of the students, arrange functions, take internships; then the
authorities should be involved in this respect. So, senior parties are to be contacted then”.

Ms. Rubina is of the opinion that it depends upon the situation, whether to conduct/provide guidance and counseling services in cluster form or individually. According to her:

“If there is career counseling or orientation session, it can be conducted in cluster form. As an example in cluster, there are trainings of teachers. Overall, when there is a general meeting or orientation, then we invite the teachers of different regions, if it is not a one-to-one meeting. Like if there is a general meeting/session or orientation, it is possible to be conducted in cluster but if there is a specific problem of a student then it is not possible to discuss in cluster. If there is a presentation session about the interest of students, then we can invite the students of the schools here in the main campus. In the orientation session, we invite the counselors of other schools as well and also have to go to other schools to conduct sessions with their students.”

While asking about who should have the central/pivotal role in the guidance and counseling cell/service, she states:

“The one to one interaction of the student/child is most of the time is there with the teacher and the teacher interact as a counselor. But these are specified things, where you need a trained person to guide/counsel. Along with the teacher; there are section heads, counselor and then the principals watching the things. So, there is such like a structure where everyone has a pivotal/central role accordingly.”

While talking about the responsibility of government or NGO’s to introduce guidance and counseling cells/services at the secondary school level, she says:

“In our private sector, mostly NGOs understand the needs of our students but this thing is lacking in govt. sector”.

Ms. Rubina feels that there is a need to realize the potentials of students. According to her:

“If proper career guidance is not provided to the students, then students are distracted and they make experiments while opting for different career paths. Some students/children select some careers as according to the choices of their parents, where they are not going to be successful. There is definitely a role of career counselors who guides the students in a better way. A questionnaire is going to be filled by the students whereby we can have an idea about their potentials.”
Overall personality development is very crucial for the students. In this respect, different activities are going to be there. She comments:

“The counselor considers different things along with the section head and teacher. All are watchful and are connecting all the things. We are going to work with the individual students and we have a positive response from them and their parents and changes are seen in the behavior of students and more responsible attitude is developed in them.”

Regarding the training in connection with guidance and counseling, Ms. Rubina states:

“I am not a trained counselor but in our professional training as a head; such as leadership, etc. this is the description of my job to help the students as ahead. So, to do these things experience is gained. Training in guidance and counseling is necessary. There are psychological things. To understand the psyche of students, it is important.”

There are various services provided to the students at the secondary school level. She comments:

“Orientation sessions are there. Students are guided about their academics and subject selection. For class 9th and 11th, there are separate orientation sessions at the city school. In class 11th the students have to know the eligibility criteria of national/international universities. There are meetings about the psychological and physical well-being of the students. Parents are also involved and interaction is there with them regarding the students.”

There should be different levels at which we can practice guidance and counseling at the secondary school level. She states:

“Firstly, the role and importance of guidance services is needed to be realized at the govt. level. There should be need analysis. After taking into consideration the need analysis, results, practices and evaluation, i.e. how to make improvement in these things; small strategies can be made. At the beginning teachers are trained to conduct short counseling sessions. Then there will be training of the head teacher. Then the role of the counselor is there. All these things are interlinked.”

Ms. Rubina proposes a certain model/structure of guidance and counseling at the secondary school level. She comments:

“A separate room is required for confidential counseling sessions, multimedia is required. There should be orientation sessions. In the govt. sector parents are more as compared to the private sector but they are lacking in a vision regarding guidance and counseling. There can be orientation sessions for parents as well in
such a cell/model of guidance and counseling. There are exhibitions in the city school in which the donors and national/international universities collaborate. These universities conduct sessions with our students. We outline, plan out and coordinate the things regarding the students. We have posts of counselors in our big cities; such as, Islamabad and Lahore for counselors. Such posts should also be there in small cities. Collaboration should be there with IERs regarding such a model of guidance and counseling. The children/students should be placed there in the comfort zone; their feedback/evaluation is needed to be taken that how much benefit is going to be there due to the orientation sessions. In such a cell/model, there should be asking from the teachers about training and workshops separately in connection with their further improvement. A work is also being done as a team.”
Interview

Respondent

Profile: Counselor and Principal at the Institute of Computer and Management Sciences (ICMS), Peshawar

Mr. Khalil Khan is of the opinion that guidance and counseling is very much necessary at the secondary school level because in the majority of cases for the last 26 years, I have seen that many students who are opting for higher studies; they do not know the needs, the ways and means to follow their plan, to follow their objective, to follow their future. He states:

“It is like a passenger who is going to Rawalpindi and he is sitting in a bus going to Kohat. So, how can that passenger reach to Rawalpindi, if he is not sitting in a proper bus for proper destination? A student, who is good in any subject, should be guided in that to proceed further. If we trace the early age of Islam, the Holy prophet was the best guide and counselor. Sometimes a student is misguided and mesmerized towards a certain subject by a teacher in which he/she cannot excel; i.e. the subject is imposed by the teacher and hence misguided. Nothing is valuable until you become no. 1 in a certain subject. The scope is there in the person and not in the subject only. The no. 1 position can be achieved only if the person is guided and counseled. So, that is the most important benefit of guidance and counseling.”

Mr. Khalil Khan says that if the resources are minimum, then there can be certain methods. He elaborates:

“In the beginning of the Islamic era, there were no resources. It is the enthusiasm and inspiration, which is required on the part of the students. For that you must be whole-heartedly involved in the guidance and counseling of students. A natural counselor can inspire you.”

As far as the hierarchy or structure of guidance and counseling is concerned, it should be restricted to the parents, teachers and students only. He comments:

“If you involve these DEOs and Secretary Education and other governmental departments, then it will be a lengthy process. Although regarding taking some decisions, at the higher level, there is a need of their support. Guidance and counseling is the part of the curriculum. If we arrange a separate class for guidance and counseling at the school level, the secretary of education or
education department would have no objection on that. As far as the counselor in that hierarchy is concerned, he/she must be a teacher.”

The main concern while arranging seminars in connection with guidance and counseling of the students is the inspiration. He states:

“Seminars are doing nothing to the students; instead the inspiration is more important in this respect. A good teacher, a good principal come to the class; guides the students, tell them about the hard realities of life, tomorrow’s world and job securities.”

I would like to agree with the provision of guidance and counseling in cluster form in relation with the intra-school and not enter-school. He adds:

“If you have got that teacher regarding the guidance and counseling of students for a particular school, he/she should be for class 6-7-8 on one day and nine and tenth the other day. I accept and agree with that type of cluster. Moreover, a teacher-cum counselor would be better. In addition to that seminars/workshops can be arranged in this regard”.

Everybody is responsible and is having a central or pivotal role in the guidance and counseling cell at the secondary school level. He mentions:

“Everybody should consider it is as his/her duty-the principal, the senior teachers, the junior teachers and the counselor. In a word, the principal role is administrative, the teacher’s is academic and counselor’s is counseling.”

Regarding a question that who is responsible, i.e. the govt. or NGOs for introducing, a guidance and counseling cell/service at the secondary school level; Mr. Khalil Khan states:

“It must be introduced by the govt. I have personally studied NGOs; they have/come with their ulterior motives. They will guide you but you have to follow their motives and will. So, govt. is more responsible and sincerity should be there on its part. By govt., I mean the principals. In the school, the govt. is in the principal hands. So, the principal should introduce it and the govt. should support the principals.”

The teacher should be told that it is not a profession of chance but choice. It is the noblest profession. When the three sons of Khan Abdul Ghaffar Khan; i.e. Abdul Wali Khan, Abdul Ghani Khan and Abdul Ali Khan asked their baba to join some service, he forbade all the three to join some service except teaching. If you want any service of the govt. then only teaching. He adds:
“I think that the teacher should be told that it is not a profession of chance; it is a profession of choice and if luckily you have reached there by chance, then convert it into your choice. A teacher is never on leave, he/she should be 24 hours on duty.”

There can be different type of services in connection with guidance and counseling at the secondary school level. He elaborates:

“Here in the ICMS, we have the motto of education with social responsibility. Here we made a record that from 2005 to 2015 to see that in the last 10 years how many students of us are in Khyber Medical College, engineering colleges, army, defence and other future endeavours. Dr. Tajammul Hayat Khan has called Dr. Qutub to deliver a lecture and its purpose was totally to inspire the students. If the parents are paying the fee, the transport charges and giving other services to their children in the school; it is the school’s responsibility to provide the students quality education. The students are required to being told that their primary duty as a student is study. If the teacher knows the subject then he/she can treat the students as according to their level. Teacher –cum-counselor can inspire the students and his/her colleagues as well.”

As far as the practices of guidance and counseling at the secondary school level are concerned, the students should be made aware of the importance of studies. The selection of the field is another thing but inspiring the student to start to take the book out of his/her bag/library is of utmost importance. He says:

“During guidance and counseling session for learning, the students should not feel that something is being imposed. They should be motivated for their career path and learning in a natural way.”

Regarding the model of guidance and counseling at secondary school level, Mr. Khalil Khan is of the following opinion:

“Every school at least should have a multimedia. We can use all the things, if there will be slides and inspirational things. There should be a specific room for the guidance and counseling of the students having all the necessary facilities.”
Interview 6

Respondent 6

Profile: Additional Director Elementary and Secondary Education, Khyber Pakhtunkhwa, Peshawar, Pakistan

Mr. Khalid Mehmood considers guidance and counseling services to be very important at the secondary school level. He elaborates:

“At the secondary school level, the students are in need of a clear direction. The students are in need to assess their ability and to choose the right career path.”

Mr. Khalid Mehmood feels that guidance and counseling are having a lot of benefits. He states:

“Our teachers are not trained to prepare the students for creative thinking. For this the students does not have the clear path that what they can do in the future. Students should not be compelled to take medical, engineering or other fields by their parents, teachers, etc. by not having any aptitude and attitude in this connection. So, guidance and counseling is having its importance and benefits for choosing the subjects and right career path at the secondary school level.”

As far as the means and sources are concerned for starting guidance and counseling services at secondary school level; the education which we give to our students in the form of P.T.C., C.T., B.Ed. and M.Ed. then all these things are there in them. But there is a clear cut gap between our theory and practice as far our education is concerned. He states:

“We say that there should be cumulative record of students in order to guide/counsel them properly but unfortunately, such like things are not there practically. One should know about social, family background of the students, their diseases and psychological problems, etc. in order to guide/counsel them properly. One should also have awareness about what the students do before and after coming to the school. So, for appropriate guidance and counseling, cumulative record of the students is needed to be prepared. A form can be designed in this regard and can be filled in connection with the cumulative record of the students at the time of admission. Another point is that to update the teachers for guidance and counseling; workshops can be arranged for them. So, as such not many resources are required. Guidance and counseling services can be provided within the existing resources. The existing teachers can be trained in this respect. There is a need of motivation and commitment which is a big problem. The teachers should take the teaching as a profession and mission.”
As far as the structure/administration of guidance and counseling is concerned, there is not as such need to involve DEO and secretary education. He comments:

“In every district two or three teachers can be trained regarding guidance and counseling as there is no trend in our country to create posts. Secretary and DEO education can be involved at the decision making process to implement the guidance and counseling at the district and provincial level. The teachers provided training of national or international level in guidance and counseling can train other teachers and as such a process will be started. A hierarchy of structure/administration is needed but the real thing to start in this respect is inside the school.”

Mr. Khalid Mehmood feels that as far as cluster level is concerned, we are taking about this but there is no such cluster exists. Cluster level is there at the primary level but there is no such cluster at the secondary level. If there can be a cluster of three trained teachers to provide guidance and counseling at the district level, then it can be good. He states:

“In a locality eight to ten schools can be considered as a cluster at secondary level. The master/key/lead trainers can train teachers at the cluster level. They can visit the clusters on different days of the week. There can be about 70-80 high schools in district Peshawar and it can be divided into 7-8 clusters. Counselors can also come in these schools and the students can be arranged in a hall for their guidance and counseling and their questions can be answered.”

Every person is having his/her central role in the guidance and counseling cell/service. He comments:

“Basically, the main role of the guidance and counseling to be provided to the students is that of the teacher. As far as the administrative role of the principal is concerned, he/she should conduct the look after, take the feedback and follow up but the key role is that of the teacher. At the school level the principal, district level the DEO and at the class level the teacher will be the leader. At the provincial level the director elementary and secondary education and the secretary education will be the leaders. So, everyone has its central role at his/her respective level.”

As far as the responsibility for introducing guidance and counseling cells/services is concerned, so definitely govt. is responsible. DEO can send a proposal to the govt. in this regard. He states:
“Guidance and counseling is already introduced in the form of PTC, CT, and B.Ed and M.Ed syllabuses. So, introduction is there; the thing which is required is its implementation and the people involved should be made interactive and sensitized.”

There can be various types of guidance and counseling services available at the secondary school level. He comments:

“There are traumas, psychological problems, which are needed to be addressed. The teacher can guide the students regarding their subjects and career selection. Some students have their trends to some subjects as compared to others and they are good at it. If a student has weaker skills in one subject, it does not mean that he/she will be weak in other subjects as well. Students are required to be told that which of the abilities and capabilities are there in them. So, there should be guidance of the students regarding placement, orientation information, subject selection, vocations, psychological problems, social problems and there should be follow up and research in this regard.”

We can practically implement the guidance and counseling activities as Mr. Khalid Mehmood discusses:

“To implement guidance and counseling activities practically, there are two ways. i.e. administrative, and the commitment/professionalism and motivation of teachers. At the administrative level, the govt. can notify regarding the conduction of such activities on compulsory basis. There can be a focal person to be nominated as we do in summer camp. There can be teachers, students, volunteers and experts from university to be involved in such activities. We can call doctors, psychologists, etc. for such activities to deliver lectures to the students.”

Mr. Khalid Mehmood expresses his views in relation with the model of guidance and counseling. He discusses:

“There should be a trained or professional person available in each school regarding the guidance and counseling of the students. A cell can lead them at the district level where there will two experts/trained persons at a higher level of hierarchy from them because when there will be problems at the school level; they should consult with them.”
Interview 7

Respondent 7

Profile: Chief Planning Officer of Elementary and Secondary Education Khyber Pakhtunkhwa, Pakistan

Mr. Saleem Khan considers guidance and counseling to be very initial and necessary at the secondary school level and that these services should be provided on priority basis. He comments:

“As far as our schools are concerned, we have not established a recognized or established system of guidance and counseling services in our schools at the moment. We are giving trainings to the teachers; various NGOs are involved with us. We give training in the disaster management skills, the students learning skills but as far as the guidance and counseling services are concerned, in the strict sense as I have noticed in U.K., in the Grammar School of Scotland-it is not up to that standard but still there is a bit thing like that we have in our schools.”

As far as the resources are concerned, it is not a problem for us. We have provided a lot of teachers to the schools but as far as this guidance and counseling are concerned, the appointment of special teachers at the moment is not our consideration but we want to train some students and teachers in this skill. He adds:

“This may be our future plans but not at the moment, we do not have any counselors/counseling teachers at the secondary school level. We are working on a working paper and we have also assigned the study of dyslexia children to a technical organization in this respect. We will try to take help from, IER, University of Peshawar in guidance and counseling; especially do share the findings and recommendations of your thesis with us, so that this time the university role should also have a share in our policy matters. In our schools, we have a lot of problems. We have the missing facilities. Our classes are overcrowded but still we will try to include this guidance and counseling in our agenda.”

Mr. Saleem Khan has the following views regarding the structure/administration of guidance and counseling:

“As far as our district offices, provincial offices and our secretariat are concerned, we are too much overburdened. I think we should start our role where the students are-the students are at school, so our focus should be on children and teachers. We give some training to the teachers through NGOs but I think in the
selection of teachers-they should also be interviewed and preference should be
given to those teachers who have aptitude for that guidance and counseling
because every teacher is not fit for it. Seventy five percent of students are studying
in govt. schools. We will appreciate this guidance and counseling topic in our
schools. As far as our secretariat level is concerned, we will be limited to the
policy making. As far as the implementation and monitoring is concerned, we will
leave it to the DEOs offices and the Directorate offices. We will also want to
involve the civil society organization-their role is also very important. I think that
the main focus will be the school. It will be the main focus of our counseling
services and it should be the engine of our development. Every development
without a school is no development.”

Mr. Saleem Khan is having some practical views about the start of
guidance and counseling in cluster form. He elaborates:

“The idea of appointing counselors for cluster of schools is a good idea. At
present, we have about 3000 high/higher secondary schools in K.P. We have about
23000 primary schools in K.P. I think that a cluster of 10 high schools and 10
primary schools for guidance and counseling would be a good one. I am mindful
of the fact that some of the schools are overcrowded and the idea of cluster may
not work as soundly as in other schools but I consider that everything begin with
the first step. In these limited resources the appointment of 3000 counselors will
be a gigantic task. So, let’s take the first step. And then after one or two year by
having an assessment, if more is needed we can take the help of NGOs, other civil
societies and donors in this regard. The point is that we should take some step.”

Mr. Saleem Khan considers the role of the head teachers to be the central
one in the guidance and counseling cell/service. He adds:

“I think that the head teacher should be the head of all the reforms and he/she is
the main authority and without his/her leadership nothing can be changed and
nothing can be introduced to be successful. So, he/she should have the leadership
role, if we want that this reform of guidance and counseling to be successful at the
school level.”

Mr. Saleem Khan thinks that while introducing guidance and counseling at
the school level, the NGOs should play its role and the govt. should follow and it
should have a facilitation role. He comments:

“To give the school an institutional outlook, the teacher should be from govt.
sector. If an outside body introduce, I think there will be a problem of authority.
No one will accept an advice from a person who is outside the govt. machinery.
So, the govt. teacher should be involved as the main person in this process. For
guidance, for funding, for trainings the NGOs/donors should be asked by the govt.
and the govt. should have a leading role.”
Regarding providing the level of services to be there at the secondary school level for the teachers and students, Saleem Khan has the following comments:

“I think that the students need more support. As far as the system is improved, the teachers do not need much guidance and counseling as the students need. The teachers have a lot of social support which the students do not have. The students need guidance and counseling in the academic, social, personal and emotional areas. There should be a forum like guidance and counseling, where the students can freely discuss any problem.”

In connection with the activities or practices of guidance and counseling at the secondary school level, Mr. Saleem Khan has the following views:

“I think the framework will be decided when and where the system is developed. We will have to take the help from the donors, from the university teachers, research and that what are the problems at the school level especially that of the students. We will have the need analysis. Your thesis will also be helpful in this regard.”

Mr. Saleem Khan has some points in relation with a model of guidance and counseling at the secondary school level. He elaborates:

“I think as far as some; i.e. one or two teachers at the school level will be given some training in guidance and counseling but those teachers should be selected who have an aptitude for it. Then there should be some mechanism. There should be some special rooms for the purpose of guidance and counseling where the problems of students could be shared. There should be a complaint box. So; the mechanism will be worked out. There will be files and profiles of students. When and where we need a system, based on your thesis and experiences you should suggest a system.”
Mr. Naveed Alam says that he will divide the question regarding the importance of guidance and counseling into two. This is an important area and unfortunately has been neglected and the issue has not been addressed in its true sense. He states:

“There is a need of guidance and counseling of students regarding their future career opportunities and to bring motivation in them. The teachers require guidance and counseling in terms of their professional responsibilities, their job description; they should be aware of the strengths and weaknesses in the classroom; a regular system of assessment and feedback should be there but unfortunately these two areas in education system are not clear. Guidance and counseling is an area of reform and this should be introduced definitely and we will be working on this. For the teachers, there has been some work starting from their recruitment and then their continuous professional development programme. The need assessment is required for the future training programmes and responsible organization is the Teacher Education Directorate and also the principals would be empowered and capacitated; not only to assess the performance of the teachers but to guide them in their professional responsibilities.”

Mr. Naveed Alam considers the principal or headmaster to be the important person. First of all the principal or headmaster should be trained in the area of guidance and counseling to the teacher and also the students about their future and career. He states:

“So the principal is the main person. The principal should be trained through training programmes and there should be system of monitoring from the Directorate of Curriculum and Teacher Education. A proper feedback system should be established and also the headmaster should decide his role responsibilities as a leader in the school.”

Regarding the structure and coordination of guidance and counseling, Mr. Naveed Alam is of the opinion that the whole activity should be housed in the Directorate of Curriculum and Teacher Education (DCTE). He comments:
“The Directorate of Curriculum and Teacher Education in their annual calendar should put trainings, develop the modules and strategies to capacitate the principals and headmasters and then through a mechanism the teacher and headmaster performance should be judged by the DCTE. And the role of DEO is also more important. The DEO should also be made part of this programme and that can also be done through DCTE.”

In the opinion of Mr. Naveed Alam, there is no need for hiring people for the guidance and counseling. He states:

“As I said earlier, the principal or headmaster should be trained and that will have no financial implication for the guidance and counseling activity. A working teacher can also be trained in this respect; i.e. teacher-cum-counselor.”

Mr. Naveed Alam said that the principal should have the central/pivotal role in the guidance and counseling cell/service. He comments:

“The principal should have the central role and the linkages with DCTE and also with the concerned DEO as well. Apart from coordination, the headmaster should be trained on the concept of guidance and counseling, which is the area to improve the quality of education consequently. There has to be an awareness/introduction of the concept and then the preparation of the training modules for the principal and the training of master trainers and then the master trainers can teach the headmasters for their activities and that of the teachers as well but this has to be done that there has to be a feedback system and remedial measures.”

Mr. Naveed Alam is of the opinion that govt. is responsible for introducing guidance and counseling cells/services in secondary schools. He elaborates:

“Guidance and counseling is the responsibility of the govt. at the secondary school level. The NGO can come forward and then help the govt. in implementation of the concept-the trainings and workshops.”

Regarding a question that what type of guidance and counseling services are needed to be there at the school level for the teachers and students, Mr. Naveed Alam states:

“The children should exactly know that what their career paths are. The problem is that the students at the secondary school level are not ware about the various professions/careers. They know about two or three professions. But there are a number of professions which can be adopted by the students as profession. So which of the subjects/studies can be opted by them regarding their future career? They are totally blank about that. For the teachers that would be a bit different. For the teachers, the focus should be on the core competencies content
knowledge, lesson planning, strategies and professional requirements like guidance and counseling skills. All such things should be linked with the performance of a teacher. There should be expose of students to various professions. There are organizations which arrange expose—education expose.”

As far as the practice of guidance and counseling at the secondary school level is concerned, Mr. Naveed Alam is of the opinion that educational expose should be arranged at various cities. That could be one way of interacting with the students. Secondly, it is the responsibility of the principal/headmaster to assess. He comments:

“First of all we should assess what the students know about various careers and the need analysis should be done. So, once the base-line is established, then the headmaster should identify and prepare the plan—that would be in the way of seminars inviting various professionals for advice/lectures. It could be through seminars. It could be arranged through arranging visits of students to some professional institutions and colleges. That could motivate the students. It could also be done in the schools by inviting various professionals to deliver lectures to the students or also arranging seminars.”

Regarding suggesting a model of guidance and counseling at the secondary school, Mr. Naveed Alam says that he don’t see that guidance and counseling would have financial implications for the govt. It’s just the training of our existing human resource on this activity. He states:

“Starting from the headmaster, we can shorten the workload of the teacher and assign them guidance and counseling responsibilities. They are there in the school to guide and to build the students and prepare them for their future higher education and careers. So; no infrastructure is required, no extra building is required. Just train the existing headmaster/principals and teachers. There are avenues/opportunities like summer camp. The only thing required is the policy guideline and training of the teachers; capacity building of the teachers and head teachers. There can be exchange visits of students of one school to another. So, the students can learn what the other students of secondary schools should have got the knowledge or guidance and counseling from their respective teachers or principals; i.e. peer counseling. Summer camp is an excellent opportunity for such activity.”
Interview

Respondent

Profile: M.Sc Chemistry, PhD Education, Institute of Education and Research, University of Peshawar; Guidance and Counseling Diploma and Teaching from USA

Prof. Dr. Iffat Jahan considers that guidance and counseling is necessary for secondary school students in Pakistan. There is no denying the fact that secondary school students need guidance. She comments:

“At time whenever they are confronted with a problem, they need someone but that someone has to be professionally sound or must have those skills which help them for solving those problems. There is a dire need for guidance and counseling at the secondary school level. I would like to elaborate my statement by saying that you see it’s a kind of unfortunate that there is no understanding regarding the importance of guidance and counseling. Whenever you know a youngster have a difficulty, he/she would go to a teacher or to the parent, what he/she hears a bunch of advices. Those are not well-thought of advices in the sense that teachers in general as well as parents do not know that what are the potentialities of those youngsters, what are their likes and dislikes; e.g. especially at the time when the students are going to make very important decisions of their life going to study science or humanities, they need someone who is a professional to help them to channelize their capabilities and to help them made realistic targets for their education as well as their careers.”

Regarding the generation of resources for guidance and counseling services at the secondary school level, Prof. Dr. Iffat Jahan says that lets start from the grass root level. In order to have guidance workers available first of all you need to have professional or trained guidance workers. So that means that we must start from the higher education, where those institutes in education; i.e. Institutes of Education and Research all over the country and in K.P. in particular should have a training programme. She comments:

“I think we must have guidance programmes, where they can train guidance workers who after graduation from those institutes; they could be hired by the Govt. at the secondary school level with having the same basic pay scale. In these limited resources, then comes the role of the principal. In my opinion, he/she must have the understanding that there are always certain teachers within the school premises who are so kind, so considerate, so concerned about their students and their welfare. So, initially what can be done that these teachers could be identified
within the school system and they can start working as guidance workers. I mean to say that periods should be allocated within the timetable to those teachers and their teaching periods should be reduced and some of the teachers’ role can be shifted towards helping those youngsters. At the govt. level, they can prepare full time guidance workers. And if that is not available, then the next thing that the principals can do in their own personal capacity to reduce the teaching hours of those teachers who are committed and are interested in helping those youngsters.”

As far as the structure/administration of guidance and counseling at the secondary school level is concerned, we can avail the experiences of experts in this respect or from advanced countries. She adds:

“When I look back and what I have witnessed in the United States of America and U.K., they have got a guidance cell or an office where a full-fledged counselor, full time counselor available during the school hours. Even they stay after the school because if there are some students who really have difficulties-these counselors will be offering their services to those students. There is no comparison of U.K. and America with Pakistan in connection with guidance and counseling. The pivotal role is that of the principal to start guidance and counseling here at the secondary school level. If the principal can select three, four, five teachers within the school system and they have separate room, if they can afford a small room is more than enough where these teachers will be available for students during school hours. Teachers should be assigned duties and must be mentioned in the timetable. So, like all teachers cannot be available at the same time, those three-five teachers, whenever they have free time, they can sit in their office and that has to be notified regarding the reading difficulty and some other problem of the students. In this connection also, the principal can organize seminars on monthly basis. One month a bank manager can come and will talk about his/her expertise, academic background, the qualification for the job, the salary package, the job description and so on and so forth. Another month a doctor, a cellular company personnel and so on can share their expertise and experiences. So, we can educate our youngsters regarding various jobs available and when they understand that, and then they will choose subjects according to what their aspirations are.”

Prof. Dr. Iffat Jahan thinks about guidance and counseling in cluster form could be one of the possibilities. And for what kind of problems the counselors might be needed? Usually, our students have got academic issues, academic failures, personal problems, social problems, etc…She comments:

“But our society is such that we try to hide those problems from others. I can understand that keeping in view the kind of division that we have-group counseling could be a very good alternative like if they are within the school. There are many students, they have academic difficulty and they cannot perform well. For common problems, one can always arrange group counseling. And if the
schools are situated adjacent to each other that could be a good idea even that will enhance cooperation."

Prof. Dr. Iffat Jahan considers the role of principal to be central in guidance counseling cell/service by bringing the community in educating them regarding the need of guidance and counseling. She adds:

“They can try to change the attitudes of communities/families towards their children education. We see the one extreme or the other. My son has to be a doctor. This mind set needs to be changed.”

Prof. Dr. Iffat Jahan is of the view that the govt. is responsible for introducing guidance and counseling services at the secondary school level rather than the NGOs because govt. has the authority over there. She doesn’t think that NGOs would be as influential as the govt. would be. She comments:

“As far as private sector is concerned, I have been to those institutions; I have learnt that in private sector, there are certain schools who offer guidance and counseling services to their students. The problem is with the govt. schools. In the govt. schools the govt. has the hold. So, the govt. has to introduce guidance and counseling services in govt. schools.”

Prof. Dr. Iffat Jahan says that career guidance is the most needed services in my opinion at the secondary school level. She elaborates:

“At the secondary school level, there is a very strong need for career guidance because if inappropriate decisions are made, then everything is failed. If principal want to start guidance service, he/she should start with career guidance. When students are having orientation towards different occupations/professions, so, that they can check that in what they are interested in and what these careers are to offer. So, they can persuade their parents and brothers as well that they are interested in such and such kinds of education and careers and that it can offer them so many attractions. As far as personal, social, emotional problems are concerned; our family structure is such that most of these issues are taken care of at home. Generally, speaking we have got youngsters who face difficulties but they would always go to their parents or someone else-may be peer counseling. We may start career guidance at the school level but also the idea of peer counseling. You know your own friends can help you out because they understand the situation than anyone else. So keeping in view the economic constraints, lack of resources, those two options are the most favorable one-introduction of career guidance and introduction of peer counseling. For a youngster who is responsible, dedicated and well-behaved can be engaged in helping out these youngsters who might have a difficulty or that particular student could be made an assistant.”
As far as the practice of guidance and counseling at the secondary school level is concerned, one of the best practices could be peer counseling. She adds:

“The students cannot advertise their problem what a peer, classmate, a friend can easily understand because they belong to the same era, same issue, same difficulty, and same problem. So, they can help each other.”

Regarding a model of guidance and counseling at the secondary school level, she has the following ideas:

“Ideally speaking, there has to be a guidance cell available in schools, where a full time counselor or guidance worker is available for to serve the students. In order to establish a guidance cell, within the school, we need to have cooperation at all the levels-the training institutes must be involved, the education department must be involved and on the top of that it’s the responsibility of the govt., the education minister—it’s their responsibility to launch such programmes, i.e. guidance workers could be trained in the training institutes and that those teachers could be hired by the education department by having the same salary package.”
Interview 10

Respondent 10

Profile: PhD in Guidance and Counseling; Former Director, IER, University of Peshawar; presently Dean of Education, Qurtuba University, Peshawar Campus

Prof. Dr. Jamil Khan is of the opinion that guidance and counseling should be the integral part of education. Nobody can deny that guidance and counseling should be practiced both in theory and practice in our schools. It is practiced privately and publicly in all schools in foreign universities and colleges. He comments:

“Unfortunately, guidance and counseling is a missing component in our schools. We must realize and put forward our efforts to practice guidance and counseling. There are problems—social problems, health problems, vocational problems and academic problems, very many problems confronted by the individuals in the schools. Therefore, guidance is needed but for guidance, there must be a guidance worker, for counseling there must be a counselor. They should extend their services/assistance to the individual. Vocational guidance is very much important at the secondary school level.”

As far as the structure or administration of guidance and counseling is concerned, there should be a cell in every school. He adds:

“There must be a guidance worker, a trained guidance worker in a school. There should be a trained guidance worker and a trained counselor because students confront many problems in the school environment. Therefore, the business of the guidance worker or the counselor is to mitigate their problems, to reduce their tensions and to justify the ways and means by virtue of which they fix their own direction. The guidance worker should be torch bearer. There should be arrangement for the guidance activities.”

There can be many ways and means for starting guidance and counseling services in secondary schools. He adds:

“In the past we started postgraduate diploma in guidance and counseling. We established a guidance cell in IER, University of Peshawar, whereby all the seniors were asked that they should guide the people but unfortunately those people who were trained and got their postgraduate diploma, they instead of adopting the guidance and counseling services were selected lecturers in different colleges. I approached the secretary education at that time and he recommended 75 posts for the higher secondary schools that were in grade-17 and one
advanced increment but unfortunately the whole structure collapsed—the secretary changed and transferred from his position. Theoretical framework of guidance and counseling is there in the curriculum of M.Ed. At least one guidance worker should be there at the secondary school level, if not two and three. Guidance is taught theoretically and there is no practical laboratory and cell. In foreign countries, I have seen, especially in U.K. that there are youth centres and guidance centres privately established. The govt. schools have contract with them and they come in a week or twice a week. Already students identified with problems, they extend their services to the problem people. So, this should be practiced over here as well. Similarly, a teacher who studies guidance at the M.Ed level should be very practical and should also exercise it in the society but the society outside is not so conducive for these practices.”

Prof. Dr. Jamil Khan considers guidance and counseling in cluster form as a good idea at the moment. In one school you establish a guidance cell and the other schools are receiving benefits from it. He comments:

“Slowly and gradually, I think that this cluster cannot work because the schools are already overcrowded. The cluster form can work in rural areas but it is very difficult in urban areas because over there the position is very different. However, we should start whatever may be the condition but we should start from the scratch even in cluster form, because something is better than nothing. The problems are many and that it can emerge and they are terminated. Without problems, there is no life.”

The central role in the guidance and counseling cell/service should be there with the principal. He adds:

“I told you that one person should be designated for the task. It’s the responsibility of the head of the institution to designate a person or persons to guide the people who is trained and interested in the field. Untrained and raw ended person should not be given the responsibility.”

Regarding a question that who is responsible for introducing guidance and counseling services/cells at the secondary school level, Prof. Dr. Jamil Khan has the following views:

“Actually, it’s not the question of introduction; the school is the place, whereby the head or the principal who runs the institution is responsible. The private sector or NGOs have got nothing to do with that or the department. As far as the provision of the infrastructure is concerned, this is within the institution that the head should identify a room, should identify a block for that and the materials or equipments should be there and that should be identified as Guidance and Counseling Cell or Directorate of Guidance and Counseling. Start should be taken from the scratch and slowly and gradually gaining momentum. So, nobody is responsible except the head or principal of the institution.”
The focus of guidance and counseling services should be the students than the teachers. As far as the services are required to be there, secondary school students have two main problems; i.e. one is the emotional and the second is the vocational. He comments:

“These students are teenagers-they have emotional problems. So, wherever you go, you will confront emotional problems. But along with that students think about their vocation/occupation. So, they repeatedly ask the teacher that what I become and sometimes they should say that I should become this and that and they start thinking about the vocation, profession, occupation. There should also be referral service, when the guidance worker does not understand the problem of a student, then he/she should refer the problem to the specialist. There are problems-emotional problems, social problems, academic problems, vocational problems-so, if you do not understand, do not try that you are responsible to solve the problem. The person who is specialist in that area, the problem should be referred to that person.”

How can the guidance and counseling be practiced at the secondary school level, Prof. Dr. Jamil Khan has the view that first of all there should be infrastructure for that, designated area and no. 2 you should advertise that if you got any problem register yourself with the guidance and counseling cell. He elaborates:

“You start and students coming to you, then identification of the problems and then one by one a day make the files and records of these students and do not think that problems can be resolved in one day. Now there are sessions and settings-this I am talking about counseling. The guidance problems is very open, there are minor problems in a group form that is what is called as group guidance. But if there is individual guidance, it is quickly moving towards counseling. And as I told you that counseling is meant for the serious problems.”

As far as the model of guidance and counseling at the secondary school level is concerned, there is no such model; you are the person to make a model. We can adopt guidelines from the foreign. He adds:

“In foreign, I have seen that there is guidance clinic and in the university it is propagated and described for your comfort and benefit there is a guidance cell in such and such place. If you confront a problem, write an application. Do not write your problem but simply say that I need guidance, I need counseling. It’s about the guidance worker that he/she later on asks about the problem, the name, the profile, the father, your society, everything-this is counseling. There is directive, non-directive and eclectic counseling. The directive counseling means that when a person comes to you to seek the solution of a problem and you listen to him/her
and you say that go and that is the solution of your problem. The non-directive counseling you involve other parties as well; i.e. this is the problem and you should go and you should seek and you should discuss and then decide for your own self. Eclectic counseling is that where you combine together, it’s the amalgamation of the directive and non-directive counseling. It’s the best counseling. Sometimes, in the way and sometimes out of the way. It depends upon the situation and the nature of the problem that which type of counseling is to be adopted.”
CHAPTER-5

FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 FINDINGS

5.1.1 Findings of Quantitative Data

i. Ninety four percent of the teachers and 100% students were of the opinion that secondary school level is termed as the most critical and crucial stage of individual development. On the basis of mean score, the finding is accepted.

ii. Parent teacher council is playing its role in the guidance of students, 76% teachers and 82% students agreed with that statement. As far as the mean score is concerned, the finding is accepted.

iii. Guidance work requires mutual cooperation of the teachers, the head teacher and the counselor, 96% teachers and 95% students favoured that statement. On the basis of mean statistics, the finding is accepted.

iv. Guidance and counselling service is understood by the teachers and students; 80% teachers and 58% students favoured that statement. As far as mean statistics is concerned the statement is accepted.

v. Guidance and counseling is needed to be provided in a well-planned manner at the secondary school level, 96% teachers and 97% students favoured that statement. On the basis of mean statistics, the statement is accepted.

vi. Guidance and counseling programmes should be time lined, so that this service is produced on regular basis, 94% teachers and 97% students agreed with that statement. As far as the mean score is concerned, the statement is accepted.
vii. Several factors affect the provision of effective counseling services; such as, lack of resources include finance, counseling room, lack of time and traditional (cultural) belief, 92% teachers and 85% students favoured that statement. On the basis of mean statistics, the statement is accepted.

viii. There should be a counseling room in the school located in private and quiet part of the school, 92% teachers and 98% students agreed with it. As far as the mean score is concerned, the statement is accepted.

ix. The head teacher should give moral and material support to guidance and counseling programmes, 100% teachers and 99% students favoured it. On the basis of mean statistics, the statement is accepted.

x. Guidance and counseling teacher should have relevant skills, 100% teachers and 99% students agreed with it. As far as mean score is concerned, the statement is accepted.

xi. The need of guidance and counseling should be highlighted at the secretariat/secretary level, 90% teachers and 96% students favoured it. On the basis of mean score, the statement is accepted.

xii. Every school should have guidance and counseling committee, 92% teachers and 97% students agreed with it. As far as the mean statistics is concerned, the statement is accepted.

xiii. All members of teaching and support staff should be actively involved in guidance and counseling programmes, 94% teachers and 96% students agreed with it. On the basis of mean statistics, the statement is accepted.

xiv. Confidence of students can be improved through guidance and counseling, 96% teachers and 100% students favoured it. The statement is accepted on the basis of mean score.

xv. Learning problems of students can be solved through guidance and counseling, 96% teachers and 100% students favoured it. The statement is accepted on the basis of mean score.
xvi. Self-awareness in students through guidance can be developed, 100% teachers and 97% students agreed with it. The statement is accepted on the basis of mean statistics.

xvii. Proper guidance and counseling can make students well-adjusted in society, 100% teachers and 99% students agreed with it. On the basis of mean statistics, the statement is accepted.

xviii. Development of students interests, will lead to the selection of vocational and educational courses, 96% teachers and 98% students favoured it. On the basis of mean statistics, the statement is accepted.

xix. Guidance and counseling help in solving psychological problems of students, 92% teachers and 97% students favoured it. The statement is accepted on the basis of mean score.

xx. Guidance and counseling assists the students for the solution of their personal and social problems, 96% teachers and 91% students agreed with it. The statement is accepted as far as the mean score is concerned.

xxi. Budget allocation may be increased for the establishment of guidance and counseling program, 88% teachers and 98% students agreed with it. The statement is accepted as far as the mean statistics is concerned.

xxii. Teachers have some psychological problems at the secondary school level, 76% teachers and 90% students favoured it. On the basis of mean score, the statement is accepted.

xxiii. Maladjusted students are difficult to be handled by the secondary school teachers, 76% teachers and 91% students favoured it. On the basis of mean statistics, the statement is accepted.

xxiv. Teachers are depressed due to work load at the secondary school level, 86% teachers and 85% students agreed with it. As far as the mean score is concerned, the statement is accepted.
xxv. Secondary school teachers have personal and social problems, 84% teachers and 84% students agreed with it. The mean score stated that the statement is accepted.

xxvi. Posts for counselors at secondary school level should be created, 92% teachers and 92% students favoured it. The statement is accepted on the basis of mean score.

xxvii. A teacher among the teachers can be given guidance and counseling responsibilities, 88% teachers and 87% students favoured it. The statement is accepted on the basis of mean statistics.

xxviii. Teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling, 96% teachers and 95% students agreed with it. As far as the mean score is concerned, the statement is accepted.

xxix. Some students should be appointed as peer counselors, 72% teachers and 93% students agreed with it. On the basis of mean score, the statement is accepted.

xxx. School based in-service courses on guidance and counseling for all staff is required to be organized, 96% teachers and 96% students favoured it. On the basis of mean statistics, the statement is accepted.

xxxi. Teacher and other members of counseling team should go for counseling supervision, 94% teachers and 96% students favoured it. As far as the mean score is concerned, the statement is accepted.

xxxii. For better performance of students in secondary schools proper structure of guidance and counseling is needed to be there, 100% teachers and 98% students agreed with it. As far as the mean score is concerned, the statement is accepted.

xxxiii. The statement reveals that cluster system of guidance may work at the secondary school level, e.g. every ten schools situated nearby, 68%
teachers favoured but 76% students disagreed with it. On the basis of mean score, the statement is rejected because the average mean score of teachers and students is below the value 3.

xxxiv. In every school, at least there may be a small unit of guidance and counseling with the logistics and facilities, where there will be files and profiles of students having problems, 92% teachers and 97% students favoured it. The mean score clarifies that the statement is accepted.

xxxv. Students should participate in designing programs for guidance and counseling, 90% teachers and 97% students favoured it. The mean score justifies that the statement is accepted.

5.1.2 Findings of the Suggestions Given by Male and Female Teachers

It is said by teachers: guidance and counseling is needed to be there in every school in Pakistan on emergency basis; teachers can be given training in guidance and counseling/training programmes, workshops and refresher courses arrangement for them; there is a requirement of a planned programme/structure of guidance and counseling for the immediate solution of problems; PTC is required to be active in solving the guidance and counseling problems; social, moral, emotional, physical, psychological and mental problems of students can be solved through guidance and counseling; points given in the questionnaire need implementation; beside teachers and parents, staff is required to be involved in solving the problems of student; experts counselors are needed to counsel the students and teachers every month/6 months; proper budget is to be provided in connection with guidance and counseling; teachers and high-ups are to be given awareness about the importance of guidance and counseling; separate posts of certified counselors at the secondary level are to be created; problems of students needed be discussed in PTM; counselors required to possess knowledge, skills and experience in their area of expertise; already posted teachers needed to be trained for guidance and counseling; period of guidance and counseling for the secondary school students required to be there in the timetable; all the points mentioned in the questionnaire are extremely important; and teachers training needed to
include guidance and counseling. It is suggested by teachers: guidance and counseling is necessary for both the students and teachers and for the solution of educational problems; teachers’ workload required to be minimized to give due care to students’ problems; for implementation of guidance and counseling, the environment is required to be taken into view; subject selection and learning problems of students are to be solved; depression like disease can be solved through guidance and counseling; students are to be given awareness about the usefulness of guidance and counseling; parents and teachers guidance is also necessary; guidance and counseling is like a backbone; big court yard/ground is necessary for the physical/sports activity of student; there can be a separate room for guidance and counseling; cooperation and coordination among teachers, students and staff is necessary for guidance and counseling; teachers are needed to be provided with proper guidance and counseling regarding their professional and other psychological problems; development of self-awareness of students is to be created; ratio of education can be increased through guidance and counseling; parents and teachers are to be given knowledge regarding guidance and counseling; the students are to be guided properly; guidance and counseling success depends upon dedicated, sincere and honest personnel; the students are to be given chances to develop their personalities by guidance and counseling; a team for the purpose of guidance and counseling of students and teachers is needed to be appointed in order to resolve their problems; students’ parents are to be invited to school every month; guidance and counseling may be introduced as a subject for the secondary school students; students are to be involved in the guidance and counseling process in order to know about their better future; involvement of local community can play a vital part in the guidance and counseling process; proper initiation of this programme will have a remarkable trickledown effect on our education; and appointment of a counselor for a cluster of schools due to budget constraints would be a better idea.
5.1.3 Findings of the Suggestions given by Male and Female Students

i. Majority of the students opted for recreational guidance.

ii. Most of the students viewed that guidance and counseling program is needed to be there in our schools.

iii. Academic guidance is necessary as told by most of the students.

iv. There should be a separate room for study/counseling as suggested by some students.

v. There is a need of health guidance to be there as suggested by most of the students.

vi. Majority of the students said that there to be sports in our schools.

vii. Majority of the students said that there to be excursions/study tours for the students.

viii. There is a need of activities for the refreshment of students.

ix. Summer camp is good for the students.

x. There is a need of group for the guidance and counseling of students.

xi. There is a need that the students to be involved in the guidance and counseling process.

xii. Academic report is required to be prepared for the improvement of students.

xiii. It helps in our psychological problems.

xiv. Students are not be imposed while selecting their subjects.

xv. Guidance of teachers and parents play an important role in the guidance of students.
xvi. A functional library is necessary for academic guidance in our schools.

xvii. There is a need of a counseling committee in the school.

xviii. Students’ personality development is needed to be there.

xix. All members of teaching and support staff are required to be involved in guidance and counseling of students.

xx. There is a need of moral and social guidance and counseling.

xxi. There is a need of vocational guidance and counseling for the students to select subjects as according to their attitudes and aptitudes.

xxii. There can be emotional guidance.

xxiii. Most of the students suggested that different programs/co-curricular activities in our schools are to be there.

xxiv. There can be seminars in our schools.

xxv. Parents are needed to be motivated for the education of girls.
5.1.4 Findings of Qualitative Data

Guidance and Counselling Cells/Services necessary at the Secondary School Level and its Benefits:

Guidance and counseling is really beneficial at the secondary school level because this is the right time where students are looking for their career opportunities/career selection, where they should work/practice and to select their subjects. Side by side social, emotional, vocational, health and academic problems are also there. Guidance and counseling is required to be the integral part of education. But unfortunately, it is not being implemented in our schools. There is no understanding regarding the importance of guidance and counseling. The teachers also require guidance and counseling in terms of their professional responsibilities, their job description; they are in need to be aware of the strengths and weaknesses in the classroom. A regular system of assessment and feedback should be there.

Ways and means for starting guidance and counselling services in secondary schools:

The first idea about providing ways and means regarding guidance and counseling is that there is not as such funding required for starting guidance and counseling in secondary schools. At this stage we have one to one meeting with the students and make their profiles. His/her interest, academic, social, and emotional and anxiety problems are catered. Some of the children know their potentials and can take their decisions for where to go but irrespective of the fact that whether they know about their potentials or not; they definitely need guidance at this stage. His/her general hobbies are asked and also to discuss about their achievements and co-curricular activities. After that we also have a meeting with their parents. By having a picture of all these things, we suggest a path/way to the students accordingly. The second idea is that the govt. and high-ups are required to include guidance and counseling in the policies. The present resources can also be used in this respect. If we give in-service training to the currently serving teachers, then they can guide and counsel the students. The third idea is that apart
from hiring teachers for other posts, we are in need to also hire a teacher of
guidance and counseling at each school level. The current staff cannot bear with
this load. Apart from this, there are different NGO’s which are working at our
schools, they are required to focus on guidance and counseling and that they can
take our help. They can provide a counselor and he/she can visit our schools in
clusters and conduct sessions with the students and conduct guidance and
counseling over there. The fourth idea is that in these limited resources, while
guiding the students it is the enthusiasm and inspiration, which is required on the
part of the students. For that you must be whole-heartedly involved in the
guidance and counseling of students. A natural counselor can inspire them. The
fifth idea is that we can also start from the grass root level. In order to have
guidance workers available first of all you need to have professional or trained
guidance workers. So that means that we must start from the higher education,
where those institutes in education; i.e. Institutes of Education and Research all
over the country and in K.P. in particular needed to have a training programme.
The sixth idea is that far as the means and sources are concerned for starting
guidance and counseling services at secondary school level; the education which
we give to our students in the form of P.T.C., C.T., B.Ed and M.Ed. then all these
things are there in them. But there is a clear cut gap between our theory and
practice as far as our education is concerned. The seventh idea is that there is a
requirement of cumulative record of students in order to guide/counsel them
properly but unfortunately, such like things are not there practically. One is need
to know about social, family background of the students, their diseases and
psychological problems, etc. in order to guide/counsel them properly. One is also
required to have an awareness about what the students do before and after coming
to the school. So, for appropriate guidance and counseling, cumulative record of
the students is needed to be prepared. A form can be designed in this regard and
can be filled in connection with the cumulative record of the students at the time
of admission. Another point is that to update the teachers for guidance and
counseling; workshops can be arranged for them. The eighth idea is that in foreign
countries, it is seen, especially in U.K. that there are youth centres and guidance
centres privately established. The govt. schools have contract with them and they
come in a week or twice a week. Already students identified with problems, they
extend their services to the problem people. So, this should be practiced over here as well. Similarly, a teacher who studies guidance at the M.Ed level should be very practical and should also exercise it in the society but the society outside is not so conducive for these practices.

**Structure/Administration of Guidance and Counselling:**

The first idea regarding the administration/structure of guidance and counseling at the secondary school level is that teacher is in feedback with the counselor and we give feedback to the principal and parents as well. But students, parents, teachers, career advisor and principal should be involved. Some cases are critical and the parents are going to be offensive; we have to have a discussion with them. The second idea is that if we have to polish the talents of the students, arrange functions, and take internships; then the authorities should be involved in this respect. So, senior parties are to be contacted then. The students, teachers, principals and administrators are related/interlinked in connection with their roles. Guidance and counseling is possible, if they create a link and give one another help. The third idea is that this is to be started from the gross-root level and a start can be taken from the students and its implementation can be made there from the secretary level. After secretary, in the hierarchy, there is our directorate and then the district education offices. It has its heads. So, implementation is their job. Policy making is secretary’s job and its implementation and monitoring is related with the directorate, DEOs and the principals. It depends upon the principal that how to take work/duty from their staff and provide guidance and counseling to the students. The fourth idea is that guidance and counseling is the part of the curriculum. If we arrange a separate class for guidance and counseling at the school level, the secretary of education or education department would have no objection on that. As far as the counselor in that hierarchy is concerned, he/she must be a teacher. The fifth idea is that when I look back and what I have witnessed in the United States of America and U.K., they have got a guidance cell or an office where a full-fledged counselor, full time counselor available during the school hours. Even they stay after the school because if there are some students who really have difficulties-these counselors will be offering their services to those students. There is no comparison of U.K. and America with
Pakistan in connection with guidance and counseling. The sixth idea is that the pivotal role is that of the principal to start guidance and counseling here at the secondary school level. If the principal can select three, four, five teachers within the school system and they have separate room, if they can afford a small room is more than enough where these teachers will be available for students during school hours. The seventh idea is that seventy five percent of students are studying in govt. schools. We will appreciate this guidance and counseling topic in our schools. We will also want to involve the civil society organization-their role is also very important. I think that the main focus will be the school. It will be the main focus of our counseling services and it should be the engine of our development. Every development without a school is no development. The eighth idea is that in every district two or three teachers can be trained regarding guidance and counseling as there is no trend in our country to create posts. The teachers provided training of national or international level in guidance and counseling can train other teachers and as such a process will be started. The ninth idea is that a hierarchy of structure/administration is needed but the real thing to start in this respect is inside the school. The Directorate of Curriculum and Teacher Education in their annual calendar should put trainings, develop the modules and strategies to capacitate the principals and headmasters and then through a mechanism the teacher and headmaster performance should be judged by the DCTE. And the role of DEO is also more important. The DEO should also be made part of this programme and that can also be done through DCTE. The tenth idea is that there has to be a guidance worker, a trained guidance worker in a school. There is a dire need to be a trained guidance worker and a trained counselor because students confront many problems in the school environment. Therefore, the business of the guidance worker or the counselor is to mitigate their problems, to reduce their tensions and to justify the ways and means by virtue of which they can fix their own direction. The guidance worker should be torch bearer. There should be arrangement for the guidance activities.

**Guidance and Counselling Services in Cluster:**

The idea about the cluster is if there is career counseling or orientation session, it can be conducted in cluster form. As an example in cluster, there is a
training of teachers. Overall, there is a general meeting or orientation, and then we invite the teachers of different regions, if it is not a one-to-one meeting. Like if there is a general meeting/session or orientation, it is possible to be conducted in cluster but if there is a specific problem of a student then it is not possible to discuss in cluster. If there is a presentation session about the interest of students, then we can invite the students of the schools here in the main campus. In the orientation session, we invite the counselors of other schools as well and also have to go to other schools to conduct sessions with their students. The second idea is if it is not possible to provide counselor to each school then cluster is the best option as we give trainings in cluster form. We can gather the students and teachers and provide them guidance and counseling in cluster form and it’s a very good suggestion. A counselor can go to the cluster school and the teacher can come there and then these teachers can share their experiences regarding guidance and counseling in their schools. These counselors can also go directly in the schools and can give trainings. The third idea is that at the initial stage, to start guidance and counseling, a start from cluster level can be taken and a working teacher can also be nominated for the cluster schools, which are usually seven to ten. A qualified person at these high schools can manage that cluster. Where there are fewer students, cluster form of guidance and counseling can work. In over-crowded schools, two /three school can work in cluster form. When things will be done in a positive frame of mind, then we can definitely get the result. Where there will be less strength of students at secondary school level, cluster form of guidance and counseling will be fine. The fourth idea is that I would like to agree with the provision of guidance and counseling in cluster form in relation with the intra-school and not enter-school. For common problems, one can always arrange group counseling. And if the schools are situated adjacent to each other that could be a good idea even that will enhance cooperation. The fifth idea is that I am mindful of the fact that some of the schools are overcrowded and the idea of cluster may not work as soundly as in other schools but I consider that everything begin with the first step. In these limited resources the appointment of 3000 counselors will be a gigantic task. So, let’s take the first step. And then after one or two year by having an assessment, if more is needed we can take the help of NGOs, other civil societies and donors in this regard. The point is that we should
take some step. In a locality eight to ten schools can be considered as a cluster at secondary level. The master/key/lead trainers can train teachers at the cluster level. They can visit the clusters on different days of the week. There can be about 70-80 high schools in district Peshawar and it can be divided into 7-8 clusters. Counselors can also come in these schools and the students can be arranged in a hall for their guidance and counseling and their questions can be answered. The sixth idea is that slowly and gradually, I think that this cluster cannot work because the schools are already overcrowded. The cluster form can work in rural areas but it is very difficult in urban area because over there the position is very different. However, we should start whatever may be the condition but we should start from the scratch even in cluster form, because something is better than nothing. The problems are many and that it can emerge and they are terminated. Without problems, there is no life.

**Central/Pivotal Role in Guidance and Counselling Cells/Services:**

The first idea about the central role in the guidance and counseling cell is that the one to one interaction of the student/child is most of the time is there with the teacher and the teacher interact as a counselor. But there are specified things, where you need a trained person to guide/counsel. Alongwith the teacher; there are section heads, counselor and then the principals watching the things. So, there is such like a structure where everyone has a pivotal/central role accordingly. The second idea is that in guidance and counseling the first role which comes is that of the parents because at the very start the parents play a very vital role in the socialization of the children/students. Then the student is able to come to the school. In the school, there are the teachers who can guide and counsel the students. If we see the role of administration in this connection, it is also very much important because they implement the things. Apart from that there is the role of secretary and minister in this regard for they make the policy and provide the resources. The third idea is that the principal is playing the interactive role and that is why he/she is making the decisions. He is working at the school and not the director or secretary because they are involved in the administrative activities, decisions and responsibilities from morning to evening. The authorities must be sensitized first that how important guidance and counseling is for the secondary
school students. So, the principal may be trained for a week or two. If the headmaster does not take interest, then he/she will not allow the qualified teachers to counsel the students. For the guidance and counseling of the students, the teachers should be given some specific time to engage the students in important activities but if the head of the school is not interested and he/she does not take this responsibility, then it will be difficult for the teachers to guide and counsel the students. I think that the head should know all this. The fourth idea is that by keeping in view the central role in guidance and counseling cell, teacher can be the best person because mostly the students spend time with the teacher but in extreme cases sessions can be conducted by the principal in collaboration with the parents. The fifth idea is that everybody should consider it is as his/her duty-the principal, the senior teachers, the junior teachers and the counselor. In a word, the principal role is administrative, the teacher’s is academic and counselor’s is counseling. The sixth idea is that the role of principal to be central in guidance counseling cell/service by bringing the community in educating them regarding the need of guidance and counseling. The seventh idea is that I think that the head teacher should be the head of all the reforms and he/she is the main authority and without his/her leadership nothing can be changed and nothing can be introduced to be successful. So, he/she should have the leadership role, if we want that this reform of guidance and counseling to be successful at the school level. The eighth idea is that basically, the main role in the guidance and counseling to be provided to the students is that of the teacher. As far as the administrative role of the principal is concerned, he/she should conduct the look after, take the feedback and follow up but the key role is that of the teacher. At the school level principal, district level DEO and at the class level the teacher will be the leader. At the provincial level the director elementary and secondary education and the secretary education will be the leaders. So, everyone has its central role at his/her respective level. The ninth idea is that the principal should have central role and the linkages with DCTE and also the concerned DEO as well. Apart from coordination, the headmaster should be trained on the concept of guidance and counseling, which is the area to improve the quality of education consequently. There has to be an awareness/introduction of the concept and then the preparation of the training modules for the principal and the training of master trainers and then the master
trainers can teach the headmasters for their activities and that of the teachers as well but this has to be done that there has to be a feedback system and remedial measures. The tenth idea is that the central role in the guidance and counseling cell/service should be there with the principal. I told you that one person should be designated for the task. It’s the responsibility of the head of the institution to designate a person or persons to guide the people who is trained and interested in the field. Untrained and raw ended person should not be given the responsibility.

Responsibility for Starting Guidance and Counselling Cells/Services in Secondary Schools:

In our private sector, mostly NGO’s understand the needs of our students but this thing is lacking in govt. sector. The second point is that the govt., private sector and NGOs; all are responsible for introducing guidance and counseling cells/services at the secondary school level. The third idea is that I think in the govt. school the govt. is responsible and in private schools the owner of the schools are decision makers to introduce guidance and counseling cell/services in secondary schools. The fourth idea is that govt. has to take its responsibility. Everything cannot be done by the private sector or NGOs.NGOs can help in training the teachers but the govt. has to take its responsibility. The fifth idea is that it is required to be introduced by the govt.I have personally studied NGOs, they have/come with their ulterior motives. They will guide you but you have to follow their motives and will. So, govt. is more responsible and sincerity should be there on its part. By govt., I mean the principals. In the school, the govt. is in the principal hands. So, the principal should introduce it and the govt. should support the principals. The sixth idea is that the govt. is responsible for introducing guidance and counseling services at the secondary school level rather than the NGOs because govt. has the authority.NGOs would not be as influential as the govt. would be. The seventh idea is that to give the school an institutional outlook, the teacher should be from govt. sector. If an outside body introduce, I think there will be a problem of authority. No one will accept an advice from a person who is outside the govt. machinery. So, the govt. teacher is needed to be involved as the main person in this process. For guidance, for funding, for trainings; the NGOs/donors should be asked by the govt. and the govt. should
have a leading role. The eighth idea is that guidance and counseling is the responsibility of the govt. at the secondary school level. The NGO can come forward and then help the govt. in implementation of the concept—the trainings and workshops. The ninth idea is that actually, it’s not the question of introduction; the school is the place, whereby the head or the principal who runs the institution is responsible. The private sector or NGOs have got nothing to do with that or the department. As far as the provision of the infrastructure is concerned, this is within the institution that the head should identify a room, should identify a block for that and the materials or equipments should be there and that should be identified as Guidance and Counseling Cell or Directorate of Guidance and Counseling. Start should be taken from the scratch and slowly and gradually gaining momentum. So, nobody is responsible except the head or principal of the institution.

**Type of Guidance and Counselling Services Needed at the Secondary Schools for Teachers and Students:**

The first idea about the type of services needed to be there at the secondary school level is that orientation sessions are there. Students are guided about their academics and subject selection. For class 9th and 11th, there are separate orientation sessions at the city school. In class 11th the students have to know the eligibility criteria of national/international universities. There are meetings about the psychological and physical well-being of the students. Parents are also involved and interaction is there with them regarding the students. The second idea is that I think the most important thing is the career selection/career guidance of the students. If there is problem or any hesitation, then it can be solved at the school level. In this connection career counseling can play a very vital role. Teacher can guide the students in such a way that they should be clear about their relevant subjects. They are in need of professional guidance. The third idea is that seminars on different topics are required to be arranged for their exposures to various areas and professions. The fourth idea is that the students need guidance and counseling in the academic, social, personal and emotional areas. The fifth idea is that there has to be a guidance of the students regarding placement, orientation information, subject selection, vocations, psychological problems,
social problems and there should be follow up and research in this regard. The sixth idea is that the children should exactly know that what their career paths are. The problem is that the students at the secondary school level are not aware about the various professions/careers. They know about two or three professions. But there are a number of professions which can be adopted by the students as profession. So which of the subjects/studies can be opted by them regarding their future career? For the teachers that would be a bit different. For the teachers, the focus should be on the core competencies content knowledge, lesson planning, strategies and professional requirements like guidance and counseling skills. All such things should be linked with the performance of a teacher. There should be exposing of students to various professions. There are organizations which arrange expose-education expose. The seventh idea is that there has also to be a referral service, when the guidance worker does not understand the problem of a student and he/she should refer the problem to the specialist.

**Practicing of Guidance and Counselling at the Secondary School Level:**

Regarding practicing of different activities in connection with guidance and counseling at the secondary school level the first idea is that there are personal, social, emotional, health, etc. problems of the students. Data can be collected regarding their common and severe problems and a profile can be made in this respect. A tracking system can be developed-the students can be allotted a number on the basis of that and then a follow-up can be done. There can be individual and group problems. The second idea to implement guidance and counseling activities practically, there are two ways. i.e. administrative, and the commitment/professionalism and motivation of teachers. At the administrative level, the govt. can notify regarding the conduction of such activities on compulsory basis. There can be a focal person to be nominated as we do in summer camp. There can be teachers, students, volunteers and experts from university to be involved in such activities. We can call doctors, psychologists, etc. for such activities to deliver lectures to the students. The third idea is that first of all we are to assess what the students know about various careers and the need analysis is needed to be done. So, once the base-line is established, then the headmaster should identify and prepare the plan-that would be in the way of
seminars inviting various professionals for advice/lectures. It could be through seminars. It could be arranged through arranging visits of students to some professional institutions and colleges. That could motivate the students. It could also be done in the schools by inviting various professionals to deliver lectures to the students or also arranging seminars.

**Model of Guidance and Counselling at the Secondary School Level:**

The first idea about a model/structure of guidance and counseling at the secondary school is that a separate room is required for confidential counseling sessions, multimedia is required. There has to be orientation sessions for the students, teachers and parents as well in such a cell of guidance and counseling. In such a cell/model, the teachers are to be asked about training and workshops separately in connection with their further improvement. The second idea is that I think this is a topic which needs a lot of study before it to be introduced at the secondary school level. Even we can go for a pilot project and if we are satisfied from it, then we can extend it. e.g. we can select one district as a model. The replications/shortcomings, if any can be minimized and it can be introduced in other districts as well. The third idea is that ideally speaking, there has to be a guidance cell available in schools, where a full time counselor or guidance worker is available for to serve the students. In order to establish a guidance cell, within the school, we need to have cooperation at all the levels-the training institutes must be involved, the education department must be involved and on the top of that it’s the responsibility of the govt., the education minister-it’s their responsibility to launch such programmes, i.e. guidance workers could be trained in the training institutes and that those teachers could be hired by the education department by having the same salary package. The fourth idea is that I think as far as someone; i.e. one or two teachers at the school level will be given some training in guidance and counseling but those teachers are required to be selected who have an aptitude for it. Then there should be some mechanism. There should be some special rooms for the purpose of guidance and counseling where the problems of students could be shared. There should be a complaint box. So; the mechanism will be worked out. There will be files and profiles of students. When and where we need a system, based on your thesis and experiences you should
suggest a system. The fifth idea is that there should be a trained or professional person available in each school regarding the guidance and counseling of the students. A cell can lead them at the district level where there will two experts/trained persons at a higher level of hierarchy from them because when there will be problems at the school level; they should consult with them. The sixth idea is that in foreign, I have seen that there is guidance clinic and in the university it is propagated and described for your comfort and benefit there is a guidance cell in such and such place. If you confront a problem, write an application. Do not write your problem but simply say that I need guidance, I need counseling. It’s about the guidance worker that he/she later on asks about the problem, the name, the profile, the father, your society, everything-this is counseling.
5.2 DISCUSSIONS

5.2.1 Perceptions of Students and Teachers and Experts about Guidance and Counseling:

i. According to quantitative data a very large number of the teachers and all the students were of the opinion that secondary school level is termed as the most critical and crucial stage of individual development. Guidance and counseling must be in every school in Pakistan on emergency basis as suggested by some of the teachers. We have a desire that there should be guidance and counseling program in our schools as suggested by some students. On the basis of qualitative data guidance and counseling is really beneficial at the secondary school level because this is the right time where students are looking for their career opportunities/career selection, where they should work/practice and to select their subjects. Side by side social, emotional, vocational, health and academic problems are also there. Guidance and counseling is required to be the integral part of education. In literature (Van, 2013), it is said that guidance and counseling is very essential in the schools. It is the procedure through which students are given advice for dealing with emotional conflicts and personal problems both in schools as well as to incorporate them in their daily life. Some sessions engage career guidance in which students are guided on which courses to take and which jobs to expect when one does a particular course. It means that the literature has supported the findings of the study that guidance and counselling is extremely important at the secondary level, which is a crucial stage where the students could be guided and counseled regarding their personal, social, emotional, academic, subject selection and career related problems.

ii. The quantitative data states that parent teacher council is playing its role in the guidance of students, most of teachers and students agreed with that statement. Problems of students should be discussed in P.T.M. as told by a few teachers. PTC is needed to be active in solving the guidance and
counseling problems as suggested by a few teachers. It is said (Wikipedia) that in the US the acronym PTA is used which is the part of National Parent Association. Apart from other roles, it supports the educational needs of children and develops family engagement and strong partnerships between schools and communities they serve. The literature has highlighted the various roles of PTC which means that it has supported the findings of the study in relation with importance of PTC.

iii. According to quantitative data guidance work requires mutual cooperation of the teachers, the head teacher and the counselor, a very large number of teachers and students favoured that statement. As far as the qualitative data is concerned, it is stated that the students, teachers, principals and administrators are related/interlinked in connection with their roles. Guidance and counseling is possible, if they create a link and give one another help. It is stated by Giovazolias (2015) that teachers can fruitfully support students at risk or with difficulties, when they are adequately guided and supported by well-trained school counselors. Educational Bureau (2014) stated that school career teams may consist of the following members: principal, vice-principal or a senior teacher, career teachers, class teachers, subject teachers, curriculum development leaders, guidance teachers, school social workers, I.T. coordinators and administrative staff. The literature clearly supported the findings of the study that various stakeholders including teachers, counselors and principals along with others concerned coordination and collaboration can help in solving guidance and counselling related problems; such as career selection and other difficulties.

iv. According to the quantitative data, guidance and counselling service is understood by the teachers and students; most of the teachers and nearly above half of the students favoured that statement. On the basis of qualitative data, it is stated that there is no understanding regarding the importance of guidance and counseling. The teachers also require guidance and counseling in terms of their professional responsibilities, their job
description; they should be aware of the strengths and weaknesses in the classroom. A regular system of assessment and feedback should be there.

v. According to quantitative data, guidance and counseling is needed to be provided in a well-planned manner at the secondary school level, a very large number of teachers and students favoured that statement. A planned programme/structure of guidance and counseling is required for the immediate solution of problems as told by some teachers. On the basis of qualitative data, it is stated that there is an idea that there should be guidance of the students regarding placement, orientation information, subject selection, vocations, psychological problems, social problems and there should be follow up and research in this regard. According to Gordon (2000) that guidance and counseling is an uninterrupted and continuing process. In order to fulfill the needs of students, it must be formalized. The initial stage of programme development planning is of pivotal importance. As far as the findings of the study are concerned, it emphasized that there should be a planned programme of guidance and counselling having various services; which are clearly supported by the literature that it should be continuous and formalized for fulfilling the needs of students.

vi. According to quantitative data, guidance and counseling programmes should be time lined, so that this service is produced on regular basis, a very large number of teachers and students agreed with statement. Period for guidance and counseling for the secondary school students should be there in the timetable as suggested by some teachers. Connecticut State Board of Education (2008) stated that there can be time-frame/calendar for school counseling curriculum as well as individual student planning components. A method of recording those activities on a monthly basis is also provided as a source of tracking the total time used up on activities of students; e.g. in September: learning about me, my personal traits, feelings, what I like about my friends, interpersonal skills and my personal strengths. The literature review emphasized the importance of guidance and counselling to be included as regular part of time-frame in order to
provide this on regular basis, which is an indication that the findings of the study are favoured regarding its quantitative and qualitative data.

vii. According to quantitative data, several factors affect the provision of effective counseling services; such as, lack of resources include finance, counseling room, lack of time and traditional (cultural) belief, a very large number of teachers and most of the students favoured that statement. Bita (2015) said that the most schools are undersupplied in guidance and counseling resources, which includes guidance and counseling rooms, poor furnishing in those schools and there is also a scarcity of recording and filling materials as well as other reference materials. So, a poor environment for the provision of useful counseling is created. Geneva World Health Organization (2013) stated that cultural and social background influences all facets of life from how people greet one another, to how they interrelate in the household and how they make decisions. The literature review has confirmed the findings of the study that several factors affect the provision of guidance and counseling services including lack of resources; such as, counselling room, poor furnishing and cultural belief, etc… which create a poor environment for the provision of useful counselling.

viii. According to quantitative data, there should be a counseling room in the school located in private and quiet part of the school, a very large number of teachers and nearly all the students agreed with it. Bita (2015) stated that valuable guidance and counseling services in schools require enough place, resources and equipments. Along with that, they need to have a suitable amount of space there in the school setting to adequately provide confidential counseling and consulting services for students as well as the teachers. The literature review has confirmed the finding of the study that there should be enough space/counselling room in quite part of the school for the sake of confidentiality in order to provide counselling and consultation services.
ix. According to quantitative data, the head teacher should give moral and material support to guidance and counseling programmes, all the teachers and almost all the students favoured it. According to Ijoki (2013), execution of guidance and counseling in secondary schools depends largely on support provided by head teachers. This is supported by the thought that no school programme can be flourishing without sufficient support provided by the school head teacher who must supervise execution of policies, provision of human resources and material resources and coordination of guidance and counseling activities. It is clear that the findings of study are supported by the literature that head teacher support is necessary to execute policies and resources and coordination of guidance services.

x. According to quantitative data, guidance and counseling teacher should have relevant skills, all the teachers and almost all the students agreed with it. As far as the qualitative data is concerned, for the teachers, the focus should be on the core competencies: content knowledge, lesson planning, strategies and professional requirements like guidance and counseling skills. All such things should be linked with the performance of a teacher. Waiching and Young (2014) in their article stated that respondents jointly showed a clear need for training. Their seeming training needs consist of not only knowledge and skills related to guidance and counseling but also life skills. They demanded training in communication skills, interpersonal skills and ways to deal with their own issues. The training content should be in line with the needs of trainees. The literature has confirmed the findings of the study that teachers/trainees are in need of content knowledge, lesson planning, relevant professional and guidance counselling skills.
### 5.2.2 Perceptions of Guidance Specialists and Suggestions of Teachers and Students regarding the Need of Guidance and Counseling Services in Schools:

i. The qualitative data stated that all the parties including the education minister, secretary education, director elementary and secondary education, DEOs, principals, teachers, counselors and even parents have a central role in its own way/dimension in the guidance and counseling of students. The main point is that coordination is required to be there among all these parties. Delineation of Roles of Key Personnel (n.d) stated that the success of the implementation of guidance work in a school depends on the joint effort of all the school personnel. All the staff in a school has a noteworthy role to play in helping to reach the objectives of school guidance work. All of them should be conscious of their own roles and supply their effort in school guidance and their day-to-day contact with the students. The literature review has confirmed the finding of the study that all the relevant stakeholders have a central role in its own way in the guidance and counselling of students in order to achieve the objectives of the school.

ii. According to the qualitative data, the govt., private sector and NGOs; all are responsible for introducing guidance and counseling cells/services at the secondary school level. In Govt. schools, the main role stands with the government as they have hold over there. In the school, the govt. is in the principal hands. So, the principal should introduce it and the govt. should support the principals.

iii. The qualitative data stated that apart from other services, there should be also referral service, when the guidance worker does not understand the problem of a student and he/she should refer the problem to the specialist. According to Wango (2006), once in a while, a student may be there to discuss with the teacher counselor and he/she may not be able to offer the necessary assistance due to various reasons; such as, the case may be complicated, the counselor may be untrained or even if trained, he/she
might feel unable to offer assistance due to the complicated nature of the problem. In such cases, the teacher may refer the student for specialized counseling to a professional counselor. Luneburg (2010) stated that the aims of guidance and counseling programs in schools are there to help out individuals to build up the ability to know themselves, to resolve their own problems and to make proper adjustments to their environment. Major guidance services include student appraisal, information giving, placement, and follow up and counseling. The literature has confirmed the finding of the study that major guidance services; such as, appraisal, information giving, placement, follow up and counselling should be available in schools and that there should be referral service, when the guidance worker does not understand the problem of a student, so, he/she should refer it to a specialist.

iv. According to qualitative data, to implement guidance and counseling activities practically, there are two ways. i.e. administrative, and the commitment/professionalism and motivation of teachers. At the administrative level, the govt. can notify regarding the conduction of such activities on compulsory basis. There can be a focal person to be nominated as we do in summer camp. There can be teachers, students, volunteers and experts from university to be involved in such activities. We can call doctors, psychologists, etc. for such activities to deliver lectures to the students. National Centre for Guidance in Education Dublin (2004) stated that the school guidance plan the draft and explains the programme of guidance that is the full series of activities by which the school deal with the students’ needs to help them regarding their personal, social, educational and career development. The literature has confirmed the aspect of the finding that practical implementation of guidance programme has a range of activities in order to fulfill the students’ needs regarding their personal, social, educational and career development.

v. According to quantitative data, expert counselors are required to counsel the students and teachers every month/6 months as suggested by a few teachers. According to Brown (1999), school counselors are under stress to
help in the effort to increase student achievement. They can take action to this challenge by working to develop the school environment, using direct interventions; such as, teaching study skills and involving students in achievement motivation groups, and by increasing the attachment in the educational process. The literature has supported the finding of the study that counselor should provide counselling in the school on regular basis.

vi. All the points mentioned in the questionnaire are extremely important as told by some teachers.

vii. Teachers’ training must include guidance and counseling as suggested by a few teachers.

viii. According to quantitative data, recreational guidance is necessary as suggested by some students. Witt and Cadwell (2010) said that there was a time when researchers thought the brain stop to develop after childhood. But more recent data suggests that the brain continues to develop throughout adolescence. Knowing how the brain develops during adolescence has inference for understanding some of the ways adolescents approach participation in recreation activities. The literature has confirmed the finding that recreational guidance/activities continue to develop the brain even during adolescence.

ix. According to quantitative data there is a need of sports and excursions/tours as suggested by a handsome number of students. Woods (1937) stated that excursions and field trips are of more interest to pupils as compared to the more bookish types of classroom procedure. They help to bridge the gap between school and life. Broadley; et al (2013) said that the result suggests that participation in individual sports confers a benefit to academic results because of the increased positive personality characteristics of conscientiousness and sovereignty linked with these sports. The benefits of sports and exercise in relation to health are well-recognized. The literature has confirmed the finding that sports and
excursions should be there, as they are of more interest to the students because they bridge the gap between school and life.

x. According to quantitative data, functional library is necessary for academic guidance in our schools as told by some students. The Finnish National Board of Education (2002) stated that a school library is a planned collection of study and teaching material aimed at pupils, teachers and other staff alike. It also includes access to local, regional, national and international information databases. The finding of the study is supported by the literature that planned/functional library for academic guidance.

xi. The quantitative data stated that there is a need of different programs/co-curricular activities in our schools as suggested by a few students. Lanjewar (2014) said that co-curricular activities assist to develop students mentally as well as physically and creates an ideal learning environment. Co-curricular activities help in promoting academic achievement. The literature has confirmed the finding of the study that different programs of co-curricular activities in our schools as these develop students mentally as well as physically.

xii. According to quantitative data, parents should be motivated for the education of girls as told by a few students. Acharya and Joshi (2011) stated that achievement motivation would be positively correlated with parental support and girls would be perceived considerably higher support from parents than boys. The finding of the study that parents should be motivated for the education of girls is supported by the literature to elaborate that they are in need of higher support from parents as compared to boys.

xiii. According to qualitative data, IERs can collaborate with govt. schools by sharing the researches of their students.
5.2.3 Problems of Students and Teachers in Connection with Guidance and Counseling:

i. According to quantitative data, the need of guidance and counseling should be highlighted at the secretariat/secretary level, a very large number of teachers and students favoured it. Teachers and high-ups should be given awareness about the importance of guidance and counseling as told by a few teachers. Ngamun and Bobga in their research paper (2016) said that there is need for serious enlightenment on the part of the public to accept guidance and counseling. This will help strategies for administrators to achieve a realistic perception of students in their school environment. The literature has confirmed the finding of the study that high ups/public should be given awareness/highlighted in connection with the importance of guidance and counselling.

ii. According to quantitative data, every school should have guidance and counseling committee, a very large number of teachers and nearly all the students agreed with it. There should be a counseling committee in the school as told by a few students. Florida Department of Education (2001) stated that an advisory committee for the development of students has been established and is active. The chief purpose of the advisory committee is to set program goals, provide support, offer advice, review present activities, and encourage new activities to meet up the goals of the comprehensive program. The finding of the study stated that every school should have a guidance and counselling committee which is supported by the literature by elaborating that such a committee is necessary by performing various roles and activities.

iii. As far as the quantitative data is concerned, all members of teaching and support staff should be actively involved in guidance and counseling programmes, a very large number of teachers and students agreed with it. Springfield Public School (2009) stated that the comprehensive school counseling program guide revision team believes that all stakeholders in the Springfield Public School System should be notified and instructed in
connection with the comprehensive school counseling program so that it can be fruitfully and efficiently instituted with everyone support and assistance. The guide will help parents, faculty, administration and community members to better comprehend the scope and impact of the school counseling program and the primary goal of supporting the accomplishment of every student in the Springfield Public School. The finding of the study is supported by the literature that all the stakeholders; such as, teaching and support staff should be actively involved in a comprehensive guidance and counselling programme.

iv. According to the quantitative data, confidence of students can be improved through guidance and counseling, a very large number of teachers and all the students favoured it.

v. The quantitative data elaborates that learning problems of students can be solved through guidance and counseling, a very large number of teachers and all the students favoured it. Hutchinson and Nancy (1995) said that making developmental career counseling focus in secondary schools contributes to the success of youth with learning disabilities. Career counselors, classroom teachers and special educators can work together to adapt a program to meet the needs of youth with learning disabilities in the community. The literature supported the finding of the study that learning disabilities/problems of can be solved through guidance and counselling.

vi. The quantitative data stated that self-awareness in students through guidance can be developed, all the teachers and nearly all the students agreed with it.

vii. The quantitative data stated that proper guidance and counseling can make students well-adjusted in society, all the teachers and almost all the students agreed with it. Egbo (2015) said that counselors make use of school guidance programmes that include orientation counseling, information, appraisal, placement, referral, evaluation, follow up, research and community services to bring about excellent well-being and optimal
adjustment of secondary school students in and outside schools. The literature supported the finding of the study that various guidance and counselling (services) can students well-adjusted in society.

viii. According to quantitative data, development of students interests, will lead to the selection of vocational and educational courses, a very large number of teachers and almost all the students favoured it. Students should not be imposed while selecting their subjects as suggested by some students. On the basis of qualitative data, the students are required to be guided about their academics and subject selection. Seminars on different topics are needed to be arranged for their exposures to various area and professions. There should be expose of students to various professions. There are organizations which arrange expose-education expose.

ix. According to quantitative data, guidance and counseling help in solving psychological problems, a very large number of teachers and almost all the students favoured it. There is a need of emotional guidance as suggested by a few students. On the basis of qualitative data, there are meetings about the psychological and physical well-being of the students.

x. According to quantitative data, guidance and counseling assist the students for the solution of their personal and social problems, a very large number of teachers and students agreed with it. There should be moral and social guidance and counseling as told by a few students. Social, moral, emotional, physical, psychological and mental problems of students can be solved through guidance and counseling as suggested by a few teachers. Health and academic guidance is necessary as suggested by some students. The qualitative data stated that the students need guidance and counseling in the academic, social, personal and emotional areas. There can be personal, social, emotional, health, etc. problems of the students. Data can be collected regarding their common and severe problems and a profile can be made in this respect. A tracking system can be developed-the students can be allotted a number on the basis of that and then a follow-up can be done. There can be individual and group problems.
xi. According to quantitative data, budget allocation may be increased for the establishment of guidance and counseling program, a large number of teachers and almost all the students agreed with it. Proper budget should be provided in connection with guidance and counseling as suggested by a few teachers. According Karp (2013) in large part, community colleges have not been able to implement an ideal model of guidance and counseling due to structural constraints; such as, limited budgets, limited staffing and organizational divisions. The findings of the study stated that budget allocation may be increased for the establishment of guidance and counselling of guidance and counselling program which is further emphasized by the literature that implemention of an ideal model of guidance and counselling is restricted due to limited budgets, limited staffing and organizational divisions.

xii. The quantitative data stated that teachers have some psychological problems at the secondary school level, most of the teachers and a very large number of students favoured it.

xiii. The quantitative data elaborates that maladjusted students are difficult to be handled by the secondary school teachers, most of the teachers and a very large number of students favoured it.

xiv. The quantitative data explains that teachers are depressed due to work load at the secondary school level, most of the teachers and students agreed with it. Bolton (2015) said that time management and work-load stress were the main stressors overall and also within the category that said, they were much stressed. The literature has supported the finding of the study that teachers are depressed due to work load at the secondary school level.

xv. The fifteenth statement shows that secondary school teachers have personal and social problems, most of the teachers and students agreed with it.
5.2.4 Ways and Means about the Implementation and Practices of Guidance and Counseling Services:

i. According to quantitative data, posts for counselors at secondary school level should be created, a very large number of teachers and students favoured it. Separate posts of certified counselors at the secondary school level should be created as told by some teachers. On the basis of qualitative data, apart from hiring teachers for other posts, we should also hire a teacher of guidance and counseling at each school level. Anuradha (2009) stated that posts of counselors are important in schools because they administer tests, interpret the results of psychological tests, give information about different types of courses and various occupations, give individual counseling to the students, assist teachers with pupils problems which the teachers find difficult and take the follow-up work with a view to assess the outcome of guidance services. The literature has confirmed the findings of the study that separate posts of counselors should be created at the school level due to fulfilling various responsibilities and duties.

ii. The quantitative data indicates that a teacher among the teachers can be given guidance and counseling responsibilities, a large number of teachers and students favoured it. According to the qualitative data, Govt. and high-ups are required to include guidance and counseling in the policies. The present resources can also be used in this respect. Thomas (1990) said that as far as the professional training of counsellors is concerned, the teachers may be deficient in this respect but the school teachers are having a long convention for giving help to the students having personal problems. It is a reality that useful teachers have many of the same qualities as that of effective counsellors. Quantitative data showed that teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling, a very large number of teachers and students agreed with it. Teachers should be given training in guidance and counseling/training programmes, workshops and refresher courses arrangement for them as suggested by some teachers. The qualitative data
stated that the teachers provided training of national or international level in guidance and counseling can train other teachers and as such a process will be started. We can also start from the grass root level. In order to have guidance workers available first of all you need to have professional or trained guidance workers. So that means that we must start from the higher education, where those institutes in education; i.e. Institutes of Education and Research all over the country and in K.P. in particular should have a training programme. The literature review has supported the findings of the study that those teachers can be given guidance and counselling responsibilities who are professionally trained in this respect and that teachers can be trained as master trainers in this regard to provide training to other teachers.

iii. The quantitative data indicates that some students should be appointed as peer counselors, most of the teachers and a large number of students agreed with it. The qualitative data elaborated that there can be exchange visits of students of one school to another. So, the students can learn what the other students of secondary school should have got the knowledge of guidance and counseling from their respective teachers or principals; i.e. peer counseling. Summer camp is an excellent opportunity for such activity.

iv. According to quantitative data, school based in-service courses on guidance and counseling for all staff is required to be organized, a very large number of teachers and students favoured it. The qualitative data stated that to update the teachers for guidance and counseling; workshops can be arranged for them. The Directorate of Curriculum and Teacher Education in their annual calendar should put trainings, develop the modules and strategies to capacitate the principals and headmasters and then through a mechanism the teacher and headmaster performance should be judged by the DCTE. And the role of DEO is also more important. The DEO should also be made part of this programme and that can also be done through DCTE.
v. The quantitative data elaborates that teacher and other members of counseling team should go for counseling supervision, a very large number of teachers and students favoured it. The qualitative data stated that after secretary, in the hierarchy, there is our directorate and then the district education offices. It has its heads. So, implementation is their job. Policy making is secretary’s job and its implementation and monitoring is related with the directorate, DEOs and the principals. It depends upon the principal that how to take work/duty from their staff and provide guidance and counseling to the students.

5.2.5 A Model of Guidance and Counseling:

i. The quantitative data elaborated that for better performance of students in secondary schools proper structure of guidance and counseling is needed to be there, all the teachers and almost all the students agreed with it. Chaudri (2015) in her research paper stated that every school should have proper guidance unit and its proper functioning should be there to help the students for their diverse problems, which will help in promoting the overall quality of education. The finding of the study stated that proper structure of guidance and counselling is needed to there for better performance of students is supported by the literature.

ii. According to quantitative data, cluster system of guidance may work at the secondary school level, e.g. every ten schools situated nearby, most of the teachers favoured while most of the students disagreed with it. The qualitative data elaborated that career counseling, orientation sessions, training of teachers, small schools as situated in rural areas; can be done in cluster form. Counselors can come to cluster school and deliver lectures to students and teachers; and even that cluster idea can work in intra-school classes/sections but where there are over-crowded schools as in big cities, this idea of cluster may not work as soundly. But the first step should be taken in any way even from the scratch as cluster and slowly and gradually improvements can be made on the basis of need analysis. Chikoko (2007) stated that the grouping of schools within the same geographical location
for the sake of economic, pedagogic, administrative and political purpose is the school clusters and the idea has come out as one possible solution for developing countries in order to achieve qualitative as well as quantitative improvements in the systems of their education within the framework of financial scarcity. The literature has confirmed the finding of the study that guidance and counselling can be provided in clusters due to financial scarcity and minimum resources.

iii. The quantitative data indicated that in every school, at least there may be a small unit of guidance and counseling with the logistics and facilities, where there will be files and profiles of students having problems, a very large number of teachers and nearly all the students favoured it. The qualitative data stated that a separate room is required for confidential counseling sessions, multimedia is required. There should be orientation sessions. A proper office of guidance and counseling at the secondary school level should also be there. Hammons (n.d) said that the school counseling centre should be situated in a place separate from administrative suite. Ideally, the head of the guidance department’s office and school counselor’s offices set up in a part of the school that is easily-reachable and has a positive connection for students. The literature has supported the findings of the study that there must be a small unit/counselling centre/counselling room to be situated in a place separate from administrative office to be comfortable having various facilities.

iv. According to the quantitative data, students should participate in designing programs for guidance and counseling, a very large number of teachers and nearly all the students favoured it. Scotia (2010) stated that in order to develop and implement the comprehensive guidance and counseling programme in a school, all the stakeholders in the educational process have a role to play. The literature supported the finding that for designing and implementing guidance and counselling in a school, stakeholders/students should play its role.
v. The qualitative data elaborated that there can be a Directorate of guidance and counseling. It can be a general directorate of guidance and counseling. There should be trained staff, counselors in such a directorate. If a student is having a specific problem then we can request and counselors can come to the schools to solve the problems of students.

vi. According to the qualitative data we can go for a pilot project in connection with guidance and counseling services and if we are satisfied from it, then we can extend it. e.g. we can select one district as a model. The replications/shortcomings, if any can be minimized and it can be introduced in other districts. Heathcoat (n.d) said that walk before you run. A pilot project merges the planning stages and implementation stages of project development. It serves as a way to educate management and build support for project and verifies costs and benefits. The finding of the study said that there should be a pilot project before introducing guidance and counselling services in schools which is supported by literature by elaborating that pilot project serves as way to educate management and build support for project and verifies costs and benefits.

vii. The qualitative data stated that ideally speaking, there has to be a guidance cell available in schools, where a full time counselor or guidance worker is available for to serve the students. In order to establish a guidance cell, within the school, we need to have cooperation at all the levels.

viii. According to qualitative data, one or two teachers at the school level will be given some training in guidance and counseling but those teachers should be selected who have an aptitude for it. Then there should be some mechanism for it.

ix. According to the qualitative data, there should be a trained or professional person available in each school regarding the guidance and counseling of the students. A cell can lead them at the district level where there will be two experts/trained persons at a higher level of hierarchy from them because when there will be problems at the school level; they should consult with them.
On the basis of qualitative data, it is seen that there is guidance clinic and in the university it is propagated and described for your comfort and benefit there is a guidance cell in such and such place. If you confront a problem, write an application. Do not write your problem but simply say that I need guidance, I need counseling. It’s about the guidance worker that he/she later on asks about the problem, the name, the profile, the father, your society, everything-this is counseling. Dev Samaj College of Education, Chandigarh India stated that the guidance and counseling cell of the college provides a wholesome and conducive environment for all round development of the students. This is a team effort involving principal, faculty members and the counselor. The findings of study stated that there can be guidance and counselling clinic/cell which is further elaborated by the literature that such a cell provides a wholesome and conducive environment for all round development of students.
5.3 CONCLUSION

5.3.1 Perceptions of Students and Teachers and Experts about Guidance and Counseling:

i. Guidance and counselling is extremely important at the secondary level, which is a crucial stage where the students could be guided and counseled regarding their personal, social, emotional, academic, subject selection and career related problems.

ii. Parent Teacher Council is playing its role in the guidance of students. Problems of students are required to be discussed in P.T.M. PTC is needed to be active in solving the guidance and counseling problems. Apart from other roles, it supports the educational needs of children and develops family engagement and strong partnerships between schools and communities they serve.

iii. Various stake holders including teachers, counselors and principals along with others concerned coordination and collaboration can help in solving guidance and counselling related problems; such ass career selection and other difficulties.

iv. The teachers require guidance and counseling in terms of their professional responsibilities, their job description; they are required to be aware of the strengths and weaknesses in the classroom. A regular system of assessment and feedback is needed to be there.

v. There is a need of a planned programme of guidance and counselling having various services for fulfilling the needs of students.

vi. Guidance and counselling is so important that it is to be included as regular part of time-frame in order to provide this on regular basis.

vii. Several factors affect the provision of guidance and counselling services including lack of resources; such as, counselling room, poor furnishing and
cultural belief, etc… which create a poor environment for the provision of useful counselling.

viii. There is a need of enough space/counselling room in quite part of the school for the sake of confidentiality in order to provide counselling and consultation services.

ix. Head teacher support is necessary to execute policies and resources and coordination of guidance services in schools.

x. Teachers/trainees are in need of content knowledge, lesson planning, relevant professional and guidance counselling skills.

5.3.2 Perceptions of Guidance Specialists and Suggestions of Teachers and Students regarding the Need of Guidance and Counseling Services in Schools:

i. All the relevant stake holders have a central role in its own way in the guidance and counselling of students in order to achieve the objectives of the school.

ii. The govt., private sector and NGOs; all are responsible for introducing guidance and counseling cells/services at the secondary school level. In the school, the govt. is in the principal hands. So, the principal is required to introduce it and the govt. should support the principals.

iii. Major guidance services; such as, appraisal, information giving, placement, follow up and counselling are necessary to be available in schools and that there is a need of referral service, when the guidance worker does not understand the problem of a student, so, he/she should refer it to a specialist.

ii. Practical implementation of guidance programme has a range of activities in order to fulfill the students’ needs regarding their personal, social, educational and career development.
iii. Counselor is required to provide counselling in the school on regular basis.

iv. All the points mentioned in the questionnaire are extremely important.

v. Teachers’ training is necessary to include guidance and counseling.

vi. Recreational guidance is necessary as recreational guidance/activities continue to develop the brain even during adolescence.

vii. Sports and excursions are necessary to be there, as they are of more interest to the students because they bridge the gap between school and life.

viii. Planned/functional library is necessary for academic guidance.

ix. There is a need of different programs of co-curricular activities in our schools as these develop students mentally as well as physically.

x. Parents are needed to be motivated for the education of girls and that girls are in need of higher support from parents as compared to boys.

xi. IERs can collaborate with govt. schools by sharing the researches of their students.

5.3.3 Problems of Students and Teachers in Connection with Guidance and Counseling:

i. High ups/public is needed to be given awareness/highlighted in connection with the importance of guidance and counselling.

ii. Every school is required to have guidance and counselling committee and such a committee is necessary by performing various roles and activities.

iii. All the stakeholders; such as, teaching and support staff active involvement in a comprehensive guidance and counselling programme is necessary.
iv. Confidence of students can be improved through guidance and counseling.

v. Learning disabilities/problems of students can be solved through guidance and counselling.

vi. Self-awareness in students can be developed through guidance.

vii. Various guidance and counselling (services) can make students well-adjusted in society.

viii. Development of students interests, will lead to the selection of vocational and educational courses. Seminars on different topics are needed to be arranged for their exposures to various areas and professions. There can be expose of students to various professions.

ix. Guidance and counseling help in solving psychological problems. There can be meetings about the psychological and physical well-being of the students.

x. Guidance and counseling assist the students for the solution of their personal and social problems. There is a requirement of moral and social guidance and counseling. Social, moral, emotional, physical, psychological and mental problems of students can be solved through guidance and counselling. Data can be collected regarding their common and severe problems and a profile can be made in this respect. A tracking system can be developed—the students can be allotted a number on the basis of that and then a follow-up can be done. There can be individual and group problems.

xi. Budget allocation may be increased for the establishment of guidance and counselling of guidance and counselling program and the implementation of an ideal model of guidance and counselling is restricted due to limited budgets, limited staffing and organizational divisions.

xii. Teachers have some psychological problems at the secondary school level.
xiii. Maladjusted students are difficult to be handled by the secondary school teachers.

xiv. Teachers are depressed due to work load at the secondary school level.

xv. Secondary school teachers have personal and social problems.

5.3.4 Ways and Means about the Implementation and Practices of Guidance and Counseling Services:

i. Separate posts of counselors are needed to be created at the school level due to fulfilling various responsibilities and duties.

ii. Those teachers can be given guidance and counselling responsibilities who are professionally trained in this respect and that teachers can be trained as master trainers in this regard to provide training to other teachers.

iii. Some students are required to be appointed as peer counselors There can be exchange visits of students of one school to another. So, the students can learn what the other students of secondary school should have got the knowledge of guidance and counseling from their respective teachers or principals. Summer camp is an excellent opportunity for such activity.

iv. School based in-service courses on guidance and counseling for all staff is required to be organized. The qualitative data stated that to update the teachers for guidance and counseling; workshops can be arranged for them. The Directorate of Curriculum and Teacher Education in their annual calendar should put trainings, develop the modules and strategies to capacitate the principals and headmasters and then through a mechanism the teacher and headmaster performance should be judged by the DCTE.

v. Teacher and other members of counseling team are needed to go for counseling supervision. Policy making is secretary’s job and its implementation and monitoring is related with the directorate, DEOs and the principals. It depends
upon the principal that how to take work/duty from their staff and provide guidance and counseling to the students.

5.3.5 A Model of Guidance and Counseling:

i. Proper structure of guidance and counselling is needed to there for better performance of students.

ii. Guidance and counselling can be provided in clusters due to financial scarcity and minimum resources.

iii. There is a need of a small unit/counselling centre/counselling room to be situated in a place separate from administrative office to be comfortable having various facilities.

iv. For designing and implementing guidance and counselling in a school, stakeholders/students have a play to role.

v. There can be a Directorate of Guidance and Counseling. It can be a general directorate of guidance and counseling. There is a requirement of trained staff, counselors in such a directorate. If a student is having a specific problem then we can request and counselors can come to the schools to solve the problems of students.

vi. There is a need of pilot project before introducing guidance and counselling services in schools as pilot project serves as way to educate management and build support for project and verifies costs and benefits.

vii. There has to be a guidance cell available in schools, where a full time counselor or guidance worker is available for to serve the students. In order to establish a guidance cell, within the school, we need to have cooperation at all the levels.
viii. One or two teachers at the school level will be given some training in guidance and counseling but those teachers are required to be selected who have an aptitude for it.

ix. There is a need of a trained or professional person available in each school regarding the guidance and counseling of the students. A cell can lead them at the district level where there will be two experts/trained persons at a higher level of hierarchy from them because when there will be problems at the school level; they should consult with them.

x. There can be guidance and counselling clinic/cell and such a cell can provide a wholesome and conducive environment for all round development of students.
5.4 RECOMMENDATIONS:

As a result of the information obtained from data analysis, the following recommendations are made:

5.4.1 Perceptions of Students and Teachers and Experts about Guidance and Counseling:

i. Guidance and counseling must be in every school in Pakistan on emergency basis. Guidance and counseling is really beneficial at the secondary school level because this is the right time where students are looking for their career opportunities/career selection, where they should work/practice and to select their subjects. Side by side social, emotional, vocational, health and academic problems are also there. Guidance and counseling should be the integral part of education.

ii. Problems of students should be discussed in P.T.M. PTC should be active in solving the guidance and counseling problems.

iii. Guidance and counselling service is needed to be understood by the teachers and students. There is no understanding regarding the importance of guidance and counseling. The teachers also require guidance and counseling in terms of their professional responsibilities, their job description; they should be aware of their strengths and weaknesses in the classroom. A regular system of assessment and feedback should be there.

iv. Guidance and counseling is needed to be provided in a well-planned manner at the secondary school level. In order to meet the needs of students, it must be formalized. The initial stage of programme development planning is of central importance.

v. Guidance and counseling programmes should be time lined, so that this service is produced on regular basis. Period for guidance and counseling for the secondary school students should be there in the timetable.
vi. There should be a counseling room in the school located in a private and quiet part of the school. There is a need of suitable space within the school setting to sufficiently provide confidential counseling and consulting services for students and teachers.

vii. The head teacher should give moral and material support to guidance and counseling programmes. Implementation of guidance and counseling in secondary schools depends largely on support provided by head teachers.

viii. The guidance and counseling teacher should have relevant skills. For the teachers, the focus should be on the core competencies: content knowledge, lesson planning, strategies and professional requirements like guidance and counseling skills.

5.4.2 Perceptions of Guidance Specialists and suggestions of Teachers and Students regarding the Need of Guidance and Counseling Services in Schools:

i. All the parties including the education minister, secretary education, director elementary and secondary education, DEOs, principals, teachers, counselors and even parents are required to play their central role in its own way/dimension in the guidance and counseling of students.

ii. The govt., private sector and NGOs can take the responsibility for introducing guidance and counseling cells/services at the secondary school level. In the school, the govt. is in the principal hands. So, the principal should introduce it and the govt. should support the principals.

iii. There should also be referral service, when the guidance worker does not understand the problem of a student and he/she should refer the problem to the specialist. The major guidance services can include student appraisal, information giving, placement, and follow up and counseling.

iv. To implement guidance and counseling activities practically, there can be teachers, students, volunteers and experts from university to be involved in
such activities. There can be the full range of activities through which the schools tackle the needs of the students by helping them in their personal and social, educational and career development.

v. Expert counselors should counsel the students and teachers every month.

vi. Teachers’ training must include guidance and counseling.

vii. Recreational guidance is necessary as the brain develops by participation in recreation activities.

viii. There should be sports and excursions/tours as the excursions and field trips are of more interest to pupils as compared to the more bookish types of classroom procedure. They help to bridge the gulf between school and life. Participation in individual sports bestows a benefit to academic results because of the enhanced positive personality characteristics of conscientiousness and autonomy linked with these sports.

ix. A functional library is necessary for academic guidance in the schools.

x. There should be different programs/co-curricular activities in the schools because co-curricular activities help to develop students mentally as well as physically and creates an ideal learning environment. Co-curricular activities help in enhancing academic achievement.

xi. Parents should be motivated for the education of girls and that girls would be perceived significantly higher support from parents than boys.

xii. The IERs can collaborate with govt. schools by sharing the researches of their students.

5.4.3 Problems of Students and Teachers in Connection with Guidance and Counseling:

i. Teachers and high-ups should be given awareness about the importance of guidance and counseling.
ii. Every school should have guidance and counseling committee. An advisory committee can set program goals, provide support, offer advice, review present activities, and encourage new activities to meet the goals of the comprehensive program.

iii. All members of teaching and support staff should be actively involved in guidance and counseling programmes.

iv. Learning problems of students can be solved through guidance and counseling. Making developmental career counseling focus in secondary schools contributes to the success of youth with learning disabilities.

v. Proper guidance and counseling can make students well-adjusted in society. Counselors can make use of school guidance programmes that include orientation counseling, information, appraisal, placement, referral, evaluation, follow up, research and community services to bring about excellent well-being and optimal adjustment of secondary school students in and outside schools.

vi. Development of students interests, can lead to the selection of vocational and educational courses. Students should not be imposed while selecting their subjects. The students are required to be guided about their academics and subject selection. Seminars on different topics are needed to be arranged for their exposures to various areas and professions.

vii. Guidance and counseling can help in solving psychological problems. There can be meetings about the psychological and physical well-being of the students.

viii. Guidance and counseling can assist the students for the solution of their personal and social problems. Data can be collected regarding their common and severe problems and a profile can be made in this respect.

ix. Budget allocation may be increased for the establishment of guidance and counseling program. An ideal model of guidance and counseling cannot be
implemented due to structural constraints; such as, limited budgets, limited staffing and organizational divisions.

x. Those teachers who are depressed due to work load at the secondary level should have some time for leisure and refreshment.

5.4.4 Ways and Means about the Implementation and Practices of Guidance and Counseling Services:

i. Posts of certified counselors are important in schools because they administer tests, interpret the results of psychological tests, give information about different types of courses and various occupations, give individual counseling to the students, assist teachers with pupils problems which the teachers find difficult and take the follow-up work with a view to assess the outcome of guidance services.

ii. A teacher among the teachers can be given guidance and counseling responsibilities, who has the attitude, aptitude and necessary skills in this respect.

iii. One of the possibilities while introducing guidance and counseling at the secondary school level is that the teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling.

iv. Some students should be appointed as peer counselors. There can be exchange visits of students of one school to another. So, the students can learn what the other students of secondary school should have got the knowledge or guidance and counseling from their respective teachers or principals.

v. School based in-service courses on guidance and counseling for all staff is required to be organized. Another point is that to update the teachers for guidance and counseling; workshops can be arranged for them. The
Directorate of Curriculum and Teacher Education in their annual calendar should put trainings, develop the modules and strategies.

5.4.5 A Model of Guidance and Counseling:

i. There can be a Directorate of Guidance and Counselling. It can be a general directorate of guidance and counselling. There should be trained staff and counsellors in such a directorate.

ii. There should be a trained or professional person available in each school regarding the guidance and counselling of the students. A cell can lead them at the district level where there will be two experts/trained persons at a higher level of hierarchy from them because when there will be problems at the school level; they should consult with them.

iii. Cluster system of guidance may work at the secondary school level, e.g. every ten schools situated nearby. Where there will be overcrowded schools, two/three schools can be selected in cluster.

iv. We can go for a pilot project in connection with guidance and counselling services and if we are satisfied from it, then we can extend it. e.g. we can select one district as a model. The replications/shortcomings, if any can be minimized and it can be introduced in other districts.

v. In every school, at least there may be a small unit of guidance and counselling with the logistics and facilities, where there will be files and profiles of students having problems. A separate room is required for confidential counselling sessions. A proper office of guidance and counselling at the secondary level should also be there.
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**APPENDIX-A**

**NEED AND PRACTICES OF GUIDANCE AND COUNSELLING AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA, PAKISTAN**

**QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS AND STUDENTS**

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<td>4.1.i Secondary school level is termed as the most critical and crucial stage of individual development</td>
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<td>4.1.ii Parent teacher council is playing its role in the guidance of students</td>
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<td>4.1.iii Guidance work requires mutual cooperation of the teachers, the head teacher and the counselor</td>
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<td>4.1.iv Guidance and counseling service in the school is understood by the teachers and students</td>
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<td>4.1.v Guidance and counseling is needed to be provided in well planned manner at the secondary school level</td>
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4.1.vi Guidance and counseling programmes should be time lined, so that this service is produced on regular basis

4.1.vii Several factors affect the provision of effective counseling services; such as, lack of resources include finance, counseling room, lack of time and traditional(cultural)belief

4.1.viii There should be a counseling room located in private and quiet part of the school

4.1.ix The head teacher should give moral and material support to guidance and counseling programmes

4.1.x The guidance and counseling teacher should have relevant skills

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4.2 Problems of Students and Teachers in Connection with Guidance Counseling
<p>| 4.2.i | The need of guidance and counseling should be highlighted at the secretriate/secretary level |
| 4.2.ii | Every school should have a guidance and counseling committee |
| 4.2.iii | All members of teaching and support staff should be actively involved in guidance and counseling programmes |
| 4.2.iv | Confidence level of students can be improved through guidance and counseling |
| 4.2.v | Learning problems of students can be solved through guidance counseling |
| 4.2.vi | Self-awareness in students through guidance and counseling can be developed |
| 4.2.vii | Proper guidance and counseling can make students well-adjusted in society |
| 4.2.viii | Development of |</p>
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<td>4.2.ix</td>
<td>Guidance and counseling help in solving psychological problems of students</td>
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<td>4.1.x</td>
<td>Guidance and counseling assist the students for the solution of their personal and social problems</td>
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<td>4.2.xi</td>
<td>Budget allocation may be increased for the establishment of guidance and counseling program</td>
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<td>4.2.xii</td>
<td>Teachers have some psychological problems at the secondary school level</td>
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<td>4.2.xiii</td>
<td>Maladjusted students are difficult to be handled by secondary school teachers</td>
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<td>4.2.xiv</td>
<td>Teachers are depressed due to work at the secondary school level</td>
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<td>4.2.xv</td>
<td>Secondary school teachers have personal and social problems</td>
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<td>Scales</td>
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<td>4.3.i</td>
<td>Posts for counselors at the secondary school level should be created</td>
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<td>A teacher among the teachers can be given guidance and counseling responsibilities</td>
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<td>4.3.iii</td>
<td>Teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling</td>
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<td>4.3.iv</td>
<td>Some students should be appointed as peer counselors</td>
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<td>4.3.v</td>
<td>School based in-service courses on guidance and counseling for all</td>
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4.3.vi Teacher and other members of counseling team should go for counseling supervision

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4.4 A Model of Guidance and Counseling Services

4.4.i For better academic performance of students in secondary schools, a proper structure of guidance and counseling is needed to be there

4.4.ii Cluster system of guidance and counseling may work at the secondary school level, e.g., every ten schools situated nearby

4.4.iii In every school, at least there may be a
| small unit with the logistics and facilities, where there will be files and profiles of the students having problems |
| 4.4.iv Students should participate in designing programs for guidance and counseling |
Appendix-B:

QUESTIONS OF SEMI-STRUCTURED INTERVIEW FOR EXPERTS/PLANNERS/ADMINISTRATORS AT THE NATIONAL LEVEL

NEED AND PRACTICES OF GUIDANCE AND COUNSELLING AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA, PAKISTAN

- Do you think that guidance and counseling cells/services are necessary at the secondary school level?...Its benefits

- What should be the ways and means for starting guidance and counseling services in secondary schools? Its structure/administration; e.g. teachers, students, students, counselors, principal, DEO, secretary education

- What do you think about the guidance and counseling cells/services in cluster form, if you think that the resources are minimum?

- Who should have the central/pivotal role in the guidance/counseling cell/service?

- Who is responsible for introducing guidance and counseling cells/services in secondary schools? Govt. or others…

- What type of guidance and counseling services are needed to be there at the secondary school level for teachers and students?

- How should we practice guidance and counseling at the secondary school level?

- How and what type of model of guidance and counseling to be suggested at the secondary school level?
Appendix-C

List of Sample Schools from which the Data was collected

➢ Govt High/Higher Secondary Schools for Boys Peshawar, Pakistan
  • GHSS No.1 Peshawar City
  • GHSS No.3 Peshawar City
  • GHSS No.4, Kakshal, Peshawar
  • GHS Zaryab Colony, Peshawar
  • GHS Civil Quarters, Peshawar
  • GHSS No.1 Peshawar Cantt
  • GHSS No.2 Peshawar Cantt
  • GHS PAF Shaheen Camp Peshawar Cantt
  • GHSS Tehkal Bala Peshawar
  • GHSS Hayatabad, Peshawar

➢ Govt High/Higher Secondary Schools for Girls Peshawar, Pakistan
  • GGHS Bashirabad Peshawar
  • GGHS Gul Bahar No.2 Peshawar
  • GGHSS Nishterabad Peshawar
  • GGHS Begum Shabuddin Peshawar
  • GG HSS Lady Griffith Peshawar
  • GGHS Civil Quarters Peshawar
• GGHSgt
• Cantt No.1 Peshawar
• GGHSS Cantt No.2 Peshawar
• GGHSS University Town Peshawar
• GGHSS Hayatabad Peshawar
Appendix-D

LIST OF EXPERTS INTERVIEWED

- ADO(F) Peshawar, Pakistan
- DDO (M) Peshawar, Pakistan
- Career Counsellor, The Roots Millennium School, Peshawar, Pakistan
- Career Counsellor at The City School, Peshawar, Pakistan
- Counselor and Principal at the Institute of Computer and Management Sciences (ICMS), Peshawar, Pakistan
- Additional Director Elementary and Secondary Education, Khyber Pakhtunkhwa, Peshawar, Pakistan
- Chief Planning Officer of Elementary and Secondary Education Khyber Pakhtunkhwa, Pakistan
- Special Secretary Elementary and Secondary Education, Khyber Pakhtunkhwa, Pakistan
- Ex-Director and Professor, Institute of Education and Research, University of Peshawar, Pakistan. Diploma in Guidance and Counselling
- Ex-Director and Professor, Institute of Education and Research, University of Peshawar, Pakistan; presently Dean of Education at Qurtuba University of Science and Information Technology, Pakistan. PhD in Guidance and Counselling