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Impact of Guidance and Counseling Services at Secondary Level in District Kohat, Pakistan

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ABSTRACT

Man was always in search for seeking guidance to solve the problems of his life. In present scientific age there are many complexities which were simple in the past. The current study was intended to investigate the impact of guidance and counseling services at secondary level in district Kohat. The current study was significant in this way that schools' administration can take necessary arrangement for the students to provide them essential guidance according to their mental capabilities. Future researchers can also find out the new things that can be added into the guidance and counseling program at secondary level of education in Pakistan.

Population of the study was the heads and teachers at government secondary schools in Khyber Pakhtunkhwa. The scope of the study was delimited to the Government secondary schools of district Kohat. Forty Eight heads (24 Males + 24 Females) and Ninety Six teachers (48 Males + 48 Females) were taken randomly as sample of the study. Two questionnaires were used as research instrument for collection of the data from the heads and teachers. Data was Language in India www.languageinindia.com

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arranged and tabulated, and then it was analyzed by applying appropriate statistical tools. It was concluded from the study that there were no guidance and counseling program into the secondary schools for providing guidance to the students regarding their education and personal problems.

Key Points: Guidance, Complexities, Counseling, Administration, Personal,

INTRODUCTION

According to Jones, A.J. (1963), "Guidance involves personal help given by someone, it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him in solving problems that arise in life.

Chisholm, L. Leslie. (1950), lays emphasis on equipping the students with self-knowledge as the important function of guidance where he says; "Guidance seeks to help each individual become familiar with a wide range of information about himself, his interest, his abilities, and his previous development in the various areas of living and his plans or ambitions for the future."

Miller, C.H. (1961), conceive of guidance as "a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and to life".

According to Hamrin and Paulson B. B. (1950), " Counseling is a learning oriented process, carried on in a simple, one to one social environment, in which a counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs....."

Barki, B.G. (1991) defines counseling as, "face to face relationship in which growth takes place in the counselor as well as in the counselee."

According to Kochhar (1984), there is an urgent case for introducing and strengthening the guidance service in the schools of our country to meet the varied needs of the students, administration and the educational system for the following reasons:

- To help in the total development of the student:
- To enable students to make proper choices at various stages of their educational career:
- To help students choose, prepare for, enter upon and progress in a career:
- To help the students in vocational development:

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- To help students make the best possible adjustment to the situation in the school as well as in the homes:
- To supplement the efforts of home:
- To minimize the mismatching between education and employment and help in the efficient use of man-power:
- To identify and motivate the students from weaker sections of society:
- To help in checking wastage and stagnation:
- To identify and help students in need of special help:
- To ensure the proper utilization of time spent outside the classrooms:
- To increase the holding power of schools:
- To make secondary and higher secondary education successful:
- To minimize the incidence of indiscipline:

REVIEW OF LITERATURE

There is a need of guidance and counseling for every men and women in this world. It is no matter where he is working, what he is doing, he is in need of guidance every time. Following are some of the important areas of life in which every person needs guidance sooner or later.

According to Kochhar, S. K. (1984), “Educational guidance helps us determine what type of education is good for the individual to reveal his inborn capacities and help him develop them. It is a process concerned with bringing about a favorable setting for the individual’s education and includes the assistance in the choice of subjects, use of libraries, laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities. Educational guidance is a conscious effort to assist in the intellectual growth of an individual by self-direction. It helps the children in choosing the courses of study; planning for their future on the completion of their secondary/ higher secondary schooling; and helps in arresting backwardness while promoting proper adjustment.”

Vocational guidance is sometimes described as the process of “fitting round pegs in round holes and square holes.” But in actual life neither occupation are so designed as to suit individuals exactly, nor are individuals so made as to fit into specific vocations exactly. Endowed with the quality of extraordinary adaptability, a human being with a normal

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intelligence can, within broad limits and training, fit in a variety of jobs. There is no such thing as one hole (occupation) for a given peg (person). One job may be within the competence and congruence with the self-concept of a whole range of people. Vocational guidance may be defined as a process that is intended to help people cope with problems relating to occupation choices, plans and adjustments. It is also said to be a constellation of related functions or services that are provided in order to assist individuals in solving problems pertaining to occupational choices, plans and adjustments, with due regard for individual characteristics and needs and their relation to occupational opportunities (Kochhar, 1984).

Avocational pursuits in which the students engage themselves are important in giving a direction to their lives during the holidays- the autumn break, winter break, summer vocations and so many holidays in between. It is estimated that only about ten per cent of students in our schools take part in co-curricular activities. The rest are on-lookers. The participation of even a small number is just at a superficial level. Filling up the vacant hours of the students is one of the important tasks of education if they are not to drift in a sea of confusion, doubt, anxiety, aimlessness in their most formative years.

According to Sinha, S. N. (1973). "Personal guidance includes personal, psychological or emotional relationships which a person develops himself. Paterson has included social, emotional and leisure time guidance in personal guidance. In fact, the problems regarding health, emotional adjustment, social adjustment and leisure and recreational problems are included in personal guidance for solution. Under social adjustment, an individual's economic problems are included. The aspect of the life's character and the spiritual fields can also be included in personal guidance. In other words, the problems which cannot be included in educational and vocational guidance can be included in personal guidance".

Counseling is the heart of guidance program. Without it, guidance is incomplete. It helps students to resolve their educational as well as personal and vocational problems. It makes an effective use of the information collected about the individual or the group to provide insight into the problems for a better guidance program.

According to E. L. Tolbert (1978), counseling as "a personal, face to face relationship between two individuals, in which the counselor, by means of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of person is

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helped to know himself and his present and possible future situation so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society and future can learn how to solve future problems and meet future needs."

"Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purposes; it assists him to solve problems that arise in life". This authoritative definition brings out clearly the salient features of guidance. It points out the guidance is neither dictation nor direction. It is rather friendly advice and personal help offered by a competent individual known as the guidance expert, to one who is in need of such assistance, the guidee. Guidance enables the guidee to understand his problems and to overcome his hurdles. Lack of guidance is liable to lead an individual to inadequate thought and behavior, wrong decisions and to maladjustments.

RESEARCH METHODOLOGY

POPULATION

Population of the study was the heads and teachers at government secondary schools in Khyber Pakhtunkhwa.

DELIMITATION

The scope of the study was delimited to the Government secondary schools of district Kohat.

SAMPLE

Forty Eight heads and Ninety Six teachers were taken randomly as sample of the study.

RESEARCH INSTRUMENT

Two questionnaires were used as research instrument for collection of the data from the heads and teachers.

RESULTS AND DISCUSSION

Data was collected through questionnaire from the heads of the schools and teachers as well in district Kohat. It was concluded from the data that the schools those have not program of guidance and counseling, their students have no exposure about their futures. Data which was obtained from the heads and teachers is discussed below;

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Table 01: Academic Qualification of heads and teachers

Qualification	M.Phil	M.A/M.Sc	B.A/B.Sc	Total
Heads	03	30	15	48
Teachers	02	59	35	96
Total	05	104	35	144

Table 01 indicates that there were 03, 30, 15, heads with M.Phil, M.A/ M.Sc, and B.A/B.Sc degrees respectively. It also shows that there were 02, 59, 35 teachers, with M. Phil, M.A/ M.Sc and B.A/ B.Sc degrees respectively.

Table 02: Professional Qualification of heads and teachers

Qualification	M.Ed	B.Ed	C.T	PTC	Total
Heads	48	00	00	00	48
Teachers	15	67	10	04	96
Total	63	67	10	04	144

Table 02 represents that all the 48 heads had M.Ed qualification. There were 15, 67, 10, 04 teachers with M.Ed, B.Ed, C.T and PTC degrees respectively.

Table 1: There is a well organized programme of GCS in our school.

Respondents	SA	A	UD	SDA	DA	Total	χ^2	Df	P
Heads	2	2	1	8	35	48	13.6	4	S
Teachers	5	5	10	36	40	96			
Total	7	7	11	44	75	144			

***Significant**

df = 4

χ^2 value at 0.05 level = 9.49

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The above table shows that the calculated value of χ^2 is greater than the tabulated value at 0.5 level. It indicates that both, heads and teachers, are disagree on the statement that “There is well-organized programme of GCS in our school”. Seven respondents were strongly agree, 07 respondents were agree, 11 had no idea, 44 respondents were strongly disagree and 75 respondents were disagree that there was a well organized programme of GCS in their school. . The χ^2 value is 13.6

Table 2: There is well organized committee for GCS at our school.

Respondents	SA	A	UD	SDA	DA	Total	χ^2	Df	P
Heads	2	2	2	6	36	48	9.1	4	NS
Teachers	2	3	10	30	51	96			
Total	4	5	12	36	87	144			

****N-Significant df = 4 χ^2 value at 0.05 level = 9.49**

The above table shows that the calculated value of χ^2 is less than the tabulated value at 0.5 level. It indicates that both, heads and teachers, are agreed on the statement that “There is well-organized committee for GCS at our school”. Four respondents were strongly agree, 05 respondents were agree, 12 respondents had no idea, 36 respondents were strongly disagree and 87 respondents were disagree that there is well organized committee for GCS at our school. The χ^2 value is 9.1

Table 3: Services of GC provided in our school are enough to fulfill the requirements of the students

Respondents	SA	A	UD	SDA	DA	Total	χ^2	Df	P
Heads	3	2	2	21	20	48	9.3	4	NS
Teachers	1	1	17	37	40	96			
Total	4	3	19	58	60	144			

****N-Significant df = 4 χ^2 value at 0.05 level = 9.49**

The above table shows that the calculated value of χ^2 is less than the tabulated value at 0.5 level. It indicates that both, heads and teachers, are agreed on the statement that “Services of GC provided in our school are enough to fulfill the requirements of the students”. Four respondents

were strongly agree, 3 respondents were agree, 19 respondents had no idea, 58 respondents were strongly disagree, 60 respondents were disagree that services of GC provided in their school were enough to fulfill the requirements of the students. The χ^2 value is 9.3.

Table 4: The ministry of education has a mandatory policy on GCS.

Respondents	SA	A	UD	SDA	DA	Total	χ^2	Df	P
Heads	1	1	18	13	15	48	17.4	4	S
Teachers	1	1	14	60	20	96			
Total	2	2	32	73	35	144			

***Significant** **df = 4** **χ^2 value at 0.05 level = 9.49**

The above table shows that the calculated value of χ^2 is less than the tabulated value at 0.5 level. It indicates that both, heads and teachers are agreed on the statement that “The ministry of education has a mandatory policy on GCS.” Two respondents were strongly agree, 2 respondents were agree, 32 respondents had no idea, 73 respondents were strongly disagree and 35 respondents disagreed that the ministry of education had a mandatory policy on GCS. The χ^2 value is 17.4.

Table 5: Sufficient numbers of books are available for GCS in our school library.

Respondents	SA	A	UD	SDA	DA	Total	χ^2	Df	P
Heads	4	5	10	10	19	48	14.8	4	S
Teachers	3	5	50	18	20	96			
Total	7	10	60	28	39	144			

***Significant** **df = 4** **χ^2 value at 0.05 level = 9.49**

The above table shows that the calculated value of χ^2 is greater than the tabulated value at 0.5 level. It indicates that both, heads and teachers, are agreed/disagreed on the statement that “Sufficient numbers of books are available for GCS in our school library.” 7 respondents were strongly disagree, 10 respondents were agree, 60 respondents had no idea, 28 respondents were strongly disagree, 39 respondents were disagree that sufficient numbers of books were available for GCS in their library. The χ^2 value is 14.8.

CONCLUSIONS

In view of the analysis of data and findings of the study, following conclusions were drawn;

1. There was no well organized program of guidance and counseling services into the schools.
2. There were no well organized committees for guidance and counseling services at schools.
3. Result showed that available guidance and counseling services do not fulfill enough needs of the students.
4. Result declared that ministry of education has mandatory policy on guidance and counseling services.
5. There were no sufficient books available into the libraries of the schools to fill the educational requirements of the students.

RECOMMENDATIONS

Following recommendations are made from the study;

1. It is recommended that school heads should design a well-organized program of guidance and counseling services into their schools.
2. It is recommended that the schools must organize a committee for guidance and counseling services into their schools. The committee can comprise teachers of the school.
3. It is recommended that guidance and counseling services be organized and expanded to meet the needs of the students to a large extent because it aims at solving all problems of the students.
4. It is recommended that guidance and counseling services should be made more affective. It is possible through organizing awareness program.
5. It is recommended that schools must have sufficient numbers of book into their libraries to help the guidance and counseling services staff.

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