

## **Educational Guidance and Counseling Practices to Resolve Students' Academic and Behavioral Issues at Secondary Level**

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### **Abstract**

This study focused on evaluating the educational guidance and counseling practices used by secondary school teachers to resolve students' academic and behavioral issues. The researcher used a self-developed questionnaire to collect data. A sample of 200 secondary school teachers was taken conveniently. The collected data were analyzed through descriptive and inferential statistical techniques such as mean values and t-test. It was found that the teachers at secondary school level use negative and weak educational guidance and counseling practices to deal with the academic and behavioral problems of the students such as ignoring students, physical punishment and struck off the names of the students. It was also found that Female teachers use positive guidance and counseling practices to resolve the academic and behavioral issues of the students. It is recommended that the principal should assume a leader's role by being involved in the programmes.

**Key words:** Educational Guidance and Counseling Practices, students' academic and behavioral issues

### **Introduction**

Every student has right to get Education and show his/her potential in different areas of development like educational, technical/vocational, personal and emotional. Education is a procedure of overall development of individual personality, in which all aspects of personality such as psychological, social, moral, cognitive, religious and behavioral aspects are developed carefully. There are many basic functions of education one of them is Guidance and Counseling. Practices of Guidance and counseling make students responsible to adopt decisions and cultivate in their capability to recognize and accept the outcomes of their choices (Gibson, 2008; Kauchak, 2011). Aim of education and guidance and counseling is the same to help out the students in different areas like their physical needs, recognizing him/herself, peer association, harmony between tolerance and controls during education process,

awareness of attainment and providing chances to get academic freedom (Heyden, 2011).

Educational Guidance facilitates an individual to actualize his potential to the fullest. Whatever problems arise out of the individual's educational interface with the educational environment; say innumerable educational courses to select from, teacher-pupil relations, and inability to cope up with certain subjects and so on. Guiding and counseling comprises a wide-ranging of

educational and personal life events: These events are to explain the students their aims in professional life in schools, identify the professions, individual or group based assistance with decisions about initial courses of study, practical and technical courses, advanced education and training, selection of early job and job change within time. Landers and Parkman (2000) introduced the most excellent practices of counseling for students in schools. Counselors and educational managers of

schools are stimulated to cooperate with other in accepting these practices in order to agree with norms for counselors and counseling of school programs, to improve competent counselors, job descriptions and procedures of assessment and to implement broad practices of school counseling that address all the students desires. In school setting or in a classroom, teacher and students have to interact with each other and mutual understanding among them is necessary. In such a scenario, a teacher has

to face various problems and issues related to student’s personality and overall development. The researcher has categorized these issues into two major dimensions. Academic and behavioral issues .the teacher has the responsibility to resolve these issues in a careful way. The problems related to academic and behavioral issues have been elaborated separately by the researchers and shown in the following table:

Academic Issues	Behavioral Issues
<ol style="list-style-type: none"> <li>1. Absenteeism from school</li> <li>2. Students’ weaknesses in their studies.</li> <li>3. Students’ failure in the classroom tests and exams</li> <li>4. Defaulters from school due to study pressure.</li> <li>5. Student’ passiveness and slow learning.</li> <li>6. Dull students</li> <li>7. Students’ cheatings in the exams</li> <li>8. Students not doing home assignments</li> </ol>	<ol style="list-style-type: none"> <li>1. Talkative students</li> <li>2. Naughty students</li> <li>3. Misbehaving students</li> <li>4. Drugs addict students</li> <li>5. Undisciplined students</li> <li>6. Students committing theft in the class</li> <li>7. Quarrelling students</li> <li>8. Language abusers</li> </ol>

Facilities about counseling and guidance are available especially in educational organizations. The counselors in schools, who assist in educational organizations, suggests guidance and counseling facilities for the students to recognize and take personally that is regularly increasing to make different decisions and choice relating to the higher phase; how to solve problems, he encourages the way to make the best use of his potential and thus reach self-actualization (Yesilyapark, 2001). Individually, guidance and counseling practices help the student to know and recognize her/himself, accept her/his higher and limited features and change her/himself, confidence her/himself, effective change in personal relationships, individually and socially stable and harmonious individual (Yesilyaparak, 2001). So, they enable to grow constantly developing distinct to achieve the growing tasks at many developmental phases. Services of Guidance and Counseling have also goal to check, modify and better adaptation, progress and other individual issues of the person in scholastic or other educational environments (Ozbay, 2004). “Guidance and counseling services

offers services concerning progressive needs of the individual in personal and social areas such as developing awareness about interpersonal relationships beginning from the early ages; working on communication skills, life skills (Staley & Carey, 1997)”, Uz-Bas, 2007 also agreed with the skills of counselor that societal skills, problem-solving skills, decision-making skills; working on anger management. Canel (2007) seconds him and said that a counselor deal with peer pressure and developing healthy relationships with the opposite sex.

Educationally, guidance and counseling services support the students adjust to school make educational decisions, updating the students about educational facilities (Ilgar, 2004). Guidance and Counseling services provide help the students in educational problems (Ilgar, 2004). Students who require special education and offer them the help they need (Yuksel, 2007). They help the students choose a higher school and they make those practices for students which reduce nervousness of exams (Yesilyaparak, 2001). The major goal of guidance and counseling services is to support the students that they complete successfully the

developmental responsibilities of the developmental phases they are in (Erkan, 1995; as cited in Dogan, 2001).

In local classroom setting the teachers use different techniques to resolve these issues. The practices applied by teachers to modify student's behavior and consolidate their academic lines are called guidance and counseling practices. Different problems need different guidance and counseling practices. In the process of guidance and counseling of students, the teachers have to take many things under consideration and apply practices accordingly. The academic and behavioral issues are common among students at all level of education, but secondary school level is the most important because at this stage the students are at their base of development and need guidance and counseling up to maximum level. The teacher has to use best guidance and counseling practice at this stage, but unfortunately in our local setting the teachers are unaware of best and useful practices, they use practices what they think best. They don't have ideas about the strength and weakness of these practices. Less research work has been done on this aspect in Pakistan. This is an important issue to explore in order to get benefits from school sector. The study aims at evaluating the current educational guidance and counseling practices use by the secondary school teachers to resolve their academic and behavioral issues. Moreover the study also aimed at putting forward some useful suggestion to improve educational guidance and counseling programme at secondary school level in Pakistan.

### **Statement of the Problem**

The aim of the study was to evaluate the educational guidance and counseling practices used by secondary school teachers to resolve students' academic and behavioral issues.

### **Objectives of the Study**

The main objectives of the study were:

1. To evaluate educational guidance and counseling practices (positive or negative practices) used by secondary school teachers to deal with the academic problems of the students.
2. To evaluate educational guidance and counseling practices (positive or negative practices) used by secondary school teachers to deal with the behavioral problems of the students.
3. To compare the educational guidance and counseling practices used by male and female secondary school teachers to deal with the academic problems of the students.
4. To compare the educational guidance and counseling practices used by male and female secondary school teachers to deal with the behavioral problems of the students.

### **Research Questions of the Study**

In consistence with the above objectives following research the researcher made questions.

1. What are different types of educational guidance and counseling practices (positive or negative practices) used by secondary school teachers to deal with the academic problems of the students?
2. What are different types of educational guidance and counseling practices (positive or negative practices) used by secondary school teachers to deal with the behavioral problems of the students?

### **Hypotheses of the Study**

Following hypothesis were formulated in consistence with above mentioned comparative objectives of the study:

**H<sub>01</sub>:** There is no significant difference between educational guidance and counseling practices used by male and female secondary school teachers to deal with the academic problems of the students.

**H<sub>02</sub>:** There is no significant difference between educational guidance and counseling practices used by male and

female secondary school teachers to deal with behavioral problems of the students.

### Methodology and Procedure

A self-made questionnaire was used in the study. The questionnaire comprise of items related to academic and behavioral problems of the students, there were total 16 statements in the questionnaire. Eight statements were related to academic problems of the students and eight statements were related to behavioral problems of the students. First eight statements were related to academic problems of the students and next eight statements were related to behavioral problems of the students. The reliability and validity of the questionnaires was ensured through pilot testing and expert opinion. The reliability coefficient of the instrument was 0.69. Teaches were asked to indicate their educational guidance and counseling practices on a check list given below:

Sr.	Type of guidance	Yes	No
1.	Ignoring students		
2.	Physical punishment		
3.	Struck off the name of students		
4.	Contacting the parents		
5.	Contacting the Principals		
6.	Advising the students		

Above check list explored the six types of educational guidance and counseling

### Findings

Table 1

*Mean score of the respondents to find out the type of educational guidance and counseling practices*

Type of Problem	No of Items	No of Respondents	Range of Score on Likert Scale	Mean Score of the Respondents	Type of Practice Found
Academic	08	200	1-6	2.35	Negative

Table 1 shows that there were total 200 respondents who gave responses on 6-point scale and there were total 8-items showing academic problems of the students. The range of the scores on each item was 1-6

practices used by the teachers. First three points indicate 3 negative and weak educational guidance and counseling practices. Next three points indicate positive practices. All the SST (secondary school teachers) of public schools of Punjab province was included in the population of this study. Accessible population for this study was the SST teachers of secondary schools at district Lahore. A sample of 200 SST was taken conveniently from the accessible population of the study. There were 120 male and 80 female SST in the sample. The collected data was analyzed by using descriptive and inferential statistical techniques such as means and t-test.

The study may contribute in the field of knowledge in the sense that it may provide with information about different types of educational guidance and counseling practices (positive or negative practices) used by secondary school teachers to deal with the academic and behavioral problems of the students. The study will be effective in the field of education because after implementing proper educational guidance and counseling practices at schools, the educational goals and objectives can be easily achieved. The findings and suggestions of the study will play an important role in the progress and prosperity of the education at secondary level.

which means the respondents could score a minimum of 1 score and maximum of 6 score on each item, the mean score from 1-3 showed negative practices and the means score from 5-6 showed positive practices.

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The mean score of the respondents on 8-items measuring educational guidance and counseling practices for Academic problems was 2.35 which lies in the range of negative practices. Hence it was found that the

teachers at secondary school level used negative and weak educational guidance and counseling practices to deal with the academic problems of the students.

Table 2

*Mean score of the respondents to find out the type of educational guidance and counseling practices*

Type of problem	Gender	No of Respondents	Mean Score (X)	S.D	df	t-value
Academic	Male	120	1.65	0.73	198	13.7102
	Female	80	3.05	0.67		

Table 2 shows that the mean score of the respondents on 8 items measuring educational guidance and counseling practices for behavioral problems was 2.23 which lies in the range of negative practices.

Hence it was found that the teachers at secondary school level used negative and weak educational guidance and counseling practices to deal with the behavioral problems of the students.

Table 3 (For Hypothesis 1)

*Comparison between educational guidance and counseling practices used by male and female secondary school teachers*

Type of problem	Gender	No of Respondents	Mean Score (X)	S.D	df	t-value
Academic	Male	120	1.65	0.73	198	13.7102
	Female	80	3.05	0.67		

Table 3 shows that the mean score of Male respondents was 1.65 and the mean score of Female Respondents was 3.05 on 8-items measuring educational guidance and counseling practices for Academic problems. It also shows that t-value 13.7102 is greater than the critical t-value 1.98 at 5% level of significance. So the null hypothesis is rejected. It means that there is an extremely significant difference between the

educational guidance and counseling practices used by male and female secondary school teachers to deal with the academic problems of the students. Hence it was found that the female teachers at secondary school level used positive educational guidance and counseling practices to deal with the academic problems of the students, while male used negative and weak practices.

Table 4 (For Hypothesis 2)

*Comparison between educational guidance and counseling practices used by male and female secondary school teachers*

Type of problem	Gender	No of Respondents	Mean Score (X)	S.D	df	t-value
Academic	Male	120	1.40	0.5	198	20.0279
	Female	80	3.06	0.6		

Table 4 shows that the mean score of Male respondents was 2.89 and the mean score of Female Respondents was 2.42 on 8-items measuring educational guidance and counseling practices for Behavioral problems. It also shows that t-value 20.0279 is greater than the critical t-value 1.9845 at 5% level of significance. So the null hypothesis is rejected. It means that there is an extremely significant difference between the educational guidance and counseling practices used by male and female secondary school teachers to deal with the Behavioral problems of the students. Hence it was found that the female teachers at secondary school level used positive educational guidance and counseling practices to deal with the behavioral problems of the students, while male used negative and weak practices.

### **Conclusions**

- Teachers at secondary school level use negative and weak educational guidance and counseling practices to deal with the academic and behavioral problems of the students.
- Female teachers at secondary school level use positive educational guidance and counseling practices to deal with the academic and behavioral problems of the students, while male use negative and weak practices.

### **Discussion, Suggestions & Recommendations**

The altitude of awareness of teachers on the effectiveness of guidance and counseling practices in the secondary school is disappointing. No doubt, teacher serves as guide and counselor. He/ she deals with students 'academic and behavioral problems. But on the basis of the findings of the study, it is also suggested that the Provincial Government of Pakistan, in conjunction with the Federal Ministry of Education establishes without delay, guidance and counseling units in all secondary schools.

This should be made a fundamental part of the school education programme. Skilled counselors should be appointed to schools according to enrolment ratios of teacher-pupil. The function of counselors will be of directing school teachers, and managers. Establishing educative programmers for new comers helping students to get information regarding advanced studies supporting students to face challenging subjects. Helping students to face and deal with nervousness and anxiety of exams, when oral communication in class or in society or if they are called to speak in the school and support the students to use the library regularly. Making professional information available to students. Serving students to organize and use their time and resources effectively. Helping students to develop suitable decision making power and leadership abilities and a host of other life and social skills students can be aided to get, if they are hopeful to consult the counselors for assistance because counseling is a developmental practice, in which one person (the counselor) provides to another individual or group (the client), guidance and reinforcement, test and motivation in effectively management and solving realistic, individual and association issues, in achieving aims, and in self-realization which only counselors can grip efficiently. This is essential for the reason that counselors will be capable to transmit better than teachers with pupils and at the same time, be able to take out all guidance programmes efficiently. Female counselor's role was positive according to the results of the study. Male counselors should opt positive attitude towards student's academics and behavioral problem.

The principal should assume a leader's role by being involved in the services/ programmes. He/she should support the counselor be effective in employing the programme. He should confirm that a good association exists between the counselors and other stakeholders, by managing, observing as well as assessing the counselor's work in the school.

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