

Investigating the practices and hurdles about the Guidance Services in Government Girls High and Higher Secondary Schools of Khyber Pakhtunkhwa

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Abstract

This survey research was performed to investigate the provision of guidance services and the possible hurdles as perceived by principals and teachers in government girls' high and higher secondary schools of Kohat division, KPK (Pakistan). The objectives of the study were; to investigate the provision of educational guidance services in Govt. Girls High and Higher secondary schools. To explore teachers' and Headmistress/Principals opinion about the possible hurdles in the provision of guidance services to secondary level students. The research questions were; do educational guidance services are provided in government girls' high and higher secondary schools? What do the teachers and principals consider the hurdles in the provision of guidance services to secondary level students?

Population of the study was all the teachers and principals of government girls' high and higher secondary schools of Kohat division. Total 72 out of 77 principals and 216 out of 243 SST teachers were selected as sample through multistage random sampling techniques. For data collection self developed questionnaire was used. Its reliability index was 0.81 checked through test retest method. Descriptive statistics i.e. %age was used for data analysis.

Findings of the study showed that no guidance services are practiced in schools. Lack of training, unavailability of specific guidance teacher in schools and over work load of teaching staff are perceived as hurdles in practicing guidance services in schools. The major recommendations of the study were establishment of guidance services cell in each school, a trained guidance teacher may be appointed for the group of cluster schools who can visit each school regularly.

Key Words: Guidance services, teachers' perceptions, Principals' perceptions, hurdles.

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Introduction

School is a place where educational opportunities are provided to individuals and educational processes are carried on, so that to prepare individuals for performing well for themselves and the society. But the means for one's better adjustment to the school and utilizing the educational, vocational and personal opportunities the individuals is guidance (Sharma & Sharma, 2004). Guidance is the support given to the individuals of all ages for managing their own lives, activities, build up their own ideas, make their own choices and handle their own burden (Bark, 2003).

Guidance in the educational process is used for the identification of individuals' problems. It is for the elimination of causes of failure and other such problems which becomes hurdles in the progress of a learner (Singh, 2007). It focuses on the needs of the learners and helps them in their educational needs. For successful and fruitful survival in the world, everyone is in the need of guidance (Berki & Mukhopadhyay, 2008).

Guidance services in schools are to help learners in the selection of courses. It is helpful in the maintaining and improving of mental health of learners (Phiri & Ndhlovu, 2006). Good study habits are developed by providing effective study skills through guidance. It can lessen the learners' stress and prepare them for academic achievement (Kochlar, 2006; Bhatnagar & Gupta, 1999). It is the helping activity which has orientation on the overall development of the learners (Hui, 2002).

Without guidance services in schools, it is difficult for students to adjust themselves. Consequently, it affects their performance in schools, leads them towards committing misbehavior and ultimately their dropout occurs from schools (Anastasi, 1990). Guidance services at school level are globally regarded as the most important and unavoidable factor in schools. The need of guidance services in this modern era is intensely realized because of the complexity of life. Developing and developed countries both have great concern about provision of guidance to the learners for optimally utilizing their potentials (Kochhlar, 2000).

Guidance is the efforts for preparing individuals to boost their potentials and to make the individuals able to solve their educational and learning problems and contribute to the society in a better way. The same sort of attempt is rooted in Islam. It can be said that the roots of guidance and counseling are traced back in the religion of Islam. As Islam is a religion which urges all the human being to seek knowledge, pursue learning and to develop their latent capabilities as much as possible (Ibrahim and Almas, 1983).

The Islamic Republic of Pakistan was created in 1947 based on the Islamic ideology and the concept of providing guidance to students was introduced since its inception. The need of guidance services has been realized in the report of the commission on national education 1949 (Govt. of Pakistan, 1949) and in the subsequent educational policies. The provision of guidance has also been suggested in the report of the commission on national education 1949 and in all the national educational policies. In the recent National

Education Policy (2009) it has been proposed that at all levels from the elementary and onwards counseling facilities shall be offered to students. Introducing career guidance to secondary and upper secondary students has also been suggested in the National Education Policy 2009 (NEP, 2009).

Guidance and counseling services in most of the developed countries are reachable without any problem while the third world and developing countries still lack in getting benefits from guidance and counseling services (Hiebert & Bezanson, 2002). Muribwathoho (2003) have narrated that in American schools guidance is provided at all stages during schooling of the children in schools. Guiding of students starts from kindergarten up to higher level of education. Harris (2013) have also reported that in the advanced European countries for instance Australia, UK and Germany there is a well established guidance and counseling services programs that provide guidance to the school level students in these countries. However, in Australia out 6 states only in one state i.e in New south Wales counseling services is compulsory, in UK, in two countries i.e Northern Ireland and Wales provision of guidance and counseling services is essential and in three German states i.e Nord-Rhein Westfalen, Wuerttemberg and Bavaria the provision of guidance and counseling is compulsory.

Guidance services are present mainly in educational organizations in Turkey. The school counselor provide guidance services to the students regarding the recognition and acceptability of their personality, making them able to cope with the problems they face, to make them able to utilize their potential optimally and can make decision freely about their future (Yesilyaprak, 2001). In Japan, guidance is provided to the students having the prime purpose to build up and capitalize learners' personality and self actualization. The main responsibility of learners' development is on the shoulders of teachers, while the classroom teachers are responsible to provide guidance to the students in the class. Classroom teachers prepare a plan for providing guidance to the whole class. Plan is also prepared for guiding the individual learner in light of the each learner's interest, abilities, career and academic orientation. For understanding family environment of the learners, at the start of the year, teachers visit the homes of the learners (Niiziki, 2005).

In Singapore, guidance program is practiced. One or two periods are fixed in a week for the purpose of providing guidance to the students. Materials are chosen in light of the learners' need and requirement for fulfilling their needs. Guidance is provided in each school according to the needs of the learners (Salim & Chua, 1994). In Hon Kong, a guidance team comprising social worker and guidance teachers are formed for supervising and planning guidance activities and for guiding the learners having any problem. For provision of guidance other teachers refer cases to the guidance teachers (Hui, 2000).

Previous Research Studies:

In a research conducted by Okola (2005) on the factors which were hurdles in the provision of valuable guidance services in the secondary schools of Trans-Nzoia District of Kenya. It was revealed that there were very limited reference resources for guidance and counseling in schools. There were no trained personnel in the area of guidance and counseling services in schools. There was a lack of fund for providing guidance services in schools along with this, in some of the schools teachers and head teachers were not willing to provide guidance and services in schools.

A research was carried on by Yuksel Sahin (2009) in Istanbul, Turkey about evaluating counseling and guidance services as perceived by teachers. The results of the study showed that about 46% guidance and counseling services are provided. This low percentage shows that the counseling and guidance services offered are insufficient. Couple of reasons has been reported because of the offering of insufficient guidance services to the students. Some of these are lack of guidance and counseling training on the part of counselors, lack of cooperation and support of school teachers and administrators and less number of school counselors.

A descriptive research study was carried on by Nafees, Farooq, Tahirkheli and Malik (2012) investigated the guidance services as an ignored element in the government high schools for girls in Charsada the district of Khyber Pakhtunkhwa Province. Many problems have been identified by the research which causes hurdles in introducing guidance practices in schools.

OBJECTIVES OF THE STUDY

- 1- To investigate the provision of educational guidance services in Govt. Girls High and Higher secondary schools.
- 2- To explore teachers' and Headmistress/Principals opinion about the possible hurdles in the provision of guidance services to secondary level students.

RESEARCH QUESTIONS

The study will focus on the following research questions:

- 1- Do educational guidance services are provided in government girls' high and higher secondary schools?
- 2- What do the teachers and principals consider the hurdles in the provision of guidance services to secondary level students?

Method and Procedure of the study:

Survey research design was employed as it is more appropriate. Because, the experts support survey and deem it helpful in the provision of efficient and successful means of data collection (Dillman, Smyth, & Christian, 2009).

Population of the study:

Population of this study contained all the Headmistresses/ Principals and all the Senior School Teachers (SST) of government girls High and Higher secondary schools in settled areas of Kohat Division. According to the 2015-16, Education Management Information System (EMIS, 2015-16) Peshawar, total 320 (77 principals/headmistress and 243 SST teachers) were the population of the study.

Sampling Procedure:

In this study multistage simple random sampling technique was adapted in the selection of sample. In the first stage, 72 schools and their principals/headmistresses out of 77 were randomly selected on proportionate basis from all the three districts of Kohat division. In these 72, 34 schools were from district Kohat, 29 schools were from district Karak and 9 schools were from district Hangu. In the second stage total 216 Teachers, 3 from each selected schools were randomly selected. Among these 216 teachers, 102 were from Kohat district, 87 teachers were from Karak district and 27 teachers were from district Hangu.

Delimitations of the study:

Study was delimited to the high and higher secondary level students only. Further it was delimited to investigate the provision of educational related guidance services in schools.

Data Collection and Analysis:

Data was collected through self developed questionnaire. The questionnaire was validated by the panel of five experts in the field of education and research. The reliability of the questionnaire was carried on through Test-retest method. It was found as 0.81 which was above the acceptable level of 0.70 (LeBreton, Burgess, Kaiser, Atchley, & James, 2003). The data was analyzed by using descriptive statistics of Percentage.

Results:

Table 1 *Item wise responses in % of the sample teachers about the provision of educational guidance*

S.No.	statement	Strongly	Agree	Disagree	Strongly	Total %
	Guidance is provided to the students;					

1	in the selection of subjects at terminal stage	12.3	16.1	9	37	25.6	100
2	for advancing effective study habits of students during the instructional phase.	15.2	19	8	35.1	22.7	100
3	in solving their academic problems.	16.2	22.7	7.6	32.2	21.3	100
4	about pursuing higher studies at the end of the session.	12.3	17.5	9	37	24.2	100
5	in resolving their learning problems.	16.1	20.4	7.6	31.7	24.2	100
6	about use of library and other sources during the course.	12.3	17.1	9.5	37.4	23.7	100

Table 1 shows that 37% teachers disagreed and 25.6% teachers strongly disagreed with the statement that student are guided in the selection of subjects at the terminal stage. Above 35% and 22.7 % teachers were disagreed and strongly disagreed respectively with the statement that guidance program is arranged for advancing study habits of students during the instructional phase. While 32% teachers disfavored and above 21% teachers strongly disfavored that for solving academic problems of students guidance program is provided to them in the school.

The statement that guidance program is arranged for the students for pursuing higher studies were disagreed and strongly disagreed by 37% teachers above 24% teachers respectively. Total 31.7% teachers disagreed and above 24% teachers were strongly disagreed with the statement that guidance is provided to the students in resolving their learning problems. While above 37% teachers disfavored and above 23.7% teachers strongly disfavored the statement that guidance program is arranged for students about the use of library and other resources during the course.

Table 2 *Item wise responses in % of the sample principals about the provision of educational guidance*

S.No.	Statement	Strongly	Agree	Undecided	Disagree	Strongly	Total %
1	Guidance is provided to the students; in the selection of subjects at terminal stage	12.7	15.5	7	35.2	29.6	100
2	for advancing effective study habits of students during the instructional phase.	11.3	19.7	14.1	29.6	25.3	100
3	in solving their academic problems.	21.1	28.2	7	26.8	16.9	100

4	about pursuing higher studies at the end of the session.	7.0	12.7	8.5	40.8	31	100
5	in resolving their learning problems.	19.7	22.5	9.9	32.4	15.5	100
6	about use of library and other sources during the course.	8.5	14	11.3	36.6	29.6	100

According to table 2, above 35% principles/headmistresses disagreed and 29.6% principles/headmistresses strongly disagreed with the statement that students are guided in the selection of subjects at the terminal stage. While above 29.6% and above 25% principles/headmistresses were disagreed and strongly disagreed respectively with the statement that guidance program is arranged for advancing study habits of students during the instructional phase. Similarly total 26.8% principles/headmistresses disfavored and 9.6% principles/headmistresses strongly disfavored that in schools guidance program is provided to students for solving their academic problems.

The statement that guidance program is arranged for the students for pursuing higher studies were disagreed and strongly disagreed by 40.8% principals/headmistresses and 31% principals/headmistresses respectively. Above 32% principals/headmistresses disagreed and 15.5% principals/headmistresses were strongly disagreed with the statement that guidance is provided to the students in resolving their learning problems. While 36.6% principals/headmistresses disfavored and 29.6% principals/headmistresses strongly disfavored the statement that guidance program is arranged for students about the use of library and other resources during the course.

Table 3 *Item wise responses in % of the teachers about the hurdles in provision of guidance at school level*

S.No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total %
1	Teachers and principals perceive that; that guidance is not required at this stage is the main hurdle in the provision of guidance services.	13.7	17.5	10.4	36.1	22.3	100
2	guidance is the responsibility of parents only is the hurdle in the provision of guidance services.	14.2	18.5	10.4	36.1	20.8	100
3	teaching itself is a sort of	17.1	20.9	10.4	30.3	21.3	100

	guidance is the hurdle in the provision of guidance service.						
4	main hurdle in the provision of guidance is the non availability of specific teacher for guidance.	17.1	21.3	11.4	33.6	16.6	100
5	the main hurdle in the provision of guidance at secondary level is the inadequate training of teaching staff regarding guidance services.	17.5	21.3	10.9	33.2	17.1	100
6	the hurdle in the provision of guidance services is the over work load on teaching staff at secondary level.	18	26.5	11.4	28	16.1	100

Table 3 shows that above 22% teachers strongly negated and above 36% teachers negated the statement that teachers and principals consider that guidance is not required at this stage is the main hurdle in the provision of guidance services. Above 36% teachers were against and 20.8% teachers were strongly against the statement that teachers and principals perceive that guidance is the responsibility of parents only is the hurdle in the provision of guidance services. While above 30% teachers disfavored and above 21% teachers strongly disfavored the statement that principals and teachers consider that teaching itself is a sort of guidance is the hurdle in the provision of guidance service.

Similarly, 33.6% teachers negated and 16.6% teachers strongly negated the statement that the main hurdle in the provision of guidance is the non availability of specific teacher for guidance. Above 33% teachers disagreed and above 17% teachers strongly disagreed with the statement that the inadequate training of teaching staff regarding guidance services is the main hurdle in the provision of guidance at secondary level. While above 16% teachers were strongly against and 28% teachers were against the statement that over work load on teaching staff is the hurdle in the provision of guidance services at secondary level.

Table 4 Item wise responses in % of the principals/headmistresses about the hurdles in provision of guidance at school level

S.No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total %
1	Teachers and principals perceive that; that guidance is not required at this	11.3	15.5	14.1	33.8	25.3	100

	stage is the main hurdle in the provision of guidance services.						
2	guidance is the responsibility of parents only is the hurdle in the provision of guidance services.	16.9	18.3	9.8	35.2	19.7	100
3	teaching itself is a sort of guidance is the hurdle in the provision of guidance service.	15.5	15.5	16.9	33.8	18.3	100
4	main hurdle in the provision of guidance is the non availability of specific teacher for guidance.	21.1	25.4	9.8	26.8	16.9	100
5	the main hurdle in the provision of guidance at secondary level is the inadequate training of teaching staff regarding guidance services.	22.5	25.4	15.5	22.5	14.1	100
6	the hurdle in the provision of guidance services is the over work load on teaching staff at secondary level.	21.1	18.3	8.5	13	21.1	100

Table 4 reveals that 25% principals/headmistresses strongly negated and 33.8% principals/headmistresses negated the statement that teachers and principals consider that guidance is not required at this stage is the main hurdle in the provision of guidance services. Above 35% principals/headmistresses were against and 19.7% principals/headmistresses were strongly against the statement that teachers and principals/headmistresses perceive that guidance is the responsibility of parents only is the hurdle in the provision of guidance services. While 33.8% principals/headmistresses disfavored and above 18% principals/headmistresses strongly disfavored the statement that principals and teachers consider that teaching itself is a sort of guidance is the hurdle in the provision of guidance service.

In the same way 26.8% principals/headmistresses negated and 16.9% principals/headmistresses strongly negated the statement that the main hurdle in the provision of guidance is the non availability of specific teacher for guidance. The 22.5% principals/headmistresses disagreed and above 14% principals/headmistresses strongly disagreed with the statement that the inadequate training of teaching staff regarding guidance services is the main hurdle in the provision of guidance at secondary level. Similarly, 21% principals/headmistresses strongly against and 13% principals/headmistresses were against the statement that over work load on teaching staff is the hurdle in the provision of guidance services at secondary level.

Discussion:

At secondary level educational guidance for example subject selection, pursuing higher education etc. is not provided to the students. The findings of this study are in line with the statement that the provision of guidance services in Pakistani schools is still waiting to become a reality (Shahid, 2004).

The findings of this study regarding the possible hurdles in the provision of guidance services are in many areas are in line with the findings of the research study conducted by Okala (2005) in which it was reported that there was a lack of trained personnel in the area of guidance and there were limited resources for provision of guidance services. The non existence of guidance services at secondary level in schools and the hurdles identified in this study support the findings of the research done by Nafees, Farooq, Tahirkhili and Malik (2012) in the government girls high schools of district Charsadda, Khyber Pakhtunkhwa, which shows that guidance services in schools is the neglected element in our educational system. The hurdles are reported as lack of awareness on the part of society and insufficient teachers training in the area of guidance and counseling.

Recommendations

Every learner in the school is in the need of guidance in one way or the other at some point. Therefore, it is recommended for the government to establish guidance services cell in each school where learners can share their problems freely and they are enabled to overcome their problems through providing guidance services to them. It is recommended that the government may appoint a professionally trained guidance teacher in each school for the provision of guidance to the students. If it is difficult to assign guidance teacher to each school then a trained guidance teacher may be appointed for the group of cluster schools who can visit each school regularly in the fixed time interval for guiding those students who encounter any problem. Further such research studies are recommended to be conducted at all levels in other areas of the country.

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