

Teachers' Perspective on the Need and Practices of Guidance and Counseling at the Secondary Level in Khyber Pakhtunkhwa, Pakistan

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Received: December 23, 2017

Accepted: February 3, 2018

ABSTRACT

The study is about the teachers' perspective on the need and practices of guidance and counselling at the secondary level in Khyber Pakhtunkhwa, Pakistan. The main objectives of the study are to explore the perceptions of teachers regarding guidance and counselling; problems of teachers and students in connection with guidance and counseling and to suggest a model of guidance and counseling services/networks. The study is quantitative in nature. 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. Questionnaire (Likert scale) was used for the collection of factual information from the teachers. The quantitative data were tabulated and then analyzed through mean and percentages. The main conclusions are: 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 should work/practice and to select their subjects. The key recommendations are: there should be mutual cooperation of the students, teachers, the principal, vice-principal, administrators, parents and the counselor; proper guidance and counseling can make students well-adjusted in society; posts of certified counsellors are needed to be created at the secondary school level and a proper structure of guidance and counselling is needed to be there at the secondary school level.

KEY WORDS: Guidance and Counselling, Need and Practices, Teachers' Perspective, Secondary School Level, Pakistan

INTRODUCTION

Guidance is the major application of psychology in the educational field. 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 problem (Ali, 2008). 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 (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 (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 by helping to choose those courses and activities most appropriate to him. The whole school team administrator, teacher, guidance specialist and student are involved in this effort with his area of responsibilities (McDaniel, 1956).

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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 the academic growth of pupils. It is desirable for the teacher to understand the pupil first for this purpose, only then he can teach a subject effectively (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 by 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. 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). 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. 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 paper in hand is: Teachers' Perspective on the Need and Practices of Guidance and Counseling at the Secondary Level in Khyber Pakhtunkhwa, Pakistan".

OBJECTIVES OF THE STUDY

- To point out the problems of students and teachers in connection with guidance and counseling;
- To explore the teachers' perspective about the need and practices of guidance and counseling services;
- To suggest a model of guidance and counseling services/network.

SIGNIFICANCE OF THE STUDY

This study will be helpful to understand the perceptions of teachers about guidance and counseling. The problems of teachers and students regarding guidance and counseling will be pointed out which will help to solve these problems. 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.

METHODS AND PROCEDURE

Nature of the Study

It is a quantitative descriptive research study. It involves research activities, ranging from wide review of the related literature and the collection of data through questionnaire from teachers.

Population

The population of the study is comprised of teachers 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). 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.

Sampling

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 of 100 teachers was distributed among these sub-strata. Thus, 05 teachers from each male and female school were chosen randomly. The total sample size was including 100 teachers.

Instrument Used

A five-point questionnaire (Likert scale) was used for the collection of factual information from the respondents; i.e. teachers.

Data Collection

The quantitative data were collected by researcher while distributing the questionnaires among the teachers. All the questionnaires were duly filled by the respondents and then collected by the researcher. The quantitative data were collected through likert scale five points questionnaire.

Data Analysis

The data 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.. After that discussions were made and then recommendations were given.

Limitation of the Study

The study is delimited to;

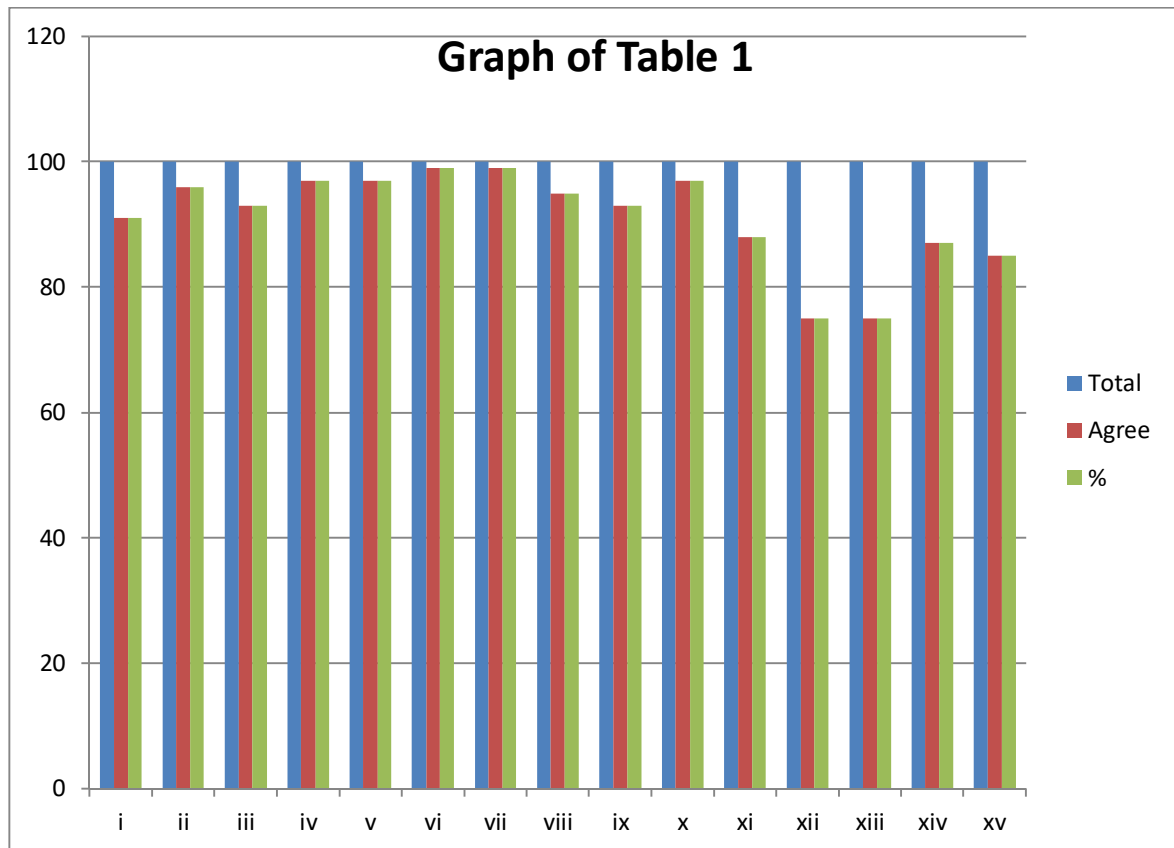
- Secondary Schools
- Male and Female Teachers
- Guidance and Counselling
- District Peshawar

RESULTS AND EXPLANATION

Table-1 Responses of Teachers about Problems of Students and Teachers in Connection with Guidance and Counseling

N = 100

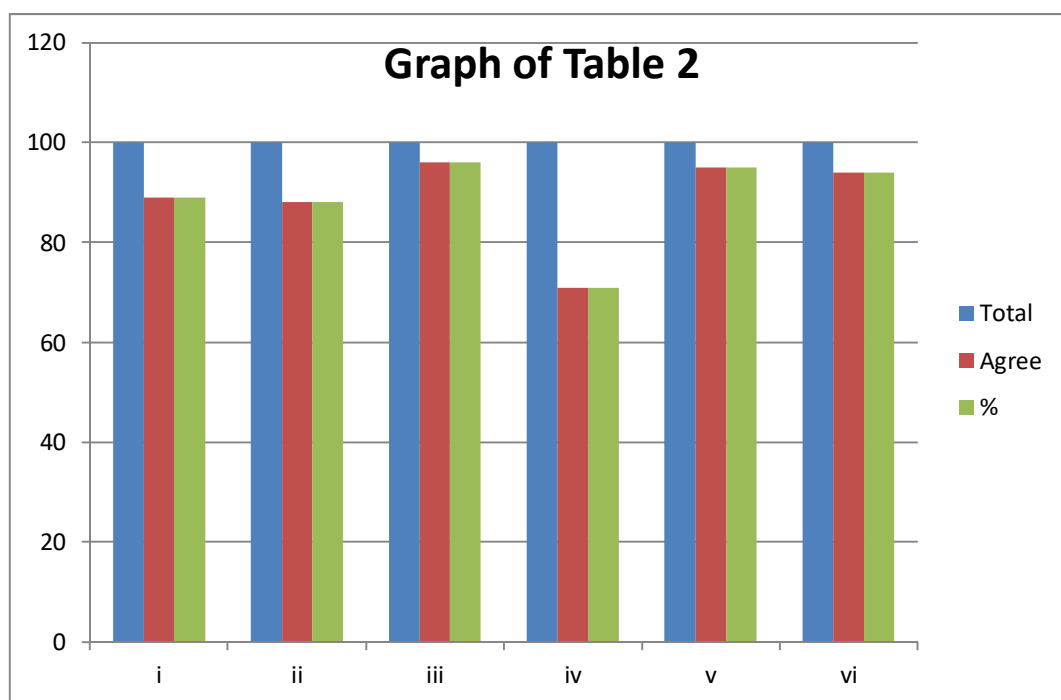
Teachers		Male Teachers						Female Teachers						Mean Value (X)
	Scales	5 %	4 %	3 %	2 %	1 %	Mean Value (X)	5 %	4 %	3 %	2 %	1 %		
i	The need of guidance and counseling should be highlighted at the secretariat/secretary level	22 44	20 40	3 6	5 10	00 00	4.38	31 62	18 36	00 00	1 2	00 00	4.58	
ii	Every school should have a guidance and counseling committee	22 44	25 50	2 4	1 2	00 00	4.56	29 58	20 40	1 2	00 00	00 00	4.56	
iii	All members of teaching and support staff should be actively involved in guidance and counseling programmes	17 34	26 52	4 8	2 4	1 2	4.12	25 50	25 50	00 00	00 00	00 00	4.5	
iv	Confidence level of students can be improved through guidance and counseling	27 54	20 40	3 6	00 00	00 00	4.48	32 64	18 36	00 00	00 00	00 00	4.64	
v	Learning problems of students can be solved through guidance counseling	25 50	22 44	2 4	1 2	00 00	4.42	30 60	20 40	00 00	00 00	00 00	4.6	
vi	Self-awareness in students through guidance and counseling can be developed	27 54	22 44	00 00	1 2	00 00	4.5	28 56	22 44	00 00	00 00	00 00	4.56	
vii	Proper guidance and counseling can make students well-adjusted in society	31 62	18 36	1 2	00 00	00 00	4.6	31 62	19 38	00 00	00 00	00 00	4.62	
viii	Development of students interest will lead to the selection of vocational and educational courses	22 44	23 46	5 10	00 00	00 00	4.34	31 62	19 38	00 00	00 00	00 00	4.62	
ix	Guidance and counseling help in solving psychological problems of students	18 36	27 54	5 10	00 00	00 00	4.26	34 68	14 28	2 6	00 00	00 00	4.64	
x	Guidance and counseling assist the students for the solution of their personal and social problems	21 42	28 56	1 2	00 00	00 00	4.4	25 50	23 46	2 4	00 00	00 00	4.46	
xi	Budget allocation may be increased for the establishment of guidance and counseling program	12 24	28 56	10 20	00 00	00 00	4.04	28 56	20 40	1 2	1 2	00 00	4.5	
xii	Teachers have some psychological problems at the secondary school level	9 18	23 46	10 20	8 16	00 00	3.66	15 30	28 56	3 6	5 10	2 4	4.16	
xiii	Maladjusted students are difficult to be handled by secondary school teachers	6 12	27 54	10 20	5 10	2 4	3.6	18 36	24 48	2 4	6 12	00 00	3.58	
xiv	Teachers are depressed due to work at the secondary school level	19 38	22 44	3 6	6 12	00 00	4.08	28 56	18 36	3 6	1 2	00 00	4.46	
xv	Secondary school teachers have personal and social problems	20 40	23 46	2 4	3 6	2 4	4.12	21 42	21 42	3 6	4 8	1 2	4.14	



The first statement states that the need of guidance and counseling should be highlighted at the secretariat/secretary level, as the mean score is 4.48 and the percentages are 91(91%). The second statement elaborates that every school should have guidance and counseling committee, the mean score is 4.47 and the percentages are 96(96%). The third statement clarifies that all members of teaching and support staff should be actively involved in guidance and counseling programmes, the mean score is 4.31 and the percentages are 93(93%). The fourth statement shows that confidence of students can be improved through guidance and counseling, the mean score is 4.56 and the percentages are 97(97%). The fifth statement elaborates that learning problems of students can be solved through guidance and counseling, the mean score is 4.51 and the percentages are 97(97%). The sixth statement states that self-awareness in students through guidance can be developed, the mean score is 4.53 and the percentages are 99(99%). The seventh statement shows that proper guidance and counseling can make students well-adjusted in society, the mean score is 4.61 and percentages are 99(99%). The eighth statement states that development of students interests, will lead to the selection of vocational and educational courses, the mean score is 4.48 and the percentages are 95(95%). The ninth statement reveals that guidance and counseling help in solving psychological problems of students, the mean score is 4.45 and the percentages are 93(93%). The tenth statement shows that guidance and counseling assists the students for the solution of their personal and social problems, the mean score for this statement is 4.43 and the percentages are 97(97%). The eleventh statement elaborates that budget allocation may be increased for the establishment of guidance and counseling program, the mean score for this statement is 4.27 and percentages are 88(88%). The twelfth statement tells that teachers have some psychological problems at the secondary school level, the mean score is 3.91 and the percentages are 75(75%), which shows that most of the respondents supported that statement but not as emphatically as other statements. The thirteenth statement elaborates that maladjusted students are difficult to be handled by the secondary school teachers, the mean score is 3.72 and the percentages are 75(75%), which indicates that most of the respondents are agreed with this statement. The fourteenth statement explains that teachers are depressed due to work load at the secondary school level, the mean score is 4.27 and the percentages are 87(87%). The last and fifteenth statement in table-1 shows that secondary school teachers have personal and social problems, the mean score is 4.13 and the percentages are 85(85%), which explains that most of the respondents are agreed with that statement.

Table-2 Responses of Teachers about the Implementation and Practices of Guidance and Counselling
N=100

Teachers Scales		Male Teachers						Female Teachers						Mean Value (X)
		5 %	4 %	3 %	2 %	1 %	Mean Value (X)	5 %	4 %	3 %	2 %	1 %		
i	Posts for counselors at the secondary school level should be created	18 26	24 48	5 10	2 4	1 2	4.12	34 68	13 26	00 00	2 4	1 2	4.54	
ii	A teacher among the teachers can be given guidance and counseling responsibilities	15 30	30 60	1 2	3 6	1 2	4.1	24 48	19 38	2 4	3 6	2 4	4.2	
iii	Teachers can be trained as master trainers and then they can be providing training to other teachers regarding guidance and counseling	26 56	23 46	1 2	00 00	00 00	4.5	23 46	24 48	1 2	1 2	1 2	3.94	
iv	Some students should be appointed as peer counselors	7 14	30 60	9 18	3 6	1 2	3.78	9 18	25 50	7 14	2 4	7 14	3.54	
v	School based in-service courses on guidance and counseling for all staff is required to be organized	22 44	24 48	4 8	00 00	00 00	4.36	28 56	21 42	00 00	1 2	00 00	4.52	
vi	Teacher and other members of counseling team should go for counseling supervision	14 28	32 64	2 4	2 4	00 00	4.16	30 60	18 36	00 00	2 4	00 00	4.48	

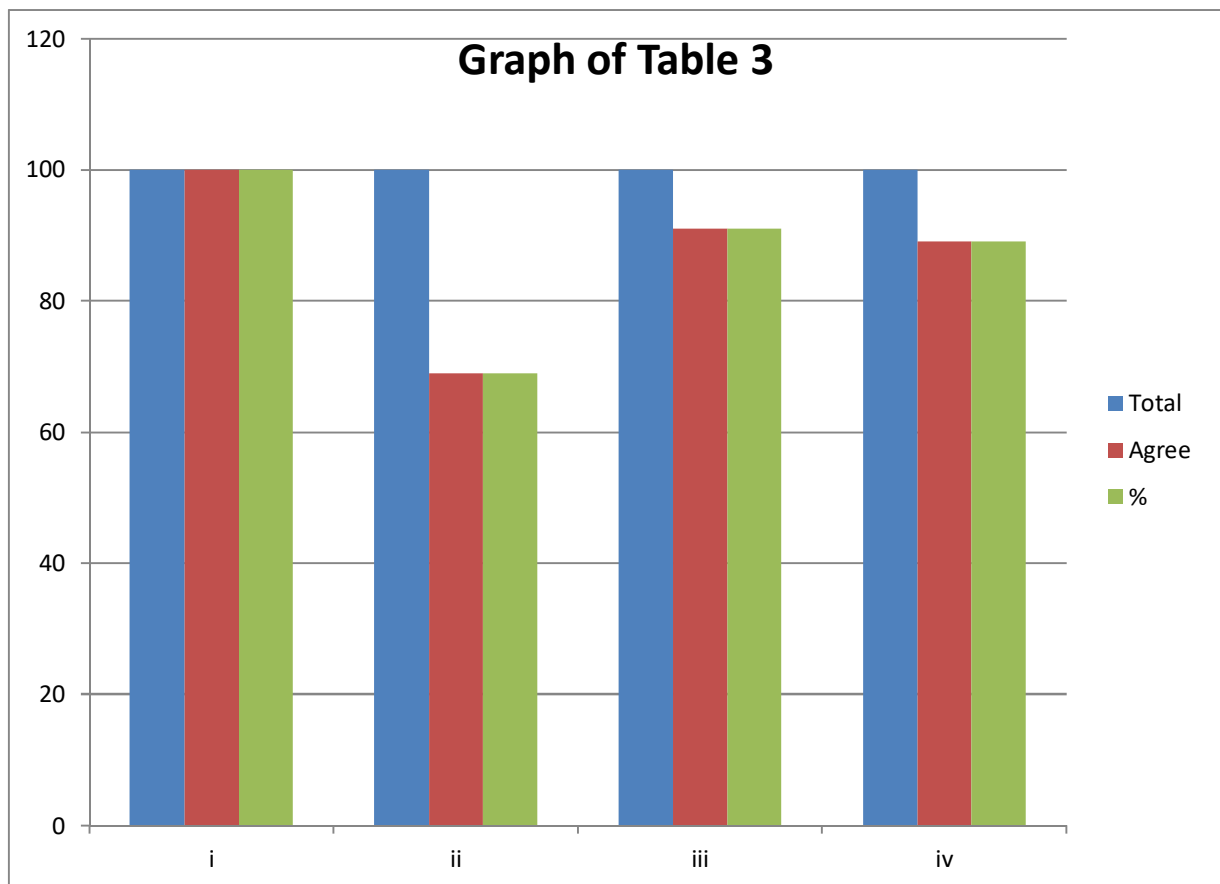


The first statement of table-2 states that posts for counselors at the secondary school level should be created, the mean score is 4.32 and the percentages are 92 (92%), The second statement in table-2 indicates that a teacher among the teachers can be given guidance and counseling responsibilities, 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-2 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 4.22 and the percentages are 96(96%), which shows that majority of the respondents supported that statement. The fourth statement in table-2 indicates that some students should be appointed as peer counselors, 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-2 states that school based in-service courses on

guidance and counseling for all staff is required to be organized, 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-.3 elaborates that teacher and other members of counseling team should go for counseling supervision, the mean score is 4.32 and the percentages are 94(94%), which shows that majority of the respondents supported that statement.

Table-3 Responses of Teachers about a Model of Guidance and Counseling Services

		N = 100											
Scales		5 %	4 %	3 %	2 %	1 %	Mean Value (X)	5 %	4 %	3 %	2 %	1 %	Mean Value (X)
i	For better academic performance of students in secondary schools, a proper structure of guidance and counseling is needed to be there	32 64	18 36	00 00	00 00	00 00	4.64	34 68	16 32	00 00	00 00	00 00	4.48
ii	Cluster system of guidance and counseling may work at the secondary school level, e.g. every ten schools situated nearby	14 28	29 58	3 6	4 8	00 00	4.06	13 26	13 26	3 6	18 26	3 6	3.3
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	20 40	28 56	2 4	00 00	00 00	4.36	25 50	18 36	5 10	2 4	00 00	4.32
iv	Students should participate in designing programs for guidance and counseling	20 40	25 50	3 6	3 6	00 00	4.3	21 42	23 46	1 2	3 6	2 4	4.16



The first statement regarding table-3 states that for better academic performance of students in secondary schools proper structure of guidance and counseling is needed to be there, the mean score is 4.56 and the percentages are 100(100%). The second statement in relation with table-3 reveals that cluster system of guidance may work at the secondary school level, e.g. every ten schools situated nearby, 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 over there. The third statement in connection with table-3 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 4.34 and the percentages are 92(92%). The fourth and last statement in table-4 states that students should participate in designing programs for guidance and counseling, the mean score is 4.23 and the percentages are 90(90%).

DISCUSSION

1. Problems of Students and Teachers in Connection with Guidance and Counseling:

- i. According to the data, the need of guidance and counseling should be highlighted at the secretariat/secretary level, a very large number of teachers favoured it. 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.
- ii. According to the data, every school should have guidance and counseling committee, a very large number of teachers agreed with it. 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.
- iii. As far as the 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 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.
- iv. According to the data, confidence of students can be improved through guidance and counseling, a very large number of teachers favoured it.
- v. The data elaborates that learning problems of students can be solved through guidance and counseling, a very large number of teachers 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.
- vi. The data stated that self-awareness in students through guidance can be developed, all the teachers agreed with it.
- vii. The data stated that proper guidance and counseling can make students well-adjusted in society, all the teachers 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.
- viii. According to the data, development of students interests, will lead to the selection of vocational and educational courses, a very large number of teachers favoured it.
- ix. According to the data, guidance and counseling help in solving psychological problems, a very large number of teachers favoured it.
- x. According to the data, guidance and counseling assist the students for the solution of their personal and social problems, a very large number of teachers agreed with it.
- xi. According to the data, budget allocation may be increased for the establishment of guidance and counseling program, a large number of teachers favoured it. 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.
- xii. The data stated that teachers have some psychological problems at the secondary school level, most of the teachers favoured it.
- xiii. The data elaborates that maladjusted students are difficult to be handled by the secondary school teachers; most of the teachers favoured it.

xiv. The data explains that teachers are depressed due to work load at the secondary school level, most of the teachers agreed with it. Bolton (2015) said that time management and work-load stress were the main stressors.

xv. The fifteenth statement shows that secondary school teachers have personal and social problems, most of the teachers and students agreed with it.

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

i. According to the data, posts for counselors at secondary school level should be created; a very large number of teachers favoured it. 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.

ii. The data indicates that a teacher among the teachers can be given guidance and counseling responsibilities, a large number of teachers favoured it. 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. 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 agreed with it.

iii. The data indicates that some students should be appointed as peer counselors, most of the teachers agreed with it. The 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 or 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 the data, school based in-service courses on guidance and counseling for all staff is required to be organized, a very large number of teachers favoured it.

v. The data elaborates that teacher and other members of counseling team should go for counseling supervision, a very large number of teachers favoured it.

3. A Model of Guidance and Counseling:

i. The 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 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.

ii. According to the data, cluster system of guidance may work at the secondary school level, e.g. every ten schools situated nearby, most of the teachers favoured with it. 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.

iii. The 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 favoured it. 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.

iv. According to the data, students should participate in designing programs for guidance and counseling, a very large number of teachers 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.

RECOMENDATIONS

i. Guidance and counseling can be there in every school in Pakistan on emergency basis as secondary school level is termed as the most critical, terminal, transitional and crucial stage of individual development.

ii. PTC should be active in solving the guidance and counseling problems of students.

iii. As guidance work requires mutual cooperation of all the staff; especially the teachers, the head teacher and the counselor. So, the cooperation of all the staff is required to be there for the success of guidance and counselling in a school.

iv. There should be a planned programme /structure of guidance and counseling and that it should be provided on regular basis; i.e. daily and monthly basis for the immediate solution of problems.

v. Several factors which affect the provision of effective counseling services; such as, lack of resources include finance, counseling room (located in a private and quiet part of the school) lack of time and traditional (cultural) belief should be covered.

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