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Need Assessment of Guidance and Counselling Services at the Secondary Level in Southern Punjab, Pakistan

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ABSTRACT

The main purpose of the present study is to observe need assessment for guidance and Counseling services and its existing status at secondary level in Southern Punjab, Pakistan. Furthermore, it was important to identify the most common problems faced by the students at secondary level. The present study was delimited to different public and private sector secondary schools of districts including Multan, Khanewal and Lodhran from the province of Punjab. Target Population of the study was consisted of forty (40) secondary schools, out of which twenty (20) public and twenty (20) private sector secondary schools. Total three hundred and ten (310) students were taken as a sample by using simple random sampling technique by using table of random numbers. A Questionnaire was developed as research tool which was based upon five points (05) Likert-type scale to collect quantitative data. After data collection, data was coded to analyze by using SPSS software. The results of the present study showed that there was a need to introduce guidance and Counseling services at secondary school level to address the students' dire needs. Moreover, orientation programs are needed to arrange for teachers to provide professional training about these services. It was also recommended that guidance and Counseling services are the best solution to resolve personal, psychological & educational problems, source of educational, professional & personality growth, development and motivation towards their studies.

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1. Introduction

The concept of guidance is as old as man race. Allah sent many Prophets for the guidance of mankind. The age group of secondary school children is about fifteen to sixteen years, which span in the later adolescent period of their life who needs proper guidance and Counseling for selection of the right direction. Adolescence is the most important part of the man's life. In this age if the students choose the right path then he can spend a successful life. Harmin & Erikson (2012) defined the guidance as "Guidance is an aspect of educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs". In the same way, Brewer (2014) has defined the guidance in these words "Guidance is a process through which an individual is able to solve their problems and pursue a path suited to their abilities and aspirations". So that, Rogers (2013) defined the "Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitude and behaviors".

Moreover, Nwachuku (2007) describes the definition of guidance and Counseling as "A systematic and organized educational helping services, professionally given by a professionally trained counselor or therapists to a learner of any age, within or outside the school walls at appropriate level. The essence is to assist him understand himself, situation and environment, discover his interests, potentialities and opportunities in life and learn how best to effectively utilize his assists as well as minimize his weaknesses, to live a maximum productive life".

Similarly, Nayak (2001) stated the scope of guidance and Counseling is extremely easy and comprehensive way. He says the life is getting more complex and complicated day by day, so the students need the help of experts for solving the problems that he faced in his life. The expert helps the students in selection of educational courses according his interest, placement in the next stage of education, select the profitable occupation in the job placement and trained the students for the maintained of their mental health. The counselor should also identify the backward students and helps them to achieve the maximum. The teaching cannot be effective if there is not proper guidance and Counseling at secondary level. It is never a separate from educational process because it is the important part of the educational programs. Guidance and Counseling plays an important role to polish a student or help to choose a right way or path for the achievement of his life goals or objectives. Counseling is a learning process in which counselor helps the students or individual to choose the positive behavior that will support the student to grow, develop, progress and perfect adjust in educationally, vocationally and socio-personally (Hasnain, 2004).

In addition, it was also noted that the previous studies defined that the guidance and Counseling services which supported the students in many ways and helped them to adjustment in their lives. In many developed countries these services are available at secondary school level and are working on the betterment of the students. Literature reveals that guidance and Counseling services are beneficial for student's career and self-adjustment in their life. But in Pakistan, still the guidance and Counseling services are not available at secondary school level and the students faced a lot of problems in their social, personal, psychological and educational areas. The guidance and Counseling services at Secondary level in Pakistan is not implemented at all. The researcher feels that the guidance and Counseling services are the essential need of this crucial time when the students faced a lot of problems in their personal life. The researcher observed that there is not much research work has been done in the field of guidance and Counseling at secondary level. So, that is the main reason to select this topic. In this study, researcher highlighted the importance of guidance and Counseling

to severe the need of these services for the students of Pakistan.

The present study was designed to observe the need assessment of guidance and counseling services at the secondary level in Southern Punjab.

The main objectives of this study were as follows:

1. To study the socio-psychological effect of students regarding guidance and counseling services
2. To determine the role of guidance and counseling services on student academic performance
3. To find out the effect of guidance and counseling facilities among male and female student

2. Review of Related Literature

Kaila (2003) indicated that the children and adolescence face a lot of problems in their education and vocational areas such as low self-esteem, difficulties to control their anger and sexual desires. They faced a lot of problems in their adolescence age, so they need the proper guidance and Counseling services to cope these problems. These investigations recommended that school counselor is very necessary and it is basic need of this time so the counselors should be appointed for all time at the secondary schools. Similarly, Harper et al (2003) discussed that how Maslow's hierarchy of basic needs, the counselor can be used as the framework to approach the needs of the students. He discussed the child needs and the present strategies of Counseling that include crisis intervention technique, development of program, availability of social services and the counselors should meet the parents of the students and try to solve their problems. Furthermore, Akpan (2010) stated that the guidance and counseling services in the educational area are enable the child to understand himself and prepare for the functional life. It prepares the individual to cope the challenges of the world. Guidance and Counseling enable the students to achieve their full potentialities in their moral, social, emotional, vocational and academic development. In the same way, Egbule (2006) described the educational guidance is the assistance that given to the students that enables them to work and function better in the school environment. He says that the educational guidance assists the students to understand themselves and how their abilities could be developed. With these definitions, educational guidance and Counseling is very necessary in the adolescence age to achieve the maximally success.

Therefore, Lunenburg (2010) says that the guidance and Counseling services in the areas of social, educational, vocational and development of emotions is necessary. He says that the school heads should introduced guidance and Counseling services in their schools and make sure that the students get the full benefits of these services. Furthermore, he examines the program of guidance and Counseling aims, the role of counselor in the school, major guidance and Counseling services, method of Counseling and evaluation of guidance and Counseling programs. Likewise, Parhar et al (2013) focused that today the young learners faced the more complex and the changing nature of the world, most of the students in secondary school level faced a lot of problems due to the lack of guidance and counseling guidance services is essential in schools to solve the physical, social, educational, psychological and vocational problems of the students. The word "guidance" is related to all kind of education like formal, informal and non-formal, which aims to help the students that adjust in their society with effective way or more successful. Similarly, Egbo (2015) described the guidance and Counseling for students are very necessary in the environment of school to promote the individual's ability and the adjustment in the society. It enhances the student academic performance is excellent prepare the individual to face the future life and adopted the suitable

professional field. It enables the students to resolving his personal, social and psychological issues. The purpose of guidance is the growth and the development of the learners in and out of the school. Egbo also discusses the Counseling techniques that are used in group dynamics and peer group Counseling technique for the future adjustment of the students.

Azeez and Sumangla (2015) described that the adolescence is the most sensitive period of life. The basic problems of adolescence are emotional imbalance; rapidly change in physical and emotional thoughts. He is strongly agreed that the adolescent age students need Counseling support when they have to cope with social, personal, educational and psychological issues. Adolescent students have the great desire to do the things or work independently. So, they start the thinking about their future or the job career. For this purpose, they need the vocational guidance. They oppose restrictions, to express his feelings free and to get the freedom of choices are the basic needs of students in their puberty age. Every individual wants to be more secure, the economic security and the social security are the most important factors for them.

It was noted that Ibrahim & Almas (1983) throw the light on the development of guidance and Counseling movement in Pakistan. First the guidance and Counseling services introduced in the vocational and educational areas collectively as the result of efforts of the Pakistani federation of university women and other organization (both national and international). Now the present area, the educational & vocational guidance and Counseling becomes a true reality in all educational level like (school, colleges and universities). Farah described that the multiple perspective of guidance and Counseling introduces in the history of Pakistan. Initially the people of Pakistan were against such type of services due to the unaware the advantages of guidance and Counseling. After sometime that era comes when they have little awareness of the services and advantages of guidance and Counseling in their lives. The vocational guidance and Counseling in the school level is the recent development in Pakistan. It is changed the agricultural society into the industrial society and also changes the extended family system to a nuclear family system. The countries can develop rapidly due to the accurate guidance and Counseling services provided for the students. The guidance and Counseling services have the ability to change the cultural traditions with the passage of time.

In spite the school counselors facing the challenges at national wide level, in Japan, it is positive approach to see that school counselor work together with teachers for solving the personal and psychological issues of students. The development of the school counseling services seems rapidly growth in the recent years. From 2005, the full-time school counselors were appointed in the schools. According to this idea, the schools of South Korea have adopted the comprehensive guidance program model that emphasizes developmental and preventive programs in schools. In 1922, the secondary school Counseling was started and by the late of 1930 it becomes an integral part of the educational system. Now the schools of the France have the counselors of the vocational guidance of the students. It helps the students to develop the abilities of self-understanding, life planning, decision making, and action taking and can choose their career options. In Thailand, the roles of counselors are given by the teachers of the schools. The teacher's guide the students regarding their selection of subjects. The school counselors in Israel gives their one- third time to the instructions of classrooms and rest of the time gives the students personal or the social Counseling. Career Counseling is also very essential in the secondary school level for choose the career of the students in the future. The Counseling development in the Turkey is about 50 years ago. Many secondary schools have the guidance and Counseling services. The Ministry of National Education is fully supported to the development of guidance and Counseling services in the secondary schools of Turkey (Patrick &

Suk- Chun, 2008).

Moreover, Malek et al (2013) stated the development of guidance and counseling services in Malaysians schools is rather similar to that which occurred in the United States of America, have discussed the initially focus of the guidance and counseling services was on vocational guidance with the passage of time it becomes transformed into the students personal growth, increase personal development and the implementation of the guidance and counseling services in the schools. That time, vocational guidance was necessary in the schools to enhance the students' ability to choose educational fields according to student's ability and talent, and enable him to making future career plans. The introduction of a planned guidance and counseling services in Malaysian schools was initiated in 1963. The guidance and counseling services were available in the Malaysian schools about five decades before, now the guidance and counseling services brought the change and provide the effective and optimum services to students. Now the students seek guidance and counseling services to assist in finding solution of their problems which facing those in the modern globalize world. The other countries like Denmark, Spain, France, Italy, Norway, Belgium, Finland and the many other countries using the web for the career counseling of the secondary school students. With the passage of time the counseling services in the schools is expanding day by day for improve the inner satisfaction of the student's life.

3. Methodology

This study was descriptive in nature. Under this study the quantitative method was used for data collection. Questionnaire was developed for quantitative data with five point rating scale.

3.1 Delimitation of the Study

The present study was delimited to

- 1) Three Districts of southern Punjab were selected for this study
- 2) Both Public and private schools were included in the study
- 3) Both male and female students were the part of the study

3.2 Population

The population of this study was included all the public and private secondary schools of Southern Punjab. The accessible population was consisted of three districts that is Multan, Khanewal and Lodhran in Southern Punjab having one lac, forty seven thousands, six hundred and ninety seven (147697) students belongs from both public and private schools studying in 9 and 10 classes.

3.3 Sample

The study sample was consisted of three hundred and ten (310) students which were taken from different public/ private secondary school students of three districts Multan, Khanewal and Lodhran. Out of 310 students, there were one hundred and forty-nine (149) male students and one hundred and sixty-one (161) female students were taken as sample of the study using simple random sampling technique by using the table of random numbers.

3.4 Tool and Data Collection

The survey method was used to collect data. For this purpose, a questionnaire was developed which based on five-point Likert-type scale for collection of relevant data from these secondary school students.

3.5 Data Analysis

The collected data were tabulated and coded for analysis by using SPSS. The analyzed data was described in two ways descriptive and inferential statistics. The collected data was analyzed by the statistical methods of frequency, percentage, mean score and t-test statistics.

4. Results

Table No. 1: Statement and Mean-Wise Analysis of Students

The following table shows statement wise response of male and female student with respect to their frequencies, percentage and mean score.

Statements	S.A	A	UD	DA	SDA	M.S
I believe that guidance and counseling can improve the mental development of students.	273 (88.0)	35 (11.0)	- (-)	2 (1.0)	- (-)	4.87
Students can get confidence through guidance and counseling services	201 (64.0)	104 (33.0)	2 (1.0)	3 (2.0)	- (-)	4.62
Students can show improvement in their studies due to proper guidance and counseling	213 (68.7)	94 (30.0)	2 (1)	1 (0.3)	- (-)	4.67
Students can show better performance in class through guidance and counseling	210 (66.4)	89 (29.0)	9 (3.0)	1 (0.3)	1 (0.3)	4.63
Students can solve their learning problems with the help of guidance and counseling	218 (70.0%)	87 (28.0)	3 (1.0)	3 (1.0)	- (-)	4.68
Students can get the ability of self adjustment through guidance and counseling.	169 (55.0)	119 (38.0)	19 (6.0)	3 (1.0)	- (-)	4.46
Guidance and counseling can promote the awareness of career selection among the students.	206 (67.0)	97 (31.0)	4 (1.0)	3 (1.0)	- (-)	4.63
Self-actualization quality can be develop in students through guidance and counseling	176 (56.7)	97 (31.0)	30 (10.0)	6 (2.0)	1 (0.3)	4.42
Students can solve their personal problems through guidance and counseling.	187 (60.0)	99 (32.0)	13 (4.0)	8 (3.0)	3 (1.0)	4.48
Students can get better satisfaction of psychological needs by guidance and counseling.	187 (60.7)	97 (31.0)	19 (6.0)	6 (2.0)	1 (0.3)	4.49
Students can share their emotions due to proper guidance and counseling.	196 (63.0)	90. (29.0)	16 (5.0)	4 (2.0)	4 (2.0)	4.52
Guidance and counseling can save the students from psychological complications.	192 (61.7)	78 (25.0)	34 (11.0)	5 (2.0)	1 (0.3)	4.47

Proper guidance and counseling can provide adjustment of the students at secondary level.	219 (70.7)	72 (23.0)	8 (2.0)	10 (3.0)	1 (0.3)	4.61
Students can improve their behavior through guidance and counseling.	236	57	8	7	2	4.67
Statements	S.A	A	UD	DA	SDA	M.S
	(76.0)	(18.0)	(3.0)	(2.0)	(1.0)	
Guidance and counseling can provide the positive thinking to the students.	234 (76.0)	60 (19.0)	7 (2.0)	5 (2.0)	4 (1.0)	4.66
Guidance and counseling provides the knowledge of skill development in the students.	216 (70.0)	73 (23.0)	10 (3.0)	8 (3.0)	3 (1.0)	4.58
Students can get rid from mental stress due to unexpected physical changes with the help of guidance and counseling.	192 (61.7)	99 (32.0)	13 (4.0)	5 (2.0)	1 (0.3)	4.54
Students can control their sexual desires by means of guidance and counseling.	197 (64.0)	55 (17.0)	43 (14.0)	7 (2.0)	8 (3.0)	4.37
Students can behave normally even tense family relations due to guidance and counseling.	150 (47.7)	131 (43.0)	16 (5.0)	12 (4.0)	1 (0.3)	4.35
Proper guidance and counseling provides students enough confidence to share their problems with parents.	160 (72.0)	120 (22.0)	17 (4.0)	12 (1.0)	1 (1.0)	4.63
Students can get awareness of their future plans by guidance and counseling.	166 (70.0)	129 (26.0)	6 (2.0)	8 (1.0)	1 (1.0)	4.66
Guidance and counseling services should be introduce at secondary level.	176 (57.0)	119 (38.0)	5 (2.0)	8 (2.0)	1 (0.3)	4.48
The professional counselor should be appointed at secondary schools' level.	216 (70.0)	76 (24.0)	12 (4.0)	3 (1.0)	3 (1.0)	4.61
Are you in the favor of the guidance and counseling services at the secondary level?	224 (71.7)	75 (24.0)	10 (3.0)	1 (0.3)	- -	4.68
Students can show improvement in their studies due to proper guidance.	228 (74.0)	64 (20.0)	12 (4.0)	4 (1.0)	2 (1.0)	4.65

Table No 1 shows that the mean score of all the statements are (greater than 3.00) which shows the higher level of agreement of all the respondents with all the statements.

Table No. 2: Gender- Wise (Mean Score, standard deviation and t-value on statement)

Gender	Mean	S. D	t	df	p
Male	111.77	9.324	-5.626	308	0.001
Female	116.91	6.608			

N= 310 (male= 149 and female= 161), $p < 0.001$

Table No.1 shows that the mean difference between male and female score on questionnaire. The result shows the female student have more significant attitude toward the guidance and counseling as compare to male students. The results show statistics significant difference among male and female students.

5. Discussion

The purpose of the present study was to observe the need assessment of guidance and counseling services at secondary level in Southern Punjab. This research was descriptive by nature. In this research quantitative method was used for data collection. Survey was conducted from different secondary school students of Public and Private sector schools of three cities of South Punjab (Multan, Khanewal and Lodhran). Majority of the students were strongly agreed that guidance and counseling can improve the mental development, confidence, better performance, resolve the learning problems. Similarly, Karim (2012) discussed the guidance has the great importance in the student's life. It aims to help the students to adjust in their environment. Furthermore it is found that the guidance and counseling can promote the awareness of career selection, self-actualization, and better satisfaction with life and studies, and also reduce psychological complications. Meanwhile it is found that the guidance and counseling is helpful to improve the educational activities, plans of student, and have direct influence on the academic achievement.

6. Conclusion

In the perspectives of students with respect to guidance and counseling, most of them were in favor that it can improve their studies, behavior, mental development, skills, positive thinking, confidence level, performance in class, ability of self-adjustment in the society, self-actualization, and promote the awareness of career selection. They believed that through guidance and counseling services, they can get better satisfaction of psychological needs, share their emotions, mentally relax, control their sexual desires, resolve their psychological complications, get rid from mental stress due to unexpected physical changes and solve their personal & learning problems which have directly effect on the student academic performance. Due to guidance and counseling student have less socio-psychological issues which made student to concentrate on their academic activities and due to more concentration on academic student shows high academic performance. Likewise teachers, they were also in favor of introducing of guidance and counseling services from secondary level. While during the data collection, it was observed that guidance and counseling in schools is the essential need as it shows the right path to students, and helps in selection of their subjects and better adjustment in the school environment. It makes the citizen successful. It makes student free from mental stress and helps in career selection. Furthermore this study found with the help of t-statistic to testing the hypothesis that indicate the gender difference in the effectiveness of guidance and counseling, it is more essential of guidance and counseling for female students as compare to male student to reduce their socio-psychological issues as compare to male students.

7. Recommendations

The present study was to analyze the need assessment of guidance and counseling services at secondary level in Southern Punjab.

1. The sample size can be increased to get views of massive population because it made policy makers to generalize.
2. There is need to conduct this study on parents because parents are the primary source of knowledge for their child.
3. To reduce the mental distractions there is need to develop the model of guidance and counseling for up to university level.
4. Every school must have to counselor because he is very helpful to reduce student social issues and helpful to plan their curricular and career development.
5. The policy makers should design and introduce a compulsory subject of guidance and counseling in the curriculum.
6. Media should play their role for mind-setting of public for promoting ethical education for guidance & counseling.
7. Separate, professionally trained counselors should be appointed, because majority of the student need guidance and counseling.

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