

Need of Guidance and Counselling Services in Private Girls' Secondary Schools in Peshawar City

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ABSTRACT

The purpose which guided this study was to explore the need for introducing guidance and counselling services in female girls' secondary schools in Peshawar city. The study used a survey research method and data were gathered through questionnaires, administered to 20 principals and 441 students in the sampled private girls' secondary schools in Peshawar city. The data collected were statistically analyzed to check association between attributes of the respondents and their perceptions and preferences for introducing guidance and counselling services in girls' secondary schools in Peshawar city.

The study found that all the respondents favoured introducing guidance and counselling services in schools. Moreover, they also indicated the need of properly trained teachers for inculcating counselling and guidance services in schools. It was also observed that 60% of the principals have studied guidance and counselling as a subject in their professional degree.

The study further observed that majority of students in girls schools have complex problems and are in dire need of counselling and guidance. Therefore, the problem of guidance and counselling needs further investigation.

Key Words: Guidance and Counselling, Private Girls' School, Perception, Philosophy, Role of Principal and Trained Teachers

INTRODUCTION

The concept of guidance is as old as human race. Almighty Allah has sent one hundred twenty four thousands prophets for guidance of people. The history of the human race tells us that the need for some sort of guidance and counselling, especially for young ones has always been felt. This need however became more severe and more pressing due to growing complexity of the modes of living and other complications associated with it. Both Parents and teachers, therefore, should understand fully the need for adequate guidance and counselling. In addition, quite a large number of students in our schools, colleges and universities find themselves in the grip of personal adjustment problems. Loneliness, feeling of insecurity, conflicts with peers and teachers, low academic achievements, bad company and sexual harassment all create tension and anxiety in the students. All these factors make it necessary that we take a hard and realistic look at our education system to find out ways and means to help the students. It is felt that institutions of education should shoulder this responsibility (Landy, 2006).

This paper attempts to explore respondents' perceptions regarding introducing guidance and counselling services.

Guidance:

The word "guide" means to direct, to manage or to steer. Guidance is a process of regular help that all students get from parents, teachers, school counsellors and others to assist them in making appropriate educational and career choices/decisions. Guidance is assistance

made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view and make his own decisions (Nayak, 2004).

Counseling:

Counseling is the process where some students receive assistance from professionals who help them to overcome emotional and social problems or concerns, which may interfere with learning (Landy, 2006).

Philosophy of Guidance and Counseling:

Guidance is the philosophy of human relation. Actually guidance is a way of thinking and feeling (Blair, 1962).

Of all the educational programmes, the guidance and counselling program clearly indicates the inner growth and development of learners. Principles that govern the operation and delivery of the programmes should convey the essence of asset building and development, both emotionally and academically, in all learners (Landy, 2006).

OBJECTIVE OF THE STUDY

- i. To ascertain the availability of guidance and counselling services in girls' secondary schools in Peshawar.
- ii. To ascertain the need for introducing guidance and counselling services in girls' secondary schools in Peshawar.
- iii. To explore the possibility of introducing guidance and counselling services in the existing system of schooling at secondary level in Pakistan.
- iv. To give recommendations for introducing such services in girls' private secondary schools in Peshawar.

Significance of the Study:

The organization of proper guidance and counselling programme is highly desirable in both government and private sector schools. Guidance in the school is chiefly concerned with meeting the physical, social, emotional and educational needs of the children. Its purpose is to help each child make satisfactory adjustment to life, both in school and society. Guidance and counselling help to ensure that they are prepared to become the next generation workers and leaders. Every student needs support, guidance and opportunities during adolescence, a time of rapid growth and change. Adolescents face unique and diverse challenges both personally and developmentally, that impact academic achievement.

The present study is significant because of the following reasons:

- i. This study will be helpful for the principals, headmistresses, and teachers of private girls' secondary schools of Peshawar city.
- ii. Guidance and counselling services will be established in the secondary female schools in district Peshawar.
- iii. This study will help to organize and comprehend the guidance and counselling services effectively.
- iv. It will pave the way for the principals and teachers to become more conscious about the guidance and counselling services.
- v. It will give the planners thought provoking considerations about guidance and counselling services.
- vi. This study will also highlight the emotional problems and causes of dropout

of females at secondary level with reference to special cultural background of Peshawar.

- vii. This study will suggest recommendations for the significant role of guidance and counselling with special forms of adolescent child abuse at secondary level.

LITERATURE REVIEW

Guidance is a joint responsibility of teachers, parents, counsellors, specialists and pupils. They should develop close relationships among them. Guidance has been an instrument of qualitative improvement of education. In Pakistan for the last so many years the educationists have been emphasizing on organizing guidance and counselling programmes in all high schools but it is still a dream (shahid, 2004).

According to Nayak (2004) guidance and counselling is the only programme, which helps the students for evaluating themselves for a specific field of study. If guidance and counselling programmes are made available in schools, many of our educational problems particularly the failure cases or dropout rates of female at secondary level can be reduced.

According to Wazim (2001) guidance is the process of helping individuals achieve their self-understanding and self-direction necessary to make the maximum adjustment to school, home and community.

Gysbers (2003) reviewed guidance and counselling programmes in schools from the beginning in USA. According to him guidance and counselling started as vocational guidance in early 1900s.

Professional school counsellors are certified/licensed professionals with a master's degree or higher in school counselling or the substantial equivalent and are uniquely qualified to address the developmental needs of all students. Professional school counsellors deliver a comprehensive school counselling programme encouraging all students, academic career and personal/social development and help all students in maximum achievement (Gysber, 2006).

In the U.S., comprehensive guidance and counselling programs have been established in at least 35 different states. The goal of the comprehensive guidance and counselling program is to provide all students with life success skills. These programs are developmental in nature, and assist students to acquire and use life-long skills through the development of academic, career, self-awareness, and interpersonal communication skills. The American School Counsellor Association in announcing the national standards for school counselling programs categorized the student developmental needs into three broad areas: academic development, career development, and personal development (American School Counsellor Association, 1997).

In developing school guidance and counselling programs, there is need to identify the specific areas that students will acquire competencies after participating in the programs. One way to do this would be to identify the needs of students, and then group them into content areas for implementation of the programs. The three content areas emphasized in the comprehensive school guidance and counselling programs are: academic, career, and personal development (Gysbers, 2003).

Bishop, Bauer & Becker (1998) conducted a survey of student counselling needs at a medium-sized suburban institution in the U.S. The findings indicated that both male and

female students need assistance with personal, career and academic problems. A higher percentage indicated a need for assistance with career and academic concerns than with personal issues. Women particularly indicated they worry more about health and safety. This shows that although males and females may share similar counseling needs, there are some areas where the needs may be specific to one group as opposed to the other. The findings of this study are particularly relevant to the Kenyan situation since most of the secondary schools are single-sex schools. Identifying counseling needs depending on type of school in terms of gender will therefore aid in developing responsive services that cater to specific groups. The employment of different designs has also resulted in identification of a multitude of counseling needs among students. Some studies have applied a combination of qualitative and survey designs.

Guneri et al (2003) found that gender differences in counseling needs of students exist. Male students were found to express a significantly greater concern for family issues, while female students were more concerned about self-control and personal issues. Women had greater needs than did men in the vocational, social, academic and moral issues and emotional issues.

METHOD AND MATERIAL

The study used survey research methodology. This survey aimed to introduce guidance and counselling services in female secondary schools in Peshawar City. The need could be determined through asking the opinions of the principals of the secondary schools and students of class –X of girls secondary schools in Peshawar City. A separate questionnaire was administered to each category for collecting data. Two questionnaires were prepared. One questionnaire for principals of female secondary schools in Peshawar was prepared. This questionnaire focused on gathering the information about the role of guidance and counselling services in their schools. Another questionnaire was prepared for the students of class X- of these respective schools. The questionnaire in addition to the information mentioned above attempted to explore the problems, they faced in their schools, home and society. Students' questionnaire also focused on identification of their needs, weak areas and their domestic, personal and school related problems.

The questionnaire included the following types of questions.

- i. Closed form such as multiple-choices questions. This technique provides the information and requires no efforts from respondents.
- ii. Questions based on likert scale to know the attitude of the respondents about the research topic.

Population and Sample Size:

The purpose of educational research is to learn something about a large group of people by studying a much smaller group of people. The larger group is called “Population”, “Target population”, or the “Universe”, which means all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of research.

What smaller group researcher actually studies, is called “sample”. A sample must be representative of target population and must be adequate (<http://www.audiencedialogue.net/kya2a.html>).

The sample for the study was selected through purposive or judgmental sampling procedure. In this study purposive sampling procedure was used in case of schools selection because there are public and private schools in Peshawar City. In this study the researcher selected only private girls' secondary schools in Peshawar City. Only 20 private schools were selected randomly out of 115 private girls' schools from four different areas i.e. Peshawar City, Gulbahar, Peshawar Cantonment and Warsak Road Peshawar and proportionality was as given below:

The sample of the study consisted of

- i. Principals of the 20 girls' schools. Questionnaires were distributed among all of them and all questionnaires were received in useable form.
- ii. Students of class-X of randomly selected sections of these private schools. Questionnaires were distributed to 500 students out of which 441 questionnaires were returned in useable form.

Questionnaire Administration:

The questionnaires were personally distributed to all the respondents along with a letter, explaining the filling of the questionnaire. The questionnaires are filled by the respondents in the presence of research students of the class-X who were selected to fill the questionnaires. The students selected for the purpose were from the groups identified by the concerned principals of the schools.

DATA ANALYSIS

Analysis is a process of resolving any problem or situation in its component elements. The objective of research is to use observations as a basis for answering question(s) of research. The researcher therefore resorts to techniques that reduce the observations not only to a more manageable form, but also to clear interpretation. These techniques involve classifying and operating on the observations to reduce them to frequencies, proportions, means, variances, correlation coefficients and other statistical measures. On the basis of these statistical measures, the research leads itself to draw certain conclusions or in this study, CHI-SQUARE TEST was applied to check association among the variables under study.

Table 1 Responses of Principals on availability of guidance and counselling services in private girls' secondary schools in Peshawar.

Area	No of Respondents (Schools)	Responses	
		Yes	No
City	6	4 (67)	2 (33)
Gulbahar	4	2 (50)	2 (50)
Cantt	4	2 (50)	2 (50)
Warsak Road	6	2 (33)	4 (67)
Total	20	10 (50)	10 (50)

Note: Figures in parentheses show percentages.

Table 1 shows that 50% Principals of girls' secondary school in Peshawar responded positively on availability of guidance and counselling services in their schools. Based on the area 67% schools in city area have guidance and counselling services whereas only 33% schools have these facilities on Warsak road.

Table 2. Principals' opinion on the Need for Guidance and Counselling Services in private girls' secondary schools in Peshawar.

Area	No of Respondents (Schools)	Responses	
		Yes	No
City	6	6 (100)	0
Gulbahar	4	4 (100)	0
Cantt	4	4 (100)	0
Warsak Road	6	6 (100)	0
Total	20	20 (100)	0

Table 2 shows that all principals are in favour of providing guidance and counselling services in schools.

Table 3. Principals' opinion on the benefits of guidance and counselling services as related to student career

Area	No of Respondents (Schools)	Responses	
		Yes	No
City	6	6 (100)	0
Gulbahar	4	4 (100)	0
Cantt	4	4 (100)	0
Warsak Road	6	6 (100)	0
Total	20	20 (100)	0

Table 3 shows that 100% of principals of girls' secondary schools opinion was that guidance and counselling services are useful for students' career.

Table 4. Guidance and counselling related subjects studied by the Principals

Area	No of Respondents (Schools)	Responses	
		Yes	No
City	6	5 (83)	1 (17)
Gulbahar	4	2 (50)	2 (50)
Cantt	4	2 (50)	2 (50)
Warsak Road	6	3 (50)	3 (50)
Total	20	20 (60)	8 (40)

Table 4 show that 60% of principals studied guidance and counselling as a subject during their training.

Table 5. principals' opinion on the usefulness of guidance and counselling to students in adjusting themselves with schools, home and society

Area	No of Respondents (Schools)	Responses	
		Yes	No
City	6	6 (100)	0
Gulbahar	4	4 (100)	0
Cantt	4	4 (100)	0
Warsak Road	6	6 (100)	0
Total	20	20 (100)	0

The above table shows that 100% principals of girls' secondary schools in Peshawar consider guidance and counselling useful to students in adjusting themselves with school, home and society.

Table 6. Principals' responses on provision of guidance and counselling to students in selection for higher studies

Area	No of Respondents (Schools)	Responses	
		Yes	No
City	6	4 (67)	2 (33)
Gulbahar	4	3 (75)	1 (25)
Cantt	4	3 (75)	1 (25)
Warsak Road	6	5 (83)	1 (17)
Total	20	15 (75)	5 (25)

We observe that 75% principals of girls' secondary schools in Peshawar responded that their schools provide guidance and counselling in subject selection for higher studies.

Table 7. Principals' responses on the availability of resources for successful guidance and counselling process

Area	No of Respondents (Schools)	Responses	
		Yes	No
City	6	3 (50)	2 (50)
Gulbahar	4	2 (50)	2 (50)
Cantt	4	(50)	2 (50)
Warsak Road	6	2 (33)	4 (67)
Total	20	9 (45)	11 (55)

The table reveals that respondents were nearly equally divided on availability of resources for providing guidance and counselling services.

Table 8. Principal's response on availability of trained and responsible teachers if guidance and counselling is introduced

Area	No of Respondents (Schools)	Responses	
		Yes	No
City	6	2 (33)	4 (67)
Gulbahar	4	3 (75)	1 (25)
Cantt	4	3 (75)	1 (25)
Warsak Road	6	4 (67)	2 (33)
Total	20	12 (60)	8 (40)

The above mentioned table indicates that 60% girls secondary schools have trained the responsible teachers in their schools to take care of guidance and counselling services. Schools in city area had little trained work force (33%) in guidance and counselling.

Table 9. Principals' opinion on the categories of student's problems

Nature of problems	Responses				
	City	Gulbahar	Cantt	Warsak road	Total
Academic+Social+Health	0	1 (25)	1 (25)	2 (33)	4 (20)
Academic+Social	0	0	0	1 (17)	1 (5)
Academic+Health	0	0	0	0	0
Social+Health	1 (16.5)	1 (25)	1 (25)	0	3 (15)
Academic	1 (16.5)	0	0	1 (17)	2 (10)
Social	4 (67)	2 (50)	2 (50)	2 (33)	10 (50)
Health	0	0	0	0	0
Total	6	4	4	6	20 (100)

We observe Table 9 reflects that 50% students have social problems and no health problems alone. 20% of them have combination of academic, social and health problems. Social problems exist in all four locations.

Table 10. principals' opinion on reasons/causes of not providing guidance and counselling services

Area	No of Respondents	Time Constraint	Lack of teachers' interest	Parents' duty
City	6	2	4 (67)	0
Gulbahar	4	4	0	0
Cantt	4	2	2 (50)	0
Warsak Road	6	4	2 (33)	0
Total	20	12	8 (40)	0

It is obvious from the above table that according to respondents' opinion the causes of time constraint and lack of teachers' interest are 60% and 40% respectively. Principals of Gulbahar schools consider time constraint as 100% responsible for no provision of guidance and counselling services.

CONCLUSION

All principals and students of private girls secondary school felt need for starting guidance and counselling services in the schools. Nearly half of these schools are providing guidance and counselling services in some form. All principals agreed that guidance and counselling were helpful to students in adjustment in school, home and society. It was observed from this study that student face emotional, social and academic problems. Some of the students have a combination of domestic, personal and school related problems. Mostly they need guidance and counselling in school related problems. Lack of teachers' interest and time constraint are the two main reasons of not having guidance and counselling services in the selected schools.

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