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“Role of Guidance and Counselling at High School Level in District Dera Ghazi Khan Punjab, Pakistan”

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ABSTRACT

The study conducted in Dera Ghazi Khan aimed to evaluate the significance of guidance and counseling in secondary schools and its impact on the students. A questionnaire was developed and distributed to a sample of 150 teachers and 250 students, and the data was collected using the Likert scale. The results showed that guidance and counseling facilities are highly essential for secondary level learners and have a significant impact on their decision making and ability to recognize and accept consequences. The study also found that every school should have a counseling and guidance committee, the head of the school should provide support, and guidance and counseling teachers should have relevant qualifications. The results of the study were agreed upon by a large percentage of teachers and students, with an average score of 4.48 and percentages ranging from 90-100%.

Introduction:

Guidance refers to the overall process of helping individuals solve problems related to education, crafts, psychology, and personal development. It involves providing support, advice, and assistance in changing one's perceptions, personality, career, and spiritual growth. Counseling, on the other hand, is a specific aspect of guidance that involves a face-to-face interaction between a client and a counselor (Van Leeuwen and Janssen, 2019). The counselor, who is experienced and competent, helps the client resolve their issues. The main difference between guidance and counseling is that guidance refers to the broader concept while counseling is a specific form of guidance that focuses on face-to-face interaction (Lubis et al., 2021).

Students in secondary and higher education face numerous academic stresses which can negatively impact their motivation, academic performance and increase the likelihood of dropping out. In response to this, teaching and learning practices in secondary schools have evolved to cater to the diverse learning styles of students. It is important to not only monitor their academic challenges but also to attend to their emotional needs. This is crucial for ensuring their overall well-being and success in school. The cited studies (Pascoe et al., 2020; Di et al., 2019; Veas et al., 2019; Merino-Tejedor et al., 2018) support this claim.

Academic guidance plays a crucial role in the process of educational change, especially during transitions such as students moving from one education level to another. It involves providing personalized education to individuals, promoting their personal, academic, and professional growth. Thus, academic guidance has become a significant aspect of education, where learning style theory and practice are given great importance. The focus is on promoting individuality, which takes on even greater significance when the classroom is composed of diverse students. This is supported by the studies conducted by Meijers et al. (2013) and McKenna et al. (2018).

The counselor claims to be able to understand the mind of each student by providing them with modern knowledge and

unconfirmed exploration skills such as storytelling, alternative views, and personal records. They have the ability to manage and provide solutions to psychological problems and give advice on the type of courses and activities that would benefit the student. This is supported by the findings of Ningtiyas (2022) and Schlenger et al. (2022).

Statement of problem:

This current study is to examine the desire and implications of guidance and counseling at the high school level in the District Dera Ghazi Khan. The study aims to investigate the communication-related issues of students and teachers regarding guidance and counseling, discover the difficulties in the high school associated to the implementation of guidance and counseling, determine the necessity of guidance and counseling facilities for secondary level students, analyze the influence of guidance and counseling services at the secondary level, and examine the difference between guidance and counseling. The study will be conducted on a sample of teachers and students from Secondary School No. 1 in District Dera Ghazi Khan using a questionnaire and a quantitative method with the help of a Likert scale. The results of the study will provide valuable insights into the desire and implications of guidance and counseling in secondary institutes in the district and help to improve the education system.

Objectives of Study:

The objectives of the study on the desire and implication of guidance and counseling at secondary school level in District DG Khan could be:

1. To evaluate the significance of guidance and counseling facilities for secondary level students in District DG Khan.
2. To determine the implication of guidance and counseling at secondary school level in District DG Khan.

Research questions:

1. What is the level of awareness and understanding of guidance and

counseling among secondary school students in District DG Khan?

2. How necessary are guidance and counseling services in secondary schools in District DG Khan?

Significance of study:

The significance of the study "Desire and Implication of Guidance and Counselling at high Schools Level in District DG Khan" lies in exploring the need and impact of guidance and counseling facilities for high schools learners in the district. It will help to understand the communication-related issues between learners and educators concerning guidance and counseling and identify the problems in the secondary school system related to the application of guidance and counseling. The study will too assist in finding the influence of guidance and counseling services on secondary level students and help to analyze the difference between guidance and counseling. The results of the study will provide significant information for policy makers, educational institutions, and guidance and counseling practitioners to make informed decisions about the facility of guidance and counseling facilities in high schools in District DG Khan.

Literature Review:

It is important to note that while a 1:300 student-to-counselor ratio is suggested, the actual ratio may vary depending on the resources and budget available to a particular educational institute. The availability of guidance and counseling services, as well as their quality, can greatly impact the overall well-being and success of students. Hence, it is crucial for educational institutions to allocate adequate resources to support guidance and counseling services and ensure that students have access to quality support and guidance to help them navigate their academic and personal challenges (Muneer and Khan, 2021).

Additionally, guidance and counseling programs in secondary schools aim to deliver learners through the essential provision and means to navigate these trials and make informed decisions about their education and future. This includes assistance with career

planning, decision making, problem solving, and managing personal and interpersonal relationships (Dogar et al., 2011). By providing students with guidance and counseling services, schools can help foster a positive and supportive education setting and confirm that all learners are intelligent to spread their complete possible and achieve their goals (Onyango et al., 2018).

It is important to note that guidance and counseling should be performed by trained and qualified professionals in order to effectively address the psychological and emotional needs of individuals. Counseling professionals have the necessary expertise and skills to provide effective solutions to their clients' problems and challenges (Srinavasa, 2009). Additionally, while a teacher may provide some guidance, a trained counselor is better equipped to address the individualized needs of students and provide tailored support (Afanasiev et al., 2018).

Methodology of Research:

In this study, the researcher has applied a descriptive research design to examine the situation of guidance and counseling in education actions of learners in high classes in District Dera Ghazi Khan. The researcher chose this type of research design because it is suitable for understanding and describing the current state of the problem under investigation. The survey method was used to collect data from the participants, which is a common approach in educational study.

The determination of the study is to understand the position of guidance and counseling in the learning activities of students, and to gather information about the current state of the problem. By using the survey method, the researcher gathered data from a large number of participants and obtain a clear picture of the current situation. This information can then be used to make recommendations for improvement, or to develop programs or policies to support the effective use of guidance and counseling in learning activities.

In conclusion, this study is an significant influence to the field of education as it seeks to comprehend the situation of guidance and counseling in education actions of secondary students in District Dera Ghazi Khan. The results of the study can be used to support

educational improvement and the progress of effective programs and policies to support the use of guidance and counseling in learning activities.

Data Analysis:

The Likert scale is a commonly used method of measuring attitudes and opinions in surveys. The scale ranges from strongly agree (SA) to strongly disagree (SDA) and provides a way to quantify the level of agreement or disagreement with a statement.

In this case, the data in the tables has been collected from educators who have answered a questionnaire using the Likert scale. The data can be analyzed to determine the overall level of agreement or disagreement with the declarations presented in the questionnaire.

Educators		Males Educators						Females Educators					
statements		S.A	A	N	D.A	S.D.A	Means	S.A	A	N	D.A	S.D.A	Means
1	High schools play important role in students development.	14	31	1	2	2	4.57	36	13	1	0	00	4.69
		28%	62%	2%	4%	4%		72%	26%	2%	00%	00%	
2	The teachers and parents coordination are important in students guidance.	18	17	7	6	2	3.87	19	13	10	5	3	4.32
		36%	34%	14%	12%	4%		38%	26%	20%	10%	4%	
3	For guide link of teachers, head teacher and counselor is compulsory.	20	25	2	1	2	4.40	34	12	1	3	00	4.65
		40%	50%	4%	2%	4%		68%	24%	2%	6%	00%	

4	The students and teachers should use guidance and counseling in schools.	8	30	6	4	2	3.93	13	22	8	4	3	4.01
		16%	60%	12%	8%	4%		26%	44%	16%	8%	6%	
5	At high school level guidance and counseling should provide in proper way.	29	17	2	1	1	4.42	33	13	2	1	1	4.69
		58%	34%	4%	2%	2%		66%	26%	4%	2%	2%	
6	Guidance and counseling provided on daily bases.	21	20	6	2	1	4.33	28	21	1	00	00	4.64
		42%	40%	12%	4%	2%		56%	42%	2%	00%	00%	
7	Guidance and counseling affected by time, counseling room and lack of facilities.	18	23	5	3	1	4.25	32	12	2	3	1	4.75
		36%	46%	10%	6%	2%		64%	24%	4%	6%	2%	
8	Counseling room should be available in school.	15	25	5	3	2	3.99	25	19	3	2	1	4.59
		30%	50%	10%	6%	4%		50%	38%	6%	4%	2%	
9	Head master should provide guidance and counseling facility.	23	18	6	2	1	4.58	32	16	1	1	00	4.71
		46%	36%	12%	4%	2%		64%	32%	2%	2%	00%	
10	The teacher should contact with parents for guidance and counseling.	28	18	2	1	1	4.64	31	11	5	3	00	4.75
		56%	36%	4%	2%	2%		62%	22%	10%	6%	00%	

The table displays the responses of educators to a questionnaire related to the role of guidance and counseling in secondary education. The responses were recorded on a Likert scale, with options of Strongly Agree (S.A.), Agree (A.), Neutral (N.), Disagree (D.A.), and Strongly

Disagree (S.D.A.). The responses of male educators and female educators were recorded separately.

The data shows that both male and female educators generally have positive views towards the importance of guidance and counseling in secondary education. For example, the majority of both male and female educators agreed or strongly agreed that secondary schools are an important phase in an individual's development (62% and 72% respectively), that the involvement of educators and parents is important in guiding students (34% to 38%), and that guidance and counseling facilities should be available in a discreet and private portion of the institute (50% to 64%).

The means of the responses also suggest that female educators generally had more positive views than male educators. For example, the mean for the response "The learners and educators comprehend guidance and counseling facilities in the institute" was 4.01 for female educators and 3.93 for male educators.

In conclusion, the table shows that both male and female educators hold positive views towards the role of guidance and counseling in secondary education, with female educators generally having more positive views than male educators.

Clarification of Educator answers to Learners alongside with Educator difficulties in relative to guidance and counseling:

Educators		Male Educators						Female Educators					
Scales		SA	A	N	DA	SDA	Means	SA	A	N	DA	SDA	Means
1	Post for counselor should be created at high school.	17	25	4	1	2	4.16	32	12	2	3	1	4.56
		34	50	8	2	4		64	24	4	6	2	
		68%	100%	16%	4%	8%		128%	48%	8%	12%	4%	
2	Guidance and counseling should be provided by teachers.	16	29	2	1	2	4.12	23	17	4	4	2	4.20
		32	59	4	2	4		46	34	8	8	4	
		64%	118%	8%	4%	8%		92%	68%	16%	16%	8%	
3	Expert teachers should guide their colleagues for guidance and counseling.	24	22	1	2	1	4.20	22	23	2	2	1	3.98
		48	44	2	4	2		44	46	4	4	2	
		96%	88%	4%	8%	4%		88%	92%	8%	8%	4%	

According to the table, educators were asked to respond to five different statements regarding guidance and counseling in a school setting. The responses were recorded as either Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), or Strongly Disagree (SDA). For each statement, the percentage of male and female educators who responded in each

4	Students should selected for peer counseling.	13	26	8	2	1	3.80	14	21	8	2	5	3.56
		26%	52%	16%	4%	2%		28%	42%	16%	4%	10%	
5	There should in-service program for guidance and counseling for all employees.	21	23	4	2	00	4.39	14	19	2	1	2	4.57
		42%	46%	8%	4%	00%		28%	38%	4%	2%	4%	

category is shown, as well as the average response (Means) for each group.

Statement 1: Vacancy for counselors at the high school level should be generated. A higher percentage of female educators strongly agreed (64%) compared to male educators (34%), and the average response for female educators (4.56) was higher than that of male educators (4.16).

Statement 2: An educator amongst the educators can be given supervision and counseling duties. A higher percentage of male educators agreed (58%) compared to female educators (46%), and the average response for male educators (4.12) was slightly higher than that of female educators (4.20).

Statement 3: Educators can be trained as main instructors and then provide training to other educators regarding supervision and counseling. Male and female educators had similar responses, with an average response of 4.20 for male educators and 3.98 for female educators.

Statement 4: Some scholars should be selected as peer counselors. A higher percentage of male educators agreed (52%) compared to female educators (42%), and the average response for male educators (3.80) was higher than that of female educators (3.56).

Statement 5: School-based in-service training programs for all employees in guidance and counseling should be developed. A higher percentage of male educators agreed (46%) compared to female educators (38%), and the average response for male educators (4.39) was slightly higher than that of female educators (4.57).

Conclusions and Recommendations:

Based on the data provided, it can be concluded that both male and female educators have a strong desire for guidance and counseling services at the secondary school level in District

DG Khan. A majority of both male and female educators agreed or strongly agreed with the statements about the need for counselors, the provision of supervision and counseling duties to educators, the skill development of educators as chief instructors, the selection of scholars as peer counselors, and the organization of in-service training paths on guidance and counseling for all staff.

The mean scores of the responses indicate that the female educators have a higher level of desire for guidance and counseling services as compared to male educators. However, both male and female educators have a strong desire for these services and are in agreement about the need for them.

Recommendations:

Based on these findings, it is recommended that the relevant authorities in District DG Khan take steps to provide guidance and counseling services to secondary schools in the district. This could include hiring qualified counselors, providing training and development opportunities for educators, and promoting the use of peer counseling programs. It is also important to ensure that all staff members receive regular in-service training on guidance and counseling to keep them updated on the latest practices and approaches. By addressing these recommendations, it is hoped that guidance and counseling services can be successfully implemented in secondary schools in District DG Khan, providing students with the support they need to succeed academically, emotionally, and socially.

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