

## **Exploring the Nature and Status of Guidance Services in Government Secondary Schools for Boys in Khyber Pakhtunkhwa**

Imran Badshah<sup>\*</sup>, Iffat Ara Hussain<sup>†</sup>

### **Abstract**

*This study was conducted with the objective to explore the nature of guidance services, by probing into the facilities available for these services, in secondary schools of Khyber Pakhtunkhwa. The research was driven by the purpose to provide firsthand information to the stakeholders and to submit feasible strategies for promotion of guidance services in these schools. The target population was all the secondary school teachers in Khyber Pakhtunkhwa. For sampling, two-stage cluster sampling technique was used. Resultantly, a sample of 992 teachers was drawn from male secondary schools of Mardan, Peshawar and Swabi districts. Data was collected through self-developed questionnaire and analyzed through SPSS for chi-square test results. On the basis of results and findings, the conclusions were drawn that the government of Khyber Pakhtunkhwa has not done much to facilitate guidance services in the schools. No facilities in shape of infrastructure and financial assistance were affirmed for realization of guidance services in the schools. Similarly, neither there were cohesive referral services nor any counseling/guidance individuals were reported serving in these schools. Hence, on the basis of conclusions, it is recommended that the government of Khyber Pakhtunkhwa should practically establish organized guidance and counseling services in the schools and should appoint professional counselors for this purpose. If at the moment, it is not possible due to some restraints than it is recommended that, at least, some motivated teachers should be trained to guide the students. Additionally, referral services should be arranged so that the guidance teachers may refer students with acute problems to the recognized quarter.*

**Keywords:** guidance services in secondary schools; facilities for guidance services; referral services; secondary school students in Khyber Pakhtunkhwa

### **Introduction**

High school students are very active members of society and they are always seen busy in and out of school occasions. They are full of life and take great interest in sports and social activities. At the same time, they go through quick physical changes as well and if both the physical activities and the changes, if not tackled properly, may leads to health issues like eating disorder, poor sleep habits and even suicide. In addition, the mess of this age may also include drug addiction among many teens (Santrock, 2004). Furthermore, this stage of life is characterized by

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<sup>\*</sup>Secondary School Teacher, Elementary & Secondary Education Department Khyber Pakhtunkhwa Peshawar: ktkbadshah@yahoo.com

<sup>†</sup> Professor in Education, Qurtuba University of science and Information Technology Peshawar: iffathussain91@yahoo.com

intense physical development and many of the teens do not take regular physical exercise or may not get enough sleep which leads to body image issues, adding to stress. Many of adolescents take risky physical choices without any safety interest (Papalia, Olds, & Feldman, 2006). Moreover, Secondary school level brings tough targets, as the students are not only required to secure high academic score but this is also the high time for selection of future career. On the other hand, the society itself poses new challenges with each passing day and is full of scorching complexities. Hence in such situations schools are required to develop proper guidance programs to assist students in getting through this important period of life (Chaudhari, 2015).

Singh (2007) defined guidance as a continuous process of assistance for social adjustment. More, specifically, the purpose of guidance in the educational process is to identify and to eliminate the causes of failure, maladjustments, irregular attendance and similar difficulties interfering with the academic progress. Guidance services help students know their abilities and the opportunities they can exploit. So, guidance is the process of helping students to achieve their targets, understand their own actions and make them able to adapt to school, home and the society.

Guidance is to show direction, it is to activate the abilities of students. It is a course of action that is not casual but a continuous struggle from parents, teachers, school counselors and other members of community to help students take the right path and use the inner abilities to the best. Formally, guidance is a helping process carried out by proficient counselors. It is not imposing counselor's point upon students; rather it is to make them able to take the best choices in and out of school. Timely provision of guidance and counseling programs offered in schools by certified counselors make the students able to assess their own abilities. Additionally, it has been helpful in academic improvement and in decreasing dropout rates in schools (Nayak, 2004).

To make school guidance more effective and productive it is very essential that there should be sincere cooperation among all those who are linked to the education process in schools. In this respect school head can play a vital role in facilitation of student guidance program/activities (Clark & Breman, 2009). In addition to human resources, school infrastructure influences the effectiveness of guidance program significantly (Djatkiko, 2006). Hence it is clear enough that if schools lack the facilities required for guidance and counseling programs, even a

qualified and hardworking counselor will not be able to work to the satisfaction.

### **Literature Review**

Guidance in school refers to organized service in school designed according to the environment of students to fulfill their needs. It is a profession including various services aimed at the problems of students so as to enable them to understand their needs and strengths, and to develop the capacity of making wise decisions (UNESCO, 2004). That is to say, guidance services in schools are programmed activated that are intended to help students come out of the problems they face in this advanced and complicated world (Okobiah & Okorodudu, 2004).

Egbochuku (2008) added that many facilities and resources are required to make a guidance program successful. However, some of them are the required furniture, printed material and the necessary finance. Likewise, Lairio and Nissila (2002) asserted that lack of facilities proves negative impact on guidance and counseling program. UNESCO (2000), to this effect, approved that school budget should specifically mention the finances released in favor of school guidance and counseling program. This part of budget will help increase the resources needed because the shortage of resources affects the whole guidance program depressingly. With the drive to facilitate guidance and counseling programs for school students, countries like Japan and the USA have made available special rooms and spaces in school buildings (Gibson, 2008; Gysbers & Henderson, 2005). Such structures consist of halls, small rooms for confidential counseling and welcome centers equipped with all the required facilities (Blanco & Ray, 2011).

Hence, it is recommended that the room used for this purpose should be as comfortable as possible. It should be ideally decorated and equipped with all the required material. Such an environment will help the students develop faith and interest in the school guidance and counseling activities. Consequently, all of this will lead to achieve the expected outcome. Previous studies suggested that material resources affect the efficacy of school guidance and counseling program. Therefore, availability of books, notebooks, leaflets, display charts, brochures, magazines and test taking materials etc. must be ensured (Obiozor, 2009). In addition to all these resources, time availability and its management is also very important. UNESCO (2000) established that time is one the most essentials of the resources needed. School guidance program should

arrange and manage a calendar according to the requirement and planning of the program so that all the activities are timely streamlined.

For the reasons mentioned in the literature cited, it is favored that school counselors should be hired on full time basis and must be facilitated for better results so that they may find enough time and resources to manage guidance and counseling activates according to the needs of students. School guidance program without proper facilities and facilities without qualified individuals will do no good to the overall spirit of the programs.

*Objective of the Study*

To explore the required facilities available for guidance of students in secondary schools of Khyber Pakhtunkhwa.

*Hypothesis of the Study*

Ho1 There is no significant relationship between guidance services and the required facilities available for these services in secondary schools of Khyber Pakhtunkhwa.

**Research Methodology**

The study in hand is a descriptive survey type of research. This type of research analyzes and describes situation with the purpose to provide actual data that can be used to improve future practices. The current study aimed at generalization of the results to a larger population. For this reason, survey method was used for data collection as according to Gray (2013) it has the ability to be generalized to a larger population.

*Research Design*

Descriptive survey research design was adopted for this study. Data was collected from secondary school teachers in three districts (Mardan, Swabi and Peshawar) of Khyber Pakhtunkhwa using five Point Likert Scale questionnaires. The collected data was analyzed through SPSS for Chi-Square test results. Every effort was made to ensure unbiased findings.

*Population of the Study*

A larger group of the individuals, events or other sources that are considered by a researcher, for data collection and generalization of the results, on the basis of some similarities is collectively called population. For the study in hand all the secondary school teachers in 25 Districts of

Khyber Pakhtunkhwa were treated as the target population of this study. Sample was drawn, from government secondary schools for boys only, in accordance with simple two-stage cluster sampling technique. Consequently, the sample size (from 10 to 20 percent) as recommended by Gay and Airasian (2003) was taken and in the first stage of two-stage cluster sampling, only 3 districts namely Mardan, Peshawar and Swabi were selected using simple random sampling procedure. In the second stage, applying the same sampling method for the three districts, sample of secondary school teachers, displayed in table 1, was generated using online Raosoft Sample Size Calculator (2018), available at <http://www.raosoft.com/samplesize.html>.

**Table 1**  
*Population and Sample Size of Secondary School Teachers*

Serial No.	District	Population of Teachers	Sample Size
1.	Mardan	2793	338
2.	Peshawar	2263	329
3.	Swabi	2093	325

Source; District EMIS (2017-18)

#### *Data Collection and Analysis*

The procedure adopted was collection of data through post, on Likert Scale questionnaires from sampled secondary school teachers and students. Sample of the study comprised of 992 secondary school teachers in all the three districts. 962 questionnaires returned completed. The data was analyzed using chi square goodness-of-fit test through SPSS. After the analysis of data, it was interpreted descriptively to make it easy and understandable for readers.

**Table 2**

Statement	Category	Observed N	Expected N	Residual	Test Statistics
1. The Government Provides Financial Support to Schools to Promote Guidance Service.	SA	5	192.4	-187.4	X <sup>2</sup> = 453.301 Df = 4 P-value = .000 Sig. Level = .05 Critical Value = 9.49
	A	63	192.4	-129.4	
	UD	263	192.4	70.6	
	SDA	310	192.4	117.6	
	DA	321	192.4	128.6	
	Total	962			
2. There Is a Room Available at Each Secondary School Dedicated for Guidance Services.	SA	54	192.4	-138.4	X <sup>2</sup> = 442.771 Df = 4 P-value = .000 Sig. Level = .05 Critical Value = 9.49
	A	96	192.4	-96.4	
	UD	132	192.4	-60.4	
	SDA	271	192.4	78.6	
	DA	409	192.4	216.6	
	Total	962			

Table 2 provides significance differences between the observed and the expected number of responses for statement 1. Test is significant;  $\chi^2(4) = 453.301$ ,  $p < .05$ . It is revealed that the government does not provide financial assistance to facilitate guidance services in the secondary schools. In response to statement 2, a significant number of the respondents rejected the convenience of room dedicated to guidance services in the surveyed secondary schools. The differences resulted in significant test statistics;  $\chi^2(4) = 442.771$ ,  $p < .05$ .

**Table 3**

Statement	Category	Observed N	Expected N	Residual	Test Statistics
Certified Guidance Workers/Counselors Are Serving in Each of the Secondary Schools.	SA	9	192.4	-183.4	$X^2 = 989.164$
	A	21	192.4	-171.4	Df = 4
	UD	76	192.4	-116.4	P-value = .000
	SDA	465	192.4	272.6	Sig. Level = .05
	DA	391	192.4	198.6	Critical Value = 9.49
	Total	962			
The Government has hired Guidance Workers/Counselors Who visit Schools Periodically.	SA	17	192.4	-175.4	$X^2 = 733.717$
	A	15	192.4	-177.4	Df = 4
	UD	155	192.4	-37.4	P-value = .000
	SDA	361	192.4	168.6	Sig. Level = .05
	DA	414	192.4	221.6	Critical Value = 9.49
	Total	962			

Table 3 depicts obvious differences between observed and expected frequencies for statement 3. Test statistics show that  $\chi^2(4) = 989.164$ ,  $p < .05$ . Significant number of the respondent teachers disagreed upon the availability of guidance workers/counselors in the secondary schools. In response to statement 4, the respondents were unequally distributed on the statement that the government has hired guidance workers/counselors who visit schools periodically.  $\chi^2(4) = 733.717$ ,  $p < .05$ . Most of the respondents disagreed to ascertain that there were counselors who visited the schools periodically.

**Table 4**

Statement	Category	Observed N	Expected N	Residual	Test Statistics
<i>The School Students can be referred to Guidance Cells for Guidance.</i>	SA	147	192.4	-45.4	$X^2 = 26.669$
	A	189	192.4	-3.4	Df = 4
	UD	205	192.4	12.6	P-value = .000
	SDA	177	192.4	-15.4	Sig. Level = .05
	DA	244	192.4	51.6	Critical Value = 9.49
	Total	962			
<i>The Government is not practical in Facilitating Guidance Services in the Schools.</i>	SA	337	192.4	144.6	$X^2 = 580.453$
	A	371	192.4	178.6	Df = 4
	UD	211	192.4	18.6	P-value = .000
	SDA	29	192.4	-163.4	Sig. Level = .05
	DA	14	192.4	-178.4	Critical Value = 9.49
	Total	962			

Table 4 displays that opinions the respondents, on statement 5, were significantly different.  $\chi^2(4) = 26.669, p < .05$ . Majority of the respondents disagreed to the statement that the students can be referred to guidance cells for guidance. Results for statement 6 also show significant differences in frequencies;  $\chi^2(4) = 580.453, p < .05$ . A significant number of the respondent teachers agreed upon the statement that the government is not practical in facilitating guidance services in the schools.

The results on tables, from 2 to 4, show that  $\chi^2 > 9.49, p < .05$ . Thus, the null hypothesis that there is no significant relationship between guidance services and the facilities available for these services in the schools is rejected and the alternate that a strong relationship exists between the facilities and guidance services is accepted.

### *Discussion*

It is alarming that the government of Khyber Pakhtunkhwa has badly failed to facilitate secondary schools for guidance services of students. In situations like this, there should have been active referral services but, as discovered by the study in hand, these facilities are also not in practice. It is evident that lack of the required facilities has led to lack of guidance services for the welfare of secondary school students in Khyber Pakhtunkhwa.

### *Conclusion*

It is concluded that neither counselors have been recruited in the secondary schools of Khyber Pakhtunkhwa nor any of such professionals hired to visit the schools periodically for the assistance of students. Availability of specified space within the schools, relevant study material, and budget explicitly allocated for this purpose, were all found missing. This is clear enough that the government has ignored the need and practical application of guidance and counseling services in these schools. Evidently, the government has practically shown no interest, to establish guidance services for assistance of the students.

### *Recommendations*

1. Formal guidance and counseling programs may be established in the secondary schools.
2. Budget may be allocated to school guidance programs so that the sequence of the program may not get disturbed because of financial implications. It is also recommended that the related expenditures may be considered under annual audit.



3. Some space/room(s) may be specified for guidance activities, equipped with all the material facilities required.
4. The school library may have relevant books, notebooks, pamphlets and brochures etc., as per recommendations of school counselor(s).
5. There may be some cohesive and recognized referral facility so that the student could be referred to some higher authority/committee for counseling.

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