

SIGNIFICANCE OF GUIDANCE AND COUNSELING FOR ENHANCING THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KARACHI

Usman Muhammad Aslam¹, Ahmed Saeed², Rizwana Munee²

M. Phil. Scholar, *Department of Humanities, Greenwich University, Karachi, Pakistan*¹

Assistant Professor, *Department of Humanities, Greenwich University, Karachi, Pakistan*²

Associate Professor, *Department of Education, University of Karachi, Karachi, Pakistan*³

usmankhanarain@gmail.com¹

Abstract: - The overall objective of the study was to emphasize the role of guidance and counseling for enhancing the academic performance of secondary school students in Karachi. The scope of the study was limited to the pupils and teachers of the secondary schools of Karachi. In-depth analysis of the literature was done. The strategy of research was a survey. The population of the study was comprised of all secondary schools functioning in district Malir Karachi. Stratified sampling design was used to draw the sample. The overall sample size was 1000 teachers. A questionnaire was designed for teachers which was comprised of 20 items, respectively. The data was collected and analyzed through descriptive statistics as well as inferential statistics parametric hypothesis test by using SPSS. It was found that most of the secondary schools' lack the facilities and department of guidance and counseling. Teachers' support that there should be a comprehensive Guidance and Counseling program in schools for students' educational, vocational & personal issues. Based on findings, recommendations were made. This study will assist concerned authorities to take useful decisions for improvisation of teaching and learning.

Keywords: - *Guidance and Counseling, Academic performance, Secondary Schools Component, Educational Guidance*

I INTRODUCTION

Guidance and Counseling is defined as, "a process of assisting individuals to understand themselves, their problems and their environment to make intelligent choices for the resolution of these problems by changing their behaviors accordingly" [1]. Secondary school pupils are in the process of physical, social, emotional, and total personality development [2]. The psychological purpose of counseling is to facilitate development [3]. Students of secondary schools face academic, adjustment and behavioral problems during their learning [4]. The first major problem faced by students is, selection of subjects. Many students choose their subjects on the will of their parents or teachers. There is no concept of aptitude test & personality tests at school level to check students' interests and abilities for the selection of subjects [4]. Due to this reason they face problems in their learning and later in their workplace. Also, there is a restriction of remaining in the respective field only for example a person chooses computer at secondary stage can never take biology in any later stage. The second most important concern is maladjustment [5]. Students sometimes could not adjust themselves with the overall environment of the school because of poor social skills, inferiority complex, low grades in previous exams and lack of confidence [4]. It is found that many students do not have previous knowledge of the subjects that is required for current level and due to unclear concepts, they feel maladjusted with the subjects and its teachers. Learning difficulties are also faced by many students due to content in curriculum [3]. It is observed that students in Pakistan are provided superficial knowledge of many scientific theories. There is lacking in practical examples and activity work related to those theories and principles [3]. Another reason is bullying among students. Bullies and victims of bullies both face psychological problems for long terms. It affects their learning process. Victims are often anxious, insecure, and cautious and have low self-esteem. They tend to be socially isolated and ultimately result in dropouts [1]. Lastly, one of the biggest issues is teachers' attitude towards students [4]. Almost all the students have at least once faced this problem, when they wanted to defend themselves, but the teacher did not listen to them. It is generally observed that some teachers use harsh language and even corporal punishment in their classes which directly affects the personalities of students [3]. Teachers sometimes try to be autocratic and authoritative to control the discipline. According to the definition of guidance and counseling, all above mentioned issues can be resolved or minimized by it. Therefore, the researcher chose this topic.

1. SIGNIFICANCE OF THE STUDY

- It will highlight the Islamic literature on Guidance and Counseling program.
- It will help principals & teachers to design a comprehensive guidance and counseling Program in their schools.
- It will help parents of secondary school students to have a vigilance about their children in the light of feedback provided by the secondary schools through counselors.
- The study will provide concrete evidence about the need of guidance and counseling program at secondary level.

2. OBJECTIVES

The overall objective of the study was to analyze the role of educational guidance and counseling program for enhancing academic performances in Secondary Schools. Following were specific objectives of the study,

- i. To analyze the views of secondary school teachers regarding the need of comprehensive guidance and counseling program for effective teaching and learning process.
- ii. To study the implication of guidance and counseling process for quality education in secondary schools.
- iii. To analyze the recommendations made in all previous educational policies of Pakistan regarding comprehensive guidance and counseling program and its implementation.
- iv. To highlight the Islamic literature (Quran & Hadith) related to guidance and counseling.
- v. To highlight the features of a comprehensive guidance and counseling program for schools.

3. HYPOTHESES

The following hypotheses were formulated:

- i. There is no significant difference in male and female teachers views that guidance and counseling program reduces students' personal problems
- ii. There is no significant difference in views of professionally qualified and nonprofessionally qualified teachers that guidance and counseling program minimizes students' learning difficulties

There is no significant difference in views of highly experienced and less experienced teachers that there is a dire need of comprehensive guidance and counseling program in schools.

II LITERATURE REVIEW

Guidance plays a constructive role in the solution of educational, personal, social, mental, emotional and Career or Vocational problems among secondary school students. Guidance and counseling have been conceptualized as a program of activities is the gateway out of the existing numerous problems in our present age of complex scientific and technological development [11]. Secondary school students are faced with many educational problems. These problems include wrong selection of subjects, a lack of educational information, misbehavior, dropouts, gender stereotypes in the selection of subjects, poor study habits, difficulty in taking examinations and, most importantly, lacking someone to whom they can freely tell their concerns (UNESCO, 2000). Guidance and counseling program in a school is "a process of helping students to find the solution of their problems and accept them as their own" [7]. Students of secondary schools are in the adolescent stage. This stage is characterized by physical, social, spiritual, moral, and intellectual change and swift growth that is why this program is needed in schools [10]. This program improves students' academic achievements, cater positive attitude towards learning and work [8]. Counseling in school involves helping students individually or in small groups to deal with the fear or worries, they are experiencing [9]. At school level, guidance and counseling assist in physique, friendship, relationship, with adults, vocational skills, and abilities [21]. There should be a comprehensive guidance program in the schools. It assists pupils in academic, social acceptance, mental and physical health, friendship, relationship with peers, vocational skills, and personality traits (Gladding & Samuel, 2008). This will help students avoiding bad company, indulgence of alcohol, smoking, lying and other immoral activities [7]. Guidance and counseling program can decrease the rate of juvenile delinquencies across the country by guiding children of adolescent age joining dangerous antisocial groups [19]. It also helps to decrease dropouts of these children from school at an early age [3].

1. GUIDANCE & COUNSELING IN ISLAM

Pakistan is an Islamic country, 96% of its population is Muslim [10]. All the Muslims consider Quran as a book of guidance. Holy prophet Muhammad peace be upon him in his last sermon said, "I have left among you the Book of Allah (Quran), and if you hold fast to it, you would never go astray" (Sahih Muslim, 15:159).

"Guide us to the straight path" (Quran1:6)

"This is the Book about which there is no doubt, a guidance for those conscious of Allah" (Quran 2:2).

"Those are upon [right] guidance from their Lord, and it is those who are the successful" (Quran 2:5).

"whoever follows My guidance - there will be no fear concerning them, nor will they grieve" (Quran 2:38).

"And do not trust except those who follow your religion." Say, "Indeed, the [true] guidance is the guidance of Allah" (Quran 3:73)

"This [Qur'an] is a clear statement to [all] the people and a guidance and instruction for those conscious of Allah" (Quran 3:138)

"Indeed, the guidance of Allah is the [only] guidance; and we have been commanded to submit to the Lord of the worlds" (Quran 6:71).

"Counsel each other to hold to truth and counsel each other to be steadfast" (Quran 103:3).

"So render good counsel if good counsel will avail" (Quran 87:9).

“We sent down the book to you which makes everything clear and serves as guidance” (Quran 16:89)

He who has sent His Messenger with guidance and the religion of truth to manifest it over all religion, although they who associate others with Allah dislike it (Quran 9:33).

“who restrain anger and who pardon the people - and Allah loves the doers of good” (Quran 3:134)

“But whoever earns an offense or a sin and then blames it on an innocent [person] has taken upon himself a slander and manifest sin” (Quran 4:112)

“And We have enjoined upon man, to his parents, good treatment” (Quran 46:15)

“Say, [O Muhammad], “If you should love Allah, then follow me, [so] Allah will love you and forgive you your sins. And Allah is Forgiving and Merciful” (Quran 3:31)

“By your Lord, they will not [truly] believe until they make you, [O Muhammad], judge concerning that over which they dispute among themselves and then find within themselves no discomfort from what you have judged and submit in [full, willing] submission” (Quran 4:65).

“O you who have believed, obey Allah and obey the Messenger and those in authority among you. And if you disagree over anything, refer it to Allah and the Messenger, if you should believe in Allah and the Last Day. That is the best [way] and best in result” (4:59)

“But do they not know that Allah knows what they conceal and what they declare?” (Quran 2:77)

“whatever the Messenger has given you - take; and what he has forbidden you - refrain from. And fear Allah” (Quran 57:7)

“And who is more unjust than he who is given good counsel through the Signs of his Lord and yet turns away from them” (Quran 32:32)

“And resort to patience and prayer” (Quran 2:45)

“It is nothing but good counsel for everyone in the world” (Quran 81:27)

“So render good counsel, for you are simply required to counsel” (Quran 88:21)

From all the above verses and tradition, it is recommended that Quran is Guidance and there should be counseling in every matter and all Muslims are required to follow Muhammad SAW and Quran for guidance. Counseling should bring harmony, patience, peace, and self-esteem among pupils. It should be done to raise moral values and bring all people towards truth, honesty, and acceptance of others with open heart. Quran encourages the practice of counseling among people. According to Quran, the counselor must be a truthful person and of exalted character. He must always speak the truth and follow the sunnah of Holy prophet peace be upon him.

2. NEED OF GUIDANCE AND COUNSELING PROGRAM IN PAKISTAN

National documents on education in Pakistan also stressed upon Counseling program at school level (Mukhtar, 2018). Following recommendations were made by the government of Pakistan.

- Pakistan Educational Conference (1947) advocated, “The integration of spiritual social and vocational elements of education is essential” (p.25).
- Report on National Education (1959) has a chapter on “The Use of Guidance in the Educational System”. This report recommended, “The need for educational guidance in a modern state can be amply justified. The ministry of education should establish a bureau to undertake the construction of tests for students for their aptitude tests” (p.257).
- Education policy (1972) proposed, “In order to provide institutional framework for planning, guidance and evaluation, educational research units will be established by the Ministry of Education in close collaboration with their respective Education Councils.” (p.69).
- Education policy (1992) suggested, “A suitable institutional structure shall be established for the management of guidance and career counseling program to be introduced at the school, colleges and university levels” (p.19).
- Education policy (2009) also recommended, “Career guidance and counseling shall be introduced at secondary and upper secondary levels, if not in each school, at least for school clusters. This shall involve local employers in providing information about job openings and the nature of work requirements.” (p.50).
- Education policy (2017) recommended, “Student guidance and counseling centers should be established in secondary and higher secondary schools having Qualified staff.” (p.59). Furthermore, “career counseling and vocational guidance (CCVG) services in schools and TVET institutions will be provided to help parents and children make right decisions.” (p.72).

All these policies have placed continuous emphasis on guidance and counseling, but the services of guidance and counseling could not have been started yet in Pakistan [3]. According to Rauf & Nisar (2018), there is no appropriate guidance and counseling cell or department at primary and secondary level school. Though some institutions have established their own services but major focus of those guidance and counseling services is solving students' educational problems [3]. In Pakistan, students are faced with personal-social, educational, vocational, and moral-

religious problems [24]. There is no appropriate guidance and counseling department or cell at primary and secondary level in Pakistan [14]. The students after completing 8th grade face the problem of selecting the subjects. Majority of students choose science subject as they perceive it will help them in future. Sometimes parents forced them to do so [11]. If a student has great interest in arts yet he is compelled by parents and teachers to choose science subject due to lack of guidance. Moreover it allows him to take arts at later stage whereas no shifting is allowed from arts to science [11,14]. Another issue is students' maladjustment. Khan & Reba (2018) stated, that a large number of Secondary school teachers found it difficult to handle maladjusted/ indisciplined. They also discovered teachers also become victims of students' misbehavior of these students.

3. COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM IN SCHOOLS

The origin of guidance and counseling in schools was initially implemented in 1907 by Davis who started systematic guidance and counseling system in public schools. Further in 1908 the office of vocational guidance and counseling was established by Frank person in the beginning of 20th century (Baker,2009). there were ups and downs in career guidance and counseling especially between 1920 to 1930s, in the upward there were many progressive educational schools and regarding decline there were many schools who did not accept this movement.

According to [11] that till 1980s the efforts of United States of America was not good enough in the educational reforms but later the American schools counseling associations developed national standard for schools guidance and counseling where they kept three main dimensions such as academic, career and social/personal.

Guidance and counseling is a comprehensive program rather than a set of loosely related services [20]. Like other educational programs, it is purposeful, sequential, and independent. Its curriculum is grounded in a philosophy or mission statement that is consistent with other school level and district level statements. The guidance and counseling program includes students' outcome and objectives, material and resources, qualified professionals, and an ongoing evaluation system (Crabbs & Crabbs, 1977; Morgan, 1984; Borders, 2018). Guidance and counseling program is both an integral part of an independent component of total educational program [11, 12]. Although the program has its own distinct curriculum, its underlying purposes are to facilitate the instructional process and students' academic success [13].

Guidance is student-centered. Counselor does not enforce anything on the student but tries to assist him in his proficiencies and circumstances [12]. It is considered as an organized service based on true knowledge. Counseling aids the secondary school students making the best use of opportunities and channelizing them intelligently [11, 23]. No program can be successfully run without sound principles. Guidance and counseling program also possess certain principles. Since every student has different level of understanding and personality characteristics so it is unique to every individual. It is a continuous process with certain measurable goals and must always be done by professionally trained counselors. Guidance is universal. It is for all the pupil of all stages. It is for those who seek it and for those who do not seek it. Counselors attempt to review the entire situation and give plans for future in educational, social, and vocational fields. Guidance and counseling are developmental as well as comprehensive because it is dealing with the client from time to time and stage to stage. Guidance is a practical side of education [3]. Education sets goals and Guidance makes realization of goals. Education specifies principles while guidance puts those principles in practice. He should be able to render his professional education into practice [17]. The counselor needs to present a positive image to students. He must persuade students to seek counseling. Guidance and counseling should follow standardized tests for discovering intelligence, aptitudes, and interest of students [8].

III RESEARCH METHODOLOGY

The strategy of research was survey in nature. A survey is defined as, "An instrument to collect data that describe one or more characteristics a specific population" (Gay, Mills, Airasian, 2012, p.184). The population of the study was comprised of 7398 private secondary school teachers working in district Malir Karachi. Population was diverse in nature; therefore, stratified sampling design was used to draw the sample. There are approximately 70% teachers are females and 30% are male teachers. The overall sample size was 1000 which is approximately 13.5% of total population. One thousand teachers from 80 secondary schools in Karachi participated in research. A questionnaire was designed comprising of 20 items. The items of the questionnaire were drawn from literature review. To ensure the reliability of the instrument, a small sample of (n=30) was taken from the actual sample. The reliability of the instrument was found satisfactory. Data was collected through personal visits using Google Survey from tablets and smartphones. After the collection, data was analyzed through descriptive statistics as well as inferential statistics parametric hypothesis test by using SPSS. Following table 1 indicates the reliability of the instrument. The value of Cronbach's Alpha is 0.765, which makes it acceptable.

TABLE 1 RELIABILITY STATISTICS

Cronbach's Alpha	Number of Items
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0.765	20
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IV DATA ANALYSIS

Descriptive Statistical Analysis

TABLE 2 GENDER OF TEACHERS

	Frequency	Percent
Male	300	30
Female	700	70
Total	1000	100

It is clear from table 2, there are three hundred male teachers and seven hundred female teachers. Female teachers are more than twice in secondary schools.

TABLE 3 PROFESSIONAL QUALIFICATION OF TEACHERS

Professional Degree	Frequency	Percent
B.Ed. / M.Ed. / CT	320	32
None	680	68

It is clear from table 3 that only 32% of the teachers have a professional degree in teaching. Private school do not require professional degrees in teaching. Therefore, majority of teachers have not studied Guidance and counseling as a subject.

TABLE 4 PROFESSIONAL EXPERIENCE

Teaching Experience	Frequency	Percent
Less than 6 years	480	48
6 to 10 years	210	21
11 to 15 years	160	16
Above 15 years	150	15

Table 4 shows forty eight percent of teachers are less experienced and rest of the fifty two percent teachers have experience of six years and more.

Inferential Statistical Analysis

TABLE 5 TESTING OF HYPOTHESIS INDEPENDENT SAMPLE T TEST

	P value	Result
Hypothesis 1	0.853	Accepted
Hypothesis 2	0.112	Accepted
Hypothesis 3	0.275	Accepted

Result Table 5 shows the result of hypothesis. The P-value for hypothesis 1 is 0.853 which is greater than 0.05 so the hypothesis 1 is accepted. It means there is no significant difference in male and female teachers that Guidance and Counseling reduces students' personal problems. The P-value for hypothesis 2 is 0.112 which is greater than 0.05, so it accepts the null hypothesis that professionally qualified and nonprofessionally qualified teachers both are in favor of guidance and counseling service for resolving students' learning difficulties. The third hypothesis is also accepted, having P-value 0.275 being greater than 0.05. it means there is no experienced related difference in views of teachers that a comprehensive guidance and counseling program is needed in schools. All three hypothesis were tested on independent sample T-test using SPSS and were accepted.

V .DISCUSSION & CONCLUSION

The study found that currently there is no comprehensive guidance and counseling program in secondary schools. Previous studies of other cities of Pakistan i.e. Quetta and Peshawar also found the same (Khan, 2010; Rauf & Nisar, 2018). All teachers, whether having professional degrees or not, fresh & experienced, young & aged, and male & female felt the need of comprehensive guidance and counseling program. Rauf & Nisar (2018) also proposed that a dedicated department or cell for guidance and counseling should be there in every school. Furthermore, teachers agreed that it can only be effective if it is done by professional counselors (Chaudhari, 2015). Guidance plays a constructive role in the solution of educational, personal, social, mental, emotional and vocational problems among students (Kanga, 2017). Students could better understand themselves and utilize their full potentialities. All the educational policies put an emphasis on guidance and counseling. In Pakistan, students are faced with personal-social, educational, vocational, and moral-religious problems (Ain & Khatak, 2012; Samson, 2015). There is no appropriate guidance and counseling department or cell at primary and secondary level in Pakistan despite being recommended in all policies (Khan, 2010; Rauf & Nisar, 2018). Quran itself is a guidance and Holy Prophet Muhammad (SAW) was the biggest guide. Students

and teachers should be given Quranic and Sunnah knowledge. This will resolve their adjustment, behavioral, ethical, and moral issues also bring care and respect of others among all stake holders. In Islam, a teacher is a role model for his students if his actions are according to Quran & Sunnah, his students will reflect his moral values in them (Mukhtar, 2018). Guidance and counseling is a comprehensive program rather than a set of loosely related services (Borders, 2018). Like other educational programs, it is purposeful, sequential, and independent. It has its curriculum which conform with the objectives of school, district, and education. The guidance and counseling program includes students' outcome and objectives, material and resources, qualified professionals, and an ongoing evaluation system (Comfort, 2013).

For a sound education, a sound mind is needed. A person's behavior is determined by his personality traits and environment. It is an innate nature of human being that it always needs someone for guidance. Education itself is a life, so for better education, Guidance and Counseling is very essential. Secondary school students are mostly in their adolescence, if they are not properly guided, they may get bad company. Lack of Guidance and counseling could result in drug addiction, immoral practices, bullying, robbery, and dropouts. Teaching and learning process is also badly affected due to teachers' harsh attitudes and students' maladjustments. A guidance and counseling program could help them improve their practices. Through effective guidance service, teachers will be able to know more about students, students will be able to adjust themselves more quickly and ultimately, it will improve the overall teaching-learning process. Since 1948 to 2017, all educational policies of Government of Pakistan, have emphasized the significance of Guidance and counseling program for selection of subjects to character building and academic success. Unfortunately, most schools are not providing this service to its full extent. It has been found that only upper-class schools have professionally trained counselors. In most of the private schools, this service is being provided by experienced teachers. If educational policies are implemented properly, it will reduce students' problems drastically. The purpose of the study was to enlighten the role of Guidance and Counseling program for secondary school students.

VI RECOMMENDATIONS

- There should be recitation of Quran with meaning, one hadith with meaning, daily in morning assemblies and explanation of both. The more they understand the Quran and Hadith with meaning, the more they will groom because it will bring moral values and ownership skills in them.
- There should be a comprehensive guidance and counseling program in all schools as per Educational policies of Pakistan. Counselors should be well trained. Government should make it compulsory for every school to appoint a trained qualified counselor.
- Guidance and counseling should be introduced as a compulsory training course for all the teachers. Sufficient literature should be provided for the study.
- Different workshops should be organized at UC levels to train the teachers regarding guidance program. School principals should be held responsible for providing these training to all their teachers.
- There should be standardized tests to check students' intelligence and aptitudes which will help them in career selection and selection of subjects.

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