

Need Assessment Study of the Guidance and Counselling on the Achievements of the Students at Secondary Level in District Mardan

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ABSTRACT

Guidance and Counselling is the key element in the process of educational system of any country. Guidance and counselling plays a great and important role in the academic achievements of students especially at secondary level as it is a decisive stage for students in chasing their fields of interest and excellence. But unfortunately at this stage guidance and counselling is paid very little attention. This study was conducted to find out the role and problems of guidance and counselling in the achievement of students at secondary level. This study is very beneficial for teachers, students and parents. The total population of the study was 111 government secondary / high schools for boys and girls of District Mardan i.e. 69 for boys' & 42 for girls' schools. 20 % sample of the total population was selected randomly. Data were collected with the help of Questionnaire. A questionnaire was developed and administered to the heads and senior teachers of the sample schools. The collected data were tabulated and analyzed. Likert scale statistical technique was used for the interpretation and analysis of data. It was found that guidance and counselling is very important activity and beneficial for students. There should be guidance and counselling programme in schools. But unfortunately there are no facilities of guidance and counselling in our schooling system.

KEYWORDS: Guidance, Counselling, Academics, Vocational, Seminar, Symposia, Counselor, Clients, Psychological test.

INTRODUCTION

ALLAH the almighty says in the Holy Qur'an that this (Qur'an) is complete guidance for you. ALLAH says and commands about counselling and guidance in the Holy Qur'an again and again. "Do counsel in your mutual affairs" ("Shora", ayah. 38 chapter 25). Allah says; O! Muhammad (SWA) do counselling with them (faithfuls) in their affairs. ("Al- Imran", ayah 159 chapter 3). Guidance and counselling is the important activity of schooling. "Guidance" and "counselling" are two terms they have different meaning and uses.

Ibrahim (2007) says: "There are many ways in which the guidance function of the school can be accomplished. Whenever the teacher gives individual attention to student or makes adjustments and allowances for the individual differences of students in the class, this is guidance. Guidance is not something extra that is add to the curriculum and an additional responsible for the teacher but it is, rather, an integral part of instruction. guidance services are constantly being rendered by the teacher. Training and guidance for the teacher is simply an attempt to equip him to do a better job of what he is already doing and not training to do something additional" (Ibrahim,2007)

According to Gilbert (1962), "Counselling is a personal and dynamic relationship between two individuals an older, more experienced and wiser (counselor) and a younger, less experienced and less wise (counselee). The latter has a problem for which he seeks the help of the former. The two work together so that the problem may be clearly defined and the counselor may be helped to a self-determined solution. (Gilbert, 1962)

So by educational guidance we mean that all those aids, helps and assistances that are rendered to learner or child in their learning process, in their career development and their social adjustment as well.

Education is the field of multiple and multi- directional activities. For any successful educational system all these activities must work together. The teachers, parents, students and community should be well aware of the guidance and counseling programming and its importance in schooling. The stake holder have to guide, to direct the students and enable them to cater their multi-directional problems faced by them and to lead towards their destiny with success and confidence.

REVIEW OF RELATED LITERATURE

Guidance and counselling is of a vital importance. This importance has been realized by the Pakistani government. Actually in Pakistan right from the beginning stress has been given on guidance directly or indirectly. Pakistan Educational conference which was held from 27th November to 1st December, 1947 recommended "That integration of spiritual, social and vocational elements of education is essential". According to the report of education commission(1959) "The need of educational guidance in a modern state can be amply justified...A system of guidance and selection in modern education is made necessary by the differences in human abilities on the one hand and growing specialization in the jobs and function of a highly complex society on the other".

Education policy (1979) also emphasizes guidance as elaborated below:

"There is at present inadequate provision of educational and vocational guidance facilities in education system to promote teaching learning amongst exceptional and gifted children in the pursuit of their studies and lead towards gainful employment. The national institute of psychology will be commissioned to devise, validate and standardize tests, inventories, training manuals and vocational information booklets for use in schools and colleges in close collaboration with the institutes of education and research of various provinces".

The education policy (1992) describes that "A suitable instructional structure shall be established for the management of guidance and career counselling programmes to be introduced at the schools, collage and university levels".

In 2009, the government reckoned that guidance and counselling facilities would be provided to institutions. So the students will utilize their potentialities. According to the National Educational Policy (2009) "Counselling facilities shall be made available to students from the elementary level onwards, in order to constructively utilize their energies, to deal with any displays of aggression amongst young students and to address any other psychological distress that a student may be in, by suggesting a suitable remedy". (National Educational Policy, 2009)

Guidance and counselling at the secondary level is of great importance. This stage is a complete stage and terminal stage to higher education as well. The policy goes further and says that “Counselling at higher secondary level must also address the career concerns of young students and encourage them to take up studies as per their aptitude other than the “accepted” fields of study, be it technical, vocational or any other area of study”. (National Educational policy 2009)

Guidance plays a constructive role in preventing educational, personal, social, mental, emotional and other similar problems among secondary school students. Actually the world has entered in the complex scientific and technological era and the problem of adjustment has become wider and wider. A study made by Okobiah and Okorodudu (2004) under the title of “Concepts of guidance and counselling. In issues, concepts, theories and techniques of guidance and counselling” says that:

Guidance and counselling has been conceptualized as a programme of activities is the gateway out of the existing numerous problems in our present age of complex scientific and technological development. (Okobiah and Okorodudu 2004)

Guidance and counselling is the activity for all irrespective of sex, cast, grade etc. This fact had been highlighted by educationist named Musgrove:

Musgrove (1973) in the study of high school student’s attitude towards guidance and counselling services discovered no significant differences in sex, and grade level, but a positive/favourable overall attitude towards their guidance offices. It was inferred that the needs and expectations of the majority of the students were being met by the guidance and counselling services.

Guidance and counseling is the programme of awareness for teachers, parents and community as well, but teachers are the main focus of it, because the teachers are the nation builders. Therefore teachers should be specialized and professionals of guidance and counselling.

The Department of Gomel University D I Khan arranged a workshop on “Education and vocational guidance” from October 28th to November 13, 1976. This workshop was sponsored by the Federal Ministry of Education, Islamabad.

Some of the objectives were:

“To make the teacher aware of the fact that organizing of guidance programme is the necessity of the educational institutions. The aim of the workshop was to provide information to the participants about tools of guidance, the concepts and the skills & techniques of guidance”.

According to Jones(1963), “Guidance involves personal help given by some one; it is design to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assist him in solving problems for the individual, but helps him to solve them. The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self-direction”.

According to Mathewson (1962) guidance is a “continuous and pervasive process as a favorable directional influence upon appropriate social behaviour, personal effectiveness in

every-day affairs, academic competence and progress and assimilation of right values and attitudes,” “Guidance cannot remain solely or even orientation, it must also be development.”

Warner (1980) is of the opinion that counselling is a process which individuals are helped to define goals, make decision and solve problems which are social, educational and related to the career. It also provides help in physical and social rehabilitation, in employment and career development.

Methewson (1962) stated that Guidance is the systemic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and, to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values.” (Robert Methewson, (1962).

Awokoya (1980) realising the importance of Guidance and counselling to education asserted that without it in schools the whole programme of education will be meaningless.

Guidance and counselling should be the part of every school. There should be a professional counsellor in every school. In more advanced countries there are guidance facilities available for each and every school. In Pakistan many suggestions were given in the past, but there is no implementation of the scheme.

Surraiya Jabeen Nasir, Perviz Naeem Tariq, (1986) in their final report of the five years project 1980-85 entitled “Guidance and Counseling programme in Islamabad schools” recommended the following administrative set up.

“Directorate of guidance and counselling should provide director, whose functions would be to arrange research and materials development, training and refresher courses etc. In the schools there must be psychologist in each school if possible, other-wise one for five schools should regularly visit to the schools for guidance and counselling activities. There must be one counselor for each to schools. The class in-charge must help the counsellor to carry out guidance and counselling activities. New posted or part time teachers can also be appointed for such type of activities in school.”

OBJECTIVES

Main objectives of the study are:

1. To find out the problems of the students regarding guidance and counselling.
2. To find out the role of guidance and counselling in individual differences.
3. To find out about the system of guidance and counselling in the selection of vocational and professional subjects.
4. To make the stake-holders well aware of the importance of guidance and counselling programme in schools.

The study is very beneficial not only for the teachers, students and parents but also for the curriculum developers and designers.

METHODOLOGY

The government Secondary / High schools for boys and girls of District Mardan constituted the population of the research study. 20 % random sample was drawn out of the total population of 111 secondary schools i.e. 69 boys' & 42 girls' schools. The sample constituted 14 boys' and 9 girls' secondary schools. Total number of 106 respondent were selected from the sample schools i.e. 23 (14 male and 9 female) Head masters/ Principals and 83 (56 male and 27 female) SETs /SSTs. Questionnaire was used as research tool. A questionnaire was developed and administered to the Head masters/Principals of the schools and teachers of the secondary classes of the sample schools. The data were tabulated and analyzed statistically in the light of objectives of the study. The results and conclusion were made after the analysis.

Gender wise details and total number of respondents (District Mardan)

<i>Gender</i>	<i>High schools</i>	<i>Sample</i>	<i>Heads</i>	<i>Teachers</i>	<i>Total respondents</i>
Boys	69	14	14	56	70
Girls	42	9	9	27	36
Total	111	23	23	83	106

RESULTS AND DISCUSSIONS

For the analysis and interpretation of the data, the technique used by Anjum, R H.1992 has been applied. Respondents were provided the likert type scale to reflect their perceptual assessment of each statement. Respondents were asked to mark the number of their agreement with the statement. Following were the verbal descriptions with their numerical values. The technique used for verbal interpretation:

Likert scale gradation

<i>Strongly agreed</i>	<i>4.51 and above</i>
Agreed	3.51 to 4.50
Undecided	2.51 to 3.50
Disagreed	1.51 to 2.50
Strongly disagreed	0.51 to 1.50

The following tables' results shows the relevant information and gender wise study result

Table 1(Part-I). Boys school respondent responses regarding to guidance and counselling

<i>S.NO</i>	<i>Statements</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SDA</i>	<i>Total</i>	<i>Mean</i>	<i>Rank</i>	<i>VI</i>
01	The importance of guidance and counselling in schools.	250	80	00	00	00	330	4.71	1	SA
02	Vast rang of Guidance and counselling.	180	120	06	04	00	310	4.42	7	A
03	The effect of G & C in the over-crowded classroom.	155	116	15	10	00	296	4.22	12	A
04	G & C role in the educational and vocational plans.	225	96	03	00	00	324	4.62	2	SA

Table 1(Part-II). Boys school respondent responses regarding to guidance and counselling

S. NO	Statements	SA	A	UD	DA	SDA	Total	Mean	Rank	VI
05	G & C is helpful in the growth and development of the students.	175	124	12	00	00	311	4.44	6	A
06	The attitude of teachers regarding G & C.	35	76	57	38	06	212	3.02	17	UD
07	Existence of G & C facilities in schools.	05	16	15	56	32	124	1.77	20	DA
08	G & C assist the students to understand themselves and their environment.	135	160	03	04	00	298	4.25	10	A
09	The need of counselor in schools regarding G & C.	175	112	21	00	00	308	4.4	8	A
10	The role of G & C in the prevention of disruptive deviation.	165	148	00	00	00	313	4.47	4	A
11	Knowing about the students' level of ability is necessary.	175	128	06	02	00	311	4.44	6	A
12	Provision of G & C by the teacher.	70	52	45	44	06	217	3.1	18	UD
13	Training regarding G & C on the part of teachers.	80	176	24	04	00	284	4.05	15	A
14	Teacher role in the selection of fields according to the natural tendencies.	55	44	45	58	04	206	2.94	19	UD
15	Provision of G & C for emotional stability.	155	144	06	02	00	307	4.38	9	A
16	Creation of intellectual stability in students through G & C.	165	144	03	00	00	312	4.45	5	A
17	Role of the G & C in the uplifting of emotional stability.	185	128	06	00	00	314	4.48	3	A
18	The role of G & C in the controlling of societal problems.	130	152	03	10	00	295	4.21	13	A
19	The role of G & C in the promoting healthy habits.	150	96	42	04	00	292	4.17	14	A
20	The clinic for G & C in schools.	150	112	27	06	00	295	4.21	13	A
21	Identification of guided and unguided student	105	180	12	00	00	297	4.24	11	A
22	Interest of parents in G & C program.	180	120	06	04	00	310	4.42	7	A
23	The G & C polishes the performance of the students.	160	152	00	00	00	312	4.45	5	A
24	Maintenance of G & C records in the schools.	100	144	33	06	00	283	4.04	16	A
25	The responsibility of Edu deptt in the maintaining of G & C.	190	108	06	04	00	313	4.47	4	A

Total number of Boys schools =69, sample schools =14, Total number of respondent =70, Received number of respondent =70

Table 1st shows boys' (male) schools results, the table shows the boys' (male) data for each statement and their Mean. (Likert scale formula was applied here). It shows V.I (verbal interpretation) and ranks of the each statement. Statement No.1 got the highest rank with the mean of 4.71, while statement No.7 got the lowest rank with the mean of 1.77 and placed in the bottom.

Table 2(Part-I). Girls schools respondents responses in regard to guidance and counselling

S. NO	Statements	SA	A	UD	DA	SDA	Total	Mean	Rank	VI
01	The importance of guidance and counselling in schools.	150	20	03	00	00	173	4.80	1	SA
02	Vast range of Guidance and counselling.	95	68	00	00	00	163	4.52	5	SA
03	The effect of G & C in the over-crowded classroom.	95	52	12	00	00	159	4.41	8	A
04	G & C role in the educational and vocational plans.	145	20	06	00	00	171	4.75	2	SA
05	G & C is helpful in the growth and development of the students.	125	36	06	00	00	167	4.63	3	SA
06	The attitude of teachers regarding G & C.	20	20	45	16	04	105	2.91	13	UD
07	Existence of G & C facilities in schools.	10	12	00	34	14	70	1.94	15	DA
08	G & C assist the students to understand themselves and their environment.	110	52	03	00	00	165	4.58	3	SA
09	The need of counselor in schools regarding G & C.	115	36	12	00	00	163	4.52	5	SA
10	The role of G & C in the prevention of disruptive deviation.	95	60	03	02	00	160	4.44	7	A
11	Knowing about the students' level of ability is necessary.	100	60	03	00	00	163	4.52	5	SA
12	Provision of G & C by the teacher.	40	12	48	12	03	115	3.19	12	UD
13	Training regarding G & C on the part of teachers.	25	92	21	02	00	140	3.88	11	A
14	Teacher role in the selection of fields according to the natural tendencies.	00	20	36	38	00	94	2.61	14	UD
15	Provision of G & C for emotional stability.	80	72	06	00	00	158	4.38	9	A
16	Creation of intellectual stability in students through G & C.	110	48	06	00	00	164	4.55	4	SA
17	Role of the G & C in the uplifting of emotional stability.	100	56	06	00	00	162	4.50	6	A
18	The role of G & C in the controlling of societal problems.	95	68	00	00	00	163	4.52	5	SA
19	The role of G & C in the promoting healthy habits.	85	72	03	00	00	160	4.44	7	A

Table. 2(Part-II). Girls schools respondents responses in regard to guidance and counselling

S. NO	Statements	SA	A	UD	DA	SDA	Total	Mean	Rank	VI
20	The clinic for G & C in schools.	90	72	00	00	00	162	4.50	6	A
21	Identification of guided and unguided student.	105	52	06	00	00	163	4.52	5	SA
22	Interest of parents in G & C program.	115	32	15	00	00	162	4.50	6	A
23	The G & C polishes the performance of the students.	105	56	03	00	00	164	4.55	4	SA
24	Maintenance of G & C records in the schools	95	68	00	00	00	163	4.52	5	SA
25	The responsibility of Edu deptt in the maintaining of G & C.	85	68	00	02	01	156	4.33	10	A

Total number of girls schools =42, Number of sample schools = 09

Total number of respondent =36, Received number of respondent =36

Table No.2 shows the data collected from the girls' (female) schools. It shows their responses against the each statement. The table indicates the Mean, Ranks and V.I (verbal interpretation) of each statement. Female results showed that statement No.1 has the top rank with the mean of 4.80 and the statement No. 7 has he mean of 1.94 and place in the bottom.

Table3(Part-I). Both gender responses regarding guidance and counselling.

S. N	Statements	Male f	Female f	Total	Mean	Ranks	VI
01	The importance of guidance and counslling in schools.	330	173	503	4.74	1	SA
02	Vast rang of Guidance and counslling	310	163	473	4.46	6	A
03	The effect of G & C in the over-crowded classroom.	296	159	455	4.29	15	A
04	G & C role in the educational and vocational plans.	324	171	495	4.66	2	SA
05	G & C is helpful in the growth and development of the students.	311	167	478	4.50	3	A
06	The attitude of teachers regarding G & C.	212	105	317	2.99	20	UD
07	Existence of G & C facilities in schools.	124	70	194	1.83	22	DA
08	G & C assist the students to understand themselves and their environment.	298	165	463	4.36	11	A
09	The need of counselor in schools regarding G & C.	308	163	471	4.44	8	A
10	The role of G & C in the prevention of disruptive deviation.	313	160	473	4.46	6	A
11	Knowing about the students' level of ability is necessary.	311	163	474	4.47	5	A

Table 3(Part-II). Both gender responses regarding guidance and counselling.

S. N	Statements	Male f	Female f	Total	Mean	Ranks	VI
12	Provision of G & C by the teacher.	217	115	332	3.13	19	UD
13	Training regarding G & C on the part of teachers.	284	140	324	4.00	18	A
14	Teacher role in the selection of fields according to the natural tendencies.	206	94	300	2.83	21	UD
15	Provision of G & C for emotional stability	307	158	365	4.38	10	A
16	Creation of intellectual stability in students through G & C.	312	164	376	4.49	4	A
17	Role of the G & C in the uplifting of emotional stability.	314	162	476	4.49	4	A
18	The role of G & C in the controlling of societal problems.	295	163	458	4.32	13	A
19	The role of G & C in the promoting healthy habits.	292	160	452	4.26	16	A
20	The clinic for G & C in schools.	295	162	457	4.31	14	A
21	Identification of guided and unguided student.	297	163	460	4.33	12	A
22	Interest of parents in G & C program.	310	162	472	4.45	7	A
23	The G & C polishes the performance of the students.	312	164	476	4.49	4	A
24	Maintenance of G & C records in the schools.	283	163	446	4.20	17	A
25	The responsibility of Edu deptt in the maintaining of G & C.	313	156	469	4.42	9	A

Total number of school (boys & girls) = 111, Boys schools =69, Girls schools =42
 Number of respondents =106, Number of received respondents =106

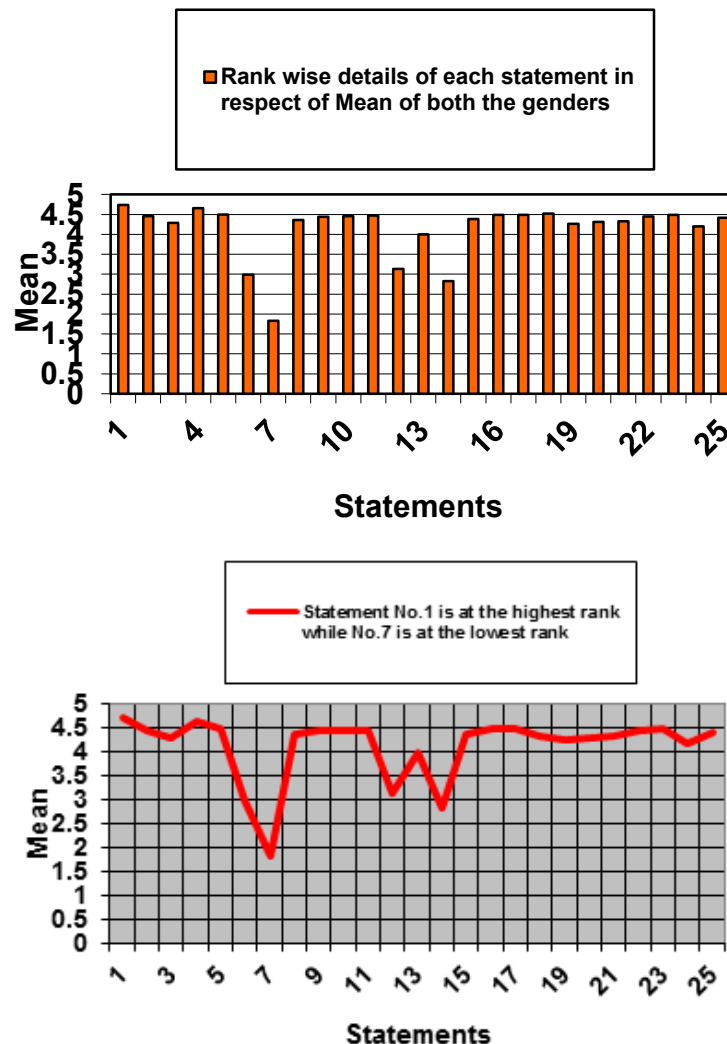
Table No.3 indicates the combined responses of the respondents against each statement. It shows the boys' (male) and girls' (female) schools results, their ranks and V.I (verbal interpretation). This indicates the differences between the male and female school respondents and the total Mean of both the genders.

The combined responses results showed that statement No.1 "As the Educational system of Pakistan is diverse; therefore guidance and counselling programme is important for students" got the top rank with the mean of 4.74 and the statement No. 7 "The facilities of guidance and counselling exist in schools", has the mean of 1.83 and place in the bottom.

Description of the highest and the lowest statements

- Statement No.1 "As the Educational system of Pakistan is diverse; therefore guidance and counselling programme is important for students".
- Statement No.7 "The facilities of guidance and counselling exist in schools".

Guidance and counselling is the most urgent need for the Educational system in Pakistan. But there are no such facilities available in schools.



FINDINGS

On the bases of the respondents' responses some of the significant results are:

1. The respondents are agreed that Guidance and counselling is the right of the every student for self-growth and self-development. Guidance and counselling programme is helpful in developing long range of educational and vocational plans for the students.
2. The respondents adhered to the statement that "As the Educational system of Pakistan is diverse, therefore guidance and counselling programme is important for students. They admit that the facilities of guidance and counselling not exist in schools
3. The respondents are of the opinion that Skilled and professional counsellors are needed to be posted in schools. They should help students to choose subjects for them according to their natural tendencies.

4. The respondents agreed that Guidance and counselling programme prevent disruptive deviations of the students. Guidance and counselling should be provided for emotional problems such as anxiety, hyperactivity, immaturity, impulsive-ness, mood-ness etc. Intellectual disabilities such as low-concentration, poor study habits, and inabilities to understand may be removed through guidance and counselling programmes. They agreed that motivational inadequacies, such as negative attitude, frustration and lack of interests can be coped through guidance and counselling in schools. Social adjustment problems like isolation, family conflicts, and aggressive behavior are softened through guidance and counseling programmes.
5. Mostly the respondents are of the opinion that there is lack of interest on the part of parents regarding guidance and counselling.
6. The study found that guidance and counselling clinic should be the part of schooling activities and Schools should also keep the records of guidance and counselling programmes.
7. Education department is responsible for guidance and counselling programmes in schools because, Guidance and counselling enhance academic performance/achievement of the students.

CONCLUSION

The researcher has reached to the following conclusion.

1. Most of the male school teachers and heads of the schools were well aware of the importance and urgency of the guidance and counselling programme and services in the schools especially for secondary level students. But these services were not available.
2. Most of the female school teachers and heads of the institutions were in favour of guidance and counselling programmes and services in school at secondary level as this is a very turning and decisive stage for students' better future in the fields of their interest and importance.
3. All the respondents were on the view that guidance and counselling played a vital role in the long range vocational and educational plans for the students. As the statement stated.
4. "Guidance and counseling is the right of every student for self growth and self development". This statement was also supported by almost all the respondents. They were well aware that guidance and counselling was the right of every student. So they should be properly guided.
5. "The facilities of guidance and counselling exist in schools". This statement was about the existence of guidance and counselling facilities in the school. This statement got the lowest rank among the statements as these facilities did not exist in schools.

RECOMMENDATIONS

In the light of the conclusions, the recommendations are:

1. The facilities of guidance and counselling don't exist in schools. Therefore, the high-ups of education department must take some basic steps to make the availability of these facilities sure in the schools. Highly trained counselor should be arranged and provided by the education department. New vacancies for such experts should be created immediately so that further loss in this regard may be stopped.
2. All the heads and the teacher do know about the importance and urgency of the guidance and counselling. But the ground realities are very bitter as there is no practical hint of their interest in this regard. Efforts can be made with out the provision if these facilities from the government and education department. The only need is of the dedicated teachers and heads of the institutions.
3. In this regard the PTC (parents' teachers' council) can be brought into full function. Experts for this purpose can also be hired from outside. On their own, the Heads of the institutions can engage the senior and well qualified teachers for this purpose.
4. Media should realize their responsibilities by promoting the sense and awareness of guidance and counselling not only among the educated but also among the laymen.
5. Seminars and symposia should be arranged for the creation of awareness by the governmental and non-governmental organizations in the field and programme of guidance and counselling. For this purpose the government buildings of schools and colleges are easily manageable.

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