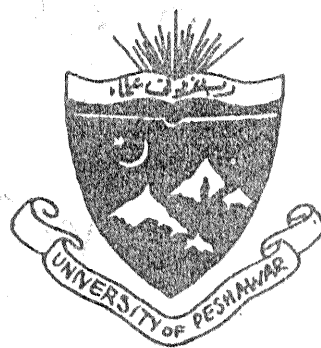


**EVALUATION OF GUIDANCE AND COUNSELLING
PROGRAMMES IN THE TEACHER TRAINING
INSTITUTIONS OF PAKISTAN**



By

WAZIM KHAN

**INSTITUTE OF EDUCATION & RESEARCH
UNIVERSITY OF PESHAWAR.**

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Ph.D. Thesis

Submitted by

WAZIM KHAN

Under the supervision of

PROF. DR. S. ZULFIQAR HUSSAIN GILLANI

**INSTITUTE OF EDUCATION & RESEARCH
UNIVERSITY OF PESHAWAR, PAKISTAN
JUNE 1998**

DEDICATED TO

**Mr. Aziz Khan (late) my father, who enabled me to
reach this stage of life and to whom I owe
everything**

APPROVAL CERTIFICATE

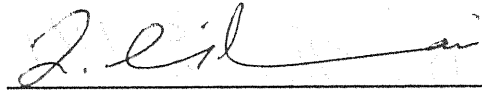
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Supervisor/Internal Examiner:



Prof. Dr. S. Zulfiqar Hussain Gillani

External Examiner:


DR. R. A. FARDUQ

**INSTITUTE OF EDUCATION & RESEARCH
UNIVERSITY OF PESHAWAR.**

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT	
ABSTRACT	
CHAPTER I	1
INTRODUCTION	1
Goals of Guidance:	2
Need of Guidance:	4
Student Personality Traits to be Developed:	5
Discussion of Personality Problems with Students:	6
Statement of the Problem	7
Limitations:	7
Scope of the Study:	7
Objectives/Purposes of the Study:	8
Educational Guidance:	10
Vocational Guidance:	11
Information about specific occupations	13
Personal Guidance:	15
Social Guidance:	15
Avocational Guidance:	15
Health Guidance:	16
CHAPTER - II	17
LITERATURE REVIEW	17
1. The Philosophy of Guidance:	17
2. Functions of Guidance:	19
1. The Adjustive Function:	19
2. The Distributive function:	19
3. The Adaptive Function:	20
3. Historical Development of Guidance and Counselling:	20
Status of Guidance in other Countries	23
Europe	23
Soviet Union (now Independent Republics)	34
India	37
Australia	41
Africa	42
Canada	43

	PAGE
South America	43
The Beginning of New Organized Guidance	44
Recent Development in the Guidance Movement:	45
The Influence of World War-II on Guidance:	46
4. History of Guidance and Counselling in Pakistan	46
CHAPTER III	60
METHOD AND PROCEDURE	60
Sample	60
Questionnaire	61
Scoring Procedure	62
Pilot Administration:	62
Administration:	63
CHAPTER 4	66
RESULTS AND DISCUSSIONS	66
Treatment of Data	66
CHAPTER 5	92
CONCLUSIONS AND RECOMMENDATIONS	92
RECOMMENDATIONS	97
APPENDIX A	101
APPENDIX B	101
BIBLIOGRAPHY	105

TABLES

Table 1	65
Table 2	69
Table 3	71
Table 4	73
Table 5	75
Table 6	76
Table 7	77
Table 8	78
Table 9	79
Table 10	80
Table 11	81
Table 12	81
Table 13	82
Table 14	83
Table 15	83
Table 16	84
Table 17	85
Table 18	86
Table 19	87
Table 20	89
Table 21	90
Table 22	91

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ABSTRACT

The main purpose of the study was evaluation of Guidance and Counselling programmes in the teacher training institutions of Pakistan. Guidance is concerned with the entire personality of the individual. Education includes all the processes that develop human ability and behaviour. So, Guidance and Counselling occupies an important place in education.

In order to find out the attitude of teacher-educators and prospective trainees of teacher training institutions of Guidance and Counselling programmes, samples were taken from I.E.R's and some teacher training colleges.

The data collected and findings reported lead to the following main conclusions:

1. The faculty members have shown positive attitude towards Guidance and Counselling.
2. The B.Ed./M.Ed. male trainees have shown high negative attitude towards Guidance and Counselling.
3. The B.Ed./M.Ed. female trainees have indicated a slight negative attitude towards the Guidance and Counselling.

The above lead to the following recommendations:

- a) Guidance and Counselling should be made compulsory at the B.Ed/M.Ed. levels.
- b) The curriculum in Guidance and Counselling should be revised and made practically oriented.
- c) For the provision of master trainers in the field of Guidance and Counselling, special programmes should be arranged at the post graduate level.
- d) Proper provision should be made in the programmes of teacher training institutions for the dissemination of information about Guidance and Counselling.

- e) Seminars/Workshops/Symposia should be conducted on educational, vocational and social guidance at the teacher training institutions.
- f) Every teacher training institution should have well-resourced Guidance and Counselling unit with an expert specialist/therapist.
- g) Funds should be allocated for the creation of a post of guidance worker or Counsellor in each academic institution.
- h) Testing programmes should be launched in the field of Guidance and Counselling.
- i) Due emphasis should be laid on research literature and equipment in Guidance and Counselling.

CHAPTER I

INTRODUCTION

The educational and occupational scene is fast changing everywhere. Curriculum and Co-curriculum offerings have tremendously expanded during the past few years. Occupations too, have increased many fold. It is becoming increasingly difficult for the educational generalists to prepare the youth for education, training and vocation in this rapidly changing world. In addition quite a large number of students in our schools, colleges and Universities find themselves in the grip of personal adjustment problem. Loneliness, feeling of insecurity, conflicts with peers and teachers, low academic achievement, bad company, sexual problem etc., create tension and anxieties in the students. All these factors make it necessary that we take a hard and realistic look at our education to find out ways and means for analyzing the energies of the students.

In productive pursuits, it arrests the downward trend of academic standards and ease emotional tensions and anxieties. Therefore, it is felt that institutions of education should take the responsibility of providing guidance and counseling to students.

These institutions play an important role in shaping the destiny of a nation as they provide guidance and counseling facilities at the most impressionable stage in the life of an individual.

In Education, Guidance and Counseling services are a means to help the students understand their problems and solve them in their environment. This service is as old as education itself. Guidance is chiefly concerned with meeting the physical, Social, emotional and educational needs of individuals. The main purpose is to help each individual make a satisfactory adjustment to life, both socially and otherwise.

This is a service that is needed by all individuals, not only those who have

behavior problems, learning difficulties or deep seated emotional disturbance. But normal people also need guidance. The gifted, talented one's are often in need of special help in gaining social approval and in finding suitable outlets for their energies.

Education is a social enterprise, a socialization, and Guidance the unwitting purveyor of certain values, i.e., a social reconstruction.

The central point is that the process of self-exploration and the cultivation of examined life are facilitated by intimate exposure to a variety of human models. And when we focus on socialization we come down to the personal development, to analyze the psyche of the individual and act accordingly, and therefore, guidance becomes a psychological education.

Goals of Guidance:

There are three general classes of goals for the guidance activity in the elementary school. First, the teacher should strive to operate a harmonious classroom. This involves recognition and respect for the individual, proper utilization of the group situation, avoidance of undue pressure, and making available of adequate material.

Second, the teacher must be prepared to work with individual children who have special problems. In doing this, he should attempt to build the self-esteem of the child, orient him to realities of the world, and at all times accept him as a worthwhile person.

Third, the guidance activity of the elementary school help form a bridge between the child and community. Not only does the school provide an introduction to the community for the child, but it also has some responsibility of training him of adulthood. In operation, the teacher is the key figure in this relationship. By his every activity in the community, he fills a liaison role because the teacher will have direct contact with specific community agencies and private

individuals.

Guidance is the process of assessing individuals:

- To adjust to personal, social, educational, and vocational situations.
- To make possible life adjustment.
- To find and analyze facts and make the best possible decision.
- To help the student understand himself.
- To assist in solving life's problems.

Counselling is:

- The heart of the guidance program.
- The process of assisting the individuals to determine analyze and understand their interest and abilities.
- Helping individuals plan their own actions.
- Assessing students in their personnel growth and ability to meet personnel problems.
- Concerned with in school youth, out of school youth, parents and adults.
- The guidance programme is organized to help youth and adults.
- To solve their problem and improve planning.
- To make adjustment to their problems.
- To plan more carefully for their future in terms of needs, interests, abilities, opportunities and social responsibilities.
- To discover their natural endowments, and the programs available to become qualified a living.

Need of Guidance.

Since the needs of a student are not being fully met in most schools, it seems imperative that all teachers undertake to identify and follow through on their roll in the guidance program. This need is most evidence form these observation.

1. Too many individuals are misfits in their present job. People working in position that don't match their ability. They have very little interest in what are they doing for living.
2. There is an improper balance available between jobs and the labour force, under normal conditions there has always been an over supply or unskilled labour, on the other hand, there have never been enough skilled and technical workers. Many capable students are not aware of the possibilities in fields where they might have much potential for the success and development nor are they being encouraged to prepare for these opportunities.
3. There is an increase unrest and crime rate especially among the young people of the nation. While great emphasis has been placed on the technological development of this country, the problems that relate to the welfare of the mankind have been neglected.
4. Too few students are securing experience in school that help them look into and investigate a reasonable spectrum of the world of work. This becomes important with the trend to extend the amount of education for higher percentage of the youth. There is still a large number of youth leaving high school without having selected and occupation area or have acquired the salable skill necessary to enter the world of work. On the basis experience that they will then analyze their interests, strengths, experiences, weaknesses, and potentialities to consider the work of specific occupational

families.

Student Personality Traits to be Developed:

There are positive personality traits and work habits that an individual should endeavor to develop for living and working in a democracy. Helping students developed these traits is one of the major responsibilities of all the teachers. It is well to remember, however that each student is different, and each must be treated with due regard for this individual interest, abilities and capabilities.

A complete staff personality traits that each individual should develop would be endless and repetitious. The eighteen traits listed below were selected being of prime importance:-

1. Possess leadership ability.
2. Is willing to constructively consider direction from other.
3. Can be punctual and get things done on time.
4. Desire to be on the job.
5. Desires to assume responsibility.
6. Evidence respect for the right of others.
7. Possesses high moral standards.
8. Has ability to work effectively with others.
9. Is willing to give others a helping hand.
10. Is courteous.
11. Cares for and respects property.
12. Has higher regard for one's city, state, and country.
13. Has a desire for a clean body and neat appearance.

14. Maintains and keeps the surrounding in which he works and lives.
15. Can evaluate constructively.
16. Desire to seek additional information.
17. Has a wholesome philosophy of life.
18. Plans for constructive use of time.

Discussion of Personality Problems with Students:

Teacher should make every effort to discuss personality problems with their students. This may be done with the class as a whole, part of the class or with individuals. While it is not recommended that the shop teachers conduct formal personal guidance, many shop teachers do have home rooms where such instruction could be given. While it may be difficult for being teachers to plan and develop such lessons. An example is the guidance service booklets published by science research associate inc. (Guidance service booklets, Chicago, Science research associates, inc., 1961). There are more than fifty different booklets which deal with such major subjects as growing up socially, growing up emotionally getting along with others, making and keeping friends, understanding yourself and growing up.

When a teacher feels it is desirable to discuss personal problems with an individuals, it is well to follow this recommended procedure.

1. Arrange for the interview at a time which is convenient to both parties.
2. Provide a good place for the interview.
3. Identify the problems with the students, establish mutual understanding so she/he will feel free to discuss his/her problems.
4. Beforehand, find out as much as possible about the student so as to help him organize the person he wants to be, and his place in the world of

work.

5. Help the student think through his plan for the future, and how he may attain such goals.
6. Keep a record of the interview for future reference, and refer a duplicate copy to the counselor.

Statement of the Problem

To realize the importance of the subject guidance and counselling at the B.Ed/M.Ed and M.A levels. More specifically to bring a desirable change in the existing curricula/Courses, practices and thereby strengthening guidance and counselling programs in the teacher training institutions of Pakistan. The present study was designed to evaluate the Guidance and Counselling programmes in the teacher training institutions of Pakistan through the reactions and opinions of students and teachers of I.E.R.'s and other institutions imparting teacher's training at the B.Ed. level.

Limitations:

Due to limited time and resources at the disposal of the investigator the study was confined to:

- (i) Institutes of Education and Research of Pakistan.
- (ii) Government college of Education Islamabad, Sukkar, Quetta, Azad Kashmir and Ali Institute Lahore.

Scope of the Study:

Guidance and counselling is aimed at assisting students to draw up their own plans of academic pursuits and arrive at right decisions to implement the plans and find solutions to the problems.

It does not attempt at providing any set solution to students' problems.

The study is undertaken to help the individual to realize his potentialities and to make optimum contribution to the growth of the society, Serving society to the best of one's ability is the rightful obligation of every individual, more so that of an educated person who has had the benefit of Education from the finances of the society.

These must never be thought as of two different services. Guidance and counselling programme in fact, must encourage and stimulate better teaching by enabling teachers to gain a better understanding of their students. Guidance and Counselling services are aimed at enabling students to acquire abilities which promote self direction and self realization.

The focal point of the study was to develop in students qualities such as perseverance, dedication, devotion, positive outlook, respect for views of others, temperament which are essential to them for making significant contribution.

Guidance and counselling must help the person to solve his own problem and make proper choice and adjustment. A person whose problems have been left unsolved can hardly be expected to understand the societal requirements and make contribution to meet the same.

Guidance and counselling must aims at providing assistance to teacher in their efforts to understand their students; especially in the teacher training institutions of Pakistan. This in fact the most important function of guidance and counselling services.

It is to be realized that guidance and counselling and teaching work are complementary to each other.

Objectives/Purposes of the Study:

The purpose of this study is to develop awareness amongst the teachers and students, the pressing need for improvement of the quality and quantity of Education. To develop closer contact of teachers with the students.

The present study was designed to evaluate the guidance and counselling programmes in the teacher training institutions of Pakistan with the intention to see the multidimensional problems both the teachers and students. Specially the attitudes of students and teachers towards Guidance and Counselling programmes.

Objectives of the study are the following:

- To monitor academic progress of students
- To identify special learners such as academically backward, gifted, and creative
- To assist students in further/continuing education
- To provide assistance to special learners by catering to their educational needs.
- To diagnose the learning difficulties of students in different subjects
- To help students in their adjustment to curricular and co-curricular demands of the educational programme
- To make students familiar with the world of work and its diverse requirements
- To provide career information
- To enable students to discover their potentialities and interest vis-à-vis occupational requirements
- To make available information about vocational training
- To assist in choice of vocation
- To train students for entrepreneurship
- To train students for adjustment in a chosen vocation
- To assist students in attaining emotional stability

- To help students to get properly adjusted in life
- To help students to improve mental health
- To assist students in becoming progressively responsible for their own development
- To develop in students proper attitude for social life
- To inculcate in students right social values
- To train students for leadership and followership qualities
- To build a spirit of team work in students
- To provide opportunities for participation in extra curricular activities
- To assist students in developing hobbies and interests
- To provide avenues for recreation
- To inculcate interest in games and other forms of recreation
- To assist in using leisure time profitably
- To indicate need for sound health
- To encourage students to follow a well balanced programme of physical activities
- To encourage students to overcome any remedial defects they may have or to receive medical treatment for them.

The study focuses on the following area: i. Educational Guidance ii. Vocational Guidance iii. Personal Guidance iv. Social Guidance v. Avocational Guidance vi. Health Guidance.

Educational Guidance:

Educational Guidance is rather specific, but still it cannot be disassociated from the problems of personal and occupational guidance. One of the major

objectives of educational guidance is to help students interpret and choose wisely the various courses offered in schools and make adjustments to the curricula and school life. In this regard it provides the students with information concerning:

1. Courses that are available in the school, the student is attending and other school in the community.
2. Curricula and courses offered in public schools and by business and industry to prepare learners for vocational competencies.
3. Courses that contribute to the development of a well-rounded citizen.
4. Institutions of higher learning where located, requirements, and opportunities offered.

The emphasis on providing assistance to students to perform satisfactorily in their academic work, choose appropriate courses of study, overcome learning difficulty, utilise institutional resources such as library, laboratory etc.

Vocational Guidance:

Vocational Guidance is the assistance provided for selection of a vocation and preparation for the same. It is concerned with enabling students to acquire information about career opportunities, career growth and training facilities.

Occupational guidance is primarily concerned with helping individuals make decision and choices in planning for a career, and in effecting a satisfactory occupational adjustment. Industrial art with providing occupational guidance. Wilber explains how industrial arts assists students in making occupational choices;

"It has been noted that a child or a youth seems to have a basic need to feel that he is growing towards a position of economic independents and a place in the vocational scheme of things. An industrial arts program provides try out opportunities where some of the important occupational field may be

sampled. While no attempt is made in industrial art classes to provide vocational skills, the child nevertheless is impressed by the fact that he is using the tools and processes of industry that he is being given. The opportunity to study and select from the trades and occupation of adult society (Gordon O. Wilber, Industrial art in general education "Scranton: International Textbook Co., Second Edition, 1954" P.28).

Occupations have been grouped in many ways, but the most useful classification will be found in the dictionary of occupational titles, published by the U.S. Department of Labour, Bureau of Employment Security. The Personnel of each state security employment offices will be happy to assist teacher in explaining the major occupational groups and division. Classification in the dictionary of occupational titles (Dictionary of occupational titles, "Washington D.C, Bureau of Employment office of Manpower Administration, U.S. Department of Labor, third edition, 1965"), which covers more than 21,740 different occupational definitions under more than 35,550 different titles. It is for the reason that vocational guidance information needs to be organized according to occupation families.

All occupations are grouped into nine broad categories which, in turn, are divided into division, and then into groups. The nine occupation categories are:

1. Professional, Technical and Managerial
2. Clerical and Sales
3. Service
4. Farming, Fishing, Forestry and related
5. Processing
6. Machine trades;
7. Bench Work
8. Structural Work
9. Miscellaneous.

The teacher of industrial education should have a knowledge of a ready source of information concerning those jobless which are closely related to the activities which he is teaching.

The teacher of wood working technology should have information concerning occupational families covering the carpenter millwright, cabinetmaker,

pattern maker, wood finisher etc. The teacher of Metal processing needs information concerning the work of such persons as the machine hand, machinist, metal spinner, Mill Wright, ornamental iron worker, molder, tinsmith, and silversmith. The graphic arts and drafting teacher should information concerning Visual communication occupations. The H.W Wilson Company has published, information about such occupations. The institute for Research publisher 237 monographs on various careers, giving information an over 1,500 distinct types of jobs. The Michigan state Employment security commission publishes various occupation Guides which are available at a normal cost.

The J.G Ferguson publishing co., has produced a series of five books on career opportunities for Technicians and specialists. These contain information on technical positions now available to graduates of 2 year colleges. (Walter J. Brooking and others, career opportunities for Technicians and specialist, 5 volume, Chicago: J.G. Ferguson publishing col,1969)

Information about specific occupations

When organizing information on various occupations related to activities being taught, the teacher would do well to follow a definite procedure, An out line appearing in occupations and careers might well be used by teachers when preparing information for students.

1. Definition of the occupation and nature of the work. Describe what the typical worker does using the Dictionary of occupational Titles definition. Describe duties performed, equipment used relationship with other occupations, possible fields of specialization and work setting. Do tasks deal with people, with things or ideas?
2. Number and distribution of workers. Obtain information on the number of workers currently in the occupation and their distribution by age, sex and geographical area.

3. Qualification and preparation. Determine the minimum education and training requirements for job entry, where such training can be obtained? What kind of aptitudes, abilities and interests are usually associated with people employed in the field ? Are there any special physical, social, age and sex requirements? What are minimum experience and special license or certification requirements?
4. Method of entering. Do applicant get jobs by application, examination, agencies, school placement offices ? Are the summer, part time, or work study jobs available ?
5. Career advancement. What are the possibilities of advancement? Is it through experience, on the job or in service training, formal education and/or examination? What is the feasibility of starting of a business?
6. Employment outlook. Obtain information on past trends and get a general appraisal of job opportunity for the next 10 years. What factors determine the employment outlook, such as supply and demand, technology change and retraining programs? Are employment opportunities for specific groups?
7. Earnings, What is the wage scale. supplementary income fringe benefits, such as tips, commissions, overtime, bonuses, meals, housing, hospitalization, vacations, insurance, retirements, plans? Are there any costs or deduction for tools equipment, Uniform, salaries etc.?
8. Working conditions. What are the weekly and daily time schedules, overtime seasonality and travel requirements? What are the physical conditions of the job, such as indoor or outdoor, work noise, temperate and health hazards, physical demands? Is organizational member an important conditions of work.
9. Social and psychological factors. What are the patterns of relationship

with supervisors and other workers? What kind of work satisfaction is possible from the job? What is the effect of these factors on the way of life of people in this occupation?

10. Sources of information. The teacher should be reliable source of information. When teacher does not have complete or up to date information, he should know where to refer the student, such as to the schools, occupational library.

Personal Guidance:

Personal Guidance refers to the guidance to students to enable them to adjust themselves to their environment so that they become efficient citizens. Adolescent behaviour, to a great extent, depends upon the moods and attitudes of the adolescent. Emotional instability is a characteristic of adolescents and this is often the cause of many of their personal problems.

Social Guidance:

Social Guidance is the guidance to students to enable them to make substantial contributions to the society, assume leadership. Conform to the social norms, work as team members, develop healthy and positive attitudes, appreciate the problems of society, respect the opinions and sentiments of fellow beings, acquire traits of patience, perseverance, fraternity, friendship. Its main purpose is to enable the student to become an efficient citizen.

Avocational Guidance:

Avocational Guidance is the assistance to be provided to students to spend their available leisure time profitably. Activities and programmes outside the formal classrooms provide many opportunities for the blossoming of talents of students. They may use their leisure time in many activities such as games, photography, drama, and fine arts which have recreational value also. Students

must enjoy life around them through which all-round development is possible.

Health Guidance:

Health Guidance implies the assistance rendered to students for maintaining sound health. Sound health is a prerequisite for participating in curricular and co-curricular activities. This type of guidance focuses on enabling students to appreciate conditions for good health, and take steps necessary for ensuring good health, maintaining sound physical and mental health. A sound mind is possible only in a sound body.

CHAPTER - II

LITERATURE REVIEW

1. The Philosophy of Guidance:

The Chief purpose of Education is to help individuals become increasingly self-directive and capable of creative and purposeful living. The human personality is not fixed at birth by inflexible factors of heredity; rather it grows and develops as the individual lives in interaction with his environment. The potentials of the personality get unfold with age and learning. At this stage Guidance and Counsellings help them setting their directions.

Every individual should be helped to study and understand himself as a unique personality, growing, changing and developing in constant response to the pressure and stimuli of the time and place in which he lives. Knowledge of the self can help him become increasingly confident, resourceful and capable of planning for himself and taking the initiative in adjusting to his environment so as to make his life more satisfactory and adjusted.

Modern Psychologists hold that the vast majority of people are capable of growing and of adjusting to the surrounding demands and opportunities at their own level of adaptability.

It is the task of the counselling process to help people fulfil their potentials for growth. When a pupil comes to a teacher or counsellor with a problem, it is the latter's purpose to help the pupil solve the difficulty but in the process of solving the problem the young person must be guided into self-knowledge, into some new insight and awareness that will make him better equipped to handle such problems in future.

The counselling process should not be visualised as one of ordering or directing young people who need help; rather than thinking for or merely about the

individual. It is the counsellor's task to think with him; this is an important, challenging, and a little understood concept. Counselling is not made up of analysis and advice; it is not a matter of adjusting other people's lives; rather it is a mutual appraisal of problems, a mutual exploration of possible actions, a mutual decision on plans for solving situations. The student asking for help must not fall into a passive, dependent role in which he merely accepts explicit instructions from a wiser person.

Counselling involves two persons or two human beings. It is also an expression of human values and human attitudes, and as the counsellor is working, relating and experiencing with an other person, he is giving a fairly picture of his own philosophical concept of man, his nature and his function on earth.

Counselling is essentially communication and as such it is essentially a two directional process. It is not what the counsellor does for or to the counselee that is important. The important thing is what happens between them. The pastoral needs to know himself as well as the dynamic processes of personality as they find expression in the counselee.

The goal of guidance is to free the individual to accept responsibility for his own decisions and to develop ability for self-analysis and self-direction. The process of thinking with, the desired end of achieving self-reliance.

The concept of guidance as a process of co-operative responsibility and co-operative action further clarifies the counsellor's role with in the school and his method of helping individual pupils.

The counsellor has got the dual task to acquaint the teachers and to provide the individual pupil with opportunity and aids i.e. Educational and occupational informations and other data to think through his problems at critical times and to carryout the conclusions he reaches.

The counselor provides still another needed service: opportunity for

occasional release of tension. "Talking it out" is one of the mechanism for release of tension and anxiety.

The counselor is often a listening ear for the pupil who is so upset that he must find some one upon whom to pour out his troubles. The counselor who will listen with kindly, supportive understanding furnishes the young person with a safe outlet for inner pressures, which might otherwise bring on damaging behavior or loss of confidence and self-esteem: such a "taking-out" often gives the pupil a catharsis of feeling about his problems, a restoration of inner strength, and new insight.

2. Functions of Guidance:

There are three main functions of guidance:

1. The Adjustive Function.
2. The Distributive Function.
3. The Adaptive Function.

1. The Adjustive Function:

The counsellor, in this adjustive phase of his work supplies diagnostic and treatment service. The counsellor provides placement and orientation to the older students, while for the young play therapy or participation in group therapy.

2. The Distributive function:

The basic function of Distributive Guidance is to assist students to distribute their energies wisely into the many educational channels. To provide adequate guidance the counsellor must know student and know the opportunities open to him.

The distributive aspect of guidance involves the following: (i). discovering individual student needs. (ii). Making these needs known to the student himself

and teachers.

3. The Adaptive Function:

Guidance Counsellors play a vital role in the Adaptive Function of contributing to the development of curriculum. Counsellors working constantly with individual students know their personal problems and aspirations, their abilities and aptitudes, as well as the opportunities and the social pressure awaiting them. Counsellors can, therefore, provide the data which must serve as a basis for curriculum thinking, and they can help curriculum experts shape courses of study which will more accurately serve their intended purpose.

A curriculum that is developed without an inner skeleton of guidance purposes fails in a basic responsibility to education. The social techniques used by counsellors in his adaptive function are the individual inventory and the follow-up study which are primarily services to the school as a whole.

3. Historical Development of Guidance and Counselling:

Dr. Mian Bashir Ahmad in his doctoral dissertation says that guidance appears to be as old as the human race itself. The concept of guidance is deep seated in the minds of mankind. The guidance programmes of the ancient Greeks and Romans, apprenticeship in the middle ages, discipleship among the ancient Muslims and Hindus all suggest that guidance is not at all recent in origin. Since the days of Adam and Eve, mankind has been keenly alive to the necessity of helping and guiding one another. The need to guide children has been very acutely felt during all stages of human history. The history of guidance reveals that the pre-modern guidance procedures were mostly crude and unscientific. Such early guidance practices did not make any systematic and methodical attempt to base the manner of offering suggestions or the very content of those suggestions on any analysis of facts and figures. Pre-modern techniques, for instance, made no attempt at understanding the capabilities and potentials of the individual who

south help. Guidance was mostly based on superstition, customs, traditions, conventions, mores etc. In most homes, schools and professions it depended on the absolute will of autocratic parents, authoritative teachers, and powerful masters. In pre-scientific days, a number of unscientific and pseudo-scientific practices and procedures had gained currency in the field of guidance. Some of these pseudo-scientific guidance techniques are: Astrology, Numerology, Palmistry, Graphology, Phrenology, and Physiognomy. Instead of basing their suggestion and advices on a knowledge of the actual assets and liabilities of the guidee, pre-modern guides relied on the stars, mathematical numbers, the palm of the hand, handwriting, the shape of skull, the contours of the face.

This shows that mankind has always felt the need for some sort of guidance, especially for its young ones. This need, however, has become more intense, more pressing and more precise in contemporary times owing mainly to the growing complexity of the modes of living and other complications associated with it. Parents and teachers therefore, are now becoming growingly alive to the need for adequate guidance for their children. Such an awareness is perhaps unprecedented in human history. For an effective survival in the contemporary world we do need guidance for ourselves and for our children. Of this there can be no doubt. But we must be precise about what we exactly mean by guidance. Perhaps the best definition of guidance is that offered by Jones. It runs as follows:

“Guidance involves personal help given by some one; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose. it assists him to solve problems that arise in his life.” This authoritative definition brings out clearly the salient features of guidance. It points out that guidance is neither dictation nor direction. It is rather friendly advice and personal help offered by a competent individual known as the guidee or guidance expert, to one who is in need of such assistance, the guidee. Guidance enables the guidee to understand his problems and to overcome his hurdles. Lack

of guidance is liable to lead an individual to inadequate thought and behaviour, wrong decisions and to maladjustments.

Guidance occupies an important place in the programme of education. The secret of good education consists in enabling the student to realise what are his talents and aptitudes and in what manner and to what extent he can best develop them so as they achieve proper social adjustment and seek right types of employment. True scope of guidance is very vast. It is applicable to the students educational, social, moral, emotional, health, vocational and leisure time needs.

Guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and help him prepare himself so that he can find or develop a place in which he can live a balance life and contribute his part to the welfare of his fellowmen.

Educational guidance deals such questions as where the subsequent education is to be secured and what type of curriculum is to be followed. A person in trouble usually seeks both help in understanding his problems and advice about the next step to take. The giving of advice or counsel is not doubt the most typical form of guidance. Giving of advice to one who needs it or counselling is a procedure by which a counsellor attempts to help an individual solve some personal problem. It is usually a face to face meeting or conference, during which a counsellor uses various techniques to guide the individual in his efforts to solve his problems. While the counsellor may use either directive or nondirective techniques, certain procedures are used in most counselling situations. The counsellor should help the individual to take the following steps:

1. Determine the exact nature of his problem.
2. Gather information related to himself or the problem that will aid in planning a solution of his problem.
3. Consider possible solutions of his problem.

4. Decide upon an acceptable solution and working it out.
5. Carry on the plan, with necessary modifications from time to time, to attain a desirable solution.

In 1895 a systematic school of vocational guidance programme was developed at the California school of Mechanical Arts in San-Francisco. About 1902 a similar vocational training were founded in Massachusetts and Wisconsin. The real impetus to vocational counselling seems to have been given by Frank- Person's organization in 1908. In 1910 Louis P. Nash established a vocational guidance centre in the Bostons Schools. In 1913 Richard D. Allen, established vocational information department in Boston. In 1915 Department of avocational guidance was organized in Boston. In 1933 the National occupational conference studied occupational adjustment problems. In 1936 the N.O.C established occupational index, the purpose to issue literature about guidance. In 1949 according to Frochlich, a little over one thousand colleges and universities offered guidance course in the U.S.

Status of Guidance in other Countries

Europe

European countries, according to Super (ref), trace the origin of their interest in vocational guidance back to the early 1900s. He suggests that European countries, particularly England, France, and Germany, are engaged, at present, in resolving four fundamental conflicts about educational and vocational guidance. These are identified as whether: (1) guidance is to be directed toward efficient labor power utilization or that of facilitating individual human development (2) its focus should be on occupational choice or career development (3) counselors should disseminate information or engage in counseling relationships, and (4) guidance should be the province of professional and counselors or conducted by lay people. These issues serve as focal points for debate and discussion that may

lead to governmental policy formulation in many Europe countries.

The fact that American counselor education programs have been and are being conducted in other countries may be of some interest to counselors. At least five American universities, according to Donn and Hollis², were conducting counselor education degree programs outside the United States in 1970-1971. These include Boston University (the first to do so), Wayne State University, Ohio University, the University of Maryland, and Ball State University. Also, the University of Southern California has long offered counselor education courses abroad. Many of these programs are directed specifically toward preparing members of the Armed Services and/or their dependents for careers following termination of their service time.

Ostlunds reported that in 1957 some eighty-eight local counselling centers and eighteen regional psychological-sociological-medical centers were functioning among the Flemish and French language districts of Belgium. About 54,000 evaluations were given in 1954 and 58,000 in 1955 in local counseling centers. According to Ostlund, Christians established the first guidance center in Europe. In 1937, a nationwide comprehensive guidance service was set up by law, and it functioned under the jurisdiction of the Minister of Education. The law stated that (1) counselors must be Belgian citizens and possess a certificate or degree from a recognized institution; (2) each center was to be staffed by a counselor, nurse, doctor, social worker, and clerical staff; (3) a completed record was to be filled for each counselee including all test data, summary, and disposition, and (4) the service must be free.

At the time of Ostlund's report, two institutions certified vocational counselors. A program of background studies was required to qualify for training, followed by two years of evening courses if the degree were taken at the School of Business Administration. On the other hand, the university curriculum took four years, and background courses included biology, physiology, anatomy,

psychology, child psychopathology, and human biometry. Courses were taken in occupational information and counselling (principles, methods, vocational guidance). An internship of at least sixty hours in an approved guidance center was required as well as an examination and an original research project.

The guidance process is described by Ostlund as consists of (1) a medical examination, (2) a psycho-technical examination (sensory perception, motor skill, sensorimotor skill, intelligence testing, personality, and character assessment), and (3) a counseling procedure (interpretation of tests and choice of education and vocational). Vocational counseling began at age twelve but could be delayed until age fourteen. The general policy was to have parents present during some of the interviews devoted to decision making. At age fourteen children are asked to decide upon their future. Few adults utilize the counseling program. Ostlund states that counseling in Belgium differed from that in the United States in that (1) counselee are classified into physical types by an anthropometric index, (2) heredity determination of aptitude is affirmed, and (3) counselors wear white coats. Finally, expansion of the services are planned so as to reach all children, to do more research and to conduct follows up tests standardization.

In 1959 Tyreman reported upon child guidance in Great Britain. The first child guidance clinic had been established nearly forty years earlier, but only since 1950 had facilities become freely available throughout the country. Child guidance centers were maintained permissively by the state in many large hospitals under the National Health Service Acts. Children could be referred by general practitioners or they could seek appointments directly. Child guidance was viewed as partly medical and partly education, but neither the hospitals nor local educational authorities had explicit statutory duty to provide child guidance services.

As of 1975, some 3690 child guidance clinics were located in England and Wales. Scotland had forty-two child guidance clinics, and Tyreman reported that

child guidance in Northern Ireland was less well developed than in the rest of the United Kingdom. In 1955, clinics staffs included fifty-eight psychiatrists, 144 psychologists, 110 social workers, and sixty-two other including clerical workers. Only one in three hundred had been involved in child guidance appointments. Because the proportion was too small (estimates indicated that it should be higher than 1 percent) and facilities were inadequate, a committee set up by the Ministry of Education recommended that facilities be trebled by 1965.

According to Tyerman, the original function of child guidance clinics was to study handicapped, backward, and difficult children and to give advice to parents and teachers in respect to each child's education and training. Educational psychologists work not only in the child guidance center but also in the school, some devoting full time to school, where they examine children, supply tests, arrange lectures for teachers, help place junior high school, organize special classes for children retarded in basic subjects, and the like. Training for educational psychologists in child guidance work consisted of a full-time postgraduate course of one year. Programs were provided in three training clinics in London and in two university departments, one in London and one in Birmingham.

Wrenn reported that counseling as it was known in American universities did not exist in English universities. England had twenty-three universities for fifty million people. These institutions range in size from twenty thousand students (at the University of London) to one thousand or two thousand students. Total enrollment was around one hundred thousand, double what it was before the war. Competition for admission to college was very strenuous, and there were ten applicants for every opening.

British students begin deliberate preparation for university work at the age of eleven, study fewer subjects more intensively than American students, and were carefully selected according to academic aptitude and prior preparation.

Attendance at lectures was voluntary, individuals being left much more upon their own resources and initiative. Students were expected to complete their university work in three years, and their degree depends upon rigorous written examinations, graded by a team of examiners.

Although counseling by specially designated and trained individuals was not available, student health services and college or department tutors offered some counseling, as did appointment board secretaries and staff, Wrenn's conclusion was that:

Counseling exists in English Universities but not under that label. The tutor can be very good indeed and so can the health service physician but a good level of either kind of counseling is less frequently found than is professional counseling on American campuses. The need is less because of the nature of the student body, but even if the need were greater there would be less counseling because: (a) the education culture is not sympathetic to the concept and (b) the psychologist's knowledge is not utilized on British campuses.

In 1965, the British government began providing financial support for the establishment of "Guidance Units", or programs to prepare counselors. Experienced teachers were generally admitted to the programs, and students were "Seconded" or given a stipend to attend. Typically, each Guidance Unit has admitted students from "Overseas" or commonwealth countries as well as trainees from the United Kingdom or a "home" group.

Several of the universities now engaged in preparing school counselors include Reading, Keele, Exeter, Leeds, and Swansea. Some have utilized the services of American counselor educators via the Fulbright-Hayes program. Among those who have had academic-years Fulbright appointments are C. Gilbert Wrenn (University of Keele, 1965-1966), Gilbert Moore (University of Reading, 1965-1966), Bruce Shertzer (University of Reading, 1967-1968), Lawrence Steward (University of Reading, 1968-1969), and Donald Blocker (University of

Keele, 1968-1969). Lee Isaacson (University of Reading, 1967), Edwin Herr (University of Reading, 1966), Frank Robinson (University of Keele, 1967), and the late Hugh Bell (University of Exeter, 1967) have served as Fulbright Lecturers for shorter intervals. Super stated that Keele, Exeter, and Reading have led in the professional education of school counselor after the American model, while Leeds has led in theory and research. Estimates are that in 1974-1975, some 450 counselors were employed in English schools. Woody and Dubner investigated the personal characteristic, espoused theoretical orientation; counseling response style; and tendency toward variety as related to knowledge of guidance, counseling competence, and the home (native) or overseas origin of thirty-two students enrolled in the counselor preparation program at Reading, England. Significant differences existed between the home and overseas students on personal characteristic (assessed by Edgar Personal Preference Scale) and counseling response (assessed by Porter Counseling Inventory). Those home students who espoused more "*action*" approaches (based on London's Insight-action dichotomy) were assigned lower competency ratings by their counseling supervisors while overseas students who endorsed "*insight*" approaches received lower competency ratings. The investigators suggested that British counselor educators need to tailor their programs differentially for "*home*" and "*overseas*" students since a different set of manifest needs is brought to the preparation program by these students.

Rochester investigated the attitudinal changes that took place during the one-year counselor education program at Swansea University (Wales) attended by fourteen students (minimum of five years of teaching experience) and compared these students with a group of 229 American students. Based on the Porter Test of Counselor Attitudes administered at the beginning and the end of the training programs, significant differences were present between the two groups at both the beginning and the end of the program. Minimal changes appear to have taken place during the counselor training year. Swansea students, at time of entry into

the program, were more accepting of probing types of counselor responses and least accepting of interpretive responses. American students entered their programs with more acceptance of "*understanding*" and "*interpretive*" counselor responses while the Welsh students were more accepting of the "*evaluative*" responses. Rochester concluded that difference may have been a function of the more extensive teaching experience of the Welsh students.

Based on her visits to the United States, Avent, a Careers Guidance Inspector in London, cited some differences between guidance services in the United States and England. She reported that she was surprised to find (1) how seldom career information and occupational courses were featured in American high schools and (2) the considerable cooperation that existed between the state employment services and the school (equivalent to England's Youth Employment Service which provides vocational guidance and job placement for non college-bound students). She attributed the greater quantity of guidance services in the United States to numerous factors, including the mobility of the population, more students going on to college, a wider range of curriculum in the secondary schools, and American belief in the efficacy of education.

Chantreau opened a bureau in 1912 for the guidance of adolescents in France, but not until 1992 did guidance win official recognition, when it was placed administratively under the authority of the Director of Technical Instruction. A nationwide professional counseling service was created in 1928 under the jurisdiction of the Ministry of Education and entitled "Institute National d'Etude Du Travail a d' Orientation Professionnal " (INETOP).

The growth of INETOP has been steady. It has been subsidized by the government, and by 1953 some 209 centers existed, staffed by 500 counselors. The general functions of INETOP are to teach, train, and certify counselors. It provides information for industries, the professions, and public; and research is focused upon improving guidance services.

Paris and Marseilles Institutes offer the degree required of all counselors. Program objectives include the development of critical sensitivity and knowledge of experimental methodology. Courses include general psychology, child psychology, physiology, psychiatry, medical pathology, social psychology, physical environment, and political economy. During the first year novices learn to use tests and to observe the individual being tested. They may become acquainted with families, schools, and business. During the summer of the first year, they may be employed at a regional center to broaden their experience. In the second year, concentration is upon analysis of individual cases, and trainees confer with the clients' families from the initial to the terminal interview. Ostlund states that training takes place in allied organizations' there is (1) an interval of work in the child neuropsychiatric services, (2) a period in business, and (3) a semester in INETOP research service.

Counseling is provided to young people at the request of families or business, and school children are tested at regular intervals. The phases of the counseling process were described by Ostlund and are briefly summarized as (1) investigation, in which the goal is to understand the subject; (2) examination of physique, sensorimotor skills, intellect, and character (including a complete medical examinations); (3) counseling, in which information about counselee is presented to them and their family and decisions are made; and (4) evaluation, to ascertain whether commitments and decisions have been implemented.

The counseling service maintains files of schools that offer training in special fields, teaches trainees techniques of testing, and supervises them in an internship during the second year. Public opinion favours the program, as evidenced by the fact that while an early poll of parental interest indicated that 56 percent of the parents in the fifth borough of Paris initially endorsed the services, this figure had increased to 90 percent by 1958. School personnel back the program and cooperate with its functions.

Super reported, in 1961, his observations of vocational guidance in France, based upon a year's participation in the training of vocational counselors and industrial psychologist. In addition to the two training institutes noted by Ostlund, Super indicated that the University of Bordeaux offers training. Comparing French training programs to those found in America, Super mentions these characteristics: French counselors (1) study psychology and economics, (2) get a smattering of statistics, and (3) have graded series of field work and internship experiences but lag behind in studying interviewing and counseling methods.

According to Super, vocational guidance in French schools has suffered from confusion with and limitation to so-called vocational education. The separation of the segments of the school system - higher, secondary, technical and elementary - into independent empires slowed the application of guidance to other than technical education. Super cited the research function of INETOP for its sensitivity to research needs of vocational guidance. More recently (1974), Super stated that the preparation of the school-related but center-based counselor continues to be two years of largely psychological but partly economic training. Another change that occurred during the past twenty years, according to Super, has been that French counselors have placed greater emphasis upon occupational choice as a developmental process. The official function of educational and vocational guidance in France, according to Super, is the proper flow of labor power, not the furthering of individual human development. Despite the official policy, French counselors insist upon guiding human development. Finally, Super noted that French counselors were becoming increasingly professional in their work and that guidance was increasingly viewed as the function of psychologists with special training for this work, rather than of classroom teachers or placement officers.

Professor Kurt Heller (Seminar fur Psychologie, Padagogische Hochschule Rheinland, Bonn) reports (in personal communications dated May 15 and June 6,

1975) that some 450 *Schulpsychologen* (school psychologists) and one thousand *Beralungslehrer* (teacher-counselors) were employed in schools during the 1974-1975 year. He stated that no university, at present, was specifically engaged in preparing school counselors. Most of the school psychologists and teacher-counselors were located in four regional centers situated throughout the Federal Republic and were responsible to the Ministry of Education.

Hansen described the many problems involved in incorporating guidance into the new comprehensive nine-year schools in Norway and compares the Norwegian interpretations of counselor role to the American.

Nine-year schools were authorized by the Folk School Law of 1959 and are designed to provide a differentiated curriculum with wider range of course offerings and for different levels of ability. Students in the twelve to sixteen age group have a choice of line (college, technical) and subject (academic, vocational, or general) and greater freedom and flexibility of movement. The law provides that school counselors be employed in the nine-year school. The Norwegians experienced some problems in finding an appropriate title for "*counselor*" and finally came up with "educational-psychological advice-giver", which to many was inadequate and inappropriate.

Guidance in Norway is conceived basically as vocational-education. While full-time counselors were considered desirable, teacher-counselors were also needed. The plea in Norway, matched by that in America, is for teamwork among teachers, counselors, social workers, psychologists, and special teachers.

The Norwegian counselor role was defined by Hansen as (1) to help collect information pupils need to choose "*lines*" or other training and education; (2) to help them with ordinary school adjustments; (3) to help them solve personal problems; (4) to serve as liaison with parents, employment agencies, and other organizations that can help pupils; (5) to build up a cumulative record for each pupil; (6) to counsel students individually; and (7) to provide group vocational

orientation. Counselors prepare for their positions by either specializing in psychology and social work or being educated in the higher institutions of teacher training in Trondheim, at the University of Oslo, and, eventually, in Bergen. The year 1959 marked the introduction of a program of study at the University of Oslo, and in 1960 a plan for a major area in educational psychology or counseling was introduced. Hansen's description of those counselors who were among the first placed in schools indicates that they suffered, like their American counterparts, by being drawn into administrative assignments. Counselors reported that students, teachers, and parents do seek their help and that teachers refer pupils to them. Some Norwegian educators were concerned over whether enough attention was being given to students' personal problems. Others questioned whether the counselor's functions might better be divided and performed by two people, a counselor and a vocational guidance specialist.

While Norway seems clearly committed to moving ahead with nine-year schools, the implementation of guidance has not kept pace with the development of the schools as a whole. Whether conditions are conducive to the growth of guidance services is not yet clear, but the initial experiences of counselors seem favorable.

Rennested has reported that he believed that the counseling profession in the United States was confronted with greater difficulties than its Norwegian counterpart. Four reasons were given for his belief. First he thought that it is more difficult for people in the United States to satisfy their basic needs. Second, American society changes more rapidly than Norwegian society. Third, making vocational decisions is more difficult in the United States; and Fourth, the cultural heterogeneity of the United States causes problems of interpersonal communication and understanding. Oskar Solberg, a counselor educator at the University of Trondheim, who completed his doctorate in counselor education at Purdue University in 1973, estimated that, at that time, some 150 counselors were

employed in Norwegian schools. Moreover, he forecast that steady but modest increases in their numbers would be made annually.

Little information has been reported in American journals on the status of guidance in Switzerland. However, Stauffer was of the opinion that the merits of the American system of counseling were to be found in long-term career planning while the Swiss system was more helpful for short-term decision making. He reported that Swiss counselors have adopted statistical models and psychological devices developed by American psychologists and that recent efforts are being placed on carrying out research projects.

Soviet Union (now Independent Republics)

Heisler and Gass, visited Russia in August and September 1958, reported their observations. Heisler discussed with Soviet educators the areas of psychology, moral education, and academic education. In place of providing guidance as it is understood in America, it appeared to her that the Soviet Union tried to exploit human personality by coercion and competition. Psychological theories primarily Pavlovian were utilized because they supported certain convictions as to the nature of human beings. Much assistance were given to parents and teachers in disciplining children. Parents of children who attended the ten-year school were organized into groups. A special committee of each group took responsibility for improving parent-child-school relations. Four meetings a year were held at which approved methods of rearing children were discussed. Corporal punishments was not used in the home or school, but behavioral infractions were severely dealt with.

The primary-secondary schools and institutions of higher learning took little responsibility for developing social behaviour. Youth organizations - the Octobrists, Pioneers, Komsomols - were formed to develop a sense of friendship, respect for parents, obedience, truthfulness, and a desire to produce socially useful

labor.

Readiness for school was determined by informal testing: Can the child pay attention and answer the teacher's question? Those who fail to grasp the work of the year repeat the grade, but this happens infrequently because student failure was often interpreted as meaning that the teacher was incompetent.

Only the academically superior students appeared to have a choice of vocation, and the state determines the number of students to be trained for each specialization.

Gass reported that in the year following the October 1917 revolution guidance techniques were used in industry and education. Aptitude tests were devised for every possible trader. Pedologist (individual whose training included child guidance and developmental psychology) were employed in schools. The pedologist were believed to have carried on individual testing and vocational guidance. But in 1936, an official resolution by the Central Committee of the Communist party terminated testing and the use of pedologist. Gass stated that there was rejection not only of testing but also of the possibility that unsuccessful children may have emotional problems that might impede learning. School failure, often considered a counseling problem in the United States, was viewed as an educational problem.

To Gass, the concept of guidance in a formalized sense was foreign to Russian schools that she visited. However, the pupil-teacher relationship was one in which the teacher was personally responsible for pupil behaviour. Teachers made home visits to confer with parents about the child's upbringing and the supervision of moral education.

Gass concluded that the question of whether there is guidance in Russia could not be answered unequivocally. Her observations and interviews led her to believe that the main emphasis was upon making the individual function as an

effective member of the collective. "Vocational, education, and personal guidance do not exist as we know them; but it appear that if a pupil needs help in any of these areas, he would turn to his group leader". Druzin, a correspondent with a news agency of the USSR, gave an account of steps taken by the USSR to provide employment for its secondary school graduates. Compulsory schooling was changed in 1965 from eight years to ten years in order that students receive "*proper occupational training*" consistent with the growing level of technological development. The majority of secondary school graduates sought vocational training at school that train specialists in five hundred occupations in courses that range from one of three years. Druzin stated that about 900,000 graduates of the 10-year school were to be admitted to higher school, 1,350,000 to specialized secondary school, and 1,250,000 to vocational schools. However, in 1966, when the national economy needed about 3 million new workers, the managers of industrial enterprises were instructed to give a certain percentage of vacant job of secondary graduates and to organize their training.

Cyprus has been engaged in preparing and placing counselors in secondary schools. Zenon Georgiades has long served as the Director of Guidance in the Ministry of Education and provided leadership in the program. In 1971-1972, some thirty counselors were placed in secondary schools across the island, many of them with little formal training.

Levantis, who serves as a teacher-counselor in Famagusta, Cyprus, reports that counselors encounter fewer problems deriving from lack of values than do American counselors. On the other hand, Cypriot counselors work more with students in conflict over ideological differences, insult, and pressures by family to conform. Because the curriculum is fixed and standardized tests nonexistent, Cypriot counselors are not concerned about programming student courses, but they must know more about the educational systems of other countries than their American counterparts since many students attend universities in Greece, England,

the USA and elsewhere.

India

Flechter and Riddle report that guidance in India has existed for some years and, while it was progressing, certain conditions hindered its development. They quote Barnette as stating that:

Effective vocational counseling must operate where there can be relatively free choice concerning work, where parental influence is not the dominant factor, where many different kinds of work have dignity and suitable economic rewards, where strong prejudices against certain types of work are not operating. In India, practically none of these conditions exist.

Educational and vocational guidance was to be pushed in the third Five-Year Plan (1961-1965), but first, youngsters had to be placed in schools (estimates were that in 1955-1956 only 51 percent of primary school age, 18.2 percent of junior high school age, and 8.4 percent of high school age children attended school). Compulsory education of children from age six to eleven years was to be achieved by 1966. At the time of the Fletcher-Riddle report half the high school students were able to pass the school-leaving examination and receive certificates. Without the certificate, most educational institutions and technical institutes were closed to them.

In 1950, two guidance agencies were opened in Bombay. In 1952, the Ministry of Labor and Employment established a committee to study the employment situation, and this committee called attention to the need for and the values of vocational guidance. As a consequence, the Vocational Guidance Unit was setup in New Delhi to train employment officers to work with youth, construct tests, and help introduce guidance programs in the various states. Some ninety youth counselors were trainees, of whom sixty-seven were carrying out guidance programs in the employment exchanges. By 1966, 100 programs were

knowledge of both an academic and nonacademic nature. The school system, he charged, overlooked that fact that it was the *whole* student who came to school. According to him, counseling services were to be planned. "Counseling is to be aimed at assisting the student to grow in understanding of himself so that he may arrive at constructive decisions, solutions, or ways of dealing effectively with his intermediate and immediate problems".

In 1956 Nishigaki reported recent trends in Japan. The opening of the Osaka Juvenile Vocational Information Bureau in 1920 represented the first official Japanese vocational guidance activity. Vocational guidance was promoted by the Ministries of Education, Welfare, and Labor and by the Japan Vocational Guidance Association. Among the problems still unsolved were the following: (1) young people were eager to get white-collar jobs; (2) placement by relatives and favoritism needed to be reduced; (3) the scope and principles of school vocational guidance were unclear; (4) parents lacked awareness of the need for guidance.

Nishigaki reported that the Ministry of Education had published books (*Vocational Guidance at Schools*, *Guidebook for Vocational Consultants at Junior and Senior High Schools*) and set up an organization of vocational guidance personnel in the junior and senior high schools. In 1955 some fifty-seven schools had full-time consultants. Consultation rooms were provided in schools, test utilization was encouraged, and vocational information was being prepared and supplied.

The Japan Vocational Guidance association, established in 1927, had twenty-nine chapters in 1957 with a total membership of 9,728. It sponsored short courses and national symposia, designated laboratory schools, and managed consultation bureaus as national models.

In 1961 Wise reported that Japanese students felt cut off from the mainstream of their culture, lacked self-confidence, exhibited anxiety and worry, and reacted negatively to the development of Japanese foreign policy and

expected to have been operating among the 301 employment exchanges.

The Ministry of Education established a Secondary Education Commission which recommended multipurpose secondary schools. Among India's 16,000 high schools, only 1,465 were multipurpose. In 1960, at a conference of the heads of state government bureaus of guidance, targets for the third Five-Year Plan included (1) guidance programs in all multipurpose secondary schools, (2) a program to disseminate vocational information to all high schools, (3) full-time counselors in multipurpose schools that provide three or more courses of study and teacher-counselors in the remaining schools, and (4) career-masters (personnel to receive and disseminate informational materials) in non-multipurpose high schools.

Fletcher and Riddle stated that in 1961 (1) only 3 or 4 percent of the secondary schools had trained counselors, and school administrators possessed only vague conception of guidance; (2) much of the occupational informational material had been adapted from American materials; (3) tests were being developed and others translated from Western countries; (4) a national guidance organization, the All-India Vocational and Educational Guidance Association, existed and was affiliated with the International Guidance Association. These authors conclude by saying that "the size of the tasks to be accomplished (in India) is overwhelming" but that solutions will be found in the years ahead. However, Dave recently suggested (1947) that while there are guidance services in India, they exist only in an abstract form of an "accepted philosophy of education".

Dewal, a lecturer in education in India, has presented an articulate statement about guidance principles and appraisal techniques from a philosophical rather than a psychological base. He classified various appraisal techniques based on the pattern of *nyaya*, an Indian philosophical system.

Abadi reported that in the Iran the educational system, patterned after that of the French, failed to create individual motivation to seek experience and

economy. They believed they should not discuss personal problems with faculty members since such consultation could be interpreted as sign of weakness. To correct the situation, American and Japanese educators introduced American concepts of counseling into the universities. Some sixty-three institutions had established counseling centers, but it was Wise's observation that they had not developed into important channels of communication between students and faculty. Because of low caseload, the universities were considering abandoning the counseling centers.

Wise estimated that between 1955 and 1960 university graduates exceeded by 20 percent the national demand for their specialties: business, 23 percent; humanities, 46 percent; teacher training, 21 percent; home economics and nursing, 69 percent. However, shortages existed in the fields of mathematics, engineering, medicine, pharmacy, and dentistry. University students began looking for replacement one year before graduation, often took nine or ten employment examination, and if they failed to secure placement, they continued a second year as a senior but took few courses and devoted their time to obtaining suitable placement. The national placement average for graduating seniors, Wise estimated was 50 percent. This lack of vocational opportunity and mobility had tremendous impact upon student morale and outlook.

Brammer has reported on counselor education in the Republic of China. Factors contributing to the development of counseling specialists in Taiwan include (1) increasing industrialization, (2) technology, and (3) urbanization. These have generated strain and stress within the individual and created an awareness among educators and public officials of the need for counseling. The first formal counselor education courses were organized in 1959; in 1967, three universities had programs leading to counseling degrees. It was Brammer's belief that counseling in Taiwan was evolving and that it represented a confusing mixture of purposes and tasks. Concern for labor power utilization has led to a

view of counseling as a means of discovering and assessing talent. This raised the issues of emphasis upon social utilization rather than the development of the individual for the individual's own sake. A second problem confronting counselor development, according to Brammer, was the focus upon behavior control or discipline. The little *dean* was often used in schools, and counseling was seen as a means to get students to do what the school or society wanted them to do.

Scaff and Ting reported that the guidance movement in Taiwan was started in 1954-1955 and that its professional association, the Chinese Guidance Association was formally organized in 1956-1957. These authors attribute the origin and rapid expansion of Taiwanese guidance services to the fact that many educators and school administrators had studies in the United states and to the rapid urbanization and industrialization of Taiwan. In 1963, there were 173 school counselors, only 13 of whom were professionally trained specialists, but by 1968 there were 1,000 with approximately 100 being professionally prepared. Certification of counselors began in 1967, and five universities offered programs in counselors education.

A basic conflict exists, according to Scaff and Ting, between traditional Chinese culture grounded in Confucian ideals and rules of behavior and the highly individualized value orientation associated with the guidance movement. This conflict causes guidance workers in Taiwan to search their traditions to establish a balance between individual freedom and social responsibility.

Australia

Dawson reports that counseling services are available in Australian colleges but no description of them is given. College students are trained at Flinders University of South Australia to serve as peer counselors, and these students give assistance to students who had academic difficulties or were lonely.

Africa

Rapid progress had been made in education, urbanization, and economic development in many African countries. Esen points out that this modernization brings the traditional into frequent confrontation with the modern and creates personal conflict among individuals. For example, in African society, the group (family, clan, tribe rather than the individual has been primary and the needs, interests, and choices of individuals, are subordinate to the group. Esen's point is that guidance practice in a country must be based on philosophies generic to that country and cannot be imported wholesale. He suggests that guidance in African countries and the task of helping people to consolidate their roots in the traditions that give them their identity yet hope them move out into a fast-changing modern society without guilt and excessive conflict. Such a monumental task will not be easy.

Pulleybank, a lecturer in the Department of Psychology, University of Lagos, Nigeria, described the reactions of its first-year students to individual and group counseling. She reported that age and status are factors Nigerians use in determining how one responds to another person. Other cultural differences were identified. Problems most frequently discussed among students were feelings of shyness, inability to communicate with others, concern about relationships with the opposite sex, and difficulty in dealing with university authorities. She believed that the university students were unaccustomed to solving their own problems (family settings are homogeneous and stable) and lacked self-reliance.

Olaoye did not believe that the client-centered approach to counseling was appropriate with Nigerian clients since they sought counseling with a view to being told what to do, rather than being helped to explore for themselves. She reported that guidance programs were just being started.

Canada

Differences between guidance in the United States and Canada have been reported Christie based upon his visits to fourteen cities in nine states of the United States and eight Canadian cities in five different provinces. He stated that American counselors engaged in more research and emphasized career education more than their Canadian counterparts.

South America

Carter sets forth some communication problems in discussing guidance with Latin American countries. Pointing out that Latin American countries differ among themselves in customs, ethnic composition, economic and educational progress, food, drink, dress, etc., he suggests that cross-cultural understanding is complicated by two characteristics of Latin American countries. The first is that absence of the puritanical tradition in Latin American countries, and the second is the presence of an elaborate system of extended family relationships. Carter believes that the functions of counselors in South America would be affected by (1) the fact that teacher-pupil relationship include less of the surrogate parent element than in the United States, (2) the difficulties students encounter in moving from one career choice to another, (3) the power of students organizations, and provide definite advice rather than help students solve their own problems.

Espin and Renner reported that vocational guidance is growing in Latin America. They identified some of the underlying social, cultural, and educational conditions that influence the development of guidance. They point out that the extended, personal involvement in a young person's behaviour on the part of extended family members makes the counselor much less in demand. Also jobs are frequently provided by relatives and friends, thus students need to pay less attention to developing vocational aptitudes and abilities. They report that Chile is the only Latin American country that has had elementary school counselors.

Wittmer has described his experiences as a consultants to a newly initiated counselor education program at the Univeridad del Valle, Cali, Colombia. The preparation program was a four-year undergraduate plan in which students received a BS degree in psychological counseling. Preparation included one year of general studies and three years of professional studies including a year-long practicum in counseling and teaching. The Valle counselor educators sought to revise the preparation program to provide more concentration upon community psychology. They believed that social intervention was urgently needed since extreme social class differences existed and the school drop-out rate was estimated to be 75 percent.

Tillinghast reports that the University of South Alabama established and conducted an experimental counseling practicum program in three Mexican cities: Mexico City, Pachuca, and Oueretaro. These receiving schools were binational and bilingual, offering parts of their instruction in English. The practicum students were supervised by school counselors at their Mexican schools.

The Beginning of New Organized Guidance

The fore runners of today's programme of organized guidance developed more or less independently out of local conditions at several different places. Although no one place can be given sole credit for originating the guidance movement. To get a correct perspective of multifarious activities of modern guidance programmes in the secondary school, it will be helpful to examine the characteristics and motivations of those who fostered that beginning of organized guidance in urban communities. In such communities the leaders of civic, charitable, philanthropic and in some cases business organization had more to do with initiating guidance work than did educational leaders and much more than did.

Recent Developments in the Guidance Movement:

The development of guidance was greatly facilitated by World War-I 1914. In that war a great deal was learned about the selection and training of man. The psychological section set up in the war department constructed intelligence tests and administered them to million of man. This was the widest and most representative sampling of the intelligence of male population of the countries them. The finding obtained made possible many important studies in subsequent years. Among these were studies of the intellectual level required for different occupations. These studies have significant implications even through the data and interpretation evoked disagreements among psychologist and others. After World War I, the rehabilitation of disabled veterans led to the beginning of attempts at aptitude appraisal, these attempts yielded informations. Other noteworthy and salutary influences on the development of guidance were the establishment of guidance professional organizations, the measurement movement, the introduction of cumulative records the growing interest of professional societies in the improvement of the personal in their respective fields, and the provision of guidance services by the govts.

During the later part of the 19th century studies of individual differences led to the development of the first objectives mental tests. About 1905 Binet and Simon in France devised an intelligence test that they administered to the individual school children. Binet developed the use of the mental age (M.A) as means of interpreting the performance of the children on his test. In the U.S.A Terman began experimenting with the Binet test about 1911; he developed the concept and first applied the technique of the intelligence Quotient (I.Q) about 1926.

Full-scale work on group test of mental ability was begun in the U.S.A between 1910 and 1920. During World War I the army gave considerable impetus to group intelligence testing when it developed the Army Alpha test and the Army

Beta test (Non-verbal); these tests were used throughout the American Army.

Similarly Dr. J.M.Rice in 1894 developed the achievement tests. Rice had been a student in Germany he returned to America with the idea that the careful method used by the German scientist for the study of the Psychological field of human behaviour might well be adopted to the study of other fields of behavior; to try out his idea Rice devised a spelling test, gave it in a large number of schools and published his results. Students first opposed the idea but gradually stimulated by the idea of Rice. One such student was Dr. E.L. Thordike; shortly after 1900, Thordike began to make exceedingly important contributions to the science of measurement in education. Today such tests i.e. standardized achievement and objective tests are indispensable to educational guidance at all levels, they have real values for vocational guidance as well.

The Influence of World War-II on Guidance:

The War interrupted the guidance movement in several ways e.g., the drift of young man for military service and the job opportunities in war industries, considerably reduced the number of boys enrolled in the schools. Because of military and other war related demanded for personnel, most school experienced shortage of teachers and counselors.

They lost staff members and could not replace them. When this situation arose, these schools tended to reduce or even to eliminate their guidance services.

4. History of Guidance and Counselling in Pakistan

History of Guidance and counseling programme can be traced back to the days when Pakistan came into being. Mr. Fazle-Rehman the first education secretary delivered his speech in the first educational conference convened in Karachi. Beside other matters, Guidance and counseling in all Sectors of Education must receive importance, he added

Subsequently all the commissions, reports including 1959 Sharif commission, first five year plan, IInd five year plan, IIIrd, fourth, fifth year plan 1969 Education Policy, 1972, 1978, 1991-92 Education Policies stressed the need for Guidance and counseling in all the educational institutions of Pakistan.

Since the creation of Pakistan studies have been made on different aspects of education and guidance but none of these studies have dealt with the problem as proposed in the drafts. The present study is significant as a pilot study of its kind on a limited scale.

The study was intended to provide sound basis for the development of guidance and counseling programmes.

Although the programme has so far, been introduced in the teacher training institutions, education collages and at the post graduate level in Pakistan.

In order to assess the effectiveness of guidance and counselling programme at the post graduate level, "An Evaluative Study of Student Tutorial and Guidance Services." at five universities of Pakistan i.e., University of the Punjab Lahore, University of Karachi, Karachi, University of Sindh Jamshoro, University of Peshawar, Peshawar and University of Baluchistan Quetta was conducted in 1982; By Prof. Dr. Iftikhar Un Nisa A.I.O.U. and Dr. Mohammad Aslam (U.G.C.). The study was undertaken on behalf of the UGC. A questionnaire (Proforma) sent to these Universities to find out the details of students tutorial and guidance programme. The vice chancellors and faculty members were interviewed. The following recommendations were made:-

- 1- Something should be done to separate politics from the students.
- 2- Creation of better employment policies.
- 3- The physical needs of the students must be fulfilled.
- 4-Tutorial system should be strengthened to increase student teacher relationship.

- 5- In the universities some kind of student services have started since 1982.
- 6- Some Universities have not utilised the fund they get for this purpose (Guidance and Tutorial Services).
- 7- The established Bureau of Guidance at Karachi and Jamshoro have engaged themselves with Federal Public Service commission in Psychological testing.
- 8- All the students advisors of Guidance Bureau felt that there was a need to have closer contact with the students. The team also interviewed the vice chancellors, Deans and faculty members.

Some important points were brought to the notice, which are:-

- 1) Orientation of Entire faculty.
- 2) Research on students.
- 3) Teacher role.
- 4) Evaluation of existing Guidance services.

The following recommendations were made:-

- 1- Introduction of tutorial and informal get-together in which student meet their teachers for exchange of ideas, engaging in community development project or any other academic exercise.
- 2- Organising student guidance activities.
- 3- Research on students needs and problems.
- 4- In all the higher seat of learning guidance services units/cell must be established.
- 5- To avoid frustration, lack of self confidence and inadequate placements of students, it is high time to channelise students activities in the right direction.

To make them able to decide things e.g: career planning, and also should have full knowledge of their aptitudes and abilities, and also well versed in evaluation and self analysis.

The National Institute of psychology Quaid-e-Azam University Islamabad publishes a quarterly journal namely Taleem Mushawarat (Educational Counseling) and sometimes conduct researches on various aspects of vocational guidance etc. e.g. one of the articles published in the National Institute of Psychology News letter by Dr. Pervez Naeem Tariq with a title vocational guidance, "A school based organisational model for Pakistan" gives the following outlines:

- (1) Keeping a balance between the needed skills and available manpower.
- (2) Introduction of technical and Agro-technical Education.
- (3) Spread of Education.
- (4) Vocational guidance should be made integral part of education.

Papers presented on 17-21 January 1988 National Institute of Psychology.

Commission on National Education, popularly known as Sharif commission 1959-60 on Page No.261-263 Chapter 17 "The use of guidance in the education system," gave the following recommendations:

- 1- Appropriate tests should be administered and proper counseling given to students at those critical stages a choice must be made from alternative educational possibilities i.e., at the completion of VIII, X, and XII and at those points in diversified school programme students must select an area of specialisation.
- 2- Tests and other evaluative instruments indigenous to the culture and environment of our youth should be designed to measure a variety of general and specific aptitudes.

The Ministry of Education Curriculum Wing arranged seminars on the employment and career guidance and counselling report of action upto July 31st, 1976, in Islamabad.

Considering that scientifically developed tests, scales and inventories of abilities, aptitudes and achievements and scientifically prepared instruments and academic under-achievement are essential for reliable educational, occupational and personal guidance and counseling a scheme entitled "Examination Reforms." Creation of Test Development and Research Unit" in the Ministry of Education was prepared at an estimated cost of Rs.235 lakh. The scheme was approved in April, 1974 and in May, 1974 a very comprehensive programme was launched of developing tests and scales of abilities, aptitudes of achievements with the assistance or through the Institutes of Education and Research, University Departments of Psychology, Boards of Intermediate and Secondary Education, Boards of Technical Education, Selected Teacher Training Colleges and other relevant Federal and Provincial Agencies. Under this programme the following Batteries (Sets) of Tests and Test Item Banks (Pools) are now ready for trial and standardisation:-

- i- Batteries (Sets) of Tests for Identification of the Children Gifted with Superior Intellectual Abilities and Talents. These tests have been Prepared in Urdu/Sindhi and English.
- ii- A large Pool of more than fourteen thousand Test Items (Test Exercises) covering the entire curricula and syllabi of primary, secondary and higher secondary stages (Classes I-XII).
- iii- A Battery (Set) of Differential Aptitude Tests for students of Secondary and Higher Secondary Stages of Education.
- iv- Separate Batteries (Sets) of Medical and Engineering Aptitude Tests.
- v- Two Inventories of Vocational Interests.

vi- Scales of Personal and Social Adjustments.

2. A National Seminar was held in July, 1974 to draft schemes of providing Educational and Vocational / Career Guidance and Counseling Services in the Primary and Secondary Schools, Colleges and Universities in the country. Later, in the same year (1974) a Five-Year Scheme on the Planning Commission Form-I was drafted for Creation of Test Development, Career Guidance and Job Placement Centres in all the Universities of Pakistan. The estimated cost of the scheme was Rs.1.88 Crores. The scheme was forwarded to the University Grants Commission for further necessary action.
3. In February, 1976 a Two-Week National Workshop was held on the subject of "New Directions in Vocational Guidance" with the financial and technical assistance of the Colombo plan Bureau. Consultants from U.K., U.S.A., Philippines, UNESCO and Colombo Plan Bureau alongwith the Director of the Colombo Plan Bureau participated in the Workshop. All relevant Ministries / Divisions and Provincial Departments, Universities, Boards of Education and Agencies were involved in this Workshop. The report of the Workshop was made available to all in its concluding session on February 12, 1976.
4. In April, 1976 an 11-point list of the requirements for providing vocational Guidance Counselling Services in Schools was submitted to the Conference of Education Ministers and it was proposed that they may consider issuing of necessary directives/instructions to those concerned with making necessary arrangements in this connection. The list is as follows:-
 - i) In-service training of teachers in Educational and Vocational Guidance of students.
 - ii) In-service training of teachers in testing and evaluation of pupils

curricular achievements and aptitudes.

- iii) Preparation, printing and free supply of a teacher's manual on assessment of pupil's performance and identification of their aptitudes for Primary Stage.
- iv) Preparation, Printing and free supply of a teacher's manual on assessment of Pupil's performance and identification of their aptitudes for secondary stage.
- v) Preparation and supply of practical test exercises and raw materials for practical tests.
- vi) Cumulative Record Forms of individual pupils.
- vii) In the case of most schools one additional teacher on the staff so that those teachers who assume the major duties of vocational guidance counseling may be given time free teaching duties.
- viii) One additional room for holding individual interviews of students, parents, and for holding conferences with other teachers etc. Necessary furniture and almiras (or their substitutes) for this room depending on the resources.
- ix) Occasional taking of students out to places of employment and information about employment.
- x) Information about jobs, job requirements, trends in job availabilities, prospects in jobs, life styles that go with different jobs and adjustments that different jobs demand etc. Preparation of sheets, charts, booklets, pamphlets or procurement of the same for vocational guidance counseling of students and counseling of the parents.
- xi) Federal and Provincial Departments/Vocational Guidance

Information Centres sponsored and operated by the Ministries of Education and Manpower Planning whose job it should be to prepare and supply information sheets, pamphlets to educational institutions and Employment Exchanges, However while schemes for such Departments/Centres may take some time vocational guidance workers of the schools may use the existing resources of Employment Exchange, Labour Directorates and places of employment in the neighbourhoods of the schools.

5. Earlier from 1974 to 1976 batches of teachers were given in-service training courses in teaching and guidance. Funds and training materials for these courses were provided by the Ministry of Education, Curriculum Wing, Sector of Examination Reforms, Test Development and Vocational Guidance. Advisory papers were supplied on the subject to heads of schools, District Education Officers and Key personnel in teacher training institutions. Master teacher trainers called in Islamabad from the Provinces, one teacher from each of the Secondary Schools of Islamabad and Rawalpindi and almost all teachers of Islamabad Model Schools/Colleges for Boys and Girls were given training during 1976. Courses in the Provinces were held with the assistance of Department of Education, University of Baluchistan, Quetta, Institute of Vocational Guidance, Peshawar, College of Education, Peshawar, Institutes of Education and Research, Lahore and Hyderabad. Financial grants have been made to these institutions to hold training courses for in-service training.
6. Three Manuals for Teachers and Vocational Guidance Counsellors have been written for distribution to teachers to help in-service education of teachers. Two of these manuals are on Testing for Educational and Vocational Guidance, one in Urdu medium and the other in English medium. The third manual in Urdu medium is on "How to Provide

Educational and Vocational Guidance" to Students of school and college stages.

7. Syllabi and courses for pre-service training of primary and secondary stages teachers have been revised and adequate training component on Testing, Guidance and Counselling has been included. The new courses are likely to be introduced. Efforts of preparing the teacher trainers for the new task will be intensified. Some financial provisions for the purpose have been made and grants were issued to University Institutes, Departments of Education in the Provinces. However, these provisions are extremely inadequate and it is necessary to provide substantial additional funds in order to achieve the best maximum results.
8. On June, 1st, 1976 the Minister for Education held meetings and made the following important decisions:
 - a) Provision of Vocational Guidance in Secondary Schools shall go alongwith the introduction of vocational training in Agro-Technical fields.
 - b) The Institute of Psychology set up in Islamabad shall train Guidance workers and Counsellors.
 - c) One additional teacher shall be appointed in every secondary school in which Vocational Guidance will be provided. This teacher shall perform the duties of Vocational Guidance Counsellor.
 - d) To begin with Agro-Technical Studies/Training and Vocational Guidance Service will be introduced in 200 secondary schools. These schools have since been selected.

Safia of I.E.R. Peshawar University in 1978-79 conducted a study, entitled "The arrangement and services of Guidance and Counselling in the secondary Schools of Peshawar District."

Data was collected through questionnaire technique. Two kinds of population were used in this study. Population I was male and female Headmasters and Secondly male and female teachers.

The sample was 20 schools male and female both.

Headmasters = 10

Headmistress = 10

Teacher (Male) = 100

Teacher (Female) = 100

The main findings of this study were:-

- 1- According to the results obtained 78% teachers responded that the classes are overcrowded. The strength should be reduced to 40.
- 2- 74% teachers suggested that at the time of selection of subjects, they (students) should be properly guided.
- 3- 57% teachers stressed that the teachers should be given training in the area of guidance and counselling.
- 4- 38% were of the view that students co-operate in the disclosure of their domestic problems with their teachers.
- 5- 25% teachers disclosed that the annual day/parents celebrated in their schools, which should be enhanced.
- 6- 55% headmasters admitted that library facilities available in their schools, while the rest of the schools should make arrangement in their schools.
- 7- 90% the head of the schools recommended individual guidance.
- 8- 35% the heads stressed that proper building should be provided.
- 9- 65% headmaster suggested clinical facilities in schools.

10- 35% H/M suggested the introduction of vocational guidance.

11- 75% H/M agreed that there should be permanent arrangements of Guidance and Counselling.

Almost in every I.E.R. of Pakistani Universities Guidance and counselling is being taught at B.Ed, M.Ed and M.A. Educational levels. The National Institute of Psychology Quaid-e-Azam University Islamabad arranges, Seminars, Symposium and field work in their programmes of studies. The Education Departments of the four provinces and Azad Kashmir also offer Guidance and counselling at C.T, P.T.C levels in their teachers training colleges and in service training institutions.

The I.E.R Peshawar University started a post graduate Diploma course for the teachers after M.Ed./M.A. Education, M.A, Psychology and Sociology in 1990 on the basis of written test four teachers were selected for this Diploma, where as three candidates were awarded the said Diploma by the University of Peshawar.

The Education Department Gomal University D.I. Khan organised a workshop on "Educational and Vocational Guidance" from October 28th to November 13, 1976. This workshop was sponsored by Federal Ministry of Education Islamabad.

Papers were presented by eminent scholars on various aspects of Guidance. The objectives of the workshop were the following:-

- 1- To help build awareness in the teaching community of the need and necessity of organising guidance programmes in Educational Institutions.
- 2- To help the participants appreciate and realise the role and importance of Guidance in producing economically useful manpower.
- 3- To acquaint the participants with the basic rationale, concepts, skills, techniques and tools of guidance.

- 4- To give the participants/Trainees opportunities of learning how to locate, collect and use information and data regarding various Occupations in the country / province / region etc.
- 5- To help prepare guidance materials and tools for use in schools.
- 6- To provide some practical experience in guidance and counselling skills in actual situations.

To achieve the forgoing objectives, this workshop specifically aimed at combining theory with practice. The importance of concepts and ideas providing theoretical frame work for guidance activities, can not be denied. Discourses/discussions, and seminars serve to refine concepts and remove doubts. The theory must be translated into reality, by giving practical shape to principles in real situations.

Dr. Pervez Naeem Tariq and Surraiya Fabeen Nasir and Dr. Zafar Afaq Ansari in their Final reports of a Five year project 1980-85 entitled, "Guidance and counselling programmes in Islamabad schools recommended the following Administrative set-up PP 46-47.

Directorate of Guidance and counselling should have, Director, whose functions would be to arrange research and material development, training and refresher courses etc., in the schools. There must be psychologist in each school if possible, otherwise one for five schools. Regular visits to school for guidance and counselling activities. There should be one counsellor for each school. The class incharge must help the counsellor to carry-out Guidance and counselling activities. New posts or part-time teachers can also be appointed for such type of activities in the schools.

A National Training workshop on vocational Guidance and employment counselling was held at pearl continental hotel Peshawar from 17.12.1989 to 19.12.1989. The workshop was organised jointly by ministry of labour, manpower

and overseas Pakistani, ILO and Directorate manpower N.W.F.P.

The topic of the workshop was "Introduction and promotion of vocational guidance and employment counselling in Pakistan." eminent scholars from different walk of life presented their papers:

The following were the recommendations:-

- 1-Inventory of material/equipment containing informations of all professions.
- 2-The development and construction of Psychological tests and their utility.
- 3-To discover methods and techniques in vocational guidance.
- 4-The introduction and practical application of Guidance and counselling in all the Educational institutions of Pakistan.

A seminar was arranged by the college of Education University of Peshawar. The topic was "Education, Guidance, Testing and Home Science" from June 24 to August 2, 1968. The Director of the course was Prof. Abdul Haye Alvi Principal of the College of Education University of Peshawar.

The main purpose of the Seminar was to discuss the ways and means to introduce the guidance and testing services in the country and to prepare a group of workers to assure the leadership role, so far as the establishment of these services in various Universities is concerned.

The following topics were discussed:-

- 1-The need for class room and standardised tests for understanding the pupils.
- 2-How are tests developed, administered scored and interpreted.
- 3-Varieties of standardised tests like intelligence, aptitude, personality, attitude, projective techniques etc.

4-Techniques for the study and guidance of the individual child.

5-The psychological behaviour problems personnel and emotional adjustment.

6-Mental health and varieties of psychotherapy.

The participants drawn from various universities of the country delivered lectures on the topic.

All the speakers stressed that "The topic for that seminar was of great national importance and Educational value. It is also significant for its practical application to our present educational problems, at no other time the need for proper understanding and guidance of the youth is felt as at the present. The modern youth, deprived of the closer family ties and home training, is a ship without a rudder and, more often than not, is met with a wreck.

The responsibility of school for his proper guidance and development of personality has, therefore, been increased many times.

We need the experts on guidance to find out the solution for the problem of in-discipline. This is certainly a great challenge. We should meet it effectively.

CHAPTER III

METHOD AND PROCEDURE

Sample

The study included the students of B.Ed/M.Ed both male, female and teachers of I.E.Rs and education colleges of the (M+F) four provinces. The sample was selected on the basis of all availabilities on the spot. The researcher visited the Institutes/Departments engaged in imparting training in the field of teacher training with field of Guidance and Counselling programmes at B.Ed., M.Ed. and M.A. Education levels. At the day and time of administration of the questionnaire all the staff members available was administrated in the tool.

Similarly in the same situation the researcher visited the classrooms of a class of Guidance and Counselling and administered the questionnaires to all the students present in the class. The sample was taken from ten (10) institutions of teachers training where the training programme of Guidance and Counselling was functioning on regular basis.

As the country Pakistan has got four provinces and Azad Jammu and Kashmir being integral part of Pakistan were taken to be the criteria for selection of sample institutions. In this way the following five regions were made the basis of selection. In every region the institution of Education and Research was selected for the administration of the tool and if there was no I.E.R than the college/Deptt. of Education was selected for administration of the tool. These were the followings.

- i. I.E.R Lahore (Punjab Region)
- ii. I.E.R University of Jamshoro Hyderabad.
- iii. I.E.R University of Peshawar.

- iv. I.E.R Gomal University.
- v. Islamabad College of Education.
- vi. Department of Education Quetta, Balochistan University.
- vii. Bahuddin Zakria University, Multan.
- viii. Government College of Education Sukkar Sindh.
- ix. Ali Institute of Education, Lahore.
- x. College of Education Afzal Pur, Azad Kashmir.

The Questionnaire

As the major purpose of the research was to investigate the attitudes of the staff and students in the teachers training institutions towards Guidance and Counselling programs, hence different questions were formulated about different aspects of the effectiveness/utility of Guidance and Counselling programme. These questions were related to the curriculum of Guidance and Counselling practical training of Guidance and Counselling problems of students and general psychological environment of the teachers and taught. These questions form the basis of the questionnaire/tool of the study. The questionnaire was discussed with different educationists of the country. Their opinion/guidance about the tool was considered and the questionnaire was improved. Than this improved questionnaire was administered to 20 students and 10 staff members of the I.E.R Peshawar University on the basis of their responses. The questionnaire was standardized. The ambiguous and vague questions were dropped/replaced by clear, explained questions.

Hence, the tool of the study came in stage/form which was administered to the sample. Every question had four possible choices, strongly agree; agree; disagree; strongly disagree. (See Appendix A)

Scoring Procedure

Each answer conforms to the particular attitude about the Guidance and counselling programme. The subjects were asked to encircle the answer they agree with. The questionnaire had two sets of questions. One set comprised of 12 questions probed -ve attitude of the subjects of Guidance and Counselling while the other set comprised of 13 questions investigated +ve attitude of the subjects about Guidance and Counselling.

The first set of questions were allotted -ve marking to bring them at par on the pedestal of consistent rating.

The Scoring of the responses was done on a four point scale. These scores were allotted as follows: Strongly agree (4); Agree (3); Disagree (2); Strongly disagree (1)

The questions to which no answer was encircle was allotted a zero. If the subject encircled the answer confirming to the strong appreciation (strongly agree) of the Guidance and Counselling Programme, he was awarded 4 score, and if he encircles the answer confirming the simple appreciation of that point of Guidance and Counselling, he was awarded 3 score. In other words for the purpose of rating and scoring the +ve scores for the +ve attitude towards Guidance and Counselling Programme, while the -ve scores were awarded for having -ve attitude towards Guidance and Counselling Programme. The scores awarded to different responses is given in appendix "B".

Pilot Administration:

In order to find out the adequacy and suitability of the questions used and to have an idea whether the subjects understand the language of the questionnaire, it was deemed necessary to administer the questionnaire to a smaller sample for try out.

For this purpose, the questionnaire was administered to a group of 10 staff members and 20 students of IER Peshawar University intended procedure was used in this respect.

As this stage each subject administered the copy of questionnaire. The students read the questions or the questions were read out for their convenience. The students were asked to point out any difficulty in the language and composition of the questions.

It was found that the subject felt difficulty in understanding the meaning of few words which were declared by them as vague. These vague words were replaced by clear words. It was also found that structure of words needed improvement; therefore structure of such questions were improved accordingly.

As far as the problem of constructing choices for the set questions was concerned, it was deemed suitable that the choices/opinions of the subject should be limited to 4 choices i.e. strongly agree, agree, Disagree and Strongly Disagree.

Administration:

As a result and consequence of the above said try outs that tool was finally administered in the year 1993. The administration of set tool was started in IER Peshawar University in the year 20-1-1993. After that the researcher visited IER Lahore and administered the tool on 7-4-93. The researcher went to Quetta and administered the tool in Department of Education, Balochistan University on 12-10-93. Then the researcher visited Karachi and Sukkar on 7-4-93 and administered the tool. Similarly Azad Kashmir visited and administered questionnaire on 23-5-93 and Islamabad on 12-5-93.

The questionnaire were administered in one institution in one day so that the subject may not discuss the question before all are tested.

Each subject was provided the questionnaire and asked to read the

questions carefully ----time was given to avoid the confounding factors of speed of reading and responding. The subjects were helped if they found any difficulty in the understanding the structure or language of the questions.

For that purpose the researcher ensured his presence before the subjects through out the test. The co-operation of the teacher of the institutions was sought for the purpose through their heads.

In this respect request letter was sent by the Director I.E.R University of Peshawar to all the concerned heads of the Institutions before the researcher proceeded to the said institutions gathering data.

Special arrangements were made to check the subject from copying or mutual consultation. In this regard the co-operation of the teacher of the institutes was requested which was extended graciously.

CHAPTER 4

RESULTS AND DISCUSSION

Treatment of the Data

The data collected from various institutions was put to treatment. The mean of every group was determined separately. For the purpose of mean total of every category of population was taken and were divided by the total participants. Formula used for this purpose was

$$X = \Sigma xi / N$$

For the purpose of standard deviation the sum of square of each institute and category was determined denoted by Σxi^2 .

The value of Σxi^2 was divided by the number of students in that category i.e., $\Sigma xi^2 / n$.

The value comes out while putting the formula of standard deviation i.e., $S^2 = \Sigma xi^2 / n - x$

When the values put into the formula we got the value of S^2 . Now we have determined the value of S from S^2 . Underroot $\sqrt{}$ used for the S^2 value and thus the value of S was obtained.

After mean and standard deviation we determined the midpoint we saw two important elements (i) Upper limit (ii) Lower limit. The upper limit and lower limit were combined together and than divided by two (2). We got mid points of each.

If we see the questionnaire, there was a scale of 4 points. Point No.4 of the

scale which was "strongly agree" is called as upper limit and point No.1 on the scale "Strongly disagree" is called as lower limit.

The responses of each institutions categorized and the responses of Point I were separately calculated.

Thus we received the upper limits and lower limits both. Both the limits upper and lower added together and divided by 2, thus getting mid point. The midpoint 2, thus was subtracted from Mean and the value obtained was divided by standard deviation. The T-Test was applied after this whole exercise, and the formula used was:-

$$t = \frac{X_1 - X_2 - 0}{S.P \sqrt{1 + 1}} \quad \begin{matrix} X_1 & X_2 \end{matrix}$$

In this exercise $\bar{x}_1$ is determined, obtaining the formula

$$\bar{x}_1 = \frac{\sum 1 \cdot n_i \cdot x_i}{n_i}$$

$$\bar{x}_1 = \sum 1 \cdot n_i \cdot x_i \quad (i=A,B,C,\dots,J)$$

It means that the mean of B.Ed (Male) of each institute was multiplied (x) by total students and then added together and divided by X

The same was the process of B.Ed female Students also which was given the name X_2 . After this we have determined the value of SP with the following formula.

$$SP^2 = \frac{\sum (X_1 - \bar{X}_1)^2}{n_1 + n_2 - 2} + \frac{\sum (X_2 - \bar{X}_2)^2}{n_1 + n_2 - 2}$$

In this process we have to find out

$$\sum (x_1 - \bar{x}_1)^2 \text{ first}$$

However first of all the male students of B.Ed of each institute x_1 i.e. means were added altogether and the x_1 which was already been determined would be subtracted. The square was taken and in this way $\Sigma(x_1 - \bar{x}_1)^2$ was exercised and the value obtained added together i.e.,

$$\Sigma (x_1 - \bar{x}_1)^2 + \Sigma (x_2 - \bar{x}_2)^2$$

After addition B.Ed Male and B.Ed female students i.e., their total strength and added 2 (two) subtracted and divided by the following formula i.e.,

$$\Sigma (x_1 - \bar{x}_1)^2 + \Sigma (x_2 - \bar{x}_2)^2$$

The Under root $\sqrt{\quad}$ was taken and thus we had the value of SP. Now the values of each and accommodated in the formula of t by virtue of that we got the value of t. The remaining whole exercise had the same design i.e., of each category. The T-test was applied but there was no such difference between all groups of male students vs female students, B.Ed students vs M.Ed students etc.

Table 2**Total Scores and means of all subjects**

	A	B	C	D	E	F	G	H	I	J
B.Ed Male	1278 n = 16 x = 79.875	3225 n = 44 x = 73.22	-	2552 n = 35 x = 72.91	1029 n = 14 x = 73.5	-	-	-	-	4340 n = 57 x = 76.14
B.Ed female	869 n = 11 x = 79	781 n = 11 x = 71	-	1276 n = 16 x = 79.75	1210 n = 17 x = 71.17	-	-	-	-	2192 n = 28 x = 78.28
M.Ed Male	1535 n = 19 x = 80.78	-	-	-	846 n = 11 x = 76.90	-	1087 n = 14 x = 77.64	2277 n = 31 x = 73.45	-	1445 n = 19 x = 76.05
M.Ed female	778 n = 10 x = 77.8	-	-	-	433 n = 6 x = 72.16	-	700 n = 9 x = 77.77	3357 n = 45 x = 74.6	-	635 n = 8 x = 79.37
Teachers Male	396 n = 5 x = 79.2	350 n = 5 x = 70	548 n = 7 x =	-	1029 n = 13 x = 79.15	401 n = 6 x = 66.83	394 n = 5 x = 78.8	1636 n = 20 x = 81.8	152 n = 2 x = 76	560 n = 7 x = 80
Teachers Female	556 n = 7 x = 79.42	89 n = 1 x = 89	-	-	280 n = 4 x = 70	-	-	-	365 n = 5 x = 73	91 n = 1 x = 91

- A I.E.R, Peshawar University.
 B Baluchistan University Education Department
 C Azad Kashmir College of Education, Afzalpur.
 D Islamabad College of Education.
 E I.E.R, Hyderabad
 F College of Education Sukkar, Sindh.
 G Bahuddin Zikaria University, Multan.
 H I.E.R, Lahore.
 I Ali Institute Lahore.
 J Gomal University, D.I.Khan.

Data was examined by the use of descriptive statistics i.e. standard deviation, mean and mid point etc.

The statistical analysis indicated a remarkable difference in each group of each institution as shown in different tables.

The groups are B.Ed male student, B.Ed female student , M.Ed male and M.Ed female students, male teachers and female teachers i.e. six main groups.

As shown in the main table No. 2, the institutions have been devoted by A B C D E F G H I and J.

B.Ed students of each institution have been grouped together.

Similarly, B.Ed female students of each institution from A-J have been grouped together.

Same was the case of M.Ed male students, M.Ed female students, male teachers and female teachers of the institution given in Table 2.

The total responses of each question which were 25 added first vertically and than horizontally and divided by the total respondents in this way the mean X of each group was obtained.

Table 3**Descriptive statistics of B.Ed. male students**

S.No	Institution	Mid point (a)	Mean (b)	Difference between midpoint and the mean (a - b)	Deviation of the mean from the midpoint	Attitude
1	I.E.R, Peshawar University	98.5	79.875	18.625	1.337	negative
2	Baluchistan University Education Department	277.5	73.22	204.28	15.71	-ve
3	Islamabad College of Education	187	72.91	114.09	8.77	-ve
4	I.E.R. Hyderabad	85.5	73.50	12	0.857	-ve
5	Gomal University, D.I.Khan	348.5	76.14	272.36	20.95	-ve

From table 2, we received the entire picture of total responses the sample and the mean of each group.

As earlier stated based on Table 2 separate tables were formed to show the attitude of the students through statistical analysis. So if you see table No. 3, the whole of B.Ed male students have been taken of each institution where the B.Ed male students were in the given list of institutions the midpoint, mean have been taken and than the difference between them have been shown, if the mean is below the midpoint the attitude of the respondents are negative.

As for example the male B.Ed students of I.E.R Peshawar University gave the following picture:-

Midpoint was 98.5, the mean was 79.875 than the difference between the midpoint and mean was 18.625 while the deviation of the mean form the midpoint

was 1.337, so the attitude of these students were -ve.

Similarly the Baluchistan University Quetta their B.Ed male students have also shown -ve attitude the mean is below the midpoint i.e. 15.71. Similarly Islamabad College of Education was negative which was 8.77.

I.E.R Hyderabad male students have also shown -ve attitude i.e. 0.857 mean is below the midpoint, while the male students of Gomal University D.I. Khan have shown very high -ve attitude i.e., 20.95, so I.E.R. Hyderabad quite lowest in -ve attitude i.e., 0.857 as compared to other institutions of the B.Ed male students in Table 1, so overall the attitudes were -ve.

Table 4**Descriptive statistics of B.Ed. female students**

S.No	Institution	Mid point	Mean	Difference between midpoint and the mean	Deviation of the midpoint	Attitude
1	I.E.R, Peshawar University	89.5	79.0	10.5	0.7	-ve
2	Baluchistan University Education Department	50	71.0	21	1.61	+ ve
3	Islamabad College of Education	122.5	79.75	42.75	3.05	-ve
4	I.E.R Hyderabad	89.5	71.17	18.33	1.41	-ve
5	Gomal University, D.I.Khan	206	78.28	127.72	9.125	-ve

The B.Ed female students were taken, with the same treatment and the institutions remained the same as were in Table No. 3.

Normally, the tendency of the female students were again -ve, except the female students of Baluchistan Department of Education which were +ve, see S.No. 2 of Table 4, the midpoint was 50, mean was 71.0. Difference between the midpoint and mean was 21, while deviation of the mean from the midpoint was 1.61 i.e., the mean was above the midpoint, therefore +ve attitude.

The highest -ve attitude of the female students towards guidance and counselling were the female students of Gomal University D.I. Khan, N.W.F.P. Where the midpoint was 206, the mean was 78.28, difference between the midpoint and mean was 127.72 and deviation of the mean from the midpoint was

9.125 (mean below the midpoint) therefore -ve attitude.

Over all the female students of the institutions given in Table 2, slightly shown their -ve attitudes.

The highest -ve was Gomal University and the lowest -ve was I.E.R. Peshawar University in -ve attitude i.e., 9.125 and 0.7 respectively.

Table 5
Descriptive statistics of M.Ed. male students

S.No	Institution	Mid point	Mean	Difference between midpoint and the mean	Deviation of the midpoint	Attitude
1	I.E.R, Peshawar University	141	80.78	60.22	4.0	negative
2	I.E.R, Hyderabad	73	76.90	3.90	0.286	+ ve
3	Bahuddin Zikaria University Multan	92	77.64	14.36	1.74	-ve
4	I.E.R, Lahore	177	73.45	103.55	7.96	-ve
5	Gomal University, D.I.Khan	116.5	76.05	40.45	3.11	-ve

The M.Ed male students of guidance and counselling of I.E.R. Peshawar University, I.E.R., Hyderabad, Bahauddin Zikria University, Multan, I.E.R, Lahore and Gomal University were clubbed together in table 4, the net results obtained from the analysis of the data has show nearly -ve attitude except I.E.R. Hyderabad which was +ve with 1.74 i.e., mean is above the midpoint.

No doubt the M.Ed male students have shown -ve attitudes but the correlation was not so high in their -ve attitudes, e.g. the comparative statement of their means from the midpoints given below:

i.e. I.E.R. Peshawar	4.0
Hyderabad	0.286
Bahauddin Zikria University, Multan.	1.74
I.E.R. Lahore	7.96
Gomal University D.I.Khan	3.11

The highest -ve attitude was shown by I.E.R. Lahore while seconded by I.E.R. Peshawar surprisingly both the oldest teacher training institutions of Pakistan. See Table 5.

Table 6**Descriptive statistics of M.Ed. female students**

S.No	Institution	Mid point	Mean	Difference between midpoint and the mean	Deviation of the mean from the midpoint	Attitude
1	I.E.R, Peshawar University	61	77.8	16.8	1.31	+ ve
2	I.E.R, Hyderabad	33	72.16	39.16	3.012	+ ve
3	Bahuddin Zikaria University, Multan	49.5	77.77	28.27	2.01	+ ve
4	I.E.R, Lahore	284.5	74.6	209.9	16.14	-ve
5.	Gomal University, D.I.Khan	51.5	79.37	27.87	1.74	+ ve

Table 6 indicated by and large +ve attitudes. The table consists of M.Ed female students of institutions given in Table 6. The extremely -ve attitudes have shown by female M.Ed students of I.E.R. Lahore i.e., deviation of the mean from the midpoint is 16.14, while the highest +ve attitudes indicated by I.E.R. Hyderabad, Sindh.

Table 7**Descirptive statistics of male teachers**

S.No	Institution	Mid point	Mean	Difference between midpoint and the mean	Deviation of the mean from the midpoint	Attitude
1	I.E.R, Peshawar University	30.5	79.2	48.7	3.47	+ ve
2	Baluchistan University Education Department	24.5	70	45.5	3.79	+ ve
3	Azad Kashmir College of Education, Afzal Pur	53.5	78.28	24.78	1.77	+ ve
4	I.E.R, Hyderabad	99.5	79.15	20.35	1.45	-ve
5	College of Education Sukkar, Sindh	28.5	66.83	38.33	2.94	+ ve
6	Bahuddin Zikaria University, Multan	33	78.8	45.8	0.57	+ ve
7	I.E.R, Lahore	154.5	81.8	72.7	4.84	-ve
8	Ali Institute Lahore	8.5	76	67.5	5.19	+ ve
9	Gomal University, D.I.Khan	50.5	80	29.5	2.10	+ ve

As far as the male teachers of all the ten institutions were concerned except I.E.R. Hyderabad and I.E.R. Lahore, Punjab University all have agreed to the programme of guidance and counselling. Their considered opinions were normally +ve.

Ali Institute of Education which is a private institution scored very high and highly titled i.e., +ve attitudes towards G and counselling. The mean was quite above the midpoint i.e., 5.19. The second +ve attitudes were that of the male teachers of Baluchistan University, which was 3.79 i.e., mean was above the midpoint.

Table 8**Descriptive statistics of female teachers**

S.No	Institution	Mid point	Mean	Difference between midpoint and the mean	Deviation of the mean from the midpoint	Attitude
1	I.E.R, Peshawar University	47	79.42	32.42	2.31	+ ve
2	Baluchistan University Education Department	10.5	89	78.5	4.90	+ ve
3	I.E.R, Hyderabad	14.5	70	55.5	4.62	+ ve
4	Ali Institute Lahore	20	73	53	4.07	+ ve
5	Gomal University, D.I.Khan	8.5	91	82.5	5.15	+ ve

Like male teachers of the teacher training institutions mentioned in Table 7, the female teachers have also indicated +ve tendency towards guidance and counselling programme in table 8.

In a way all the female teachers had +ve attitude, not only +ve attitude but very high +ve attitude, the highest +ve approach were the female teachers of Gomal University, D.I. Khan, N.W.F.P. whose mean was quite above the midpoint i.e. 5.15, the Quetta University had 4.90, I.E.R. Hyderabad 4.62, Ali Institute of Education, Lahore, an institute in the private sector had 4.07, the lowest in +ve attitude was I.E.R. Peshawar University.

It seems that the female segments of the population did realize the importance of guidance and counselling because of multiplicity of problems faced by the woman folk in our social circles. Some of the problems might be co-education, selection of subjects, vocational problems and so many other psychological problems etc.

Table 9**Descriptive statistics of IER University of Peshawar**

S.No	Group	Mid point	Mean	Difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	B.Ed (Male)	98.5	79.875	18.625	1.337	-ve
2	B.Ed (Female)	89.5	79	10.5	0.7	-ve
3	M.Ed (Male)	141	80.78	60.22	4.0	-ve
4	M.Ed (Female)	61	79.41	18.41	1.31	+ ve
5	Teachers (Male)	30.5	79.2	48.7	3.47	+ ve
6	Teachers (Female)	47	79.4	32.4	2.31	+ ve

After collective data analysis the researcher took the individual institutions one by one to look into the responses of various groups of the sample. e.g. in Table 9 the total population/sample in terms of students and teachers have been taken. Exactly 50% of the total participants have shown +ve attitude towards guidance and counselling services.

Table 9 shows B.Ed male, B.Ed female and M.Ed male students had -ve tendency i.e. 1.337, 0.7 and 4.0 respectively. In which M.Ed male had highly -ve in their approach.

The M.Ed female students, male teachers and female teachers had +ve attitudes i.e., 1.31, 3.47, and 2.31, their means were above the midpoint.

The researcher belonged to the same institution and it has been realized that the courses of B.Ed and M.Ed in guidance and counselling were designed in 1969, therefore, radical changes were required, therefore, the I.E.R. Peshawar University intends to change the courses and these new courses of guidance and counselling and educational psychology would now be taught both at the B.Ed and M.Ed levels. The male and female teachers from the data in Table 8 indicated that due to good training and long teaching experiences in the field of teacher training did realize the importance of guidance and counselling services, therefore, shown +ve attitudes.

Table 10**Descriptive statistics of Baluchistan University Quetta**

S.No	Group	Mid point	Mean	difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	B.Ed (Male)	277.5	73.22	204.28	15.71	-ve
2	B.Ed (Female)	50	71	21	1.61	+ ve
3	Teachers (Male)	24.5	70	45.5	3.79	+ ve
4	Teachers (Female)	10.5	89	78.5	4.90	+ ve

As revealed in Table 10, the University of Quetta, Baluchistan, the Department of Education, (except male B.Ed students) have shown +ve attitude, B.Ed male were highly -ve in their approaches i.e., 15.71 mean was below the midpoint. The female teaches quite high in their +ve attitudes i.e., 4.90 mean was above the midpoint, similarly male teachers 3.79 above the midpoint and 1.61 above the midpoint in the case of female B.Ed students.

In a way, the sample of population shows 80% +ve approach towards the programme of guidance and counselling.

Two aspects seen very much obvious, No. 1, the services in guidance and counselling are adequate and secondly due to host of problems they realized the need of this programme. It was assumed that due to tribal traditions, there might be social, Educational and vocational problems. So they did realize the importance and usefulness of guidance and counselling services.

Table 11**Descriptive statistics of male teachers Azad Kashmir College of Education****Afzal Pur**

S.No	Group	Mid point	Mean	difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	Teachers (Male)	53.5	78.28	24.78	1.77	+ ve

Azad Kashmir is the integral part of Pakistan. Only male teachers were available in the college of Education Afzal Pur, Azad Kashmir.

Table 11 shows that the male teachers reacted positively i.e. 1.77 mean above the midpoint.

Table 12**Descriptive statistics of B.Ed. Male and B.Ed female students of Islamabad****College of Education, Islamabad**

S.No	Group	Mid point	Mean	difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	B.Ed (Male)	187	72.91	114.099	8.77	-ve
2	B.Ed (Female)	122.5	79.75	42.75	3.05	-ve

According Table 12, only two groups of students B.Ed male and B.Ed female were taken, both have shown quite -ve attitudes. i.e. 8.77 and 3.05 means below the midpoint.

There were only B.Ed male and female students in the College of Education, Islamabad. The teachers were not available, they were away from the college due to teaching practice in the schools. The questionnaire was administered/given to the available students male and female on the campus.

The reasons behind the -ve approaches might be the optional nature of the subjects and no proper training and practical emphasised.

Table 13**Descriptive statistics of I.E.R. Hyderabad, Sindh**

S.No	Group	Mid point	Mean	difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	B.Ed (Male)	85.5	73.5	12	.857	-ve
2	B.Ed (Female)	89.5	71.17	18.33	1.41	-ve
3	M.Ed (Male)	73	76.90	3.90	0.286	+ ve
4	M.Ed (Female)	33	72.16	39.16	3.012	+ ve
5	Teachers (Male)	100	79.15	20.85	1.489	-ve
6	Teachers (Female)	14.5	70	55.5	4.62	+ ve

Table 13 shows the samples of I.E.R. Hyderabad, Sindh. All the six groups were available. Nearly the B.Ed male students have also shown _ve i.e. .857 so by and large the M.Ed male and M.Ed female students have shown +ve approach i.e., 0.286 and 3.012 respectively their means above the midpoint. The female teachers quite high in positivity 4.62 means above the midpoint; while surprisingly the male teachers were not in favour of guidance and counselling services, their score was 1.489 mean below the midpoint.

Table 14**Descriptive statistics of College of Education Sukkar, Sindh**

S.No	Group	Mid point	Mean	difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	Teachers (Male)	28.5	66.83	38.33	2.94	+ ve

Table 14 reveals which was about the College of Education, Sukkar, Sindh the male teachers have been taken as simple, their attitude was +ve i.e. 2.94 mean was above the midpoint.

Table 15**Descriptive statistics of Bahauddin Zikaria University Multan, Punjab**

S.No	Group	Mid point	Mean	difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	M.Ed (Male)	92	77.64	14.36	1.74	-ve
2	M.Ed (Female)	49.50	77.77	28.27	2.01	+ ve
3	Teachers (Male)	33	78.8	45.8	0.57	+ ve

Table 15 shows the M.Ed male students, M.Ed female students and male teachers of Bahauddin Zikria University, Multan, Punjab Province. The male students had -ve tendency towards the programme of guidance, while the female M.Ed students +ve attitude with 2.01 mean above the midpoint see Table 15. (Deviation of the mean from the midpoint.)

Similarly, the male teachers had also +ve attitude with 0.57 mean deviated from the midpoint.

Table 16**Descriptive statistics of I.E.R. Lahore**

S.No	Group	Mid point	Mean	Difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	M.Ed (Male)	177	73.45	103.55	7.96	-ve
2	M.Ed (Female)	284.5	74.6	209.9	16.14	-ve
3	Teachers (Male)	154.5	81.8	72.7	4.84	-ve

Table 16, the I.E.R. Lahore, Punjab University majority of the respondents (students) have shown -ve tendency about the programme of guidance and counselling. The M.Ed/M.A Education students male and female and male teachers were taken. Their scores were quite high towards negativity i.e., 7.96, 16.14 and 4.84 respectively.

The reasons behind this -ve approaches were that I.E.R Lahore does not offer the B.Ed male and female programme. There were three specialized fields at the M.Ed and M.A education levels i.e., M.A primary education, M.A., Secondary Education and M.A. Science Education. Due to overcrowded subjects perhaps the students and teachers do not find the curricula up to date and due consideration on various problems of students and teachers are not given or it seems that teachers were overloaded with subjects they teach in the institute.

So the practical aspects totally ignored. Although being the oldest institute of the country many specialists had been to this institute specially in the area of guidance and counselling.

Table 17**Descirptive statistics of Ali Institute of Education Lahore, Punjab**

S.No	Group	Mid point	Mean	difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	Teachers (Male)	8.5	76	67.5	5.19	+ ve
2	Teachers (Female)	20	73	53	4.07	+ ve.

As there were no regular students in the Ali Institute of Education, Lahore. The methodology of instruction was different from the other traditional teacher training colleges. It is in the private sector, i.e., managed privately, the teachers go their respective school, see them in the actual fields, therefore, only the staff members and directors of the institute were available. As the table 17 shows all the teachers male and female have shown positive attitudes towards guidance and counselling activities.

The teachers seem mostly qualified and some of them took retirement after their long teaching in various teacher training colleges and institutions as well as from Bureau of Education and extension centres. So on the basis of rich experience their means from the midpoint quite above showing their +ve tendency towards the guidance and counselling programme i.e., male teachers 5.19 and female teachers 4.07.

Table 18**Descriptive statistics of Gomal University D.I.Khan N.W.F.P.**

S.No	Group	Mid point	Mean	difference between midpoint and the mean	Deviation of the mean from midpoint	Attitude
1	B.Ed (Male)	348.5	76.14	272.36	20.995	-ve
2	B.Ed (Female)	206	78.28	127.72	9.125	-ve
3	M.Ed (Male)	116.5	76.05	40.45	3.11	-ve
4	M.Ed (Female)	51.5	79.37	27.87	1.74	+ ve
5	Teachers (Male)	50.5	80	29.5	2.10	+ ve
6	Teachers (Female)	8.5	91	82.5	5.15	+ ve

Table 18 indicated all the six groups of Gomal University D.I. Khan N.W.F.P. 50% of the total -ve attitudes about guidance and counselling programme. Amongst there groups B.Ed male students, B.Ed female students and M.Ed students have shown their -ve tendencies. B.Ed male students were quite high in their negation of the programme. The score was 20.995 mean below the midpoint and second one B.Ed female student with 9.125 (-ve) attitude while third position was that of M.Ed male students with score 3.11 mean below the midpoint. Female teachers have shown quite positive (+ve) attitudes, with highest positive score of 5.15 above the midpoint.

Similarly, the male teachers with +ve attitudes 2.10 above the midpoint and 1.74 above the midpoint in case of female M.Ed students.

General demographic Characteristics

Descriptive Statistics of each group, collapsed across comparison of B.Ed male and female with M.Ed male and female.

Table 19

Scores and means of all students

	B.Ed Male	B.Ed Female	M.Ed Male	M.Ed Female
Total Score	12424	6328	7190	5903
n	166	83	94	78
Mean	74.84	76.24	76.48	75.67

In Table 19 the general demographic characteristics have been taken showing descriptive statistics of each group collapsed across i.e., comparison of B.Ed male students, B.Ed female students, M.Ed male students and M.Ed female students of the entire population given in Table 2.

Table 19 shows the total score of B.Ed male students i.e., all the responses of each institution have been added together and their n_s were also added together than the total responses were divided by the total of n_s and thus the mean was obtained.

e.g. In the B.Ed male students column the total score was 12424 divided by n which was 166 we get the mean which is 74.84

$$12424 \div 166 = 74.84.$$

Same is the case of all B.Ed female students in column No. 2 of Table 19.

$$\text{Total score } 6328 \div 83 = 76.24.$$

The means are by and large the same see Table 19.

In the third column total score $7190 \div 94$ and the mean is 76.48.

Likewise M.Ed female students of all the institutions, the total score was $5903 \div 78$, the mean comes out 75.67.

If the means of all these four groups were to compared, showing no such remarkable difference in their attitudes towards guidance and counselling programme.

Table 20**Scores and means (male vs female students)**

	Male Students	Female Students
Total Score	19614	12231
n	260	161
Mean	75.43	75.96

In Table 20, all the male students and all the female students irrespective of their class distinction have been taken. The total score of male students was 19614 divided by total n, thus the mean came out 75.43.

Similarly, the female students irrespective of their class distinction had total score 12231 divided by total n 166 ($12231 \div 166$), the mean came out 75.96.

Both the means were thus compared again there was no difference in their attitudes towards guidance and counselling programme.

Table 20 shows male students vs female students.

Table 21**Scores and means (male vs female teachers)**

	Male Teachers	Female Teachers
Total Score	5466	1381
n	70	18
Mean	78.08	76.72

High

Lower

Table 21 reveals that the mean of male teachers higher than the female teachers.

Male teachers vs female teachers

$$\text{Male} = 5466 \div 70 = 78.08$$

$$\text{Female} = 1381 \div 18 = 76.72$$

It shows that the male teachers of all the institutions of the study were highly inclined towards guidance and counselling programme. While the female teachers also demonstrated the same spirit but lower than the male teachers.

Table 22**Score and means(students vs teachers)**

	Students	Teachers
Total Score	31845	6847
n	421	88
Mean	75.64	77.80

-ve

+ve

Table 22 Shows all teachers vs all students (collapsed across). Total score of students 31845 divided by total n (421) ($31485 \div 421 = 75.64$).

Similarly, total score of all teacher irrespective of sex $6847 \div 88 = 77.80$.

Students

Teachers

Mean = 75.64

Mean = 77.80

Table 22 mean, has shown that all the teachers were more inclined i.e., +ve attitude towards guidance and counselling programme as compared to all students who were some way or the other least interested in the guidance and counselling programme.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The following are some of the important problems usually faced by the individuals in an educational environment: Academics, Exams/Study skills, Anxiety about academic issues, Questioning value of course/degree, Subject choice, Difficulty participating in academic sessions, Loss of motivation/concentration, Leaving/transferring, Post University plans, Financial Problems etc.

While in personal and emotional areas, the following are the problems usually faced by the individuals: Adjustment to University life, Self esteem/confidence, Identity issues, Anxiety/Panic, Phobic/obsessional, Depression/Depressed mood, Suicidal thoughts, Suicide Attempt, Serious mental health risk, and Anger.

In terms of relationships the following problems are generally focused: Family issues, Partner Concerns, Problems of Children, Bereavement/Loss, Living with others, Difficulty forming and/or maintaining relationships, Loneliness, Concern about others, and Unclassifiable

While in the specific concerns the problems are: Alcohol/Drugs, Eating difficulties, Rape/Sexual Assault, Sexual Abuse, Abuse other, Sexuality, Sexual orientation/identity, Pregnancy/abortion, HIV/AIDS, Physical Health, and Disability issues.

Subject to the limitations of the study, the responses of 504 B.Ed male and female students, similarly male and female M.Ed/M.A Education, also the male and female teachers were taken. The sample was drawn from the four I.E.Rs and some teachers training institutions including Islamabad and Azad Kashmir.

The attitudes about guidance and counselling programme of these

respondents justify the following conclusions:

- i. The main Purpose of the study was to findout the effect of sex, programme, position and region on the attitude of the subject about guidance and counselling programme.

Mainly the respondents were divided into six groups i.e.,

- a. B.Ed Male Students.
- b. B.Ed Female Students.
- c. M.Ed/M.A: Education Male Students.
- d. M.Ed/M.A: Education Female Students.
- e. Male Teachers.
- f. Female Teachers.

The B.Ed male and female students indicated -ve attitude towards guidance and counselling, programme. e.g.: the B.Ed male students of I.E.R Gomal University D.I.Khan N.W.F.P has shown quite negative tendency i.e., 20.95 in the B.Ed male students group of different training institutions i.e., the 20.95 mean is quite below the midpoint. Secondly the B.Ed male students of Baluchistan University 15.71 mean is below the midpoint, therefore -ve attitude

However I.E.R Peshawar University, Islamabad college of education and I.E.R Hyderabad comparatively better in their responses i.e., slightly +ve.

As far as the female B.Ed students of the four I.E.Rs i.e. Peshawar, Islamabad, Baluchistan, are concerned have negatively respondent. But the I.E.R Gomal University D.I.Khan female students have reacted quite -ve amongst the group. i.e, 9.125 mean is below the midpoint as compared to I.E.R Peshawar University which is 0.7. So overall the attitudes were -ve. It may be the cause of rural backgrounds of the female students, because no proper coaching would have been given, and because of the optional nature of the subject at the B.Ed. levels.

As far as the female students of college of education Islamabad were concerned the score indicated 3.05 mean is below the midpoint was second in the group of -ve attitude. Although the female students of Islamabad might have come from the urban, capital zone quite opposite of Gomal University D.I.Khan who had rural backgrounds. Irrespective of rural and urban background the female students were not given proper coaching in the subject of Guidance and counselling or the syllabus might be much poor and no sufficient background and effective teaching of Educational Psychology at the B.Ed level. Guidance and counselling is the part and parcel of Educational Psychology.

As far as M.Ed and M.A Education male students were concerned the sample taken from I.E.R Peshawar, I.E.R Hyderabad, Bahuddin Zikaria University Punjab, I.E.R Lahore and Gomal University D.I.Khan. They too had overall -ve attitude, the highest in negation was I.E.R Lahore which 7.96 mean was below the midpoint, while second one was I.E.R Gomal University D.I.Khan. The lowest were I.E.R Peshawar i.e., -4.0 mean was below the midpoint and I.E.R Hyderabad which was 0.286 mean was below the midpoint.

Although Guidance and Counselling is taught as a compulsory subject at M.Ed level but the results revealed that the outlines might be outdated, no proper communication given and less qualified teachers taught, perhaps no background in guidance and counselling. It was assumed that the attitudes were negative because of the absence of practical aspect of the subject. Evaluative studies of guidance and counselling in the past were conducted, which said that there were no such practices on the campuses and higher institutions. One of the aspects of the -ve attitude of M.Ed male students were, that they did not realise the importance of guidance and counselling i.e. the absence of such subject at the secondary school levels. And it is a barebone fact that we do not find any guidance and counselling services in our educational institutions throughout the country.

Analysis of M.Ed female students indicated strongly +ve attitude except I.E.R

Peshawar University and I.E.R. Lahore Punjab University, Bahuddin Zikaria University Punjab, I.E.R Hyderabad and Gomal University D.I.Khan had their means were above the midpoints and thus +ve attitudes towards guidance and counselling. It is quite surprising that I.E.R Peshawar University, and I.E.R Lahore are the two oldest institutions of the country have shown -ve attitudes i.e., their M.Ed female students. The loopholes might seem to be in the curricula and lack of proper communications and instructional materials.

By and large the male teachers of seven institutions out of ten indicated +ve attitude towards guidance and counselling services. The tendency of male teachers of Ali Institute Lahore, I.E.R Lahore, I.E.R Peshawar University and Department of Education Baluchistan University Quetta were found quite high with positive attitudes.

It seems that the teachers were more interested in the teaching of guidance and counselling, perhaps because of their rich background in the subject and had realized the importance of guidance and counselling. It also indicated their rich background in Educational Psychology and long teaching experience in their respective fields.

As far as the female teachers were concerned the following institutions of teacher training had shown positive attitudes. e.g.: Gomal University D.I.Khan, Baluchistan University Quetta, Ali Institute Lahore, I.E.R Peshawar University and I.E.R Hyderabad Sindh.

The female teachers in the rest of the institutions were not available at the time of administration of the questionnaire. The teachers male and female and female students of M.Ed were normally tilted towards (+ve attitude) guidance and counseling programme. While male students of B.Ed and male students of M.Ed indicated -ve attitude.

General Demographic Characteristics, as indicated in table 19, Students group

collapsed across (comparison of B.Ed male vs B.Ed female and M.Ed male vs M.Ed female students) there is no such difference in the mean. Similarly table 20 reveals male students vs female students again there is no such difference in the mean. Table 20 shows male teachers vs female teachers. The mean of male teachers higher than the female teachers i.e., male teachers have high inclination towards Guidance and Counselling program. Than in table 22 all the students were compared with all the teachers irrespective of their Gender position. As a whole the teachers have high tendency i.e., +ve attitude towards Guidance and Counselling program.

RECOMMENDATIONS

In view of the conclusions the following recommendations are made:-

1. Realizing the importance of Guidance and Counselling it should be made compulsory in all the teacher training institutions of Pakistan at all levels.
2. Maximum training should be provided to the master trainers in the field of Guidance and Counselling because we fully realize that quality of Education depends on the quality and efforts of the teachers.
3. The outdated courses should be replaced by new one, which should be largely practical oriented.
4. For the sake of maximum information Guidance and Counselling units should be established in the teacher training institutions.
5. As Guidance and counselling is an integral part of Educational Psychology, therefore, some more chapters about Guidance and Counselling should be added in the Educational Psychology syllabus.
6. Maximum facilities should be provided to the specialists in Guidance and Counselling, so they may well equip the prospective teachers.
7. The Guidance programme should develop skills in effective leadership and co-operative group participation in line with individual needs.
8. The Guidance Programme should make possible the attainment of personally successful and Socially acceptable living in an attractive and congenial environment.
9. The Guidance programme should assist students to remove personal obstacles which prevent them from making maximum use of their opportunities for growth.
10. As most of the respondents are unaware of the Guidance and counselling

services, therefore, the importance of these services must be given vast coverage on mass media and counselling centres to be identified in different parts of the country, and it should be a regular exercise, specially in the training institutions.

11. The objectives of Guidance must be broad enough to serve as the objectives of Education, because Guidance includes the sum total of efforts and influences of those who assist an individual, through association, counsel, dissemination of facts, employment of appropriate special techniques and control of environment, to reach his optimum personal, social, vocational, cultural and spiritual developments.
12. It is desirable that a more thorough and systematic programme of research in this area be persuaded of Guidance and counselling to gain effectiveness of the programme and better Guidance will become possible in proportion to our knowledge of the conditions and techniques which influence the client's adjustments.
13. The conclusions show that the teachers male and female both had positive tendency towards Guidance and counselling. Teachers as a group show certain characteristics inevitably stemming from the nature of work. The Teachers are inclined to direct, command, instruct, insist and decide for others what they ought to do.
14. It is suggested and recommended that seminars, symposiums should be arranged to load them with the new techniques and concepts of Guidance and counselling and understand that there are three routes for gaining information about and for individuals i.e., By observation, by introspection and by objective methods or experiment.
15. Largely the male students have shown -ve attitude with the exception of female M.Ed students. It is recommended that orientation courses about

psychology and Guidance and Counselling to be held before starting the Academic session in the teacher training institutions of Pakistan.

16. Guidance and counselling literature and resource materials must be available in each library even in the scattered institutions of teacher education including in service and elementary colleges for male and female both.'

It is suggested that a full fledged programme of student tutorials and guidance should be started in each university. It should have three main thrusts:-

- (a). Introduction of student tutorials i.e., a system of informal get together in which students meet their teachers for exchange of ideas, engaging in a community development project or carrying out some academic exercise.
 - (b). Organising student guidance activities in a comprehensive way in which Director Guidance services may develop full fledged student Guidance services with the help of the guidance committee consisting of senior wardens, in charge sports and games, discipline's committee, financial aids etc. The Director tutorial and Director Guidance should work under the Dean of Students activities who should be equal in status to other deans.
 - (c). Research on students needs and problems: one of the major responsibility of the Director Guidance services should be to conduct student need surveys, job analysis studies, follow up of graduates etc.; to develop better methods and programmes of students Guidance.
17. It is also recommended that every institutions must have at least one permanent post of counselor for Good therapy and rapport to be extended to teachers and taught both, (irrespective of Gender discrimination) and a rich culture of Guidance and Counselling may be developed.
 18. Counselling and psychotherapy should be the part of welfare service of

each academic institution.

19. Counselling and health centres must be established at least in each Pakistani University. It has been an established fact that Guidance and Counselling is an important area in Education which has acquired considerable importance and received much attention in the recent years.

Such theoretical attention has not been translated into action for the benefits of students in an expected measure. It is generally agreed that Guidance and Counselling must become an integral component of the Educational process and the responsibility for implementing this rests, to a large extent on teachers and educational institutions.

20. It is recommended that teachers should make practical decisions for helping students through their problems. They (Teachers) should equip their students with the relevant knowledge and skills so essential for planning, implementing and monitoring of guidance and counselling services and activities.
21. Appropriate testing programme should be developed in all the teacher training institutions.

APPENDIX A

QUESTIONNAIRE

Male/Female:

Student/Teacher

Years of Service
(Teacher only)

Institution:

B.Ed/M.Ed/M.A Edu:
(Student only)

Guidance and Counselling (Guidance and Counselling) is being taught in your institution. Circle the number in front of each statement which best describes your feelings and opinions about guidance and Counselling. Please note that there is no right or wrong answer.

Use the following scale:

Strongly agree	= 4
Agree	= 3
Disagree	= 2
Strongly disagree	= 1

1. The training in Guidance and Counselling (Guidance and Counselling) is adequate. 4 3 2 1
2. There should be more practical training in Guidance and Counselling. 4 3 2 1
3. Guidance and Counselling is waste of time. 4 3 2 1
4. Guidance and Counselling should be available to primary school students. 4 3 2 1
5. Training in Guidance and Counselling should be given in the Elementary Education College. 4 3 2 1
6. There is a need for specially trained Guidance and Counselling 4 3 2 1

teachers in every school.

7. Guidance and Counselling un-necessarily complicates simple things. 4 3 2 1
8. Most student problems in schools would be solved if there were counsellors available. 4 3 2 1
9. Teachers should concentrate on the curriculum and not pay attention to the emotional problems of students. 4 3 2 1
10. We need more no-nonsense teachers. 4 3 2 1
11. The Guidance and Counselling curriculum needs a lot of improvement. 4 3 2 1
12. The old tried and tested ways of dealing with students are the best. 4 3 2 1
13. I would feel better with better training in Guidance and Counselling. 4 3 2 1
14. I would have benefitted from Guidance and Counselling when I was a student at school. 4 3 2 1
15. Guidance and Counselling should be a central part of teacher training. 4 3 2 1
16. Parents and family should provide Guidance and Counselling to their Children. 4 3 2 1
17. There is no need for Guidance and Counselling in teacher training. 4 3 2 1
18. Every teacher should also be a counsellor. 4 3 2 1
19. Guidance and Counselling is a western concept with no relevance to us. 4 3 2 1
20. Training in Guidance and Counselling benefits nobody. 4 3 2 1

21. If our elders could live without Guidance and Counselling so can our youngsters. 4 3 2 1
22. The emotional well-being of students has a great impact on their scholastic abilities. 4 3 2 1
23. A good school teacher is a sensitive teacher. 4 3 2 1
24. There is no need for any training in Guidance and Counselling. 4 3 2 1
25. When a student shows emotional problems I scold him/her. 4 3 2 1

Thank you for your co-operation. If you have any other comments, please use the space below.

APPENDIX B**VITAE**

Mr. Wazim Khan was born on 15th August 1951 in a small remote village Ramkishan (Now Muslim Abad) N.W.F.P District Peshawar. He got his early education in the nearby village Khadra Khail. He did his matriculation from Government High School Chamkani Peshawar. He had a strong aptitude and deep interest in the teaching profession right from the beginning. He did his F.Sc in 1971 and B.Sc. in 1974 from Government College Peshawar. He was president of Geographical Society of the College. He joined I.E.R Gomal University D.I.Khan for his B.Ed degree and got first position in 1975. He did his M.A, in English Literature from the University of Peshawar in 1978 as a private candidate. He joined Education Department in 1975 as a Science Teacher. He passed his M.Ed from (IER) Peshawar University in 1st Division in 1981-82. He joined (IER) Peshawar University in 1983 as Lecturer and later on in 1993 he was appointed Assistant Professor. He completed his study for M.Phil requirements and was elevated to Ph.D. Programme. He has 23 years teaching experience in his credit.

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