

Career Guidance and Counselling Program in Quetta: In the perspective of Government Secondary School Principals

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Abstract:

The purpose for which the study was conducted is to find the present situation of career guidance and counselling program in government secondary schools of Quetta city. While comparing the context of Quetta city with other cities it may be inferred that career guidance and counselling service is not present in secondary schools of Quetta. The study also required to determine the importance of career guidance and counselling. The population of this research is all the government secondary schools of Quetta, while the sample of the study consists of 17 Secondary School for girls and 13 Secondary School for boys of Quetta city. They were chosen by 'Simple Random Sampling' method. The data was achieved by designing a questionnaire for principals of the schools. The data was collected and analysed statistically in the form of tables in SPSS and the chi-square test is used to test the hypothesis. The study found that all the respondents said that there is no any facilities and department of career guidance and counselling in secondary schools of Quetta, although they seems to do the things related to career guidance and counselling but research found that practically they don't do anything. The key recommendations are to make a committee for the construction of the department of guidance and counselling in secondary schools, depute any teacher for that purpose and try to organize the activities related to career guidance and counselling in their schools.

Keywords: Career, guidance, counseling, program, facility, secondary school.

Introduction:

The idea of guidance is as old as person itself. Allah has sent one hundred twenty four thousand prophets to demonstrate the correct way to human. The history shows to us that the need of guidance is been felt from the earliest starting point of the world. Allah revealed the four books for the direction of human. The need of guidance is felt as it is required in each field of life and without guidance we can't reach to our objectives of life. It is guidance which takes care of the considerable number of issues of students which they look in their life

According to (Amir Mehmood, 2011) guidance is normally known as leadership, further he writes it as direction or instruction but how ever counseling may be called as psychological process which helps an individual to get one's self direction more they mention about counseling that understanding self and brain balance is important to make the maximum adjustment to the society, home and school.

Guidance is a process to help out one's to find and solve the solutions regarding their own problems. Guidance is an essential part of education. Guidance and counseling has been defined as program for activities. Education is a procedure through which everybody picks up information, traditions, qualities and feelings. It is education which makes a man refined, perfect and humanized. The societies which offered importance to education are successful.

Secondary education is the most imperative part in the system of education. We can state it the back bone of any educational system in light of the fact that in this stage students need to choose and think about various professions and subjects for their future life. According to (Mghweno Penueli Eliamani, Mghweno Leonard Richard and Baguma Peter, 2013) this is adolescence period which we realize the most critical stage in human life. Students in this stage have mental, physical, moral and social changes. Their views of life are changing and they have constructed their own particular self-realization in this period. The fields of education are changing with the progression of time and in this stage students of secondary classes need to choose their future vocations and for that they are reliant on the secondary level education.

According to (United Nation 2012) Pakistan is the most thickly populated country of the world. Where the literacy level is very much low around 55% percent and stands at 160th in total countries of the world. The drop out ratio is increasing day by day. In this situation if guidance and counseling activities are started in all over the country then the literacy level and drop out ratio can be controlled.

The large number of students cannot perform well because of the lack of right path to study and to avail good knowledge. In Pakistan mostly students have degree oriented approach and they want degrees only for jobs, not for knowledge.

Career guidance and counseling is an effective link between school, work and society. If career counseling is given in proper way, it can solve many problems like the selection of subject which students face before entering college. Students identify suitable careers and employment options for them. It can ultimately support the economic development of a society. Career counseling is an important tool to give proper guidance to student's interests, strength and passion.

Literature Review:

Guidance plays a constructive role in the solution of educational, personal, social, mental, emotional and Career or Vocational problems among secondary school students. Guidance and counseling has been conceptualized as a program of activities is the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu, 2004).

Guidance and counseling services give solutions on how to deal with psychological problems which might affect student studies. Through this, the students are able to developed problems solving skills which give them an extent help to deal with particular issues surrounding their lives. Students are advised on how to cope with different situations facing them in their school life, it helps to shape a student's behaviors and teach discipline in students. Because after secondary schooling they went in colleges and universities, so they have to select their programs. Career guidance and counseling enables them to select the right course for their future career studies. Students who are guided and counseled in a right way tend to know what to do and how to do such things.

Definition and Concept of Career:

According to oxford dictionary career is an occupation undertaken for a significant period of a person's life and with opportunities for progress. (<https://en.oxforddictionaries.com/definition/career>)

According to Merriam Webster career is a field for or pursuit of consecutive progressive achievement especially in public, professional, or business life. Or a profession for which one trains and which is undertaken as a permanent calling.

(<https://www.merriam-webster.com/dictionary/careers>)

The explanation and meaning of career is yet seen differently. This absence of conceptual clearness keeps up uncertain and holds on keeping avoid shared conviction in thinking around it. It similarly shows that designing theoretical understandings is challenging. From the period of Parsons 1909, the terms career, vocation and occupation have frequently been utilized synonymously (McDaniels and Gysbers, 1992) in spite of the fact that (D. S. Miller and McWhirter 2006) put emphasis on the existing literature provides for very real differences to the current understanding of the terms work, career, and vocation.

Traditional definitions have been criticized for their limitations of career to a professional work life which involved development, and numerous researchers anticipated the broadening of conceptual definition that consist of prevocational and post vocational deeds and other life roles and settings. A more brief definition that of (M. B. Arthur, Hall and Lawrence 1989), describes career as “the evolving sequence of a person’s work experiences over time” again highlights the centrality of the themes of work and time.

A new opinion of career is that the career is the sum total of a person’s personal assistances to the society over his/her lifetime. So in other words we can say that a career is all the things which we have done or willing to do to deliver the services and assistance to others. Career counseling is also a procedure of verbal relationship in which the senior person (counselor) after measuring and assessing the abilities, interest and skills of a counselee gives direction in the form of info about the opportunities and career options that can be optimal for the counselee (Rogers, M. E., Creed, P. A., & Glendon, A. I., 2008).

Career Guidance and Counseling:

In the United States, the school counseling profession began as a vocational guidance movement at the beginning of the twentieth century. Jesse B. Davis became the principal of a high school and encouraged the school English teachers to use compositions and lessons to relate career interests, develop character, and avoid behavioral problems. Many others during this time did the same. For example, in 1908, Frank Parsons, "Father of Vocational Guidance," established the Bureau of Vocational Guidance to assist young people in making the transition from school to work (Niță Andreea Mihaela, Ilie Goga Cristina, 2015).

According to (AG Watts 1996) career guidance is working "at the interface between the individual and society, between self and opportunity, between desire and reality. It encourages the distribution of life possibilities. Inside a general public in which such life chances are unequally appropriated, it faces the issue of whether it serves to strengthen such imbalances or to decrease them."

Career development starts in childhood and continues during the whole life. During this stage, individual establishes vocational identity. Vocational identity means establishing self-identity related to work life. Career development needs separate attention during high school years. Because the youth have to, decide on their careers in these years.

A Brief History of Career Guidance and Counseling in Schools:

The history of guidance and counseling in schools was initially implemented in 1907 by Davis who started systematic guidance and counseling system in public schools (Lambie, G. W., & Williamson, L. L., 2004). further in 1908 the office of vocational guidance and counseling was established by Frank person in the beginning of 20th century there were ups and downs in career guidance and counseling especially between 1920 to 1930s, in the upward there were many progressive educational schools and regarding decline there were many schools who did not accept this movement.

According to (Campbell and dahir, 1997) that till 1980s the efforts of United States of America was not good enough in the educational reforms but later the American schools counseling associations developed national standard for schools guidance and counseling where they kept three main or

core dimensions such as academic, career and social/personal. Development in the history of guidance and counseling was also seen in the late 1990s where national center from transforming school counseling was established in United States (Paisley, P. O., & Hayes, R. L. 2003).

In United States of America the career counseling in schools had taken birth due to economic issues because in industrialist society the agriculture sector was losing jobs and the industries were increasing in America, the permanent jobs or works could not be continued due to heavy machines which were introduced by the industries.

In the 1st stage the focus of career counseling was to replace the jobs the father of career counseling Frank parsons initiated his as a social worker he was very much influenced by the works of Jane Addams at Chicago city in Boston where he established reimbursement career guidance and counseling program for the youth for all who are unemployed or recently employed, the main purpose of program was to place the youth into new jobs(Smith, C. M., & Smith, H. P. C., 1942).

In the development of career guidance and counseling, the educational counseling was initiated in its 2nd stage several reforms were brought into schools such as social and progressive. In different schools the career guidance and counseling activities were started in United States, the works of Jesse B Davis who worked as counselor in educational institutes or schools. And till 1930 half of the schools in United States were having counselors in schools and there had been huge developments in the school's career counseling, in 2nd stage the works progress administration which was established by the federal legislation which was source for employment for huge number of people who were unemployed, the occupational dictionary was also published in 2nd stage (Rynes & Barber, 1990). The next stages which was focused on the training of counselors because of new social or societal change in societies and further it was transferred to colleges and universities. Due to world war second there were different type of problems in different countries including United States of America and Russia but after the World War II there were two periods which led to the rise of professional practices in schools for the career guidance and counseling (Norris, W. 1954)

In 1960s it was the time for hope and idealism not only for United States but also for whole the globe, huge number of youth who were in need

of Jobs which were meaningful which would permit them to change the globe for the best. In this stage it was decided that the counselors may also need to have extra understanding of the work and its problems and the recommendations of counselors were included in legislation for the vocational education (Aubrey, R. F.1977). However in 1980 was mostly called the decline in career counseling because due to huge drop in the world economy which created large number of unemployment in all over the world.

In late 1987 the report was published in United States by the Hudson institute of commissioned which was titled as workforce 2000 which was mile stone in the history of career guidance and counseling because policies were developed by the American president for the career counseling, in the end of this stage the private career guidance and counseling was introduced which created different departments for the career counseling. (H., McLean, R., & Sanabria, S. 2004).

In the beginning of 21st century the world understood the importance of vocational education and also that the technology is very much important for all fields.(Stone, I, Kowske, B., & Alfeld, C. 2004) .

Need of Career Guidance and Counselling in Pakistan:

In Pakistan several work has not been done on career guidance and counseling. The educational sector is facing several types of issues regarding the curricula, building, teachers and many other reasons. The country has not achieved the goals in education because of fangled methods of teaching. The teacher training can be another reason but however development in the student's career needs professional career counselors. It is fact that the modern era needs different type of methods and technologies for the improvement of their educational circle.

In Pakistan there is no appropriate guidance and counseling cell or department at primary and secondary level schools. The students after completing their 8th grade face the problem how to choose subjects for their future, including their parents face several problems regarding the selection of subjects at metric level, while selecting disciplines science and arts the students are not much clear in Pakistan, majority of the students chose science subjects because they think that science subjects would help the students in their future and the parents have the same thinking and this is the

point where changes occur though if a student is genius in arts subjects but he is compelled to select science discipline because the society does not offer good future for those who opt arts subjects as they think. Report of the commission on (National Education, 1959) states that lack of guidance and counseling is major reason of failure at colleges and schools and also low in standard while achievements in occupation and technical fields. According to report the students must be provided guidance and counseling at all stages in their educational process in order to get better results.

There are many guidance plans for schools in developed countries which also describe the objects and aims of the guidance and counseling. However, there are number of students in Pakistan whose educational career is at risk because of the lack of career guidance and counseling. Therefore it is needed that before starting some campaign regarding career guidance and counseling, we should have to know about the present situation of career guidance and counseling in secondary schools.

Objectives:

1. To find out the present situation of Career Guidance and Counselling program in secondary schools of Quetta
2. To identify the facilities which are available for Career Guidance and Counselling in secondary schools of Quetta

Research Methodology:

Researcher used qualitative approach in order to collect the data. The population of the study consists of all Government Secondary Schools of Quetta City. But because of the large population, the researcher used the Simple Random Sampling Technique for choosing the sample. The sample size of the study was of 30 Government Secondary Schools out of 88 to get a true picture of the problem. Gender wise 17 Girl's and 13 Boy's secondary schools principals were selected as sample. The research instrument was questionnaire for principals. The achieved data was presented in the form of tables in SPSS. The chi-square test was adopted for statistical analysis of the hypothesis.

Testing of Questions:

Question No. 1: Do you have any department for guidance and counselling in your school?

TABLE 1.1

Views of the Government boys and girls secondary school principals

	Male		Female	
	Number	Percentage	Number	Percentage
Yes	0	0%	0	0%
No	13	43.33%	17	56.66%
Don't know	0	0%	0	0%
Total	13	43.33%	17	56.66%

Result: It is clear from the table that out of 30 principals, 17 (56.66%) female school principals were agree with the statement that “there is no any department for guidance and counselling in their schools”. However the response ratio of male school principal for the same statement was 13(43.33%).

Question No 2: Is there any plan for establishing department for guidance and counseling in your school?

TABLE 1.2 Views of the Government boys and girls secondary school principals

	Male		Female	
	Number	Percentage	Number	Percentage
Yes	1	3.33%	0	0%
No	12	40%	17	56.66%
Don't know	0	0%	0	0%
Total	13	43.33%	17	56.66%

Result: It is clear from table that out of 30 principals, 17(56.66%) from girls school were agree with that“there is no any plan for establishing department for guidance and counseling in their school.” However the response of male school principal for the same was 12(40%).

Question No3: Do you ever heard about any department for guidance in any Government secondary school of Quetta?

TABLE 1.3 Views of the Government boys and girls secondary school principals

	Male		Female	
	Number	Percentage	Number	Percentage
Yes	1	3.33%	1	3.33%
No	11	40%	16	53.33%

Don't know	1	3.33%	0	0%
Total	13	46.66%	17	56.66%

Result: It is clear from table that out of 30 principals, 16(53.33%) from girls school were agree with that “they do not ever hear about any department for guidance in any secondary school of Quetta.” However, the response of male school principal for the same was 11(36.66%).

Question No 4: Do you have any proper place for career guidance in your school?

TABLE 2.1 Views of the Government boys and girls secondary school principals

	Male		Female	
	Number	Percentage	Number	Percentage
Yes	5	16.66%	8	26.66%
No	8	26.66%	9	30%
Don't know	0	0%	0	0%
Total	13	43.32%	17	56.66

Result: It is clear from table that out of 30 principals, 9 (30%) from girls school were agree with that “they have proper place for career guidance in their school.” However the response of male school principal for the same was 8 (26.66%).

Question No 5: Do you have any trained teacher for career guidance in your school?

TABLE 2.2 Views of the Government boys and girls secondary school principals

	Male		Female	
	Number	Percentage	Number	Percentage
Yes	1	3.33%	1	3.33%
No	11	36.66%	16	53.33%
Don't know	1	3.33%	0	0%
Total	13	43.32%	17	56.66%

Result: It is clear from table that out of 30 principals, 16 (53.33%) from girls school were agree with that “they do not have any trained teacher for career

guidance in their school.”However the response of male school principal for the same was 11(36.66%).

Question No 6: Do you have any career counsellor in your school?

TABLE 2.3 Views of the Government boys and girls secondary school principals

	Male		Female	
	Number	Percentage	Number	Percentage
Yes	1	3.33%	0	0%
No	11	36.66%	17	56.33%
Don't know	1	3.33%	0	0%
Total	13	43.32%	17	56.66%

Result: It is clear from table that out of 30 principals, 17(56.66%) from girls school were agree with that “they do not have any career counsellor in their school.”However the response of male school principal for the same was 11 (36.66%).

Question No 7:Does your library have books on career guidance?

TABLE 2.4 Views of the Government boys and girls secondary school principals

	Male		Female	
	Number	Percentage	Number	Percentage
Yes	5	16.66%	3	10%
No	7	23.33%	14	46.66%
Don't know	1	3.33%	0	0%
Total	13	43.32%	17	56.66%

Result: It is clear from table that out of 30 principals, 14(46.66%) from girls school were agree with that “their school libraries do not have books on career guidance.” However the response of male school principal for the same was 7 (23.33%).

Question No: 8. Are you arranged any activity regarding career guidance for your school students?

TABLE 2.5 Views of the Government boys and girls secondary school principals

	Male		Female	
	Number	Percentage	Number	Percentage
Yes	2	6.66%	1	3.33%
No	11	36.66%	16	53.33%
Don't know	0	0%	0	0%
Total	13	43.32%	17	56.66%

Result: It is clear from table that out of 30 principals, 16(53.33%) from girls school were agree with that “they did not arrange any activity regarding career guidance for their school students.”However the response of male school principal for the same was 11(23.33%).

Testing of Major Hypothesis:

Hypotheses 1:There is no any department existing for Career Guidance and Counselling in Secondary Schools of Quetta

H^o: There is no significant difference in the opinion of Govt. Boys and Girls secondary schools principals regarding the position of any department of Guidance in secondary schools of Quetta.

Table 3.1

Formula for Chi- square: $X^2 = \sum (Fo-Fe)^2 / Fe$

	Description	Yes	No	Don't know	Total
There is no significant difference in the opinion of Govt. Boys and Girls secondary schools principals regarding the position of any department of Guidance in secondary schools of Quetta.	Male	2	36	1	39
	Female	1	50	0	51
	Total	3	86	1	90

Fo	Fe	Fo-Fe	(Fo-Fe) ²	(Fo-Fe) ² /Fe
2	1.3	0.7	0.49	0.376
36	37.26	-1.26	1.5876	0.042
1	0.43	0.57	0.3249	0.755

1	1.7	-0.7	0.49	0.288
50	48.73	1.27	1.6129	0.033
0	0.56	-0.56	0.3136	0.56
				X ² =2.054

$$\alpha = 0.05$$

$$df = (r-1)(c-1) = (2-1)(3-1) = 1 \times 2 = 2$$

$$X^2_{0.05}(2) = 5.991$$

Result:- There is no significant difference in the percentage of opinion of Govt. Boys and Girls secondary schools principals (yes= 3.33%, no= 95.55%, Don't Know= 1.12%) regarding the position of any department of Guidance in secondary schools of Quetta, X² calculated (df=2, N=90, $\alpha = 0.05$) = 2.054, X² tabulated (df=2, $\alpha = 0.05$) = 5.991.

H₀ (Null hypothesis) = **Accepted.**

Hypotheses 2: Available Facility (Boys and Girls School Principals)

H^o: The Boys and Girls school principal do not differ in saying that there is no facility available for the career guidance and counseling in Secondary schools of Quetta.

Table 3.2

Formula for Chi- square: $X^2 = \sum (F_o - F_e)^2 / F_e$

	Descripti on	Yes	No	Don't know	Tot al
The Boys and Girls school principal do not differ in saying that there is no facility available for career guidance and counseling in secondary schools of Quetta.	Male	14	48	3	65
	Female	13	72	0	85
Total		27	120	3	150

F _o	F _e	F _o -F _e	(F _o -F _e) ²	(F _o -F _e) ² /F _e
14	11.7	2.3	5.29	0.452
48	52	-4	16	0.307
3	1.3	1.7	2.89	2.223
13	15.3	-2.3	5.29	0.345
72	68	4	16	0.235
0	1.7	-1.7	2.89	1.7
				X ² =5.262

$$\alpha = 0.05$$

$$df = (r-1)(c-1) = (2-1)(3-1) = 1 \times 2 = 2$$

$$X^2_{0.05}(2) = 5.991$$

Result:- There is no significant difference in the percentage of opinion of Govt. Boys and Girls secondary schools principals (Yes= 18%, No= 80%, Don't Know= 2%) regarding there is no facility available for the career guidance and counseling in Secondary schools of Quetta, X^2 calculated (df=2, N=150, $\alpha = 0.05$) = 5.262, X^2 tabulated (df=2, $\alpha = 0.05$) = 5.991.

H⁰ (Null hypothesis) = **Accepted.**

Discussion:

Principals turned out to be most important and effective persons who are responsible for overall situation of school. Moreover, principals strongly shape the conditions for quality teaching and are the prime factor in determining the schools. One of their responsibilities is to instruct the teachers and check the learning in their schools. Specifically, their responsibility to monitor instruction expanded along with their duty to enable teachers to enhance their teaching. Same as their responses are also very important regarding career guidance and counseling for students. In Quetta city the secondary school principals plays a vital role the effectiveness of our government schools. It depends on the effort of principals and it's their duty to give the responsibility of career guidance and counseling to any of their teacher.

In this regard the principals of government boys and girls secondary schools of Quetta city are 100% agreed that there is no any department of guidance and counseling in their schools. Same as they also asked that they have no any plan for establishing department for guidance and counseling in their schools. In the response of the question related to any department of guidance and counseling in secondary schools of Quetta, majority of them said that they never heard any department of guidance and counseling in any government secondary school of Quetta. So it is clear that Quetta city don't have any proper and regular department of guidance and counseling in its secondary schools.

Regarding the facilities of guidance and counseling program majority of the principals have said that they don't have any proper place for career guidance in their schools. They also don't have any career counsellor or trained teacher in this regard. Same as the libraries of these schools don't have any sufficient books related to career guidance. They also don't have

activities regarding career guidance in the whole academic year for their schools.

Researcher have found a very interesting situation when majority of them said that they know about career guidance and counselling very well but they don't ever demanded any career counsellor from government and they also don't gave the responsibility of career guidance to any of their teacher. Although they said thatthey have interest in career guidance and counselling but they do not attend any seminar, workshop, conference, training, etc. for their student's career guidance. It is a big question that at B.Ed. and M.Ed. level every student have to study the subject named "Guidance and Counselling", but they don't even try to apply the things related to guidance and counselling in their schools, although they are principals of secondary schools and they can do many things in their own school. Research shows that all the principals throw the ball in Government court for not providing facilities and counsellor to schools, but the question is that is ever they asked for it from government?

Conclusion:

Approximately all the participants agreed that there is no any department of Guidance and Counseling exists in the secondary schools of Quetta but they all have shown concern about it. They all felt if government constructs the department of guidance and counseling it will be helpful for students and shown good result in their future.

From the demographic findings the results are assumed from secondary schools of Quetta city most of the principals were agree that there is no any department for career guidance and counselling in their schools. The administration also shows interest and they agree that career guidance and counselling is very important and useful for secondary school students but unfortunately they don't have such department or counsellors at schools. The concept of counsellors in developed countries is very common but in our country and especially in Balochistan the infra-structure of education is too much weak.

Recommendation:

The recommendations of this research have concern on 2 stakeholders: one is for Education Department of Government of Balochistan and second for the government secondary school principals of Quetta.

i) For Secondary Schools Education Dept. of Baluchistan

S.No	Recommendation	Action Plan
01	Plan to establish the Department of Guidance and Counseling in Government Secondary Schools of Quetta.	For the execution of Guidance and Counseling Dept. in Government Secondary Schools of Quetta, initially Education Dept. of Baluchistan can establish a committee, whose responsibility is to see and make report regarding the given recommendation.
02	Designing a policy document regarding career guidance and counseling and provide to all secondary schools of Quetta.	Policy document can be designed in the guidance of national educational policy.
03	Assure to give Educational policy to each Govt. Secondary School of Quetta.	With annual calendar or curriculum provide the copy of educational policy to each principal of secondary school.
04	The subject of guidance and counseling should teach as a compulsory subject in all teacher training institutions at bachelor and masters level.	To check teacher's personal interest towards guidance and counseling and train those as teacher cum counselors.

For Secondary School Principals

S. No	Recommendation	Action Plan
05	Promote Guidance and Counseling in their schools	i) Give responsibility to their best teacher regarding the guidance and counseling. ii) Arrange different workshops or training for teachers in which they learn how to give proper career counseling to students.
06	Ask their DEO's to facilitate them with Educational Counselor for their schools	Till the existence of department or specific counselors the government should train the teachers as counselors.
07	Try to organize different activities regarding career guidance and counseling	i) From the school budget spend an annual amount for career guidance program in which try to invite some people from different professions. ii) They have to arrange exposer visits of different companies and institutions.
08	Try to organize some workshops related to career guidance and counseling for their teachers	Try to check the personal interest of their teachers who wants to do something for the betterment of students select them for attending workshops on career guidance and counseling.

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