

## **Need Assessment of Students' Guidance and Counseling**

**Dr. Ashiq Hussain Dogar**

*Controller Examinations, University of Education, College Road, Township, Lahore, Pakistan  
drashiq10@yahoo.com*

**Muhammad Azeem**

*Assessment Expert, Punjab Education Assessment System (PEAS),  
Govt. of the Punjab, School Education Department, University of Education  
College Road, Township, Lahore, Pakistan  
knowledge\_jhumra@yahoo.com*

**Dr Muhammad Iqbal Majoka**

*Assistant Professor, Department of Education, Hazara University Mansehra, Pakistan  
iqbalmajoka@yahoo.com*

**Amir Mehmood**

*Doctoral Research Scholar, Preston University, Islamabad, Pakistan  
goodamir@gmail.com*

**Shakila Latif**

*Internee, Punjab Education Assessment System (PEAS), Govt. of the Punjab, School Education  
Department, University of Education, College Road, Township, Lahore, Pakistan  
Shakilalatif25@yahoo.com*

### **Abstract**

Present study was planned to investigate the counseling needs of secondary school students. The study was delimited to Girls secondary schools only. The need assessment questionnaire (NAQ) was constructed which included five areas, i.e. educational, vocational, social, emotional and behavioral problems of students. NAQ was administrated to sixty girls of Grade 9th and 10th class, taken on convenience basis from five schools of Lahore city. Results indicate that matriculation level girls had more problems of carrier choice (i.e.45%) than of emotional nature. (i.e. 40%). So there is a need for vocational and emotional counseling programs for them. Although there were many limitation of the study (including small sample size and crude method of sampling) even then findings are seemed acceptable according to the age and grade level of students.

## Introduction

It is an obvious fact that for an effective survival we need guidance for ourselves and for our children. Perhaps the best definition of guidance is that offered by Johnes (as cited in Nayak, 2004). Guidance involves personal help given by someone: It is a designed to assist person to decide where he wants to go, what he wants to do, when he wants do, or how he can best accomplished his purpose. It assists him to solve problems that arise in his life

Many writers say that guidance is neither direction nor dictation. It is rather friendly and personal help offered by a competent individual known as the guide or guidance expert, to one who is in need of such assistance the ~guide. 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 maladjustment (Abdul Rauf, 2002.pp.411-412).

Guidance is a process, it helps every individual to help himself to recognize himself and to use his/her to make plans to workout his/her own problems of development under the most favourable condition that the home and school can provide. Guidance is an integral part of education; such a programme is wholly impossible without guidance and cannot separate from it. Angles (as cited in Nayak, 2004.p.2) therefore say "Education not something which is really in the very center of education itself. When we speak of guidance an integral part of education we speak of one of the most important part of education."Crow and Crow (as cited in Hasnain, 2004) says that guidance is not the imposition of ones point of view upon one another; it is not making decisions for an individual, which he should make for himself. It is not carrying burden of another life. Rather guidance is assistance made available by competent counselors to an individual of any age to help him direct his own life, develop his own point of view, make his own decision, carry his own burdens (p.23,24). Hasnain (2004) described the definition given by Mathewson in which he says that guidance is the systematic professional process of helping the interpretative procedure, to gain a better understanding of his own characteristics and potentialities and to relate him more satisfactory to social requirements and opportunities in accord with social and moral values (pp.62-63). He further stressed that guidance can be done through Education and interpretative procedures. Hamrin and Erickson (as cited in Kelly, 2006) defines guidance as

"Aspects of educational programme which is concerned especially with helping the pupil become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs" (p.37). Some writers such as Martison (1999) says that Guidance involves special material and may involve special personal, and guidance requires a planned programme (as cited in Dash, 2003, p.213). Where as some writers such as Hasnain (2004) says that guidance is a natural process there is no need of special material, no need of special personal and any special programme

Very few terms have been more loosely or interchangeably used than the terms "Guidance" and "Counseling". According to Tolbert (as cited in Nayak, 2004) Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting and individual to make and carryout adequate plans and to achieve satisfactory adjustment in all aspects of his daily life.

Guidance is not teaching but it may be done by teachers. It is not separate from Education because it is an essential part of educational programme. Guidance is a term which is broader than counseling and which includes counseling one its services (p.3, 4). Butler makes a logical

separation of the counseling process discerned as having two phases called "Adjustive" and "Distributive". In the adjustive phase, the emphasis is on the social, personal and emotional problems of the individual. In the distributive phase the focus is upon his educational, vocational and occupational problems.

According to Arbuckle, Butler's distributive phase can be most aptly described as guidance whilst the adjustive phase can be considered as the description of counseling (Hasnain, 2004-p.63). Counseling is the word which usually comes along with Guidance always or synonymous to it there is a slight difference between the two. It is generally observed that counseling in school involves helping students individually or in small groups to deal with the concern or difficulties, they are experiencing. It was actually in 1963 that the relationship between counseling and school was first officially discussed in Britain at seminar held by the National Association for Mental Health (NAMH) under the chairmanship of Lord James. It was agreed that many Very few terms have been more loosely or interchangeably used than the terms "Guidance" and "Counseling". According to Tolbert (as cited in Nayak, 2004) Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting and individual to make and carryout adequate plans and to achieve satisfactory adjustment in all aspects of his daily life. Guidance is not teaching but it may be done by teachers. It is not separate from Education because it is an essential part of educational programme. Guidance is a term which is broader than counseling and which includes counseling one its services (p.3, 4). Butler makes a logical separation of the counseling process discerned as having two phases called "Adjustive" and "Distributive". In the adjustive phase, the emphasis is on the social, personal and emotional problems of the individual. In the distributive phase the focus is upon his educational, vocational and occupational problems. According to Arbuckle, Butler's distributive phase can be most aptly described as guidance whilst the adjustive phase can be considered as the description of counseling (Hasnain, 2004-p.63).

Counseling is the word which usually comes along with guidance always or synonymous to it there is a slight difference between the two. It is generally observed that counseling in school involves helping students individually or in small groups to deal with the concern or difficulties, they are experiencing. It was actually in 1963 that the relationship between counseling and school was first officially discussed in Britain at seminar held by the National Association for Mental Health (NAMH) under the chairmanship of Lord James. It was agreed that many Very few terms have been more loosely or interchangeably used than the terms "Guidance" and "Counseling". According to Tolbert (as cited in Nayak, 2004) Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting and individual to make and carryout adequate plans and to achieve satisfactory adjustment in all aspects of his daily life. Guidance is not teaching but it may be done by teachers. It is not separate from Education because it is an essential part of educational programme. Guidance is a term which is broader than counseling and which includes counseling one its services (p.3, 4). Butler makes a logical separation of the counseling process discerned as having two phases called "Adjustive" and "Distributive". In the adjustive phase, the emphasis is on the social, personal and emotional problems of the individual. In the distributive phase the focus is upon his educational, vocational and occupational problems. According to Arbuckle, Butler's distributive phase can be most aptly described as guidance whilst the adjustive phase can be considered as the description of counseling (Hasnain, 2004-p.63). Counseling is the word which usually comes along with Guidance always or synonymous to it there is a slight difference between the two. It is generally observed that counseling in school involves helping students

individually or in small groups to deal with the concern or difficulties, they are experiencing. It was actually in 1963 that the relationship between counseling and school was first officially discussed in Britain at seminar held by the National Association for Mental Health (NAMH) under the chairmanship of Lord James. It was agreed that many Very few terms have been more loosely or interchangeably used than the terms "Guidance" and "Counseling". According to Tolbert (as cited in Nayak, 2004) Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting and individual to make and carryout adequate plans and to achieve satisfactory adjustment in all aspects of his daily life. Guidance is not teaching but it may be done by teachers. It is not separate from Education because it is an essential part of educational programme. Guidance is a term which is broader than counseling and which includes counseling one its services (p.3, 4). Butler makes a logical separation of the counseling process discerned as having two phases called "Adjustive" and "Distributive". In the adjustive phase, the emphasis is on the social, personal and emotional problems of the individual. In the distributive phase the focus is upon his educational, vocational and occupational problems. According to Arbuckle, Butler's distributive phase can be most aptly described as guidance whilst the adjustive phase can be considered as the description of counseling (Hasnain, 2004-p.63). Counseling is the word which usually comes along with Guidance always or synonymous to it there is a slight difference between the two.

It is generally observed that counseling in school involves helping students individually or in small groups to deal with the concern or difficulties, they are experiencing. It was actually in 1963 that the relationship between counseling and school was first officially discussed in Britain at seminar held by the National Association for Mental Health (NAMH) under the chairmanship of Lord James. It was agreed that many children find the common problems of personal and social adjustment difficult and that there were demands that which are not being effectively met (Hasan, 2000, Para However according to Dash (2003) counseling is as old as society itself. In every day life, counseling goes on at many levels in a family setup. Parents counsel their children. In society doctors counsel their patients, lawyers counsel their clients. In other words there is no limit to the problem on which counseling can be offered or to the type of persons who can render this help (p.215). According to Hoppock (2001) throughout its history, counseling has been known by a number of different names, including educational guidance, vocational guidance, and occupational guidance and counseling (as cited in Nayak, 2004-p.304). According to Dash (2003) counseling is a major part of guidance programme. Counseling and guidance are used in school to sole the problems of students. These problems are related to society, education and not last their own personal methods and techniques to do so. One of the important characteristics of counseling is that in this process sincerity, honesty and openness plays an important roles. The counselor should be sincere, honest and should have confidence in their theory and method of counseling. He should help the client to identify his/her potentialities and utilize the some for his future progress (p.213, 225). Counseling is related to "educational and vocational guidance but it also concern with emotional disturbance and behaviour problems. This area of counselor work in likely to involve him or her not only with parents, or teachers but also with a variety of outside welfare specialist in child guidance, care probation and so on (Mishra, 2004. p.312).

According to Nayak (2004) counseling in school involves helping students individually or in small groups to deal with the concern or difficulties they are experiencing and list of problems which children of secondary school can experience which has been adopted from Kottler and Kottler in 1993' is outlined below: Generalize anxiety, Depressive disorder attention

deficit, Hyper activity abuse, Compulsive disorder, Adjustment disorder, personality disorder. In order to help the children who are experiencing any of the above problems teachers need to develop at least basic level of counseling (p.52, 53). Hoppock (as cited in Kelley, 2006) describes that career problems include in counseling and guidance programme but are not limited to career indecisions and undecidedness, work performance, stress and adjustment, incongruence of the person and work environment and unsatisfactory integration of life roles with their life. Career work in high school to be competency based. By now students should understand their abilities, skills, aptitudes and interests and their career choice although not final should begin to narrow. The focus of the career development programme in high school is on what comes next different options .may Some will join the military and other the work force, and a collage at a two or four year institution (pp.59-61)

### **Statement of the problems**

The present research was designed to identify the counseling needs of students at secondary level.

### **Significance of the study**

Counseling is a wonderful modern invention used for well-being of persons. Psychotherapy through counseling provides opportunities for those seeking help to live more satisfying and happy lives. When people simply need a professional to listen people and advice them, people can turn to counseling. Counseling is a very comprehensive concept. Its objectives is to encourage the dull and the backward child, to normalize the through appraisal, individual or group counseling, parents or teachers consultation and the most important environment charge.

This study would be helpful and encouraging the students to identify their counseling needs and problems and solve their problems through consultation of good counselor. Counseling in secondary school is not like formal counseling programme where focusing on remediation of students problems. It is also a tool for preventing normal problems from becoming more serious and resulting in delinquency, failure and emotional disturbance. It can also be a major remedial force for helping children in trouble side by side there is some need of students which over come through the help of counseling as.

Educational need include:

- Communication and interaction e.g. speech and language delay or disorder.
- Cognitive and learning disorder e.g. moderate serve and profound and multiple learning disabilities, such as dyslexia and dysphasia
- Sensory and physical needs, e.g.; hearing impairment, visual and physical impairment

Behaviour, emotional and social needs of students such as.

- With drawn and isolated
- Hyperactive and lacking concentration
- Immature social needs

These children may require counseling for certain things. There are also some more needs of pupil as:

- Articulation
- Using augmentative and alternative
- Means of communication, etc.

All these need and problems are required a competent counseling program at secondary level. An adequate counseling programme aim at improving the psychological and physical health and efficiency of the individual enables the learner to understand their abilities and to exploit them to their maximum in scholastic pursuits helps the individual understanding his vocational attitude and abilities in and aids him to in decision about the adoption of a particular profession that is most suited to his individual requirements. Counseling programme IS an integral part of school total education programme.

Counseling is complex helping process in which the counselor establishes a trusting and confidential working relationship, here the focus is one problems solving, decisions making and discovering personal meaning related to learning and development the study of our almost suggesting the importance of counseling need of the students at secondary level.

### **Objectives of the study**

- To identify the counseling needs of the students at secondary level.
- To identify the students need of educational, vocational, social emotional, behavioural guidance.
- To find out the most problematic area of students need in which they need Counseling.

### **Research Questions**

- Do the students have the need for counseling at secondary level? ( Do the students need educational guidance
- Do the students need vocational guidance?
- Do the students need social guidance?
- Do the students need emotional guidance?
- Do the students need behavioural guidance?
- In which area of problems more consoling is needed?

### **Delimitation**

Present study was delimited to the Govt. Girls schools of Lahore city.

### **Methodology**

In this study attempts were made to determine the counseling needs of students at secondary level the study was descriptive in nature. Following steps were followed:

### **Population and sample**

The population of study was all the student of Govt. Secondary Schools in Lahore city. According to the convenience of the researcher only 05 girls school were selected so students of these schools were the population.

These schools were.

- (i) Federal Govt. Girls High School
- (ii) M.C. Govt. Girls High School
- (iii) Govt. Lady Macligon Girls high School
- (iv) Govt. Madrisa tul Binat Girls high School
- (v) City District Govt. Girls high School

A sample of 60 students (from 9th & 10th classes) was taken on the convenient basis from available students on the particular days of visit.

### **Instrumentation**

For the present study the questionnaire was developed as an instrument. After reading books and by the consultation of the advisor of the study researcher derived a need assessment questionnaire (NAQ). Five areas of needs were identified as. **Education needs, vocational needs, social needs, Emotional needs, and Behavioural** needs. Statements indicating deficiency of that needs were devised. Many statements related to all five areas were constructed. Some were taken from Nayak (2004) and other was devised by the researcher. Those statements were checked again and again to make them easy, clear and relevant. Some were dropped and some were rephrased to make them understandable. Final questionnaire was consisted of 27 questions on the whole (see appendix A). There were 07 statements in Educational needs and 05 statements in Vocational, Social, Emotional and Behavioural needs. For responses instructions with example were prepared and students were asked to check the statements either  $\surd$  or X

### **Administration of the Questionnaire**

Questionnaire was administered with the permission of school headmistress to students. The researcher personally went to 05 government girls' high school. Before the administration of the questionnaire the students were informed about the purpose of the study and requested to fill it honestly & completely.

### **Scoring Rubric**

Statements checked as positive ( $\surd$ ) indicated existence of need of counseling so 01 score was allotted to it and if the statement checked as negative (X), Zero score was given. After giving score to each statement, total score for each type of need was calculated separately.

One student score was plotted against her number for all needs same was the procedure for all the students Total score of Educational needs was 07 and 05 for rest of all the needs. Following criteria was made to evaluate and compare needs of students with the help of supervisor: For Educational need:

Score above 4 = high need  
Score 4= moderate need  
Score below 4 = low need

For vocational, Social, Emotional and Behavioural needs

Score above 3 = high need  
Score 3= moderate need  
Score below 3 = low need

By considering these criteria high, moderate and low needs were assessed. Then frequencies and percentages of high needs relevant to the type of need were calculated. Percentage distribution and Bar Diagram was used for final results.

### Data Analysis & Interpretations

All the research questions are answered by the results of data analyses and conclusions are drawn on the bases of interpretations

**Table No. 1: Institution Name F.G. Girls High School Lahore**

Student No	Edu. Needs	Voc Needs	So-Needs	Beh. Needs	Emo. Needs
S 1	1/7	3/5	*4/5	*4/5	1/5
S2	0/7	*5/5	2/5	2/5	2/5
S3	3/7	*5/5	2/5	2/5	*5/5
S4	2/7	3/5	3/5	*4/5	3/5
S5	3/7	*4/5	3/5	3/5	3/5
S6	*5/7	*5/5	2/5	3/5	3/5
S7	2/7	*5/5	2/5	3/5	*5/5
S8	3/7	*5/5	3/5	3/5	*4/5
S9	3/7	*5/5	2/5	3/5	*5/5

S10	2/7	*5/5	215	3/5	*5/5
S11	*5/7	*4/5	215	3/5	2/5
S12	3/7	*5/5	*4/5	215	*5/5

Scores of students of F.G. Girls High School Lahore indicate that the students F.G. Girls High School Lahore are seeking for vocational guidance and emotional guidance. Students may be worried about their professions in future. After secondary school level, students have to choose their job line such as medical, engineering, or other area of interest. There is deficiency of such counselors in schools those guide the students about their future career. Students' least problematic area is educational needs. It may be due to that each teacher in school is capable to solve students' educational problems.

**Table 2:** Institution Name. Govt. M.T.D High School Lahore

Student No	Edu. Needs	Voc Needs	So-Needs	Beh. Needs	Emo. Needs
SI	1/7	2/5	2/5	*5/5	2/5
S2	4/7	2/5	1/5	2/5	3/5
S3	0/7	*4/5	2/5	2/5	1/5
S4	3/7	*4/5	3/5	*4/5	*4/5
S5	2/7	2/5	2/5	2/5	1/5
S6	1/7	2/5	2/5	*5/5	2/5
S7	0/7	*4/5	1/5	2/5	0/5
S8	2/7	3/5	2/5	*5/5	1/5
S9	3/7	*4/5	2/5	2/5	2/5
S10	1/7	*4/5	3/5	*4/5	3/5
S11	2/7	3/5	1/5	3/5	3/5
S12	*5/7	2/5	2/5	*4/5	1/5

Score of students of Govt. M.T.B High School show that the students of particulars school required high need of emotional guidance and then vocational guidance. The reasons may same as reasons of students of F.G. Girls High School Lahore.

**Table 3: Institution Name: M.C. Govt. High School Lahore**

Student No	Edu. Needs	Voc Needs	So-Needs	Beh. Needs	Emo. Needs
SI	*7/7	2/5	2/5	3/5	1/5
S2	3/7	*4/5	*4/5	3/5	1/5
S3	4/7	1/5	*4/5	2/5	*4/5
S4	*5/7	3/5	2/5	3/5	*4/5
S5	3/7	*4/5	*4/5	2/5	*4/5
S6	4/7	3/5	3/5	2/5	2/5
S7	3/7	*4/5	2/5	3/5	3/5
S8	4/7	*5/5	3/5	2/5	2/5
S9	3/7	3/5	2/5	3/5	3/5
S10	*5/7	3/5	3/5	3/5	2/5
S11	3/7	*4/5	3/5	3/5	*4/5
S12	3/7	*5/5	2/5	*4/5	2/5

On the basis of above mentioned information that the student of M.C Govt. School shows the high need of vocational guidance. The reasons may same as reasons of students of F.G. Girls High School and Govt. M.T.B High School Lahore.

**Table 4: Institution Name: Govt. L.M.G. High School Lahore.**

Student No	Edu. Needs	Voc Needs	So-Needs	Beh. Needs	Emo. Needs
SI	*5/7	*4/5	1/5	*4/5	3/5
S2	0/7	*4/5	2/5	1/5	2/5
S3	1/7	3/5	*5/5	*4/5	1/5
S4	2/7	3/5	3/5	2/5	3/5
S5	2/7	3/5	1/5	*5/5	3/5
S6	2/7	3/5	1/5	*5/5	3/5
S7	*5/7	2/5	1/5	*5/5	3/5
S8	2/7	3/5	*4/5	*4/5	1/5

S9	2/7	3/5	3/5	3/5	2/5
S10	3/7	2/5	2/5	3/5	3/5
S 11	3/7	3/5	*4/5	3/5	1/5
S12	2/7	3/5	*4/5	*4/5	1/5

Above mentioned information shows that the students of L.M.G High School are seeking more guidance and counseling in emotional and social area.

**Table 5: Institution name: City District Govt. High School Lahore.**

Student No	Edu. Needs	Voc Needs	So-Needs	Beh. Needs	Emo. Needs
S 1	3/7	*4/5	3/5	2/5	2/5
S2	4/7	3/5	3/5	3/5	1/5
S3	*5/7	3/5	*4/5	2/5	3/5
S4	4/7	3/5	2/5	2/5	*4/5
S5	4/7	*5/5	1/5	2/5	3/5
S6	4/7	3/5	3/5	*4/5	2/5
S7	1/7	2/5	3/5	2/5	*4/5
S8	3/7	2/5	3/5	*4/5	1/5
S9	2/7	3/5	3/5	3/5	*4/5
S10	4/7	2/5	2/5	2/5	2/5
S11	*5/7	*5/5	*4/5	*4/5	3/5
S12	2/7	*4/5	*4/5	*4/5	1/5

Need assessment questionnaire score of students of city district Govt. High School indicates that the students of particular school show problems in vocational area and also show some problems in emotional area.

### Findings

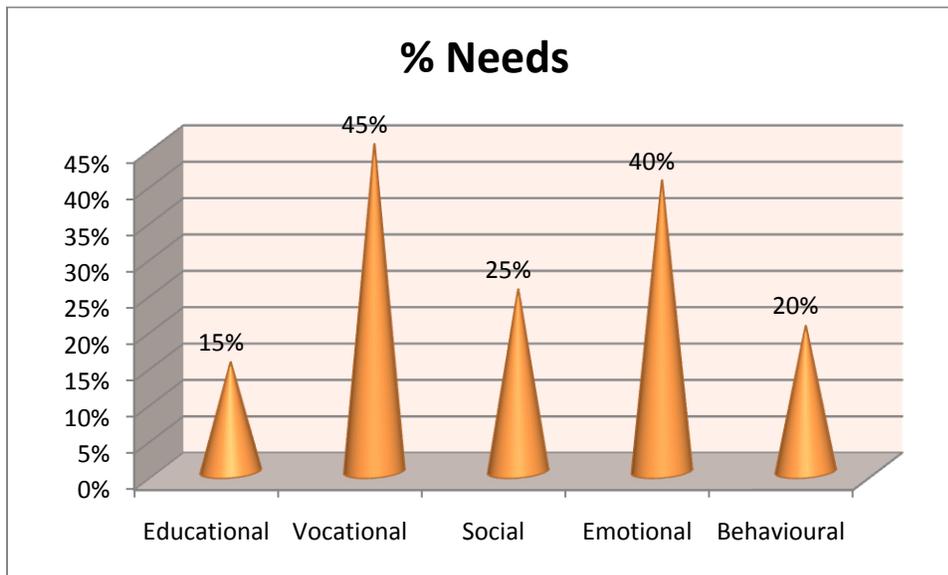
The comparisons of different counseling and guidance needs of secondary schools students are given below in table 6.

**Table 6:**

### Frequency and percentages of needs existence among students (n=60)

Needs	Frequency	Percentage
Educational	9	15%
Vocational	27	45%
Social	15	25%
Emotional	24	40%
Behavioural	12	20%

**Graph 1: percentages of needs**



The results of this study are shown in above mentioned table and graph. The results of which signifies the students of secondary level have higher need of vocational guidance as compared to others i.e. educational, emotional, social, and behavioural counseling. The second highest need was of emotional counseling according to the given responses. Need of social counseling takes place on third position and the needs of behavioural and educational guidance takes place and 4<sup>th</sup> and 5<sup>th</sup> position. It was indicated that the educational and behavioural needs were below the midpoint. That means these areas of student were not problematic for them.

## Discussion

The main objective of this study was to identify the counseling needs of the students. It was assumed that students have counseling needs in all area of life. The results of this study explore that secondary school students are seeking guidance and counseling in vocational and emotional areas. Need of vocational guidance is highest (45%) among secondary school students. Students, after secondary school leaving certificate, have to choose career or interested field of study. Students can either adopt medical or engineering profession or further studies in specific areas. Students, due to unawareness of nature of professions and untrustworthy of their skills and abilities, feel culpable them to choose right career path for future life. Therefore they have to

consult for guidance and counseling for future career planning. A proper guidance can help them to find a career that is suitable for them. Sometimes parents understand that they should guide their child in proper way for further studies of career planning. They guide their child according to social setup, child's interest, or their information but often parents do not understand their child's interest or trends and forced the child to adopt the career they like. Students of secondary level are not enough mature to understand natures of different works and careers and also they are not aware of their abilities and skills for different works or careers or subjects of further studies those can help them in future planning. So vocational guidance and counseling should be provided students' of secondary level at right time.

The results of this research study also explore that a majority (40%) of secondary school students have the need of emotional guidance and counseling also. Secondary school students are in transitional period of their age from childhood to adulthood so they have the need of emotional counseling and guidance also. This age may be the most sensitive age of a student. Students face different kind of changes in them. They act highly emotional in different matters. They do not know how to control their feelings and emotions and how to release their tension. They, at this stage, usually feel attraction in opposite sex but no proper guidance is provided them regarding good and harmful things for them. In our society, parents and teachers usually avoid talking their children regarding these emotional matters even, according to Islamic point of view, parents are solely responsible and it is parents' moral duty to guide their children to be successful here and hereafter. Teachers may provide guidance and counseling for their emotions otherwise students may spoil their lives and may be medically unfit for various body functions also.

This research study explores that 25% students of secondary level have the need of social guidance and counseling. It might be our social structure. Our social structure is Islamic and therefore very strong enough to bond the people to have brotherhood among them. Therefore students know better how to improve relationship with others hence they may face problems in making good friends. Friendship at secondary school level is usually lasts lifelong. If the students are socially guided then they may develop friendship with others that satisfied them mentally.

A small portion (15%) of secondary school level students has educational needs. It may be due to that almost all teachers guide their students academically. Students often consult their teachers for successful method of studies and teachers guide them properly. Similarly only 20% students have behavioral problems. It may be due to parents and teachers who are always guide them to improve their behaviors.

### **Research limitations**

The sample of this study was not big but appropriate enough. Because of the chosen research approach and small sample, the research results may lack generalisability. Therefore, researchers are encouraged to replicate this research study including additional data collection instruments such as interview or likert type rating scale, larger sample, and male and female stratum.

### **Research implications**

- Teachers made responsible for students' guidance and counseling

- Career consultant and professional counselor should be appointed in each secondary school
- Market need assessment results should be communicate students through handouts, information display boards, and teacher-parents meetings
- Counseling process should be assessable to each student

## References

- Abdulruaf, R.K. (2002). Educational Psychology .New Delhi: Vikas Publication.
- Beck, J. (2003). Key issues in Secondary education. London: Continuum Publication.
- Chapnan, L.W. (2005). Social need retrieved on 15<sup>th</sup> Jan, 2007 from <http://www.answer.com>.
- Cooper, P. (2002). Emotional and Behavioural difficulties. London: Rutledge Flamer Publisher.
- Casado, M.A. (2006). Aims of Counseling retrieved on 15<sup>th</sup> Jan, 2007 from <http://www.findarticales.com>.
- Dash, B. N. (2003). Guidance and Career Counseling. New Delhi: Dominant Publishers.
- Eleni, P.N. (2006). Beghning of Counseling retrieved on 17<sup>th</sup> Dec. 2006. From <http://www.education.com>.
- Hasnain, Q. (2004). Educational Guidance. New Delhi : Anmol Publication.
- Hasan . (2002). History of Counseling retrieved on 11<sup>th</sup> Dec. 2006 from <http://www.Findarticales.com>.
- Jerslid, A.T. (1967). The Psychology of Adolescence London: Macnally Company.
- Miller, J.L. (2004). Social need of secondary student retrieved on 15<sup>th</sup> Jan 2005 From [http://www. Findarticales.com](http://www.Findarticales.com).
- Maclaughlin, B. (2004). Academic needs of Secondary students retrieved on 11<sup>th</sup> Dec 2006 from [http://www. Findarticales.com](http://www.Findarticales.com).
- Mishra, R.C. (2004). Guidance and Counseling. New Jersey: Universal Publication.
- Nayak, A. K. (2004). Guidance services in school. New Delhi: Dominant Publishers.

- Nugent, F. A. (1994). *An introduction to the Profession of Counseling*. New Jersey: Prentice Hall Inc.
- Smith, G.E. (1995). *Counseling in secondary school*. Toronto: The Macmillan Company.
- Truman, L. K. (2006). *Educational Guidance*. Columbia: Universal Publication.
- Vashist, S. R. (1993). *Vocational Guidance in Elementary School*. New Delhi: Anmol Publication.
- Vanzardt & Hayslip. (2001). *Developing your school counseling programme*. Canada: Bookrags Inc.
- Wikipedia (2006). Behavioural need of students, retrieved on 25<sup>th</sup> March 2006, from <http://www.answer.com>.
- Wrenn, P. S. (2006). *Educational Psychology*. New Jersey: Universal Publication.
- Worde, V. (2003). what is counseling retrieved on 25<sup>th</sup> Dec.2006. From <http://www.education.com>.
- Zeran, R. (1962). *Organization and Administration of Guidance Services*. New York: Rutledge Flamer.

## Appendix-A

### Questionnaire for students

**Topic: assessment of counseling need of students at secondary.**

#### Instructions

Read the statement carefully, if it is correct about you mark (√) in the end, if it is not like you mark (x) in the end please checks the entire question very carefully and honestly. Be sure that data will be kept confidential.

#### Example:

- I don't know about enough my country.
- I don't know how to be a leader.

#### Educational needs

1. I can't read fast enough to complete my studies in time. ( )
2. I can't write fast enough to complete my work in time. ( )
3. I don't know proper method of studies. ( )
4. I can't do as well in my studies as other people expect me to do. ( )
5. It is difficult for me to get the books that I need for study. ( )
6. It is difficult for me to get enough confidence to talk with teachers. ( )
7. Even though I force myself my attention will not remain on my assignment long enough to finish them. ( )

#### Vocational needs

1. I worry to mush about what my future will be after my studies. ( )
2. I don't know enough about the qualification need for different works and careers. ( )
3. I don't know enough about my abilities for different kinds of works and careers. ( )
4. I don't know enough about my attitude for different kinds of work and careers. ( )
5. I don't know what subjects help me in future. ( )

#### Social needs

1. I don't know how to improve the relationship with others. ( )
2. I don't know how to make good friends. ( )
3. I don't know how to make friends among the opposite sex. ( )
4. I don't have sufficient information about the matters on sex. ( )
5. I don't know how to improve peer relationship. ( )

#### Emotional needs

1. It is difficult for me to get freedom in my life. ( )

2. I don't know how to achieve more satisfaction in my life. ( )
3. I don't know how to release tension. ( )
4. It is difficult for me to stop weeping on sorrowful situations. ( )
5. It is difficult for me to control our emotions. ( )

**Behavioral needs**

1. It is difficult for me to get confidence. ( )
2. I have more difficulty in for getting my mistakes then I believe I should have. ( )
3. It is difficult for me to remain silent against in justice. ( )
4. I don't know how to give respect to others. ( )
5. I don't know how to get respect from others. ( )

**STUDENTS NAME** \_\_\_\_\_

**AGE** \_\_\_\_\_

**SCHOOL NAME** \_\_\_\_\_