

**RESEARCH PAPER****Guidance and Counselling Service: A Path to Enhance Academic Achievement for Secondary Schools' Students****<sup>1</sup>Qamar Zaman Bhutto\* <sup>2</sup> Dr. Jam Muhammad Zafar and <sup>3</sup> Dr. Naeem Ullah**

1. Ph.D. Scholar, Department of Education, Khwaja Fareed University of Engineering and Information Technology Rahimyar, Punjab, Pakistan
2. Assistant Professor, Department of Education, Khwaja Fareed University of Engineering and Information Technology Rahimyar, Punjab, Pakistan
3. Assistant Professor, Department of Education, Khwaja Fareed University of Engineering and Information Technology Rahimyar, Punjab, Pakistan

**\*Corresponding Author:** bhuttoqamar8@gmail.com**ABSTRACT**

This article focuses on the importance of guidance and counselling services for improving learning outcomes of students in the secondary schools of Larkana Division. Guidance and counselling service is supportive to students in aligning their strengths, enhancing their learning outcomes, nurturing their interests and values, and ultimately facilitating the realisation of their complete potential. In present era of information technology it has become difficult for a student to take right direction in educational perspective. The need of a counsellor is felt more than ever. By using a quantitative study approach a questionnaire was developed to collect data from 200 Male and Female secondary school students of Larkana Division, Sindh, Pakistan. The study showed the need of strengthening teacher-pupil interaction, considering student subject selection and feelings, and addressing concerns related to exam challenges and curricular relevance. The Ministry of Education must develop counselling centres in both public and private secondary schools, as well as the implementation of comprehensive counselling curricula.

**Keywords:** Analytical Approach, Challenges, Guidance and Counseling, Learning Outcomes, Trends**Introduction**

Using guidance and counselling within the educational context is an important tool for influencing a child's orientation towards achieving enhanced learning outcomes. The ongoing growth of a child with increasing age and the heightened level of competition experienced by learners necessitate the crucial role of guidance and counselling services in education, as it supports the learner in providing right direction for achieving academic success. (Siregar & Nadaek, 2021). Therefore, the counsellor must provide guidance and counselling support to the child in shaping their future through counselling therapy. The school counsellor is perceived as main character in moulding the personality of students. The school counselors provide services through their professional training, by establishing a friendly rapport with students, attentively listen to their grievances and shortcomings, and provide advice to assist them in directing their chosen path in life.

The study refers to the systematic investigation conducted by drawing upon existing written works and research findings. The literature review process involves initially identifying and reviewing sources that are pertinent and connected to the enhancement of learning outcomes through the provision of Guidance and Counselling Services in Secondary Schools. The investigation findings are subsequently gathered and synthesised through a descriptive approach, which involves the author presenting statements that describe the objectives of counselling and guiding services for students based on previously obtained references.

According to Egbo (2013), ideal child development can only occur within an atmosphere that is conducive to teaching and learning. The observation, as mentioned earlier, serves as the basis for all subsequent analysis.

Chireshe (2006) suggests that implementing Guidance and Counselling Services (GCS) in educational settings facilitates students' enhanced comprehension of their interests, abilities, and potential. Consequently, this comprehensive understanding enables students to make judicious decisions regarding their professional paths (Nkechi Theresa et al., 2016). Educational planners prioritise providing prominent attention to educational services that facilitate teaching and learning within schools. Counselling services are a component of the educational services provided by schools. There is a prevailing belief that the provision of guidance and counselling services within educational institutions serves to cultivate, evaluate, and promote educational programmes, elevate instructional quality, encourage instructor competency, and mitigate financial burdens for students.

According to Oviogbodu (2015), counselling may be described as a series of interventions aimed at aiding individuals in resolving their personal difficulties. Counselling exhibits a greater degree of emotional involvement within the affective domain of personalised learning, encompassing emotions, sentiments, values, and attitudes. Counselling refers to the interaction process or establishing a relationship between two or more individuals, specifically the client-counselor relationship characterised by trust (Geshinde, 1991). Counselling is an educational process in which a counsellor assists individuals in gaining knowledge and comprehension of themselves and their surroundings, enabling them to make wise decisions regarding behaviours that promote educational, vocational, and socio-personal development, advancement, maturation, and enhancement (Egbo, 2013).

According to Wichgers (2022), the primary objective of guidance and counselling is to facilitate the development of persons who possess a diverse range of perspectives, interpretations, choices, adaptations, and competencies, enabling them to traverse their surroundings (Leke, 1976) effectively. In essence, counselling is a transformative endeavour to facilitate individuals' acquisition of knowledge and skills within and beyond the educational setting.

The primary objective of guidance and counselling is to assist individuals in the process of self-discovery, enabling them to gain insight into their own attributes, including strengths and shortcomings. By fostering acceptance and promoting positive responses, individuals are empowered to grow further and fulfil their potential within their social interactions (Psifidou, 2021).

Counselling is an interpersonal process wherein an individual receives assistance from another individual to enhance their development, deepen their comprehension, and improve their problem-solving skills. Occasionally, it may entail the participation of a collective, including two or more individuals. Following the prior discussion, it is imperative to highlight the advantages of Guidance and Counselling for students within the educational setting.

## **Literature Review**

### **The concept of guidance and counselling**

According to Kolo (2001), guidance and counselling can be defined as an rational process in which individuals assist others in achieving personal growth and fostering constructive adaptation through the development of self-awareness. According to Akinade (2012), guidance and counselling may be described as a systematic procedure to facilitate an individual's comprehensive self-awareness and understanding of their responses to

external stimuli within their surroundings. This further aids him in constructing personal significance for this action and formulating and categorising a collection of objectives and principles for subsequent behaviour. Guidance is a methodological and purposeful process characterised by its constructive nature, systematic approach, strategic planning, and goal-oriented direction. Counselling activities are not characterised by their incidental nature, lack of intentionality, perfunctoriness, or gratuitousness (Suzuki, 2020). According to Gredler (1995), counselling is a one-on-one procedure that takes place between an individual who is experiencing difficulties that they are unable to manage on their own and a professional practitioner who possesses the necessary knowledge and expertise to assist others in finding resolutions to their particular needs. According to Okoye (2010), counselling is perceived as an interactive connection to promote personal growth by providing individuals with the necessary information to make good decisions and fostering self-awareness. Counselling is an educational process in which a counsellor assists individuals in acquiring knowledge and comprehension of themselves and their surroundings, enabling them to make wise decisions regarding behaviours that promote educational, vocational, and socio-personal development and advancement (Egbo, 2013). In short, counselling is a transformative endeavour to facilitate individuals' acquisition of knowledge and skills within and beyond the educational setting.

### **Types of Counselling**

Various classifications of counselling exist within the field of mental health. These classifications encompass different approaches and techniques utilised by counsellors to address the diverse needs of those seeking therapeutic.

There exist two primary categories of counselling, specifically individual counselling and group counselling.

#### **Individual counselling services**

This approach is commonly known as individual counselling. The interaction takes place between a counsellor, who has received professional training, and their client, referred to as the counselee. The objective of this endeavour is to facilitate the client's self-awareness, enhance cognitive clarity, and provide guidance, ultimately enabling the client to arrive at a meaningful and informed decision. As a result of this intervention, the issues clients face are mitigated. According to *Ojo and Chaturvedi (2005)*, *Frumboltz and Thoreson* emphasised the primary objective of counselling as facilitating client change through various means, such as modifying maladaptive behaviour, facilitating the acquisition of decision-making skills, or engaging in preventive measures.

#### **Group Counselling**

Group counselling is a therapeutic approach that involves a small number of individuals who get together to discuss and explore their concerns and issues in a group. This scenario depicts a counselling session wherein a group of individuals engage in therapeutic dialogue with a counsellor with professional training in the field. The optimal size for this group should be at most seven individuals or should consist of a minimum of ten participants in order to foster group cohesion and facilitate an efficient and well-regulated counselling session. The individuals within these groups are referred to as clients or counselees, and they share typical duties or problems intended to be resolved. During group counselling sessions, participants are provided with an open and permissive environment, fostering a sense of freedom of expression and encouraging the exercise of free speech. Throughout counselling, the counselees are allowed to freely articulate their thoughts and emotions on an individual basis. This approach allows for the identification and subsequent examination of the issues at hand, hence enabling all participants to collectively deliberate upon and get advantages from the resolution process. During group

counselling sessions, individuals seeking guidance, referred to as counselees, openly communicate their emotions to the counsellor. The primary objective of the counsellor in this context is to assist in uncovering and addressing the underlying issues that are obstructing the resolution of these emotional challenges. He contributes to the elucidation of the issue by his possession of professional expertise and knowledge. The counsellor assumes a leadership role inside the group, responsible for directing and managing its activities and addressing various problems.

### **The counsellor and counselees**

In this particular context, the counsellor is an individual who possesses professional training as both an educator and a therapist, ideally employed within educational institutions. The primary function of the teacher counsellor entails utilising novel techniques to assist the client/learner in resolving the intricate complexities of their individuality and the broader social context. Educational institutions have the capacity to provide valuable assistance through the provision of counselling services, which may be implemented in a comprehensive manner by incorporating them into the overall culture and values of the school. These services may encompass both individual and group counselling sessions. According to Lang et al. (1993), the effectiveness of counselling in schools is contingent upon the comprehensive integration of counselling within a holistic school framework. Regardless of whether it is integrated, group-based, or individual, the counselling process must be approached with sensitivity and confidentiality. The primary objective of counselling is to facilitate the empowerment of the person. In order to effectively carry out this duty, the teacher-counselor must possess appropriate professional training. According to Altine and Bilyaminu (2021), it is recognised that in order for a child to develop and grow, it is essential for individuals to first understand and accept the child for who they truly are. Otherwise, achieving achievement will elude even the individual's most diligent endeavours. According to Mikaye (2012), it is crucial for counsellors to possess an understanding of the world of young individuals. Counsellors can provide more effective assistance when they possess a comprehensive understanding of their clients, including the recognition that it is generally easier to establish positive foundations with boys and girls compared to the process of repairing relationships with men and women. A counsellor should possess a genuine interest and strong motivation to alleviate misery and facilitate individuals in achieving greater fulfilment in their lives. In order to effectively fulfil their role, counsellors must surpass a mere inclination towards the topic matter and instead acquire the necessary expertise. According to Ndirangu (2000), it is acknowledged that the teacher-counselor should possess a strong foundation in clinical psychology, as it is guided by the principle that all behaviour is influenced by underlying causes. The teacher-counselor must possess an understanding of the cultural values and beliefs held by the majority of the individuals they serve within the educational institution. The significance of this matter lies in the potential for cultural misinterpretation to result in enduring harm to the client. The inclusion of guidance and counselling for individuals as a component of the Guidance and Counselling technique for addressing personality issues, as highlighted in the Map-Robinson Report of 1987, is not surprising. Moreover, this practice is often carried out by indigenous counsellors. According to Witmer (1990), the concept is supported by a report that emphasises the importance of counsellors being aware of cultural contexts and changes. The responsibility of the teacher-counselor encompasses the creation and implementation of comprehensive guidance programmes, the provision of counselling services, and the utilisation of assessment techniques that incorporate a gender perspective. The absence of comprehensive training in gender analysis among counsellors might result in the provision of advisory services and the organisation of activities that perpetuate and reinforce existing stereotypes. The acquisition of counselling abilities is a gradual process that necessitates consistent practice under the guidance of an experienced teacher-counselor. Counselling is an intentional process that facilitates clients in gaining insights

into themselves and others. As a result, the counsellor needs to possess proficient listening skills. Counselling is a systematic and theoretical procedure.

### **The role of the teacher counselor: A significant aspect of the educational setting.**

In the early stages of implementing the guidance and counselling programme in secondary schools, the designated counsellor's responsibilities were primarily focused on providing improved learning atmosphere and information about career or vocational options. Over time, it became evident that students had other challenges beyond their academic pursuits. During the 1980s and 1990s, an additional counselling component was incorporated into the preexisting guiding system. According to the Koech Report of 1999, it was suggested that the incorporation of a counselling component within guidance services would be beneficial in assisting students in addressing their challenges and difficulties.

According to Rogers (1961), guiding and counselling should aim to assist clients in achieving self-understanding, thereby facilitating behavioural change, attitude transformation, and the identification of unique qualities and abilities. Given this, the primary function of a guidance and counselling provider within an educational institution is to assist individuals facing challenges in effectively managing or adapting to them. Additionally, they aim to develop a comprehensive understanding of the environment in order to anticipate, mitigate, and ideally prevent potential difficulties that may arise in the future, thereby safeguarding students from encountering such obstacles. Additionally, the responsibility of the individual in question includes assisting others in strategising and attaining optimal advantages from educational, social, and occupational encounters, thereby facilitating the exploration and cultivation of their inherent capabilities (Wamalwa, 2019). To effectively fulfil this role, the counsellor must establish themselves as a reliable and trustworthy figure for all learners. This can be achieved by the demonstration of a positive attitude and the proficient exchange of relevant information with counselees. According to Durojaiye and Arene (1979), it is imperative to utilise the provided information in order to assist each student in enhancing their abilities. The counsellor should collaborate with other educators to discern the distinct mental capacities, aptitudes, and creative talents of each kid, subsequently aiding them in cultivating a pragmatic self-perception. According to Sindabi (1992), a counsellor must possess a comprehensive understanding of the many issues that students are likely to encounter, as well as the managing techniques they employ when faced with imbalances or discomfort.

### **The Significance of Guidance and Counselling Services within Educational Institutions**

The primary objectives of guidance and counselling services in educational institutions are to support students in meeting their fundamental physiological requirements, fostering self-awareness and cultivating interpersonal relationships with their peers, striking a balance between permissiveness and regulation within the school environment, attaining successful academic outcomes, and facilitating the acquisition of independence (Nkechi *et al.*, 2016). The significance of these services is elucidated by Bolu-Steve and Oredugba (2017) as follows:

**Development of Students' Potentials:** The development of students' potential by providing G&C facilitates is instrumental in formulating and augmenting their academic competencies.

**To help students with growing problems:** Counseling services are intervention methods that are successful in dealing with student academic challenges and, at the same time, promote healthy social relationships among the students.

**Decision Making Power:** The objective of this initiative is to facilitate students in making judicious decisions regarding their educational pursuits. Students need to possess knowledge regarding the various options, including courses, curricula, schools, or institutions, in order to make informed decisions about their desired pursuits. Individuals must possess knowledge regarding subject combinations or possibilities, the content and nature of subjects within the classroom setting, the range of courses accessible, and the potential prospects associated with pursuing a specific course.

**Development of Scheme of Study:** Educational institutions that provide the desired academic curricula, Scheme of study, admission prerequisites, and educational prospects can achieve improved learning outcomes easily. The counsellors can assist curriculum developers in designing courses of study that align more closely with the specific requirements and interests of the students. It has been observed that in Pakistan the Counsellors are frequently excluded from endeavours related to the construction of curricula.

**Technical Services:** A guidance counsellor possesses the necessary qualifications to support educators in the areas of test selection, administration, and interpretation. Additionally, they can guide the selection and utilisation of various types of records, such as cumulative and anecdotal records. Moreover, they can offer valuable assistance and suggestions regarding counselling techniques that teachers can employ when working with their students. Lastly, they can take on a leadership role in the development and implementation of professional development programmes for teachers in the realm of guidance counselling.

### **What are the perspectives on effective teaching and learning, as well as guidance and counselling?**

Teaching is a prevalent occurrence within educational institutions, with the primary objective of fostering a constructive transformation in an individual's life. Within the realm of guiding and counselling, the counsellor actively engages in the process of attentively listening to the kid's concerns, extracting the underlying issue at hand, and making concerted efforts to assist the child in surmounting the problem by the provision of appropriate advice. Furthermore, the counsellor maintains ongoing involvement and follow-up to ascertain whether the child is effectively implementing the therapeutic interventions.

The importance of teacher effectiveness in utilising instructional resources is widely recognised as it facilitates the acquisition of necessary subject matter knowledge and enhances teaching capacities (Orodho et al., 2013). The retention of proficient and seasoned staff inside an organisation, particularly within the context of a school setting, has significant importance for maintaining organisational standards. According to a study conducted by Hammon et al. (2006), characteristics such as instructors' subject matter expertise and teaching proficiency are key determinants of teaching effectiveness. According to Hanlan et al. (2006), proficient educators possess the knowledge and abilities necessary to implement various tactics that facilitate the enhancement of students' academic performance, as well as their ability to navigate essential life skills.

In the study conducted by Abolade (2000) and cited by Egbo (2013), teaching is defined as a collection of actions that are specifically meant to elicit modifications in the behaviour of those engaged in the learning process. According to Popham (2010), teaching encompasses the processes of explanation, demonstration, guidance, and counselling, all of which are employed by the teacher to facilitate a transformation in the learner. According to Okoye (2010), the primary objective of education is to facilitate the acquisition or alteration of skills, attitudes, information, ideas, or appreciation in individuals. In the realm of education, the purpose of teaching is to facilitate positive transformations in learners.

Additionally, it has been observed that teaching is considered useful just when learners successfully attain predetermined behavioural goals. According to Nnabuike (2012), it is argued that teachers should also be considered as learners due to the perpetual nature of the learning process.

According to Okoye (2010), learning can be defined as the cognitive process through which individuals acquire, retain, and apply knowledge, skills, habits, attitudes, and ideas. This process leads to the gradual adoption and adjustment of one's conduct and behaviour. According to Okech and Kimemia (2012), learning can be defined as the process of acquiring new behaviour or experiencing a behaviour change, which can be either good or negative. Additionally, it encompasses the process of acquiring knowledge, information, skills, and cultural understanding. The author observed that the process of learning invariably results in a transformation of an individual's cognitive processes, behavioural tendencies, and emotional experiences. The process of learning encompasses cognitive functions, particularly those related to mental reasoning. Teaching and learning are intrinsically interconnected, analogous to the synergetic relationship between competence and performance.

According to Nnabuike (2012), the primary responsibility of a teacher is to facilitate the learning process by intentionally and purposefully manipulating various elements such as information, knowledge, skills, values, attitudes, and habits of the students. This manipulation is aimed at fostering learning and ultimately bringing about positive changes in the character of the learners. Based on the aforementioned statement, it may be argued that the absence of learning implies the absence of good instruction.

In a classroom setting, the teacher assumes the role of a counsellor through the implementation of the Teaching Advisory Programme (TAP). In this context, the teacher guides students by drawing upon personal experiences and real-life examples, serving as a mentor due to their perceived role model status.

Proficient educators possess a comprehensive understanding of the subject matter and expertise in their instructional abilities. Through this approach, educators instil in their students a deep passion for acquiring knowledge and developing a genuine enthusiasm for the learning process. Additionally, they possess an understanding of the most effective methods via which pupils acquire knowledge, comprehend concepts, and develop abilities. Effective educators utilise their understanding of cognitive processes to discern which strategies will be most efficacious in facilitating successful learning outcomes for the specific pupils in their classrooms.

Effective educators provide a conducive and well-regulated setting, encompassing both the physical and emotional aspects, in order to facilitate pupils in reaching their maximum capabilities. It is widely recognised that students exhibit optimal learning outcomes when they are situated inside a classroom environment that fosters feelings of safety and confidence, enabling them to undertake novel tasks with a willingness to confront initial uncertainties. Effective educators engage in regular self-reflection to assess their effectiveness in facilitating student learning and actively seek out opportunities for improvement.

### **Objectives of Guidance and Counselling in Secondary Schools**

The objectives of guidance and counselling in schools about the provision of comprehensive support services aimed at promoting the holistic development and well-being of students. These objectives encompass various aspects, including academic, personal/social, and career development. The primary goal is to assist students in acquiring the necessary knowledge, skills, and attitudes to direct challenges. The purposes of guidance and counselling align closely with the objectives of education. The underlying justification

for counselling is predicated on the belief that persons who possess a comprehensive understanding of themselves and the world in which they exist are more likely to undergo a process of personal transformation, leading to enhanced productivity, effectiveness, and overall well-being.

**The following are key aims of guidance and counselling within educational institutions.**

- The objective is to cultivate within students a consciousness of societal opportunities by providing them with pertinent and valuable information.
- To facilitate the cultivation of self-study, self-analysis, and self-understanding abilities among students.
- To assist students in choosing suitable and fulfilling personal and educational decisions.
- To Promote the cultivation of favourable dispositions among students towards themselves, their peers, their academic tasks, and the process of learning.
- To facilitate the acquisition of information collection and utilisation skills among students.
- In order to facilitate the realisation of students' maximum potential, interventions should be implemented to support those who are currently underachieving.
- Facilitate children's ability to establish meaningful connections between their conduct, cognitive achievement, and prospects of success.
- The objective is to facilitate the development of a good self-image in students at an early stage of their lives, achieved through the processes of self-understanding and self-direction.
- The objective is to provide support to students in their endeavour to cultivate and attain proficiency in the domains of problem-solving and decision-making.
- In order to enhance a child's understanding of reality, foster the development of autonomy, and cultivate motivation for creativity and productivity.

**Challenges Confronting Guidance and Counselling Services at Educational Institutions**

According to Odu (2004), the primary objective of guidance and counselling is to support students in their holistic development, encompassing physical, mental, emotional, moral, and educational aspects, enabling them to effectively address learning challenges both within and beyond the school setting. Several challenges impede the effectiveness of the services offered by counsellors.

**Insufficient number of qualified counsellors:** Despite the presence of numerous individuals with advanced degrees in guidance and counselling within Pakistan, a significant portion of them do not possess the requisite expertise to function as proficient counsellors due to their inadequate acquisition of essential practical abilities. Schools face a scarcity of well-educated counsellors, and those who have received training often opt for employment in non-school environments (Gredler, 1995).

**Doubts regarding the effectiveness of guidance and counselling:** Certain individuals, including colleagues who lack experience, teachers, principals, or administrators, express scepticism towards the efficacy of counselling. Akinade (2012) expresses scepticism over the dependence on its utilisation.

The insufficient dedication exhibited by government officials is a hindrance to the advancement of the profession. Enhanced commitment is necessary to foster its growth.



**Insufficient financial resources:** Presently in Pakistan, the allocation of funds towards guidance and counselling services is insufficient, hence resulting in a lack of suitable financial support. This issue is exacerbated by the escalating costs associated with the education sector. Insufficient financial resources are allotted to individual schools for the provision of their diverse range of services. In cases where financial resources are accessible, there is a notable scarcity of allocated funds specifically designated for counselling endeavours. It appears that the different tiers of government exhibit reluctance in allocating additional resources to accommodate emerging units like guidance and counselling. However, it is widely acknowledged that the provision of effective counselling services necessitates sufficient funding to procure essential materials such as psychological tests, journals, publications, play gadgets, cardboard, and various felt pens. Additionally, financial resources are required to facilitate the organisation of activities like Orientation, Excursions, Career Clubs, Career Day/Week, and the furnishing of counsellors' offices.

**Confidentiality:** Confidentiality is a fundamental expectation of clients, who anticipate that their sensitive information and secrets will be safeguarded and not disclosed to third parties. Nevertheless, those in roles such as teachers, peers, parents, and principals anticipate that counsellors will provide such information to them. The counsellor's failure to disclose the "secret" may heighten suspicions regarding his actions. The act of divulging confidential information might result in a decline in trust towards the field of counselling, thus leading to a decrease in clientele for counsellors. However, it is important to note that all of these events are currently taking place.

**Counsellors can contribute to challenges:** Counsellors can also pose significant challenges to the effective delivery of guidance and counselling services. There is a subset of individuals who do not exhibit complete dedication to the counselling profession. Rather than exhibiting a serious-minded approach to their counselling responsibilities, certain individuals engage in staff room debates.

**Perception of Doubt Regarding the Functionality and Professionalism of Counsellors:** Certain members of the educational staff continue to harbour scepticism towards counsellors, perceiving them as having ulterior motives or concealing information when clients engage in counselling sessions (where applicable). Additionally, some individuals resort to employing negative or derogatory terms to describe counsellors. This situation primarily pertains to instances where colleagues express scepticism over the ethical conduct of counsellors who provide one-on-one counselling to minors. The gravity of this sentiment intensifies when a male counsellor assumes the responsibility of attending to female pupils and maintains a high level of secrecy during their interactions (Oladele, 2000).

**Unclear Role of Counsellor:** The position of the guidance counsellor is often unclear to many individuals within society, as they lack knowledge regarding the precise responsibilities and duties associated with this profession. Even within educational environments, where a heightened level of awareness is anticipated, there exists a lack of comprehension or a misinterpretation among school staff, including teachers and principals, regarding the roles and responsibilities of counsellors.

## **Material and Methods**

### **Research Design**

The study employed a descriptive survey strategy, which was comparable to the methodology used by Owoni (2015). This decision was made in order to incorporate a representative sample of people from the neighbourhood under investigation.

## Sampling Strategy

The researchers employed a basic random strategy. The previously indicated method was considered better since it provided equal opportunity for selection to every member of the community. A particular sample of secondary schools in the Pakistani province of Sindh, in the city of Larkana, were the site of the research. The reason this specific place was picked is that the area was divisional headquarter and Directorate Office at Larkana city. The study's target population consisted of 200 male and female students who were chosen from senior public secondary schools located in Larkana. The statistical method developed by Taro Yamane (Yamane, 1973) was used to determine the sample size.

**Table 1**  
**Guidance and Counseling Programmes and Students' Academic Problems**

Statement	$\mu$	$\sigma$
The methods used for the exams are adequate indicators of student achievement.	3.39	1.16
The examinations are too challenging.	2.97	0.89
The curricula are very easy for students to cover in an academic year	2.86	0.95
There is strong relevancy between curriculum and students' future careers.	3.03	1.31
The teaching laboratories are lacking in equipment for science.	2.53	0.91
The school does sufficiently promote scientific research.	2.85	0.84
The schools offer enough opportunities for students to participate in social activities.	3.02	1.01
There aren't enough recreational opportunities for students to really benefit from them.	3.02	1.01
The interaction between teachers and pupils is weak	3.07	0.79
Selection of the subjects is not an option for students	2.56	0.99
In the school feelings of student's has no value	2.91	0.95
Students are not always apprehensive about receiving good grades	2.58	0.95
AVERAGE	2.90	0.98

## Results and Discussion

Table 1 presents the perceptions of respondents regarding the relationship between guidance and counseling programs and students' academic problems. The data reveals that, on average, respondents perceive the methods used for exams to be adequate indicators of student achievement, with a mean score of 3.39. However, they also indicate that the examinations are moderately challenging, scoring 2.97 on average. Respondents believe that the curricula are relatively easy to cover within an academic year, with a mean score of 2.86. The relevancy between the curriculum and students' future careers is perceived to be moderately strong, as reflected by a mean score of 3.03. On the other hand, respondents feel that teaching laboratories lack adequate equipment for science subjects, scoring 2.53 on average. The promotion of scientific research is considered somewhat adequate, with a mean score of 2.85. While schools provide moderate opportunities for students to participate in social activities (mean score of 3.02), there is also a perceived lack of recreational opportunities for students to truly benefit from them (mean score of 3.02). The interaction between teachers and pupils is seen as somewhat weak (mean score of 3.07). Respondents feel that students have limited or no option to select their subjects, scoring 2.56 on average. Furthermore, students' feelings are perceived to have limited value within the school environment, with a mean score of 2.91. The data suggests that students are not consistently apprehensive about receiving good grades, scoring 2.58 on average. The overall average mean score for all statements is 2.90, indicating a moderate perception of various academic problems within the school. These findings highlight the need for improvements,

such as enhancing teaching laboratories, promoting scientific research, increasing social and recreational opportunities, strengthening teacher-pupil interaction, considering student subject selection and feelings, and addressing concerns related to exam challenges and curricular relevance. Such improvements can be integrated into guidance and counseling programs to provide support and address students' academic difficulties more effectively.

## **Conclusion**

The primary objective of inclusion guidance and counselling is to deter children from engaging in detrimental behaviours and to assist them in making appropriate choices that would enable them to achieve success in their future endeavours. It is imperative for the counsellor to cultivate the child's confidence and trust in order to obtain the vital information required to effectively assist their clients, namely students. This phenomenon occurs because clients who have trust in their counsellors tend to disclose important information, hence facilitating the potential referral of other individuals with counselling needs to the counsellor.

Counselling plays a crucial role in assisting students with job selection, enabling them to choose a path that aligns with their strengths and aptitudes, rather than succumbing to peer influence and making ill-suited professional choices. The continuous guiding and mentoring of children's education is crucial for their growth and development within the intricate framework of contemporary society.

The significance of guidance and counselling in facilitating effective teaching and learning within educational institutions in Nigeria and beyond cannot be overstated. The transformer and reformer play significant roles in educational, occupational, and socio-personal practices within any given culture. The vital significance of guiding and counselling in various aspects of human existence has been acknowledged by UNESCO in 2002. As a result, UNESCO has provided sponsorship for the creation of training modules designed for counsellors. Counselling is designed to facilitate an individual's self-awareness and understanding of both themselves and their surroundings, enabling them to make informed decisions regarding appropriate behavioural, educational, vocational, and socio-personal choices. Hence, it is evident that guidance and counselling play a significant role in facilitating effective teaching and learning, thus warranting the utmost assistance from all stakeholders.

## **Recommendations**

The subsequent solutions and recommendation are put forth to enhance the efficacy of teaching and learning in educational institutions by acknowledging the role of counselors. There exists a pressing necessity for the general population to acquire a profound understanding and acceptance of the significance of guidance and counselling. This study aims to assist school administrators and teachers in cultivating an accurate understanding of kids within their educational setting, hence facilitating the formulation of effective initiatives.

- 2. The provision of financial resources by the government is crucial for the practical support and advancement of guiding and counselling services.
- The integration of guidance and counselling within the school curriculum should be prioritized and endorsed by all relevant stakeholders.
- The school administration should seek consultation from the guidance counsellor when implementing aspects of the counselling plan.
- Guidance counsellors demonstrate their commitment to counselling programmes by actively assisting teachers in identifying students with learning difficulties and then

informing them. This collaborative effort enables the implementation of personalised instructional approaches that facilitate effective teaching and learning.

- The government must assist in the training and appointment of proficient guidance counsellors inside educational institutions, intending to effectively address the diverse challenges faced by students.
- There is a requirement for enhanced clarification regarding the services provided by school counsellors. The purpose of this endeavour is to establish a clear understanding of the duties, functions, and aims of counsellors within educational institutions, to benefit school administrators, instructors, students, parents, staff, and the wider community.
- It is recommended that the guidance counsellor be required to attend professional conferences in order to enhance their knowledge of therapeutic approaches with clients.
- The Ministry of Education must develop counselling centres in both public and private secondary schools, as well as the implementation of comprehensive counselling curricula. It is imperative for the government to actively endorse and facilitate the provision of guidance and counselling services by allocating adequate financial resources to support these endeavours.

## References

- Abolade, A. O. (2000). Having knowledge of Teaching Skills a must for Teacher. *Nigerian Journal of Guidance and Counselling*, 7(1), 93–102.
- Akinade, E. A. (2012). *Modern Behaviour modification, principles and practices*. Ibadan: Bright Way Publishers.
- Altine, Z., & Bilyaminu, A. (2021). An Appraisal of Guidance and Counseling in Effective Teaching and Learning in Schools: Trends and Challenges. *Global Academic Journal of Humanities and Social Sciences*. 3 (1), 53, 66.
- Bolu-Steve, F., & Oredugba, O. O. (2017). Influence of Counselling Services on Perceived Academic Performance of Secondary School Students in Lagos State. *International Journal of Instruction*, 10(2), 211–228.
- Durojaiye, M. O. A., & Arene, V. N. (1979). Guidance in international perspective. *International Journal for the Advancement of Counselling*, 2(3), 219–230.
- Egbo, A. C. (2013). The role of guidance and counselling in effective teaching and learning in schools: The Nigerian perspective. *The European Conference on Education, Official Conference Proceeding*, 392.
- Egbo, B. (2008). Democratizing leadership: Sustaining diversity in education through diversity-oriented leadership. *International Journal of Diversity in Organizations, Communities, and Nations*, 8(4), 43.
- Geshinde, S. A. (1991). *Practicum in guidance and counselling. External Studies Programme of University of Ibadan. Ibadan.*
- Gredler, G. R. (1995). *Corey, G., Corey, MS, & Callanan, P.(1993). Issues and ethics in the helping professions . Pacific Grove, CA: Brooks/Cole Publishing, 438 pp., \$29.75. Wiley Online Library.*
- Hammon, D., Evjen, I. M., Dhiman, T. R., Goff, J. P., & Walters, J. L. (2006). Neutrophil function and energy status in Holstein cows with uterine health disorders. *Veterinary Immunology and Immunopathology*, 113(1–2), 21–29.
- Hanlan, J., Fuller, D., & Wilde, S. (2006). Destination decision making: the need for a strategic planning and management approach. *Tourism and Hospitality Planning & Development*, 3(3), 209–221.
- Kolo, F. D. (2001). *Elements of psychological testing for counsellors and psychologists*. Zaria: Amadu Bello Co.
- Lang, P. J., Greenwald, M. K., Bradley, M. M., & Hamm, A. O. (1993). Looking at pictures: Affective, facial, visceral, and behavioral reactions. *Psychophysiology*, 30(3), 261–273.
- Leke, T. (1976). Guidance and counselling in nursing education. *The Nigerian Nurse*, 8(2), 30–31. [https://doi.org/10.5005/jp/books/11100\\_25](https://doi.org/10.5005/jp/books/11100_25)
- Makinde, O. (1980). Indigenous counselling techniques among the Yoruba and Igala people of Nigeria. *International Journal for the Advancement of Counselling*, 3(3–4), 171–184.
- Mikaye, O. D. (2012). Influence of guidance and counselling on students' discipline in public secondary schools in Kabondo Division, Kenya. *A Research Project Report Submitted in*

*Partial Fulfilment of the Requirements for the Degree of Masters of Education at the University of Nairobi, Kenya. Available Online Also at: [Http://Cees. Uonbi. Ac. Ke/Sites/Default/Files/Cees/INFLUENCE](http://cees.uonbi.ac.ke/sites/default/files/cees/INFLUENCE) [Accessed In .*

- Ndirangu, J. M. (2000). *Youth in danger: A handbook for teachers, students, parents, pastors and community workers*. Uzima Publishing House.
- Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. *RAY: International Journal of Multidisciplinary Studies*, 1(2), 36–48.
- Nkechi Theresa, E., Elizabeth Nkechi, E., Esther Ewomaoghene, E., & Egenti, N. (2016). The role of Guidance and Counselling in effective teaching and learning in schools Health Information Needs of Rural Women in Sub-Sahara Africa; A Case Study of Nigeria. *International Journal of Multidisciplinary Studies*, 1(2), 36–48.
- Nnabuike, E. K. (2012). *Practical guide to effective teaching*. Enugu: Hallmark Publishers.
- Odu, B. K. (2004). Counselling intervention and crisis management as medium of improving psychological well-being of the students. *Journal of Educational Research and Evaluation*, 4(1), 140–148.
- Ojo, O. A., & Chaturvedi, M. C. (2005). On the role of liquated  $\gamma'$  precipitates in weld heat affected zone microfissuring of a nickel-based superalloy. *Materials Science and Engineering: A*, 403(1–2), 77–86.
- Okech, J. E. A., & Kimemia, M. (2012). Professional counseling in Kenya: History, current status, and future trends. *Journal of Counseling & Development*, 90(1), 107–112.
- Okoye, A. U. (2010). *Counselling in the Industrial Setting Vis-a-Vis Industrial Relation*. Aroko: Eru.
- Oladele, J. O. (2000). *Guidance and counselling: A functional approach*. Lagos: Johns Lad Publishers Limited.
- Orodho, J. A., Waweru, P. N., Getange, K. N., & Miriti, J. M. (2013). Progress towards attainment of Education for All (EFA) among nomadic pastoralists: Do home-based variables make a difference in Kenya. *Research on Humanities and Social Sciences*, 3(21), 54–67.
- Oviogbodun, C. O. (2015). Perceived impact of guidance and counselling in the development of Niger Delta Region. *Paper Present at Niger Delta University Conference with the Theme: Education and Sustainable Development in the Niger Delta Region of Nigeria*. University Entrepreneur Center New Site Niger Delta University, Wilberforce Island, Amasoma, Bayalsa.
- Popham, W. J. (2010). *Educational assessment: What school leaders need to know*. Thousand Oaks, CA: Corwin Press.
- Rogers, C. (1961). R.(1983): *Freedom to Learn for the 80's*. Charles E. Merrill Publishing Co., Columbus, Ohio. Magyarul: A Tanulás Szabadsága A.
- Sindabi, A. M. (1992). *An analysis of the guidance and counseling program in selected Kenyan secondary schools*. Virginia Tech.

- Siregar, Y., & Nadaek, B. (2021). Effectiveness Guidance and Counselling Services in the Formation of Character and Self-Control. *Proceedings of the 2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020)*, 560(Acbleti 2020), 22–27. <https://doi.org/10.2991/assehr.k.210615.005>
- Wamalwa, E. B. (2019). *Role of guidance and counselling in managing discipline among tertiary college students in western region, Kenya*. Egerton University.
- Witmer, J. M. (1990). *Consultancy on establishing a guidance and counsellor education programme at the University of Botswana*. Preliminary Report Prepared by J. Marvin Witmer, Ohio University College of Education, Athens, Ohio, 28.