

## A Study on the Provision of Social and Health Related Guidance Services in Schools

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### Abstract

Descriptive survey research design was applied for exploring the provision of health and social guidance services in government schools for girls in Kohat division, Khyber Pakhtunkhwa-Pakistan. To find the practices of social and to investigate the health-related guidance in schools were the objectives of the study. The objectives were followed by the research questions that; Do teachers practice social guidance services in schools? And do teachers provide health related guidance services to the students in schools? All the schools' heads of government high and higher secondary schools for girls and their teachers comprised the population of the study. Through multistage random sampling technique, total 72 schools' heads out of 77 and 216 SST teachers out of 243 were selected as sample of the study. Self-developed questionnaire with reliability index of 0.79 checked through the method of test retest was used. Data was analyzed through percentages and t-test. It was found that there was a lack of providing social and health related guidance to the students in schools. Schools' heads and their teachers had similar stance about the provision of guidance services in schools. It was recommended that the policy makers should frame rules for providing social and health related guidance to students at school level. The administration should emphasize the delivery of social and health relevant useful information to the learners. Further, it was recommended for the government to ensure the provision of guidance programs in schools.

**Keywords-** Social guidance, Health related guidance, and Secondary Level Students

### 1. Introduction

There is always a need of source which can guide the human being for uplifting their social and health condition. For this purpose, various sources from the day first have been in practiced. With the passage of time, along with many other sources, some well-organized sources for educating and guiding the human being especially in the early ages have come in to use. These sources are madrassas and schools. Schools along with imparting educational and vocational skills to the children are

supposed to provide social and health related guidance to the children for making them able to become social and healthy element of the society including children, guidance is beneficial for all human being so that to manage their lives in a better way in the society (Bark, 2003).

Guidance is the need of every person for success in life and it is beneficial for improving social, vocational and health condition of a person (Berki & Mukhopadhyay, 2008 and (Phiri & Ndhlovu, 2006). Through guidance, individuals are prepared for adjusting themselves to others and their environment (Vishala, 2012). Improved health condition can be maintained by individuals through proper guidance. Guidance is required at all stages and in every field of life to the individuals. However, guidance services at school level has been emphasized and has caught due attention (Kochlar, 2006).

School age is the stage at which individuals can encounter many social, intellectual and personal challenges and problem. At this stage the purpose of guidance is to help the learners to understand their world and themselves (Egbochuku, 2008; Oniye & Alawane 2008). Guidance in schools is the combinations of activities need to be provided to the students for enabling them to fully utilize their potentials in social, emotional and health development (Okobiah & Okorodudu, 2006).

The need of guidance does exist to survive successfully and effectively in the contemporary world and to fulfill the needs of our youth, our children and ourselves (Berki, & Mukhopadhyay, 2008). In the absence of guidance in schools, together with many other issues, social and health related problems will be prevailed in the society (Teno, 2007). This is why guidance is significant in schools for stopping social evils in the society (Schmidt, 2008). Guidance program can be applied in schools to the learners' moral, leisure time, educational, emotional, social, health and vocational needs.

Guidance programs in general and particularly social and health related guidance at school level is crucial in the situation, when the world is suffering from terrorism and intolerance in the human beings. The world is facing the challenges of pandemic diseases like COVID-19. Social guidance and health related guidance along with their importance is discussed further.

## **1.2 Social Guidance**

The help provided to the students for enabling them for social adjustment is known as social guidance. It offers information to the individuals regarding the prevailing customs, norms and

traditions which in turn prepare them for adjustment in society. Educational institution is the place where learners come from different social, cultural and economic background. They may face difficulties in keeping social relationship with others and in adjustment as well. In this situation learners are in the need of social guidance. Social guidance is essential and plays a vital role in enabling learners to understand the political responsibility, democratic values, the spirit of sympathy, empathy, tolerance, international understanding and understand the national integration (Ramakrishnan & Jalajakumari, 2013).

Terrorism and intolerance in any society can be finished or at least minimized through the provision of guidance services to the children in schools. The school is the place where the future builders of the nation are prepared for performing their relevant responsibilities diligently. Further, in school children are polished to live peacefully with the spirit of serving humanity. All this can become possible through the practice social guidance in schools.

### **1.3 Health Guidance**

This type of guidance facilitates individuals to maintain their health in a good condition. It emphasizes to enable students to appreciate conditions for good health. Health guidance is provided to the students for ensuring and maintaining sound mental and physical health. The health guidance is based on the proverb that, “a sound mind is possible only in a sound body”. Sound health is unavoidable for each individual for making progress in life.

Health guidance services are meant to ensure the preventive and restorative measures for maintaining good health. Health education can be carried on through formal or informal ways such as protection through immunization against diseases, early diagnosis and treatment in the initial stages of illness (Nkhata, 2010). All these are necessary in school’s education stages. In the present day the concern of health guidance also pertains to guidance in HIV/AIDs. Together with HIV/AIDs, today COVID-19 is the big challenge for the survival of human being.

To cope up with such challenges, the school’s children can be guided through health-related guidance services in schools. Information about the precautionary measures to keep themselves safe from the pandemic diseases can be ensured in schools. In schools not only children can be guided and prepared for defeating the diseases, through them their family can also be educated about how to protect themselves from the pandemic diseases.

### **1.4 Previous Research Studies**

In a research study it has been reported by Hiebert & Bezanson, (2002) that the third world and developing countries lack in getting benefits from guidance and counseling services.

Mikaye (2012) conducted a research study in Kabondo Division, Kenya. It results shows that social guidance, educational guidance and psychological guidance were offered in secondary schools. Similar study was carried on by Iqbal, Irshadullah, Abdullah and Tabassum (2014) in District Mardan, Pakistan. The findings of the study were that guidance services are not providing to the learners in schools.

## **2. Objectives of the study**

1. To investigate the practices of social guidance in schools.
2. To find the practices of health-related guidance in schools.
3. To explore the difference between the schools' heads and their teachers' responses about guidance practices in their schools.

### **2.1 Research Questions**

1. Do teachers practice social guidance services in schools?
2. Do teachers provide health related guidance services to the students in schools?
3. Is there any difference in the responses of teachers and their heads about provision of social and health related guidance to the students?

## **3. Method and Procedure of the Study**

The nature of this study was quantitative. Descriptive research was employed, as it is the most popular research in social sciences. It seeks to find the answers of the framed research questions of the study. The goal of descriptive research is describing the situation. It shows that what people do (Mitchell & Jolley, 2007). To answer the research questions, survey technique was utilized for the collection of data, because descriptive surveys simply describe data on variables of interest. The prerequisite of any survey is the population (Cohen, Manion and Morrison, 2011).

### **3.1 Population of the Study**

Population of this research study on which it focused was all the heads and senior school teachers (SST) of government girls' high and higher secondary schools of Kohat division, Khyber Pakhtunkhwa. The total population of the study was 320, in which 77 were schools' heads and 243 were SST teachers. Instead of collecting data from the whole population, subset of the population, which is called sample of the study, was selected.

### 3.2 Sample and Sampling Procedure

Sample of the study comprised 72 heads of the government high and higher secondary schools for girls of Kohat Division. In these, 9 schools' heads were from District Hangu, 29 were from District Karak and 34 schools' heads were taken from district Kohat.

Similarly, total 216 teachers from all the three districts were the sample participants of this study. In these, 27 teachers were from district Hangu, 87 teachers from district Karak and 102 teachers were from district Kohat.

In this study, multistage simple random sampling procedure was adapted. In the first stage, schools and their heads were selected randomly. Then in the second stage, three teachers were randomly selected from each of the sample schools.

### 3.3 Delimitations of the Study

This study was delimited to the government high and higher secondary schools of girls of Kohat division. It was delimited to the only three districts of Kohat division. It was further delimited to the SST teachers only.

### 3.4 Data Collection and Analysis

A self-developed questionnaire was used as instrument for the collection of data. Before administrating the instrument, its validity was checked by five educational and research experts. The reliability of the instrument was checked through test re-test method which was 0.79 and hence was above the acceptable level. Descriptive statistics that is percentage was used for analyzing the data of participants regarding practices of guidance services in schools. For finding differences between schools' heads and their teachers responses independent sample t-test was applied.

## 4 Results

**Table 1: Heads responses in % regarding provision of social guidance to the students.**

S.No.	Statement	Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree	Total %
1.	In your school students are guided; for making their character strong and stable	22.5	23.9	8.5	29.6	15.5	100
2.	on how to keep their social status sublime.	15.5	16.9	8.5	35.5	23.9	100

3.	to help the students to adjust themselves in the society.	21.1	28.2	9.9	22.5	18.3	100
4.	for encouraging the desirable values of society.	12.7	21.1	8.5	40.8	16.9	100
5.	for enhancing their sense of responsibility and self-reliance.	16.9		15.5	36.6	23.9	100
6.	for improving their social communication.	14.0	12.7	9.9	33.8	29.6	100
7.	for resolving their attitudinal conflicts with other students.	11.3	14.0	15.5	32.4	26.8	100
8.	about respecting the elders.	14.1	22.5	8.5	31.0	23.9	100
9.	on how to abstain from fighting in the school and the home.	11.3	14.0	9.9	36.6	28.2	100
10.	for acknowledging others' feelings.	9.9	12.7	14.0	42.3	21.1	100

Table 1 shows that above 22.5% heads strongly agreed and 23.9% heads agreed with the statement that guidance is provided to the students for making their character strong and stable. Similarly, 29.6% heads disagreed and 15.5% heads strongly disagreed, while 8.5% heads have no opinion about the statement that guidance is provided to the students for their character building. For keeping students' social status sublime, 15.5% heads were strongly agreed, 16.9% agreed, 8.5% gave no opinion, 35.5% heads were disagreed and 23.9% heads were strongly disagreed about providing guidance to the students for keeping their social status sublime. Total 21% heads strongly favored, 28% favored, 9.9% heads were uncertain while 22.5% heads disfavored and 18% strongly disfavored that guidance is given to the students for adjusting themselves in the society.

About the provision of guidance for encouraging the desirable values of the society, was strongly supported by 12.7% heads, supported by 21% heads, negated by 40.8% heads and strongly negated by 16.9% heads. While 8.5% heads were uncertain about the statement. Providing guidance for the enhancement of sense of responsibility and self-reliance was strongly favored by 16.9% heads, favored by 15.5% heads, disfavored by 36.6% heads, strongly disfavored by 23.9% heads and 7% heads showed uncertainty. Item 6 of table 1, reveals that 14% heads strongly agreed, 12.7% agreed, 33.8% disagreed, 29.6% strongly disagreed and 9.9% heads gave no opinion about the statement that guidance is provided to the students for improving their social communication.

Above 11% heads strongly supported, 14% heads supported, more than 32% heads negated, 26.8% strongly negated while 15.5% heads were unsure about the statement that the statement that guidance is provided to the students for resolving their attitudinal conflicts with other students. The percent of heads who favored, strongly favored, gave no opinion, disfavored and strongly disfavored the statement that guidance is provided to the students about respecting the elders was 14.1%, 22.5%, 8.5%, 31% and 23.9% respectively. The statement that guidance is provided to the students on how to abstain from fighting in the school and the home was strongly supported by 11.3%, supported by 14%, negated by 36.6% and strongly negated by 28.2% heads. And 9.9% heads were uncertain about provision of such type of guidance.

With the statement that guidance is provided to the students for acknowledging others' feelings 9.9% heads were strongly agreed, 12.7% were agreed, 14% heads were uncertain, 21.1% were strongly disagreed and 42.3% were disagreed.

**Table 2: Heads' responses in % regarding provision of health-related guidance to the students.**

S.No.	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total %
	In your school students are guided about;						
1.	preventing themselves from contagious diseases like AIDS, etc.	8.5	11.3	9.8	45.0	23.9	100
2.	the negative effects of eating disorder.	9.8	8.5	12.7	45.0	23.9	100
3.	using balanced diet for good health.	8.5	11.3	9.8	47.9	22.5	100
4.	good eating habits.	11.3	9.8	9.8	36.6	32.3	100
5.	the spread of pandemic diseases	11.3	15.5	8.6	29.6	35.0	100
6.	the precautionary measures to save themselves from pandemic diseases	12.7	14.1	9.8	31.0	32.4	100
7.	the negative effects of self-medication	9.8	8.4	13.0	33.8	35.0	100
8.	the negative effects of over weight	12.7	15.5	7	35.2	29.6	100
9.	the importance of regular exercise	19.7	12.5	9.9	32.4	25.5	100
10.	maintaining hygienically safe environment at homes and school	11.3	18.7	15.1	28.6	26.3	100

Total 8.5% heads supported, 11.3% strongly supported, 9.8% heads gave no opinion, 45% heads negated and 23.9% heads strongly negated the statement that guidance is provided to the students about preventing themselves from contagious diseases like AIDS etc. The statement that students are guided on the negative effects of eating disorder was favored by 8.5% heads, strongly favored by 9.8% heads, showed uncertainty by 12.7% heads, disfavored by 45% heads and strongly disfavored by 23.9% heads. The percent of heads who were strongly agreed, agreed and uncertain about the statement that guidance is provided to the students on using balanced diet for good health was 8.5%, 11.3% and 9.8% respectively. While, 47.9% heads were disagreed and 22.5% heads were strongly disagreed with the same statement.

The statement that guidance is provided to the students about eating habits was strongly favored by 11.3%, favored by 9.8%, negated by 36.6%, strongly negated by 32.3% and undecided by 9.8% heads. Total 11.3 % heads strongly supported, 15.5% supported, 35 % strongly negated, 29.6% negated and 8.6% gave no opinion about the statement that guidance is provided to the students about the pandemic diseases. The statement that precautionary measures are conveyed to the students for saving themselves from contagious and pandemic diseases were strongly negated by 32.4% heads, negated by 31% heads, undecided by 9.8% heads, strongly supported by 12.7% heads and supported by 14.1% heads.

With the statement that guidance is provided to the students about negative effects of self-medication, 8.4 % heads were agreed, 9.8% strongly agreed, 33.8% disagreed, 35% strongly disagreed and 13% heads were of no opinion. Total 29.6% heads were strongly disagreed, 35.2% heads were disagreed, 7% were uncertain, 15.5% heads were agreed and 12.7% heads were strongly disagreed with the statement that students are guided about the negative effects of overweight. The statement that guidance is provided about the importance of regular exercise was strongly favored by 19.7% heads, strongly disfavored by 25.5% heads, undecided by 9.9% heads, favored by 12.5% heads and disfavored by 32.4% heads.

It was strongly supported by 11.3% heads, strongly negated by 26.3% heads, supported by 18.7% heads, negated by 28.6% heads that students are guided for maintaining hygienically clean and safe environment at their homes and school. And 15.1% heads were uncertain about provision of such guidance.

**Table 3: Teachers' responses in % regarding provision of social guidance to the students in their schools.**

S.No	Statement	Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree	Total %
1.	In your school students are guided; for making their character strong and stable	15.6	21.4	7.6	34.1	21.3	100
2.	on how to keep their social status sublime.	12.3	18.5	10.4	35.5	23.9	100
3.	to help the students to adjust themselves in the school environment.	15.6	20.4	8.5	33.2	22.3	100
4.	for encouraging the desirable values of society.	13.7	20.0	9.0	36.5	20.8	100
5.	for enhancing their sense of responsibility and self-reliance.	11.8	17.5	11.0	36.5	23.2	100
6.	for improving their social communication.	11.8	16.6	11.0	37.9	22.7	100
7.	for resolving their attitudinal conflicts with other students.	11.4	16.1	11.4	37.4	23.7	100
8.	about respecting the elders.	15.2	21.3	9.0	32.2	22.2	100
9.	on how to abstain from fighting in the school and the home.	11.3	17.0	10.9	37.9	22.7	100
10.	for acknowledging others' feelings.	11.8	16.1	11.4	38.4	22.3	100

First item of table 3 shows that 15.6% teachers strongly agreed, 21.4% teachers agreed, 34.1% teachers disagreed, 21.3% teachers strongly disagreed and 7.6% teachers were uncertain about the statement that guidance is provided to the students for their character building. Total 12.3% teachers favored strongly, 18.5% teachers favored, 36.1% teachers disfavored, 22.7% strongly disfavored and 10.4% teachers gave no opinion about the statement that guidance program is arranged for students regarding keeping their social status sublime. The statement that guidance is provided to the students for adjusting themselves in the society was strongly supported by 15.5% teachers, supported by 20.4% teachers, negated by 33.2% teachers, strongly negated by 22.3% teachers and about the same statement uncertainty was shown by 8.5% teachers.

Total 9% teachers were uncertain, 13.7% teachers were strongly in favor, 20% teachers were in favor, 36.5% teachers were against and 20.8% teachers were strongly against the statement that guidance is provided to the students for encouraging the desirable values of the society. With the statement that guidance is provided to the students for enhancing their sense of responsibility and self-reliance, 23.2% teachers strongly disagreed, 36.5% disagreed, 17.5% teachers agreed and 11.8% teachers strongly agreed. And 11% teachers were unsure about the same statement.

The provision of guidance for enhancing social communication skills of the students was supported by 16.6% teachers, strongly supported by 11.8%, not support by 37.9% teachers and strongly not supported by 22.7% teachers. About the same statement 11% teachers gave no opinion. The statement that guidance is provided to the students for resolving their attitudinal conflicts with other students was favored and strongly favored by 16.1% and 11.4% teachers respectively. While, the same statement was disfavored and strongly disfavored by 37.4% and 23.7% teachers respectively. The rest percent of the teachers (i.e. 11.4%) gave no opinion about the statement.

The statement that guidance is provided to the students about respecting the elders was strongly negated by 22.2% teachers, negated by 32.2% teachers, supported by 21.3% teachers and strongly supported by 15.2% teachers. No opinion about provision of such guidance was given by 9% teachers. With the statement that guidance is provided to the students on how to abstain from fighting in the school and the home, 11.3% teachers were strongly agreed, 17% were agreed, 22.5% strongly disagreed and 37.9% teachers were disagreed. The remaining 10.9% teachers were uncertain about provision of such guidance in schools.

Out of total 11.8% teachers strongly favored, 16.1% teachers favored, 11.4% teachers gave no opinion, 38.4% teachers disfavored and 22.3% teachers strongly disfavored the statement that guidance is provided to the students for acknowledging others' feelings.

**Table 4: Teachers' responses in % regarding provision of health-related guidance to the students in their schools.**

S.No.	Statement	Strongly	Agree	Undecided	Disagree	Strongly	Total %
	In your school students are guided about;						

1.	preventing themselves from contagious diseases like AIDS, etc.	10.4	15.6	10.0	40.7	23.3	100
2.	the negative effects of eating disorder.	11.8	16.6	11.0	39.3	21.3	100
3.	using balanced diet for good health.	11.8	17.1	10.4	40.3	20.4	100
4.	good eating habits.	11.0	16.6	12.3	38.8	21.3	100
5.	the spread of pandemic diseases	11.3	14.5	9.6	31.6	33.0	100
6.	the precautionary measures to save themselves from pandemic diseases	11.7	15.1	10.8	29.0	33.4	100
7.	the negative effects of self-medication	10.8	9.4	12.0	33.8	34.0	100
8.	the negative effects of over weight	11.7	14.5	9.0	33.2	31.6	100
9.	the importance of regular exercise	18.7	15.5	11.6	29.7	24.5	100
10.	maintaining hygienically safe environment at homes and school	13.3	20.7	14.1	26.6	25.3	100

By 10.4% and 15.6% teachers the statement that guidance is provided to the students about preventing themselves from contagious diseases like AIDS etc. was strongly supported and supported respectively. Similarly, the same statement was negated and strongly negated by 40.7% and 23.3% teachers respectively. The remaining 10% teachers were uncertain about the statement. Out of total teachers, 11.8% strongly agreed, 16.6% agreed, 39.3% disagreed and 21.3% teachers strongly disagreed with the statement that students are guided about the negative effects of eating disorder. About such guidance 11% teachers showed uncertainty.

The statement that guidance is provided to the students on using balanced diet for good health was favored by 17.1% teachers, strongly favored by 11.8% teachers, disfavored by 40.3% teachers and strongly disfavored by 20.4% teachers. The 10.4% teachers opted undecided. The 11% teachers opted strongly agree, 16.6% teachers opted agree, 12.3% teachers opted undecided, 38.8% teachers opted disagree and 21.3% teachers opted the option of strongly disagree regarding the statement that guidance is provided to the students about eating habits.

Total 11.3% teachers strongly agreed, 14.5% agreed, 9.6% teachers showed uncertainty, 31.6% teachers disagreed and 33% teachers strongly disagreed with the statement that guidance is

provided to the students about the pandemic diseases. The statement that guidance is provided to the students about the precautionary measures to save themselves from pandemic diseases was supported by 15.1% teachers, strongly supported by 11.7% teachers, negated by 29% teachers and strongly negated by 33.4% teachers. The remaining 10.8% teachers neither supported nor negated the same statement.

From the sample teachers, 10.8% strongly favored, 9.4% favored, 12% gave no opinion, 33.8% disfavored and 34% strongly disfavored the statement that guidance is provided to the students about the negative effects of self-medication. Total 31.6% teachers strongly disagreed, 33.2% teachers disagreed and 9% teachers gave no opinion about the statement that guidance is provided in the schools about the negative effects of overweight. On the other hand, 14.5% teachers agreed and 11.7% teachers strongly agreed with the same statement.

In the sample teachers, 18.7% strongly supported, 15.5% supported, 29.7% negated, 24.5% strongly negated and 11.6% neither negated nor supported the statement that students are guided about the importance of regular exercise. The statement that guidance is provided to the students

Social	Principal/	72	2.68	1.32	0.09	0.75	0.29	286	0.76	for
Guidance	Headmistress									
	Teacher	216	2.63	1.33						
Health	Principal/	72	2.42	1.29	0.41	0.51	-0.54	286	0.58	
Related	Headmistress									
Guidance										

maintaining clean and hygienically safe environment at homes and school was strongly disfavored by 25.3% teachers, disfavored by 26.6% teachers, favored by 20.7% teachers and strongly favored by 13.3% teachers. The remaining 14.1% teachers gave no opinion.

**Table 5: Comparison between Schools’ heads and their teachers regarding provision of Social and Health related guidance to the Students.**

It is evident from table 5, that calculated value of p for provision of social guidance is 0.76 and for provision of health related guidance is 0.58. It reveals that both the obtained values are greater than the significance level of 0.05. This indicates that there is no significant difference between the responses of schools’ head and their teachers about provision of health relevant and social guidance in schools.

## 5. Conclusion and Discussion

It is concluded from the findings that no social and health related guidance is provided to the students at secondary level. In this regard, the results of this study are contrary to the results of the study conducted by Mikaye (2012) in Kabondo Division, Kenya. According to Mikaye (2012), social guidance, educational guidance and psychological guidance were offered in secondary schools in Kenya. However, the findings of this study support the results of the study conducted by Iqbal, Irshadullah, Abdullah and Tabassum (2014) in District Mardan, Pakistan, whose findings were that guidance services are not providing to the learners in schools. It further strengthens the statement reported by Hiebert & Bezanson, (2002) that the third world and developing countries lack in getting benefits from guidance and counseling services.

## 6. Recommendations

The development and growth of any nation is possible if the citizens of the nation are healthy, honest and socially sound. Healthy individuals can contribute effectively and they can work hard for the progress and prosperity of a nation. It is recommended for the policy makers to frame rules for providing health related guidance to students at school level. Further, it is recommended that the administration should emphasize the delivery of health relevant useful information to the learners. To produce socially sound citizens and to establish peaceful society, providing social guidance to the students at school level is crucial. It is recommended for the government to ensure the provision of social guidance programs in schools. So that the younger citizens of the country become able to be socially sound and contribute effectively in building peaceful society. It is recommended that such research studies may be conducted on the private schools, madrassas and in other parts of the country. This study focused on the physical health related guidance services, further research studies about provision of mental health related (psychological) guidance services to the students at school.

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