

## **A Critical Analysis of the Role of Teachers in Providing Professional Guidance to Students in Government Secondary Schools**

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### **Abstract**

*Professional guidance is not well organized in Pakistan. As we all know that before planting a tree, we should give a strong base like giving nutrition for proper growth and development of plants, so that it would be able to give us the result we are expecting from it. But in Pakistan the backdrop is, that our teachers themselves are aware of the real factors of guidance, but don't have availability to give professional guidance due to lack of resources and don't have this subject as curriculum so that they can guide the students. Therefore, students can't be properly and fully guided by their institutor. This research found that that teachers have knowledge related to professional guidance, it gives positive effect to the students and can bring improvement in their lives and students are mentally able to understand principles of professional guidance. Teachers counsel students individually but can't be able to conduct class related to professional guidance. Ultimately it was found that teachers need more education for professional guidance before guiding the students. One of the major reasons for this lack was that schools do not get fund to spend on their expenses so can't make use of technologies related to professional career.*

**Keywords:** *Teachers, Students, Professional Guidance*

## **Introduction**

Frank Parson, director of the Boston Vocational Office was the first person to use the term “career guidance”. Basically, career guidance is a profession or career chosen as one's job or it can also be said that how people manage their careers link with organizations and how organizations develop the professional progress of their members. On other hand career guidance is a process in which students become aware of the world of work. They also explore career options and get ready for future opportunities. Professional guidance is a help that is given to people to solve their problems they face at work and the options and progress attentively to the characteristics of the person and their relationship with job opportunities. Career guidance is primarily an effort to enhance the valued native skills of young people and the costly training provided to youth in schools. It seeks to preserve the richest of all human resources by helping the individual to invest and use them where they will bring the greatest satisfaction and success and the greatest benefit to society said by Prof. George Edmond Myers. Now we can say that Vocational guidance is the process in which young people choose an occupation with the help and guidance of others and prepare themselves for future tasks. The main objective of career guidance is to help people make decisions related to planning for the future and in building a professional decision and the options necessary to make a satisfactory professional adjustment. Finally, vocational guidance is to pick, to plan, to participate and make progress in an occupation.

## **Objectives**

- Following are the objectives behind this research
- To know the awareness of teachers about the need for professional guidance.
- To find out the knowledge capacity of teachers about the professional development procedure
- To know what are lack of resources and obstacles in guidance?

## **Need and Importance**

The essence of the demand for freedom is the need of conditions which will enable an individual to make his own special contribution to a collective interest and to partake of its activities in such ways that social guidance shall be a matter of his own mental attitude and not a mere authoritative dictation of his acts (John Dewey, 1939). If the students were fully aware of what they have to do in the future for their subsistence or if they had a teacher who could guide students in this regard, they would directly choose the path that is appropriate to them without wasting any time of their life, making undirected efforts to reach to their

destiny. Professional guidance has great importance in individuals' practical life. Career guidance is an educational process that continues throughout the individual's life, whether they realize that or not. Being able to make decisions can be good or not. Realizes the genuine interest of the person and satisfies the person. It is also very important from the financial point of view. Given this fact, we can all realize how important professional guidance is for our students (Chandio, Memon, & Rohra, 2010).

### **Review of Related Literature**

There is a clear consensus in Europe that high quality guidance and counselling services play a key role in supporting lifelong learning, career management and the achievement of personal goals (Cedefop, 2009). According to the EU Resolution on Lifelong Guidance of 2004, adopted by Denmark and all other EU Member States This consensus had a significant impact on policy formulation and practice in this area, as policy efforts and increased resources over the last decade have focused on establishing a coherent system of guidance and advice for young people. The orientation of adults is still somewhat fragmented. According to this resolution, guidance refers to: "a range of activities that allows citizens of any age and at any time in their lives to identify their abilities, competences and interests, make educational, training and occupational decisions and manage their individual life paths in learning, work and other environments in which are these capacities and competences that are learned and / or used ". In this Resolution, guidance activities include information and counselling, assessment, competence assessment, mentoring, advocacy, decision-making, and career management skills (Watts, Sultana, & McCarthy, 2010).

The Danish Ministry of Education defines the purpose of the Danish guidance system in these terms: "In accordance with the ideas underlying the Danish legislation on guidance, guidance is regarded as a continuous process that should help young people become more conscious of their abilities, interests and possibilities, thus enabling them to make decisions regarding education and employment on a qualified basis. The youth guidance centres may be considered the first step in a lifelong guidance process" (Guidance System in Denmark, 2021).

A comprehensive reform on the educational and vocational guidance system for young people in Denmark was passed in 2003, known as the Act on Guidance in Relation to Choose of Education, Training and Career (UVM, 2003). This, in fact, removed school-based guidance from schools, and placed the activities in municipal/regional centres, working in conjunction with schools, other educational institutions and other relevant partners.

The reform concerned educational guidance of young people up until age twenty-five included the following. Youth guidance centres (Ungdommens Uddannelsesvejledning, UU) are responsible for guidance related to the transition from compulsory school to youth education. The main target groups for the youth guidance centres are: pupils in lower secondary school - forms 6 to 10; youth under the age of 25. A teacher knows that he is the best position to judge a learner's academic skills because he works with him daily across subject areas. On the other hand, the teacher is aware the lowered academic performance can be a secondary symptom of underlying cognitive, perceptual, emotional, social or medical problems which he is not trained to evaluate (Edward, 1979).

### **Counsellor education/training**

The guidance counsellors employed in the counselling centres can obtain qualifications in three ways:

1. bachelor's degree in the field of public administration with an emphasis on educational and vocational guidance
2. diploma in education, career and vocational guidance
3. master's degree in orientation.

The degree and diploma, with the aim of educating vocational guidance professionals in all sectors, are obtained in the university colleges, while the master's degree obtained in DPU, Faculty of Arts, University of Aarhus, aims at Research, leadership, development, evaluation and teaching in orientation and advice. Both the diploma and the master's degree are offered as part-time studies for two years, that is, 60 points according to the ECTS (European Credit Transfer System). The entrance requirements for both the diploma and the master's degree are, at a minimum, a program of short or medium higher education (2 years) and 2 years of relevant work experience; The entrance requirement for the bachelor program is the high school certificate. The bachelor's degree in public administration mentioned above includes a specialization of 90 ECTS in professional orientation, including a practice of 20 ECTS. The diploma is offered in 6 colleges under the same curriculum. The curriculum refers to the fields of sociology, economics and commerce (UVM, 2011a), but the specific plans of the course and literature reflect the inspiration of pedagogy and psychology. The diploma title is the main qualification route for 200-300 students per year nationwide. The course consists of 4 compulsory modules: Guidance and Guidance Practitioner (10 ECTS), Guidance and Individual (10 ECTS) and Guidance and Society (10 ECTS) and a Master's Thesis (15 ECTS). All modules include exams with external examiners from a national team of

authorized censors. In addition, three modules can be chosen: guidance for adults (5 ECTS), career choice and choice processes: theories and practice (10 ECTS), orientation in Educational institutions (10 ECTS), Special orientation needs (10 ECTS), Innovation and quality in guidance environments (10 ECTS), Transition orientation in primary school (5 ECTS), Intercultural orientation and orientation (5 ECTS), Counselling and tutoring arrangements (5 ECTS) and writing of a final thesis (15 ECTS). These modules have internal exams. Guidance counsellors who have worked as such and who (through on-the-job learning or non-formal learning) have obtained competencies equal to the qualifications obtained through the diploma courses can request a competency assessment in the University Colleges. A detailed procedure describes this evaluation that is carried out in relation to specific modules, elements in modules or complete degrees of diploma in educational, vocational and professional orientation.

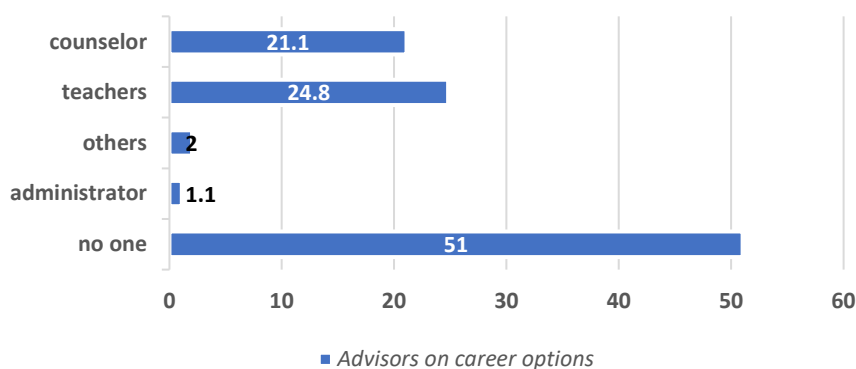
On the other hand, the Master in Orientation offers four modules:

- (1) professional orientation and theories of professional development;
- (2) policies of professional orientation, society and orientation;
- (3) professional guidance methods; and the last
- (4) Master's Thesis.

It is worth noting, in relation to the tradition oriented to the psychology of many other countries that Denmark has followed a broader, more pedagogical / educational path in terms of the qualification routes mentioned above. This tradition goes back to the sixties and seventies, where the combined roles of teacher advisors were seen as the main model, based on a person-centred approach, which, in turn, was a reaction against the predominant tradition of mechanistic psychometric tests of German origin (Plant, 2009). Only 10 percent said that the school staff had played the leading role in their professional orientation: the vast majority (78 percent) recognized their parents as the greatest adult influence. Who in high school has been helpful in advising on career options or options to promote their influence on education? It should also be borne in mind that 20 percent of the students surveyed could not think of anything their high school was doing to help make career decisions. Only 10 percent said that the school staff had played the leading role in their professional orientation; the vast majority (78 percent) recognized their parents as the greatest adult influence. Who in high school has been helpful in advising you on career options or options to promote your influence on education? It should also be borne in mind that 20 percent of the students surveyed could not think of anything their high school was doing to help make career decisions. Teachers are trained at various levels; the minimum income requirement to be eligible for a teacher

training institute is 10 years of schooling. For teaching in high school, a bachelor's degree is required along with a 1-year degree in education that leads to B.Ed. It requires 2 years of education training after the first degree, and 1 year of training after the degree to obtain the master's degree in education.

At the secondary level, a student can know about himself, since professional guidance is a continuous process, so it must be started from the beginning. The programs must be organized in their sense, from the primary and secondary level. Provide complete and necessary information about the professions with the help of films, filmstrips, posters and pictures with a professional orientation.



Source: Ferris State University

### **Vocational Training**

The national policy emphasizes the need to improve vocational courses in post-school services, but maintains that one of the functions of special education centres is to promote independent living and prepare the beneficiaries of special education for employment which requires a vocational emphasis in all curriculum at all stages of child development.

Career teacher: is a guide that works at the secondary level, so it is part of the orientation program. It works at school and its responsibility is to provide information in the presence of the counsellor, but a student is closer to the teacher so he knows more about him. Career teachers should take appropriate guidance and counselling training, even if they are not trained as counsellors and can not compare with them. Any teacher can take his training, it can be 1 month also because in this he does not have to advise but coordinate with the advisors. As the career teacher is responsible for providing information and knowledge, therefore, there must be a corner of information from where students can take information about educational and professional problems. It collects information from different resources and organizes it, organizes it into archives, updates it with new information and informs students, teachers and parents.

### **Lack of Resources**

We are living a new era of technology where creative and critical thinking, curiosity and positive attitudes create problems towards nature due to the blockage in education in science and technology. Due to the large number of students in the class and the unsatisfactory training of the science teacher in the development of the new program, the problem is disappointing.

The large number of estimated effects of real resources gives little confidence that just adding more than any of the specific resources to the school will lead to an increase in student achievement. Financial aggregates provide a similar picture. The simple act of providing higher salaries to teachers or higher overhead will lead to better student performance; there is very weak support for the nation. The expenditure per student has received the highest attendance, but only 27% of the estimated coefficient is positive and statistically significant. In addition, it is indicated that national resources, funds and personnel must be available for national centres and other integrated agencies to conduct research.

### **Research Design**

#### **Population and Sample**

Sample includes 30 teachers of Govt. sec schools of Jamshed town. All respondents are teachers with ages in the range of 30-59 years. All respondents are educated. Sample consists of male and female teachers.

From Govt. Secondary Schools, Jamshed town area of Karachi, Pakistan. It includes 2 schools of girls and 8 schools of boys. Sample has been selected through following ways: There are 34 schools (List of Schools), out of which we select 30%, that is, 10 schools. This research selected schools by means of drawings or lots (the throwing or drawing of such objects as a method to decide something). But some schools refused to give us time for the survey then we changed the schools.

Two schools were changed due to accessibility problem; through lotting we got Qureshi Govt. high school and BYJ govt. boy's sec school instead of Safia Khan Memorial New Town girl's sec school and Govt. girls' sec school Clayton.

Per school three teachers were selected according to the availability, who were free in that period or were recommended by the principal.

#### **Tool of Data Collection**

A questionnaire containing 15 close ended questions and one open ended question was used as tool to collect data.

**Assessment: Percentage % method**

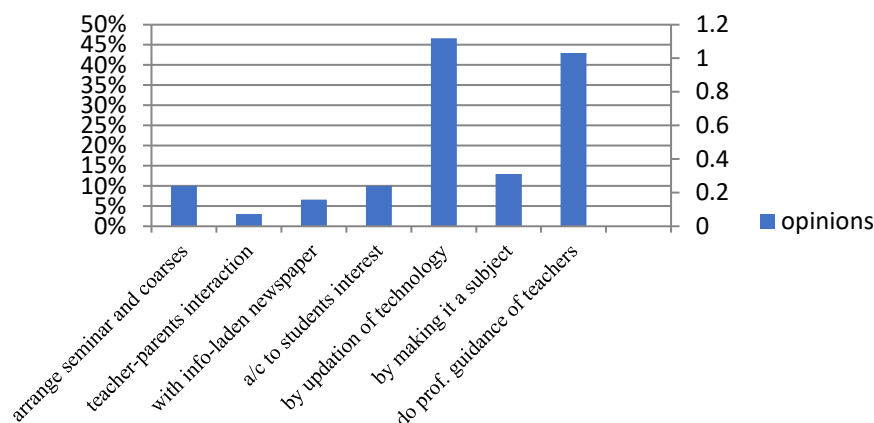
	NAME OF SCHOOLS	SAMPLE
1	German Model Govt. Boys Sec. School Islamia college	3
2	Senior Model Govt. Boys Sec School No.1 PECHS	3
3	Govt. Girls Sec. School Clayton Road	3
4	Safia Khan Memorial Govt. Girls Sec School, Newtown	3
5	Irfan Govt. Boys Sec School, Soldier Bazaar	3
6	Govt. Boys Sec School, Jacob Lines	3
7	New Era Govt. Boys Sec School, Naz Cinema, Sadder	3
8	Jufelhurst Govt. Boys Sec School	3
9	Cork's Govt. Boys School, Mohammad Moosa Memon Road	3
10	Marie Colaco Govt. Boys Sec School, Jacob Lines	3

Questions	Yes	No
1: Do you have any knowledge related to professional guidance?	100%	00%
2: Can the professional guidance for the students on the secondary level have a positive effect?	87%	13%
3: Does students are mentally able to understand principles of professional guidance at secondary level?	80%	20%
4: Do you think that professional guidance brings improvement in life?	100%	00%
5: Do you think we should choose the professions that have a scope in field?	50%	50%
6: Do you counsel students individually?	70%	30%
7: Do you conduct any class related to professional guidance?	27%	73%
8: Do you think that you need the education for professional guidance before guiding the students?	87%	13%
9: Are you aware of the various professions in your society?	90%	10%
10: Do you have any separate room for counseling the students individually?	30%	70%
11: Are you trained to provide professional guidance to the students?	47%	53%
12: Do you get the funds to spend on your expenses?	40%	60%
13: Is your schools teaching all the professions?	23%	77%
14: Does your school make use of the technologies?	17%	83%
15: Are you allowed to conduct classes related to professional guidance?	37%	63%

Response to question # 16 is presented below in graphic form.

Question: In your opinion what is the possible solution to improve professional guidance?





## Findings, Discussion and Recommendations

### Findings

Following are the findings of this research survey

- It is found that teachers have knowledge related to professional guidance, it gives positive effect to the students and can bring improvement in their lives.
- It is found that students are mentally able to understand principles of professional guidance.
- They counsel the students individually but can't be able to conduct class related to professional guidance.
- It is found that teachers need more education for professional guidance before guiding the students.
- It is found that teachers are aware of various professions in society.
- It is found that there is no room for counselling of students.
- It is found that all professions are not teaching in schools.
- It is found that teachers are not allowed to conduct class.
- It is found that schools do not get fund to spend on their expenses so can't make use of technologies.

### Discussion

As the topic is very interesting and important issue especially in Pakistan. The purpose of present study was to evaluate "issues of teachers for providing professional guidance to students in govt. school of Jamshed town". Present research confirms that teachers are aware of professional guidance but they are not allowed to conduct classes for professional guidance. They do not have separate room for counselling. Teachers need more education to guide students about professional guidance properly. They are aware of various professions in our society but are unable to teach all professions due to lack of technology. They are not

properly funded to spend their expenses on needs; they can't make use of technology. But it brings positive effect for the students and improves their lives. And secondary level students are mentally able to understand principles of professional guidance therefore we should guide them.

### **Recommendation**

The findings from this study reveal several pros and cons in the career development. We hope that this study increases awareness of the important problems of teachers who provide professional guidance and also to create awareness. Below are some recommendations which will help teachers as well as students.

- Fund and empower career counsellor, these counsellors should have the resources and professional background needed to assist students in making informed career and educational decisions.
- Guidance and counselling department should be formed.
- Should be taught as a subject
- Educators play a vital role in the process by which young adults make professional decisions. Schools, colleges and employers can do much more to increase teachers' exposure to different careers so they can help students as mentors.
- By parent-teachers interaction.
- The value of creating a unified, comprehensive and integrated professional development system throughout the country cannot be underestimated.
- The implementation of "career path" orientation programs can do much to create professional awareness among young adults. Education providers can provide their students with greater exposure to career options by creating the structure and offering activities that provide meaningful connections between education and the world of work.
- It should be selected according to the mentality and interests of students.
- Should take continuous analysis regarding it with experts.
- Focuses on education by doing rather than education by education.
- To give information to the students on all routes.
- It allows student to understand their path easily.

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