

An Analytical Study Of Counseling Practices In The Universities Of Pakistan And Developing A Model Strategy For Future

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ABSTRACT

The aim of present study was to analyze the existing counseling practices available in the universities of Pakistan, on the basis of opinions of such stakeholders as heads of university departments, teachers and students so as to suggest a model counseling strategy for the future. The objectives of the study were: (a) to examine the views of students and teachers of the universities for assessment of counseling needs and their utilization in these institutions of higher learning (b) to investigate the opinions of heads of departments in the universities about counseling needs and its utilization for students' counseling in their departments (c) to analyze the counseling practices in universities of Pakistan (d) to develop a model counseling strategy to be used in the universities of Pakistan in future.

The hypotheses of the study were that there was significant trend of opinion among the university students about counseling practices in their universities and there was significant trend of opinion among the university teachers about counseling practices in their universities.

The research questions of the study were: Are the counseling services adequately being provided in Pakistani universities? Is there clear impact of the available counseling services on university students' selection of subjects and career? Survey was conducted to collect the opinion of the students on the need of social, academic, career and personal counseling in the universities.

The design of study was mixed method and cross-sectional in nature. For quantitative part, the sample of study consisted of 550 students, 110 teachers. Cluster sampling technique was used for the study. The data was collected by using three self developed questionnaires (Likert Scale). The quantitative data were analyzed by applying Chi-square. For qualitative part, the sample of study consisted of 22 participants. Convenient purposive sampling technique was used for qualitative section, whereas, semi structured interview guide was used to collect data from heads of university departments. In order to analyze qualitative data, the semi-structured interviews were transcribed from the audio-tapes; themes were identified and coded to generate the findings.

On the basis of the findings of quantitative and qualitative data, the main conclusions of the study were drawn i.e. according to the students, the counseling services are essential and beneficial at university level, because this is the right time where students are looking for their career opportunities/career selection, where they are in need to work/practice and to select their subjects. Similarly, according to teachers, career counseling be provided at higher secondary and university levels, both at the time of admission and during the academic session. The result of this study indicated that heads of university departments were in agreement with the

opinion of students and teachers. They highlighted that unspecialized persons were providing the counseling services in universities instead of professionally qualified counselors, whose services were much required. According to university students, they did not have adequate counseling services due to nonexistence of the post of counselor in their university. Instead, the front desk helpers, teachers and administrators provided the requisite information about programs and subjects to them.

The key recommendations of the study include that the appointment of counselors in the educational institutions will assist students to achieve the goals of personal, social and academic competency and become capable to be employed in the jobs they have been prepared for.

The study has proposed a model counseling strategy to be adopted in the universities of Pakistan, comprising of five components: Organizing, Planning, Designing and Implementation and evaluating. It is envisaged that policy makers, government officials, researchers, counselors, students and other stakeholders will be benefited from this study in planning, reviewing and implementing the counseling services and resultantly making this process result oriented and cost-effective.

INTRODUCTION

Counseling in the educational institution was introduced due to various factors in different countries. Counseling services started in America during early 1900s to direct the students in their personal, social, academic and career development. It is the prerequisite of professional assistance in resolving personal or psychological problems of the individual. It uses psychological methods like personal interviews and aptitude tests for the choice of subjects and professions by the students. According to Oxford Dictionary 2003, counseling is the term of professional assistance, direction, supervision and guidance in resolving personal or psychological problems faced by the individual.

Students experience community, individual and academic problems not only at the university level but also in colleges and schools and at home. The difficulties include living in agonized families, where parents are broken up or separated, where family divergence occurs and where diseases are uncontrolled. These problems negatively affect the students in their academic and personal ventures. Davis, 2003, who views the educational institution as a hive of activity where teenage, and adolescent difficulties and peer group tensions arise. In the light of these problems, educational institutions should be more involved in conducting student needs' assessments and developing comprehensive guidance and counseling services (Kameen, Robinson & Rotter, 1985). Jenkins P & Polat F (2004), argument that educational institutes should move into a leadership role in dealing with the emotional and family problems of their students.

Gora, Sawatzky and Hague (1992), concluded that, the increase in diverse students' problems and the current economic situation necessitate for effective counseling services even more critical than in the past. Mapfumo (2001:17), adds that, students experience immense psychological pressures in today's world. Madhuku (2005:1), concurs with Gora et al. (1992:13), and Mapfumo (2001), when she states that there are a number of socioeconomic and psychological problems which disturb the learning process of students. In other words, the growing numbers of social, economic and family problems have resulted in an increased need for guidance and counseling services. For example, Paisley (2001), calls for guidance and counseling services to be restructured so that they become responsive to the existing social, economic and political realities within today's complex and diverse society.

All the discussion given above, call for the need for guidance and counseling in Pakistan with special reference to adolescence age. It will help in recognizing and addressing any unusual signs of depression which is a real challenge. Though feeling of emotional stress, anxiety, loneliness and low self-esteem are taken as normal part of growth which goes untreated. However, if these symptoms persist, it could severely affect adjustment into normal life and it can become a life-long disorder. The well thought out plan of educational guidance and counseling and its implementation in its true spirit may result in addressing these problems faced by Pakistani students.

Role of the counselor is highly worthwhile in higher education, as the counselor helps the students to move in a right decision and choose the profession of his /her future life according to his/her aptitude. The counselor promotes the educational skills in them by making them aware of the merits and demerits of different professions and helping the

students to get clear picture of the relevant profession which he/she wants to enter. No counseling services in the universities were provided to guide the students to choose professions, subjects of their own interest and to assist students during admissions in the programs that were the best for their needs and interests. The counselor provides holistic academic and career guidance to the students. Whilst working with students on their academic choices, the trained counselors also keep in mind the personal challenges and stresses that the students might be faced with. Counselor's service is aimed at creating a support system for students to facilitate their decision-making process. After the completion of matriculation, most of the students are undecided about, the choice of their subjects. Students mostly choose the professions and subjects of least interest. At graduation level, selection of the subjects is again a problem for the students. Counseling is required at intermediate and graduation levels so that the students may be able to choose the most suitable profession for their future. Due to the absence of counseling programs in the educational institutions, a bulk of students take the subjects which were not according to their interest and aptitude with the resultant wastage of time, finance and manpower.

STATEMENT OF THE PROBLEM

Guidance and counseling services have not been put in place in public and private universities in Pakistan. These services were meant to assist students to develop their academic, social and personal competencies in order to make realistic choices and relevant decisions in life. However, this seem not to have been realized since there were noticeable students' disturbances that often take the form of unrests, poor peer

relationships, wastage of time, poor study habits, substance abuse and difficulty in coping with examination anxiety. Consequently, distress, depression and unhappiness have become part and parcel of students' life in the university. The universities authorities were confronted with the students' social, academic and personal adjustment challenges.

This study sought to analyze the counseling needs, practices and their utilization in universities of Pakistan as perceived by Students, Teachers and Heads of the Departments and developing a model counseling strategy to be implemented in future at university level.

OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To examine the views of Students and Teachers of the universities for assessment of counseling needs and their utilization in these institutions of higher learning.
2. To investigate the opinions of Heads of Departments in the universities about counseling needs and its utilization for students' counseling in their departments.
3. To analyze the counseling practices in universities of Pakistan.
4. To develop a model counseling strategy to be used in the universities of Pakistan in future.

HYPOTHESES OF THE STUDY

In order to achieve study objectives No 1 and 2, the following research hypotheses were formulated:

H₁: There was significant trend of opinion among the university Students about counseling practices in their universities.

H₂: There was significant trend of opinion among the university Teachers about counseling practices in their universities.

The above research hypotheses were tested through the following null hypotheses:

H₀₁: There was no significant trend of opinion among the university Students about counseling practices in their universities.

H₀₂: There was no significant trend of opinion among the university Teachers about counseling practices in their universities.

RESEARCH QUESTIONS

This study was designed primarily to ascertain the current status of the organized counseling services provided in universities of Pakistan and to appraise these counseling practices by means of external criteria. Specifically, the purpose of the study was to seek answers to the following questions:

1. Are the counseling services adequately being provided in Pakistani universities?
2. Is there clear impact of the available counseling services on university students' selection of subjects and career?

SIGNIFICANCE OF THE STUDY

The present study was expected to bring to light various needs, challenges and problems faced in the social, career and personal development of the university students with a view to improve the counseling services. The results of this study are likely to provide timely assistance to the students in their academic performance and career

selection. The study findings may also be helpful for teachers and counselors in the selection of subjects to be taken by students at the time of their admission to universities and during the planning of their career.

The study may be significant for the parents who may get knowledge about the assistance and information available in the university for their children. Parents thus may utilize their finances and resources to secure a better and bright future for their children.

This study may assist parents appreciate the importance and intricacy of discipline management, social, academic and career. Data was collected through self developed questionnaires and semi structured interview guide. It may enlighten the parents on their roles in enforcing and strengthening the measures and strategies used by universities administration and teachers such as counseling in maintaining student discipline.

The findings of the study are also likely to help administrators to provide developmental and comprehensive counseling programs and provide a tool for program management and implementation.

The findings of the study are also likely to create awareness among all the stakeholders in education sectors.

METHODOLOGY

It is a mixed method and cross sectional study. It involves research activities, ranging from wide review of the related literature, taking semi-structure interview guide from Heads of Departments in the universities and the collection of data through self developed questionnaire from Students and Teachers.

Study Design

The present study was mixed method and cross sectional in nature and was conducted in the Universities in Rawalpindi and Islamabad cities of Pakistan. Data was collected through self developed questionnaires and semi structured interview guide.

Thirty-two self developed questionnaire items were constructed for Students to analyze the need and availability of counseling services for students in universities of Pakistan

Fifty –two self developed questionnaire items were developed for Teachers to identify the need of counseling services in universities.

Fourteen semi structured interview guide questions were developed for Heads of Departments in the universities to classify the inevitability of counseling services in universities for social, moral, personal and academic developments of students.

Population

All Students, Teachers and Heads of Departments of 25 public/private universities located in Islamabad and Rawalpindi were population of the study. Therefore, the population of the study consisted of 834323 Students, 15867 Teachers and 774 Heads of Departments from all universities situated in Rawalpindi and Islamabad cities. The total population size of this study was 850964 respondents.

Sample

The sample of the study consisted of twenty-two universities in Rawalpindi and Islamabad cities of Pakistan. The sample of the study consisted of 550 Students, 110 Teachers and 22 Heads of Departments. Total sample size was 682.

For quantitative analysis, cluster sampling technique was used for the Teachers and Students taken from each university. The Students studying at Masters and

Graduate/Bachelor levels in public and private universities and both the genders were taken as sample of the study.

For qualitative analysis, the semi structured interview guide was used for the Heads of various Departments in universities. Convenient purposive sampling technique was used for the Heads of various Departments in universities.

Pilot Testing

Self developed questionnaires and semi structured interview guide were tried out on the Students, Teachers and Heads of Departments of three universities, excluded in the sample, to check the validity and reliability of the research instruments. For pilot testing, out of 25 universities, three universities were randomly selected. Respondents as 05 Students, 05 Teachers and 01 Head of Department were picked from each university to check the validity and reliability of the research instruments. Total sample size for pilot testing was 33 respondents.

Reliability of the Instruments

After developing the questionnaires and semi structured interview guide, those were discussed with educationists, experts, Heads of Departments of universities, principals and psychologist for obtaining their opinions and to check reliability of the instruments. In quantitative analyses, Reliability co-efficient was 0.711 for Students', 0.822 for Teachers' questionnaires. In qualitative analyses, according to the suggestions of the expert and consultation of the supervisor the overlapping questions were merged and finalized in to fourteen interview guide questions.

DATA ANALYSIS

The investigation included computation, organization and application of Chi-square test to the quantitative information taken from closed questions. The Chi square was calculated both manually and electronically through Statistical Package for Social Sciences (SPSS) to demonstrate the noteworthiness of the result at 0.05 level of significance. The responses given by Heads of various Departments on semi structured interview guide questions were recorded and transcribed into codes and themes. Thematic analysis was used to analyze qualitative data of the study.

RESULTS

This chapter deals with the analysis and interpretation of the data, as tabulated below:

QUANTITATIVE DATA (STUDENTS' RESPONDENTS)

Table 4.1

The perception of students about the provision of regular post and recruitment of counselor in the university (N= 550)

Yes		No		X^2	p
n	%	n	%		
13	2.3	537	97.6	499.21	<.000
df=1				X^2 at 0.05= 3.341	

As shown in the above table 4.1, 97.6 percent students told that they did not have the provision of a regular post of a counselor in their university. The value of chi square (499.21) was highly statistically significant at 0.05 level. This means that there was a

significant trend of students' opinion towards the non- availability of regular post of counselor in their university.

Table 4.2

The perception of students about who is responsible for providing the counseling services in their university (N= 550)

HODs		Administrators		Student Advisors /Affairs		Faculty Members		Subject Teachers		Front Desk Helpers		X^2	P
n	%	n	%	n	%	n	%	n	%	n	%		
18	3.2	111	20.18	88	16	66	12	105	19	162	29.4	126.4	<.000
df=5											X^2 at 0.05= 11.07		

As shown in the above table 4.2, 29.4 percent students informed that front desk helpers, 20.18 percent students held that administrators and 19 percent students held that subject teachers were responsible for providing counseling services in their university. The value of chi square (126.4) was statistically highly significant at 0.05 level. This means there was visible trend of students' perception towards providing student the counseling services in the universities by front desk helpers, administrators and subject teachers of the universities.

Table 4.3

The perception of students that the counseling services enable students to be well disciplined with improved academic performance (N= 550)

Strongly Disagree		Disagree		Agree		Strongly Agree		X ²	p
n	%	n	%	n	%	n	%		
18	3.3	49	8.9	357	64.9	126	22.9	512.17	<.000
df =3								X ² at 0.05= 7.815	

As shown in table 4.3, 64.9 percent students agreed and 22.9 percent students strongly agreed that counseling services enable students to be well disciplined with improved academic performance. The value of chi square (512.17) was statistically highly significant at 0.05 level which means that there was significant trend of opinion among students', that counseling services enable students to be well disciplined with improved academic performance.

Table 4.4

The perception of students that due to counseling practices there were likely to be less personal problems among the students in the university (N= 550)

Strongly Disagree		Disagree		Agree		Strongly Agree		X ²	p
n	%	n	%	n	%	n	%		
6	1.1	83	15.0	353	64.1	108	19.6	491.43	<.000
df =3								X ² at 0.05= 7.815	

Table 4.4 describes that, 64.1 percent students agreed and 19.6 percent students strongly agreed that due to counseling practices, there were likely to be less personal problems among students in the university. The value of chi square (491.43) was highly statistically significant at 0.05 level which shows significant trend of opinion among students' that there were likely to be less personal problems among students in the university.

Table 4.5

The perception of students that counseling services may be provided to students by their teachers (N= 550)

Strongly Disagree		Disagree		Agree		Strongly Agree		X ²	p
n	%	n	%	n	%	n	%		
96	17.4	352	64	89	16.1	13	2.3	76.74	<.000
df =3								X ² at 0.05= 7.815	

The above table 4.5 explains that, 64 percent students disagreed and 17.4 percent students strongly disagreed that counseling services could be provided by their teachers. The value of chi square (76.74) was highly significant at 0.05 level which means that there was significant trend of opinion among students that counseling services may not be provided by their teachers whenever needed in the universities.

QUANTITATIVE DATA (TEACHERS' RESPONDENTS)

Following are the tables contain data from teacher respondents through structured questionnaire.

Table 4.6

The perception of teachers that session for counseling in the university for the students be held once a week in a month? (N=110)

Agree		Disagree		X ²	p
n	%	n	%		
33	30	77	70	17.60	<.000
df=1				X ² at 0.05 = 3.841	

As revealed in the above table 4.66, 70 percent teachers did not agree that counseling services are provided once a week every month. The value of chi square (17.60) was statistically significant at 0.05 level. This means that there was noticeable trend of teachers' perception that counseling services be provided once a week in a month in their university.

Table 4.7

The perception of teachers that counseling session be held in the university twice a week in a month (N=110)

Agree		Disagree		X ²	p
n	%	n	%		
88	80	22	20	39.60	<.000
df=1				X ² at 0.05 = 3.841	

As shown in the above table 4.67, 80 percent teachers held that counseling practices be provided in the university twice a week in a month. The value of chi square (39.60) was statistically significant at 0.05 level. This means that there was noticeable trend in teachers' perception that counseling be provided twice a week in a month in university.

Table 4.8

The perception of teachers that session for counseling in the university be held for the students (N=110)

Agree		Disagree		X ²	p
n	%	n	%		
31	28.1	79	71.8	20.94	<.000
df=1				X ² at 0.05 = 3.841	

The above table 4.68 describes that, 71.8 percent teachers did not agree that session for counseling in the university for the students be conducted every week in a month. The value of chi square (20.94) was statistically significant at 0.05 level. This means that there was visible inclination of teachers' that counseling sessions in the university be carried out every week in a month.

Table 4.9

The perception of teachers about parents' participation during the counseling sessions (N=110)

Agree		Disagree		X ²	p
n	%	n	%		
46	41.8	64	58.2	22.66	<.000
df=1				X ² at 0.05 = 3.841	

As shown in the above table 4.69, 58.2 percent teachers did not agree that parents should participate in counseling sessions. The value of chi square (22.66) was statistically significant at 0.05 level. This means that there were visible inclinations of teachers' disagreement with the idea that parents should participate in the counseling sessions.

Table 4.10

The perception of teachers about using classroom for counseling sessions (N=110)

Agree		Disagree		X ²	p
n	%	n	%		
45	40.9	65	59.1	3.63	<.057
df=1				X ² at 0.05 = 3.841	

As shown in the above table 4.70, 59.1 percent teachers did not agree that classroom be used for counseling purposes but 40.9 percent teachers agreed to this idea. The value of chi square (3.63) was statistically non significant at 0.05 level. This means that teachers' view on the usage of classrooms for counseling sessions was divided.

Table 4.11

The perception of teachers about their involvement in the counseling session with the fresh admission students in the university (N=110)

Agree		Disagree		X ²	p
n	%	n	%		
71	64.5	39	35.4	9.30	<.002
df=1				X ² at 0.05 = 3.841	

As shown in the above table 4.71, 64.5 percent teachers agreed that teachers should be involved in counseling with the new students in the university. The value of chi square (9.30) was statistically significant at 0.05 level. This means that there was visible inclination in teachers' opinion that as a teacher should have communication session with the new students in their university.

Table 4.12

The perception of teachers about the usage of motivational audiovisual aids during the counseling sessions (N=110)

Agree		Disagree		X ²	p
n	%	n	%	26.50	<.000
82	74.5	28	25.4		
df=1				X ² at 0.05 = 3.841	

As exposed in the above table 4.72, 74.5 percent teachers agreed that audiovisual aids be used for motivation purposes during the counseling sessions. The value of chi square (26.50) was statistically significant at 0.05 level. This means that there was visible trend of teachers' inclination towards the use of audiovisual aids for motivational purposes during the counseling sessions.

QUALITATIVE ANALYSIS

Views of Heads of Department (HODs)

This chapter will outline the results of interviews that were conducted with twenty two HODs from twenty two universities. The findings have been explored through a range of themes. The interviewees were referred to as P1 – Head of Department 1, P2 – Head of Department 2, P3 – Head of Department 3 and so on, where P stands for participant.

4.13 Perception of HODs about Budgetary Constraints

All of the HODs interviewed that university did not appoint any professional counselor to facilitate the university students' in the need of their academic, social, personal and career developments. For this purpose, HODs had to supervise the students along with their professional commitments and they themselves had allocated hours within the universities for the provision of supervision. P1, P8, P10 and P12 said that last week they spent 1.5 hours on supervision. They got four hours allocated on their timetable". P2, P5 and P8 told how they worked full time while being allocated to work for eight hours. P3 mentioned that she worked 1.5 hours extra from her allocated hours on a weekly basis. She does not have any professional counselor who shares the burden to provide proper assistance and guidance to the university students before and after the time of admissions. P4 said "last week I spent 1.5 hours on guidance counseling. I've got 2 hours allocated on my timetable". P20 told how she works full time while being allocated to work 10 hours. P6 mentioned that she worked 8-10 hours on a weekly basis. P14 said "I don't have enough time to meet my students for the particular purpose I refer them to the teacher.

All HODs interviewed are required to combine their role as assistance with other roles within the universities. The allocation to guidance on development of social, personal, academic and career counseling were compulsory for university students. All HODs noted that due to budgetary constraints the university can't afford professional counselor for each department but should appoint the professional counselor to share the load of the HODs and faculty.

4.14 Perception of HODs about Increased Pressure

All HODs shared their feeling and worries they had for the university students. They mentioned that pressure they have now in the working hours to be greater than recent times. P1 told of how he has noticed "there are far less resource and there is increased pressure". P2 stated that "we are simply not meeting the counseling needs of our students". P15 stated "one of the real stressors for me is an acute event with a student and I have to leave and take another class".

4.15 Perception of HODs about Universities Holidays

P2, P3, P5, P6, P8, P19, P20 and P22 mentioned about universities holidays for a number of reasons universities remained, closed for at Christmas, Easter, midterm breaks and due politically instable situations. P1 mentioned about always being aware of the universities holidays and being mindful of working with vulnerable students coming after long break. P7 and P9 both mentioned being mindful to refer students in need of support coming after holidays. P4 noted "the need for support during the holidays is an important element of their duty as counselor but professional counselor may attend the students and assist them thoroughly for their career opportunities". P10, P12, P13, P16,

P17 and P18 mentioned that a list of students may be noted for those students who are involved in drugs and far away from the religious education. The help may be taken from the university faculty for those students. In holidays they might be called to the university and try to indulge them in the religious studies to refrain them from illegal activities.

4.16 Perception of HODs about Less Resource in Public Universities

All HODs mentioned that Public universities students facing more issues as compared to private universities. Majority of the students do not refer themselves for supervision and their problems remained unsolved. The public universities faculty and HODs were worried because their resources are too less to facilitate their students and provide supervision, direction and assistance for the social, academic, personal and career developments and public universities students have less chance to interact with their teachers to share their feelings and expose their problems. Most of the time, public universities faculty and HODs follow the time tables and always in a hurry to take the next class.

All HODs said that the most public universities were undersupplied in assistance resources, which include guidance rooms, poor furnishing in those public universities and there were also a shortage of recording and filling materials as well as other reference materials. So, a poor environment for the provision of useful assistance is created.

4.17 Perception of HODs about Support from Colleagues

The key support that HODs felt was available to them is in relation to supervise and meeting on call basis. This is not facilitated by each university within universities

hours. In addition, P1, P3, P5, P6, P10, P12 P14, P15, P16 P18, P20 and P22 felt that they can refer to colleagues within the universities for support and supervision. P2, P4 and P7 mentioned “You always feel you could do with further support”. P11, P13, P15 and P17 felt that they have good peer support from colleagues. P3, P5, P6, P10, P18, P20 and P22 noted that they would prefer to be able to check in more regularly with their supervision in relation to their work and in particular their problem cases, but that there was no agreed mechanism for doing so but they are not expert in handling the bundles of students issue they need a support from professional counselor and having an important effect and productive if the university would hire the permanent counselor in the university for the student to deal with them on the regular basis. That will be a great support not only to HODs, faculty, parents as well as university students.

SUMMARY

The purpose of this study was to analyze the counseling practices used in the universities of Pakistan and developing a model strategy for future. The study objectives were: to examine the views of students and teachers of the universities for assessment of counseling needs and their utilization in these institutions of higher learning, to investigate the opinions of Heads of Departments in the universities about counseling needs and its utilization for students’ counseling in their departments, to analyze the counseling practices in the universities of Pakistan and develop a model counseling strategy to be used in the universities of Pakistan in future.

The research questions of the study were: Are the counseling services adequately being provided in Pakistani universities? Is there clear impact of the available counseling services on university students’ selection of subjects and

career? Survey was conducted to collect the opinion of the students on the need of social, academic, career and personal counseling in the universities.

The design of the study was mixed method and cross-sectional in nature. The data was collected through self developed questionnaire and semi structured interview guide. The questionnaire for Students consisted of 32 items. The questionnaire for Teachers contained of 52 items and the interview guide for HODs consisted of 14 questions. The population of the study consisted of all the students, teachers and HODs of 25 universities located in Rawalpindi and Islamabad cities of Pakistan. The sample of the study consisted of 550 Students, 110 Teachers and 22 HODs.

Cluster sampling technique was used for the selection of above sample. The data collected through the questionnaires was categorized and analyzed by using the chi-square technique, whereas, the data collected through interview guide was analyzed by applying thematic analysis technique.

CONCLUSIONS (QUANTITATIVE PART)

The following conclusions were drawn from the above findings:

According to university Students, they did not have adequate counseling services due to non existence of the post of counselor in their university. Instead, the front desk helpers, teachers and administrators provide the requisite information about programmes

and subjects to them. However, they felt that counseling services can't be effectively provided by the non professionals. The Students were convinced that they would have less personal and academic problems if occupational guidance and career counseling were provided to them. Students' personal, social and academic competence depends upon the university counselor who works with clearly defined goals and job description and who cooperates with faculty members, HODs and other stakeholders as a team to promote students' leadership qualities. By working as a liaison between the parties in Higher education, the counselor also becomes an effective advocate of the students and improves his/her own effectiveness.

CONCLUSIONS (QUALITATIVE PART)

In conclusion, this study has given a deeper understanding and insight into the challenges of Head of various departments working in universities in private and public. The conditions of public universities are satisfactory because students are not getting enough interaction sessions from the faculty and their problems are unresolved and how they manage the different aspects of their job responsibilities along with faculty members. Most Head of various departments being required to split their time on guidance and classroom teaching and administrative duties. The study has also reflected their perceptions of support available to Head of departments from colleagues, management and supervisors.

RECOMMENDATIONS (QUANTITATIVE PART)

In the light of conclusions and discussion, the following recommendations are made further research.

1. The post of a counselor be created in every institution for higher education so that the students are provided with counseling, relevant to the subjects and careers of their interest.
2. Counselors may be employed in universities to guide the students at time of admissions. Counselors may also support the teaching process in classrooms.
3. That those in guidance and counseling accept the responsibility for continued professional development. The counselor should make every effort to meet the standards set for certification, and staff members should take advantage of the in-service training programs and guidance courses offered at the universities.
4. Counselors may organize and conduct large group sessions in the areas of career choices and other allied areas. Other members of the guidance team, including teachers and administrators, may also be involved in organizing and conducting these sessions.
5. A counseling committee composed of teachers, administrators, and counselors be appointed in the individual university to serve in determining the policies, making specific proposals and plans, and directing the guidance program in general. These should be chosen according to their interests, abilities, and training.

RECOMMENDATIONS (QUALITATIVE PART)

The study illustrates that all HODs are working in a pressurized environment and working in excess of their allocated hours in all cases. Some HODs felt there was a lack of support and most mentioned a feeling of working in isolation. The effect of this

pressure on HODs on an ongoing basis is not well researched and further study should focus on this. The challenges of working with referral professional counselors may also be an area for future research.

MODEL COUNSELING STRATEGY

In order to initiate an effective counseling programme in universities of Pakistan, a counseling model is suggested here that was reviewed in chapter two. It contains five stages, namely, organizing, planning, designing, implementing and evaluating. This model is suggested in the light of the findings of this study as well as independent of the study findings and recommendations.

1. Organizing: In this stage, two decisions are required to be made, that is, commitment to act and identification of leadership.

At this process of change, university management should be committed and involved. Those who may be affected by this process of change should also be involved. The change process must be led by those have investment in the counseling programme. A steering committee should also be formed in order to supervise the change process. The steering committee should consist of members who belong to the counseling function, business, community, students' representation and university administration.

2. Planning: In this stage of planning, the following activities are recommended. Comprehensive model of counseling programme is adopted and programme development process is used by selecting the appropriate model and identifying the relevant content for including in the programme. The model must include learning to live(personal and social development),learning to learn(academic development) and learning to work(career development).The four components that make the overall service delivery system be

understood. These components are counseling curriculum, individual planning, responsive services and system support. To assess the current programme for development means making actual design, setting priorities, and making the required resources available for the programme. The programme should be assessed based on allocation of resources for the four components and the priorities in these four components. The collection of this data helps in assessing current allocation of resources to bring about the required improvements. The data collection and analysis may be the activity review, conducting activities, type of clients served, counselor's time allocation, job description, budget, material and equipments, facilities etc. The planning process also includes developing the mission statement in terms of types of clients to be served, programmes offered, contents of these programmes and programme delivery system. The mission statement also includes giving the philosophy for such counseling programme and the basic assumptions related to the programme.

3. Designing: The first major activity at this stage is to establish the overall design. An initial assessment of local conditions such as university and its students must be made; the desired programme should be defined appropriately in terms of qualitative and quantitative data. In qualitative terms, components (expression of priorities), contents (objectives, grade based priorities), population (nature of students and other parties student categories, staff conditions), staff roles (staff and their competencies) activities (format of overall activities). In quantitative terms the information such as the scope, size students and resources must be described, philosophical priorities should be established because resources are limited and there is a mismatch between requirements and resources. Therefore, priorities will help in better allocation of resources. Other activities

at designing stage are developing the programme standards and planning the transition to the desired programme. The standards provide the job responsibilities of the counseling staff which should be appeared by the concerned administration and disseminated to counselors and other staff .While planning the transition to desired programme, the existing programme is compared with desired programme by examining different aspects of new programme such as counselors' time, number of students served and competencies addressed. Finally, at this stage a master plan be developed for implementation of change. It includes all key tasks required to implement the counseling programme and the human and financial resources required to bring changes.

4. Implementing: This stage is more crucial and critical when the adopted programme now is put into practice and deals with the issues from staff and other parties. During this stage, the administration, teaching staff and other supporting staff should play their role. In addition, standards should be developed for using the resources such as privacy equipments and instructions. The new programme should be supervised by well trained professional supervisors. During implementation, counselor to student ratio must be calculated, counselor's workload should be determined and non-counseling duties should be taken away from him/her. Based on the new priorities, new activities be developed and implemented which should be well planned. The new activities be written for counselors as counseling strategies and standards for students.

5. Evaluating: This is the process which judges how far the counseling programme achieves its objectives. Evaluation is used for making decisions and recommends actions to improve the whole programme. As an ongoing activity, it may continue in all stages of programme development. The counselor plays main role in the whole guidance and

counseling programme. Counselor's evaluation is also crucial in making an effective evaluation of the whole programme. The purpose of counselor's evaluation is towards continuous growth of the counselor. There are various appropriate techniques but there should be flexibility in counselor evaluation programme which should allow the needs of students and broadening their scope. The counselor's evaluation is based on job description and ethical standards. As environmental changes are always occurring, they should be given appropriate training at regular intervals in order to keep them up-to – date. Counselors' performance be evaluated against the implementation of the counseling programme. If the support of administrative staff is not available to the counselor, he/she may not be able to implement the programme.

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LIST OF SAMPLE UNIVERSITIES

Sr. No	Name of Institutions	Public/Private	Location	Specialization
1	National University of Computer and Emerging Sciences	Private	Islamabad	Information Technology
2	Capital University of Science & Technology	Private	Islamabad	General
3	Center for Advanced Studies in Engineering	Private	Islamabad	Engineering
4	Foundation University	Private	Islamabad	General
5	Riphah International University	Private	Islamabad	General
6	ShifaTameer-e-Millat University	Private	Islamabad	General
7	Muslim Youth University	Private	Islamabad	Islamic
8	Quaid-i-Azam University	Public	Islamabad	General
9	Pakistan Institute of Engineering and Applied Sciences	Public	Islamabad	Engineering
10	National Defence University	Public	Islamabad	General
11	Allama Iqbal Open University	Public	Islamabad	General
12	International Islamic University	Public	Islamabad	General
13	National University of Sciences and Technology	Public	Islamabad	Engineering
14	COMSATS University	Public	Islamabad	General
15	National University of Modern Languages	Public	Islamabad	Language
16	Bahria University	Public	Islamabad	General
17	Federal Urdu University of Arts, Science and Technology	Public	Islamabad	General
18	Institute of Space Technology	Public	Islamabad	General
19	Air University	Public	Islamabad	General
20	Shaheed Zulfiqar Ali Bhutto Medical University	Public	Islamabad	Medical
21	National University of Technology	Public	Islamabad	Technology

Sr. No	Name of Institutions	Public/ Private	Location	Specialization
22	Fatima Jinnah Women University	Public	Rawalpindi	General
23	Rawalpindi Medical University	Public	Rawalpindi	Medical
24	National University of Medical Sciences	Public	Rawalpindi	Medical
25	Pir Mehr Shah Arid Agriculture University	Public	Rawalpindi	General

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