

Analysis of the Need of Counseling Services for Personal development at university level in Khyber Pakhtunkhwa Pakistan.

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Abstract

The purpose of this study was to ‘to investigate the Need of Counseling Services for Personal development at University level in Khyber Pakhtunkhwa Pakistan’. The population of the study is KP universities B.S students. The sample of the study, Shaheed Benazir Butut women university Peshawar, Women University Swabi, Women University Mardan and University of Science and technology Bannu women campus, English and Education department B.S. students, using Krejcie and Morgan sampling technique. The research is quantitative in nature. Data was collected through questionnaire; the objective of study is to sought the information about students’ perceptions about the need of personal counselling services. The finding of this research shows that every individual student needs personal counseling such as to know about their strength, talent, how to handle personal problems, learning habits, to know how to release exam pressure etc. it is recommended that All parties including the education minister, secretary education, vice-chancellors of universities, head of the departments, instructor, counselors and even parents are required to perform their dominant role in its own way/dimension in the counseling of students.

Keywords: Counseling, Personal Development, Students, University, KPK

Introduction

University life is a very challenging phase, in this level students are facing academic, social and personal problems, guidance and counseling is necessary in this stage. As we effort to meet the 21st century complex need to learner in international community with revolutionary changes due to rapid technological advancement; professional counsellor are the essential pioneers in

adapting to our diverse international community. Society demands are continuously changing due to technologies and becoming more and more complex without any guidance and counseling it is not possible for a child to handle the challenges and cope with the society.

Ramakrishnan, V. K., & Jalajakumari, V. T. (2013) says that ongoing difficulties and

complexities of recent society carries a diversity of complex complications and problems that leading to skirmishes, frustration, defeating, unhealthy competition etc. that result in crises in value and serious disturbance among young children. In such an intricate and complex society, the person has to have and face various problems in their life for a well adjustment in a social erection. Globalization and information technology has changed the way to work. Thus, the individuals face problems in all situations and field of life.

According to Wong, L. P., & Yuen, M. (2019) and Malkoç, A., & Sünbül, Z. A. (2020) Students are not enough mature to handle their problems. They need to help, and to solve their problem and thus to avoid stress and conflicts. In modern times, the need of counseling has increased, due to the abundance of problems, people face problems in different domains. In the situation of the socio-cultural fluctuating scenario the range of counselling has been increasing at a surprising speed. In these situations, it is important to support and counsel the adolescence to sensible ways through the introduction of counseling amenities on a general scale in our educational organizations. Counseling is the need of all sort of students if he or she can endure.

Statement of the problem is that; throughout the country, counseling service is a missing component at all educational organization, especially in universities. In universities every individual student facing a number of difficulties about their personality development. A considerable number of

students are involved in narcotic, conduct poor discipline, and other offensive practices (Robinson, 20166; Amemiya, J., et, al., (2020).; Burlaka, V., Hong, J. S., et, al., (2020).

The objective of the study is to assess the perception of a students about the need of a counseling for personal development.

Literature review

Hull, C. E., Suarez, E. C., & Hartman, D. (2016), Schmidt, (1993), Ibrahim, Helms & Thompson, 1983) says that In Canada and in U.S.A. to individual students are provided information about career, educational, social and personal development, and also provide information to needed students for self-adjustment and planning. The counseling services are sharing common concern, either it be given to a specific student or to assemblage of students (Hartman, 1999; Ibrahim et al., 1983). According to UNESCO (2000) Empathetic and acquaintance of one-self and the environment grown through counseling leads to an individual development and decent decision-making.

According to UNESCO, 1998, personal and social counseling referring to emotional trauma and behavioral problems that grows and arise when an individual grapple to deal with progressive and developmental stages and responsibilities. Personal and social counseling also purpose to assist individual to develop and keep healthy, strong and operative interpersonal relationships. individual self-awareness and self-improvement are the other aim of

counseling. The outcomes are that an individual can gain the ability to recognize an expert field and acquire the freedom to make positive choices in life worldwide.

Lonborg and Bowen (2004) and Lapin (2001) claim that in the United States, operative a counseling services provide a safe educational environment, while in Lapin. Gysbers and Petroski (2003) and Pratt, I. S., Harwood, H. B., et, al., (2019) point out that they create a greater sense of security for students in educational institutions. In such environment, that individuals have a sense and wisdom of belonging. Bruckner and Thompson (1987) reported that in the United States, students were able to make friends and move forward as a result of receiving counseling services.

Siann, Draper and Cosford (1982) speculate that the primary criterion for evaluating the effectiveness of counseling services presented to students is whether school counselors have been found supportive in difficult situations. Wiggins and Moody (1987) state that in the United States, the students surveyed provided outstanding rating to the counseling services they received. Riggs, R. C. (1979) had points out that the majority of USA students had discovered that school counselors were helpful in students' troubles. Lee (1993) says that the students who contributed in counseling services in American schools "observed themselves as more encouraging, positively and instigate to guess their own achievement in school." Armcost (1990) stated that numerous students in the United States showed that they favored to talk to a

counselor rather than any staff about any personal issues and problems.

Euvrard (1996) stated that effective high school counseling services in South African act in a protective way and train students with the evidence, attitudes and skills that empower them to effectively face adolescence challenges. Therefore, operative counseling services outcomes in fewer personality or communal maladjustment. The above viewpoints are supported by Rowley, Stroh and Sink (2005) who says that effective counseling services in the United States support students obtain developmental and progressive skills such as establishing and sustaining peer relationships.

Methodology

Survey design was used for data collection. The study was descriptive and quantitative in nature therefore survey plan was used for this study.

Population of the study

Population of this study is BS students of the universities of Khyber Pakhtunkhwa.

Sample size

Sample of this study was taken from the shaheed Benazir Bhutto women university Peshawar, Mardan Women University, University of Swabi and Bannu University women Campus, English and Education Department students using Krejcie and Morgan 1970 sampling formula.

Research Instrument

The tool used for data collection from respondents is called research instrument. In

order to collect data from the participants, Questionnaire was used.

Data collection procedure

The questionnaires were personally administered by the researcher who visited the randomly selected institutions. The selected students completed the questionnaire during class time. Permission to administer questionnaires during class time was sought from the head concerned

Data Analysis

The data collected was fed to the SPSS software version 23. The statistical tools i.e.,

Mean, Standard Deviation and t-test are used.

Data Analysis and Interpretation

4.1 Descriptive Analysis

Table 4.1 shows the descriptive statistic like mean, standard deviation, maximum and minimum values of each variable. The highest variation is existed in Confidence level of students can be improving through counseling while lowest variation exists in, I need to know about different jobs in different areas.

4.2 Need and importance of personal Counseling at University Level

Table 4. 1: Descriptive statistics

	N	Min	Max	Mean	Std. Deviation
I need help to understand my strengths and talents.	274	1.00	3.00	1.2007	0.51341
I need help, to be able to state my own ideas effectively	274	1.00	4.00	1.1569	0.52152
I need to know how to handle my problems,	274	1.00	2.00	1.0511	0.22059
I need to know how to develop my learning habits and skills that I can use throughout life	274	1.00	4.00	1.5073	0.69135
I need help to know, how to relief my Exam pressure	274	1.00	2.00	1.0365	0.18786
I need to know, which leisure and recreational activities best fit my interests and needs'	274	1.00	3.00	1.2883	0.53528
I need to know; about the kind of decisions and difficulties I will face.	274	1.00	3.00	1.1387	0.38626
I need to know; how to handle problems in families such as moving, divorce, death or unemployment	274	1.00	3.00	1.3212	0.53362
I need to know; how to deal with sickness or death in the family.	274	1.00	2.00	1.0328	0.17856
I need to know, how to improve my writing, reading and speaking skills.	274	1.00	3.00	1.3942	0.57235

4.2.1 I need help to understand my strengths and talents

Table 4.2 shows that 85 percent respondents are strongly agree and 9.9 percent are agree while 5.1 percent are showing neutral response that they need help to understand his strengths and talents. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, the university students need help to understand his/her strength and talents. Figure 4.1 shows the same results.

Table 4. 2: I need help to understand my strengths and talents.

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	233	85.0	85.0	330.533* (0.0000)
Agree	27	9.9	94.9	
Neither Agree nor Disagree	14	5.1	100.0	
Total	274			

Note: *,**,&*** indicated that significant at 1%,5%,&10% level of significance.

4.2.2 I need help to be able to state my own ideas effectively

Table 4.3 shows that 90.1 percent respondents are strongly agree and 5.1 percent are agree while 1.1 percent respondent disagree and 3.6 percent are showing neutral response that they need help to be able to state my own ideas effectively. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, the students need to help to describe his/her idea effectively. Figure 4.2 shows the same results.

Table 4. 3: I need help to be able to state my own ideas effectively

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	247	90.1	90.1	621.095* (0.0000)
Agree	14	5.1	95.3	
Neither Agree nor Disagree	10	3.6	98.9	
Disagree	3	1.1	100.0	
Total	274	100.0		

Note: *,**,&*** indicated that significant at 1%,5%,&10% level of significance.

4.2.3 I need help to know how to handle my problems

Table 4.4 shows that 94.9 percent respondents are strongly agree and 5.1 percent are agree with that they need help to know how to handle my problems. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, the students are needed to help to know that he/she handle problems. Figure 4.3 shows the same results.

Table 4. 4: I need to know how to handle my problems

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	260	94.9	94.9	220.861* (0.0000)
Agree	14	5.1	100.0	
Total	274	100.0		

Note: *, **, & *** indicated that significant at 1%, 5%, & 10% level of significance.

4.2.4 I need to know how to develop my learning habits and skills that I can use throughout life

Table 4.5 shows that 59.9 percent respondents are strongly agree and 30.3 percent are agree while 0.7 percent respondent disagree and 9.1 percent are showing neutral response that they need to know that how to develop he/his learning habits and skills that he/she can use throughout the life. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to develop he/his learning habits and skills that he/she can use throughout the life. Figure 4.4 shows the same results.

Table 4. 5: I need to know how to develop my learning habits and skills that I can use throughout life

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	164	59.9	59.9	228.394* (0.0000)
Agree	83	30.3	90.1	
Neither Agree nor Disagree	25	9.1	99.3	
Disagree	2	0.7	100.0	
Total	274	100.0		

Note: *, **, & *** indicated that significant at 1%, 5%, & 10% level of significance.

4.2.5 I need help to know that how to relief my Exams pressure

Table 4.6 shows that 96.4 percent respondents are strongly agree and 3.6 percent are agree that they need to know that how to release he/his exams pressure. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to release he/his exams pressure. Figure 4.5 shows the same results.

Table 4. 6: I need help to know, how to relief my Exam pressure

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	264	96.4	96.4	235.460* (0.0000)
Agree	10	3.6	100.0	

Total	274	100.0		
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Note: *, **, & *** indicated that significant at 1%, 5%, & 10% level of significance.

4.2.6 I need to know, which leisure and recreational activities best fit my interests and needs

Table 4.7 shows that 75.2 percent respondents are strongly agree and 20.8 percent are agree while 4 percent are showing neutral response that they need to know that from which recreational and leisure activities best fit his/her needs and interest. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that from which recreational and leisure activities best fit his/her needs and interest. Figure 4.6 shows the same results.

Table 4. 7: I need to know, which leisure and recreational activities best fit my interests and needs

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	206	75.2	75.2	227.526* (0.0000)
Agree	57	20.8	96.0	
Neither Agree nor Disagree	11	4.0	100.0	
Total	274	100.0		

Note: *, **, & *** indicated that significant at 1%, 5%, & 10% level of significance.

4.2.7 I need to know; about the kind of decisions and difficulties I will face.

Table 4.8 shows that 87.6 percent are strongly agree and 10.9 percent are agree while 1.5 percent respondents are showing neutral response that they need to know about the decisions and difficulties that he/she faced. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know about the decisions and difficulties that he/she faced. Figure 4.7 shows the same results.

Table 4. 8: I need to know; about the kind of decisions and difficulties I will face.

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	240	87.6	87.6	366.526* (0.0000)
Agree	30	10.9	98.5	
Neither Agree nor Disagree	4	1.5	100.0	
Total	274	100.0		

Note: *, **, & *** indicated that significant at 1%, 5%, & 10% level of significance.

4.2.8 I need to know; how to handle problems in families such as moving, divorce, death or unemployment

Table 4.9 shows that 71.2 percent are strongly agree and 25.5 percent are agree while 3.3 percent respondents are showing neutral response that they need to know that how to handle the family problem such as death, divorce and unemployment. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to handle the family problem such as death, divorce and unemployment. Figure 4.8 shows the same results.

Table 4. 9: I need to know; how to handle problems in families such as moving, divorce, death or unemployment

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	195	71.2	71.2	196.869* (0.0000)
Agree	70	25.5	96.7	
Neither Agree nor Disagree	9	3.3	100.0	
Total	274	100.0		

Note: *, **, & *** indicated that significant at 1%, 5%, & 10% level of significance.

4.2.9 I need to know; how to deal with sickness or death in the family.

Table 4.10 shows that 96.7 percent are strongly agree and 3.3 percent are agreeing with that how to deal with sickness or death in the family. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to deal with sickness or death in the family. Figure 4.9 shows the same results.

Table 4. 10: I need to know; how to deal with sickness or death in the family.

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	265	96.7	96.7	239.182* (0.0000)
Agree	9	3.3	100.0	
Total	274	100.0		

Note: *, **, & *** indicated that significant at 1%, 5%, & 10% level of significance.

4.2.10 I need to know, how to improve my writing, reading and speaking skills.

Table 4.10 shows that 65 percent are strongly agree and 30.7 percent are agree while 4.4 percent respondents are showing neutral response that how to improve my writing, reading and speaking skills. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to improve my writing, reading and speaking skills. Figure 4.10 shows the same results.

Table 4. 11: I need to know, how to improve my writing, reading and speaking skills.

	Frequency	Percent	Cumulative Percent	Chi-Square (p-value)
Strongly Agree	178	65.0	65.0	151.737* (0.0000)
Agree	84	30.7	95.6	
Neither Agree nor Disagree	12	4.4	100.0	
Total	274	100.0		

Note: *, **, & *** indicated that significant at 1%, 5%, & 10% level of significance.

Finding, Conclusion and Recommendation

The researcher finds out that the university students has need help to understand their strengths and talents. Because 85% respondents are strongly agreed and 9.9% are agreed while 5.1% percent are showing neutral response that they need help to understand his strengths and talents. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, the university students need help to understand his/her strength and talents.

At university level students are adult and not enough mature therefore, they need to be able to state their own ideas effectively. In this study researcher found that the students need help to be state their own ideas effectively. Because 90.1% respondents are strongly agreed and 5.1% are agreed while 1.1% percent respondent disagree and 3.6% percent are showing neutral response that they need help to be able to state my own ideas effectively. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, the students need to help to describe his/her idea effectively.

In puberty age when individuals have faced any problem or issues, they have no ideas as how to handle his/ her problem therefore they needed counseling. The researcher has found that 94.9% respondents are strongly agree and 5.1% are agreed with that they need help to know how to handle my problems. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, the students are needed to help to know that he/she how handle their problems.

Developing of a learning habits and skills are most important for adult and the result also show that 59.9% respondents are strongly agree and 30.3% are agreed while 0.7 percent respondent disagree and 9.1% are showing neutral response that they need to know that how to develop he/his learning habits and skills that he/she can use throughout the life. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to develop he/his learning habits and skills that he/she can use throughout the life.

If we can observe, when we are delivering lecture, students are just wanting to learn with exam points its show their anxiety and pressure of exam and some students are in

universities got drug addicted due to exam pressure. Therefore, they need counseling that how to relief his/her exam pressure. This study also found that 96.4% respondents are strongly agree and 3.6% are agreed that they need to know that how to release he/his exams pressure. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to release he/his exams pressure.

In adulthood individuals have no ideas that how to be handle his or her leisure time, most of adult choses wrong path they don't know how to manage their leisure time and which activities will be best fit for them and thus they spend their leisure times on unnecessary activities. Thus, the university level student need counseling to know that which leisure and recreational activities are will be best fit with their interest and needs. The study also shows that 75.2% respondents are strongly agreed and 20.8% are agreed while 4% percent are showing neutral response that they need to know that from which recreational and leisure activities best fit his/her needs and interest. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that from which recreational and leisure activities best fit his/her needs and interest.

In the age of puberty when an individual face any sudden problems or difficulties than they have no idea about that to how manage the problems or worries. Therefore, they need counseling, to how manage sudden problems/difficulties and being able

to have a good decision. The researcher found in this study that 87.6% are strongly agree and 10.9% percent are agreed while 1.5 respondents are showing neutral response that they need to know about the decisions and difficulties that he/she faced. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know about the decisions and difficulties that he/she faced.

Problems in families like moving, divorce, death or unemployment are sometime suddenly occurring, teenagers are not mature enough, when they face such type of problems, they are not able that how to handle the problems like moving, the separation of their parents, death in family and unemployment. Therefore, at university level students has need counseling to know how to handle problems in families. The study shows that 71.2% are strongly agree and 25.5% are agreed while 3.3% respondents are showing neutral response that they need to know that how to handle the family problem such as death, divorce and unemployment. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to handle the family problem such as death, divorce and unemployment.

The researcher finds out that 96.7% are strongly agree and 3.3% are agreeing with that how to deal with sickness or death in the family. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they

need to know that how to deal with sickness or death in the family.

Majority of students in BS level have no idea that how to improve his/her skills such as writing, reading and speaking skills. Therefore, they need counseling to know, how to improve their skills. The study found that 65% are strongly agreed and 30.7% are agreed while 4.4% respondents are showing neutral response that how to improve my writing, reading and speaking skills. The chi-square value is shows that the observed outcomes are different from the expected outcomes. Therefore, they need to know that how to improve my writing, reading and speaking skills.

The above finding show that the university level students has need personal counseling such as they need to know his/her strength and talents, to describe his/her idea effectively, the students are needed to know that he/she how handle their problems, how to develop his/her learning habits and skills that he/she can use throughout the life, they need to know that how to release his/her exams pressure, which recreational and leisure activities best fit his/her needs and interest, they need to know about the decisions and difficulties that he/she faced, how to handle the family problem such as death, divorce and unemployment, how to deal with sickness or death in the family, and how to improve their writing, reading and speaking skills.

Recommendation

As a result of the information obtained from data analysis, the following recommendations are made:

Counseling facility is required to be understood by the students and teachers. There is no understanding concerning the need and importance of counseling. The teachers also need counseling in relations of their professional responsibilities, their job portrayal; they should be attentive of their assets, strengths and weaknesses in the teaching space. A regular structure of valuation and response/feedback should be there.

Counseling is required to be provided in a well-planned method/manner at the university level. In the demand to encounter the needs of students, counseling must be formalized. The early phase of program development planning is of vital importance. Counseling program must be time lined, so, this service at university must formed on regular basis. There should be a specific Period for counseling for the students.

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