

Teachers' Perceptions about Guidance and Counselling Training Areas at Secondary School Level

Afra Bint E Khalid ¹ Muzammila Akram ^{2*}

¹ PhD Scholar, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan.

Email: afrahkhalid96@gmail.com

² Associate Professor, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan.

Email: muzammila.akram@iub.edu.pk

ABSTRACT: In the growing context of diverse learner needs, the effective implementation of Guidance and Counselling services has become essential in schools. Although many teachers possess observation and listening skills to identify students' diverse learning needs, individual differences, and socio-economic backgrounds, this study examines the need for specialized teacher training to successfully integrate Guidance and Counselling practices within the regular school environment. Through a review of national and international literature and a questionnaire survey of selected school teachers, the study highlights significant gaps in teachers' skills related to student assessment, communication, crisis management, career guidance, and socio-emotional support. Findings indicate that without structured professional development, most teachers feel unprepared to address students' psychological and behavioral issues, resulting in poor learning outcomes and increased classroom stress. The study emphasizes the necessity of introducing well-designed Training Programs on Guidance and Counselling within teacher education, continuous professional development (CPD), and school-based support systems. Training should include planning strategies for different guidance and counselling services, implementation through proper coordination, and appropriate assessment procedures. It is also necessary to equip teachers with effective communication skills and the ability to adapt new technology for the best implementation of Guidance and Counselling Programs and follow-up services.

KEYWORDS: Guidance and Counselling, Need Assessment, Teacher Training, Professional Development, Teacher Counsellor, Communication Skills

Introduction

The teacher's perspective on Guidance and Counselling was no more than to give advice and to punish students so they can change to be better and can help the learning process in school (Wijaya et al., 2019). This study aims to examine teachers' perspectives on guidance and counseling in secondary schools through AI adoption (Huma et al., 2025). Teachers are the nation builders, and they are supposed to build the personality of individuals, motivate and help them to make their own choices based on their interests and aptitude. out future plans (Ahmad et al., 2024; Akram et al., 2022). Maqsood et al. (2020) said that in their article 2020, "Adolescence age marked by rapid physical,

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Corresponding Author

Muzammila Akram

✉ muzammila.akram@iub.edu.pk

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emotional, social and cognitive changes, influences affective responses and alters social interaction (Fatima et al., 2025). Transformations and changing perspectives on family and peer relations, along with the context of the educational environment, can have a massive impact on the later life of adolescents. The challenges and obstacles associated with adolescence prevent school students from excelling socially, behaviorally and academically (Fauzee et al., 2026). It has been observed that one in every five students has some emotional or behavioural problems that meet the criteria of some diagnosable disorder (Niaz et al., 2023). Students who are vulnerable to face psychosocial stressors may experience socially undesirable behaviours and acute mental health troubles that extend into adulthood" (Akram et al., 2023; Atkins, 2010). There is a difficult situation for the student as an adolescent to learn a new situation and make their own decisions. Guidance and counseling services can support them to choose those courses and activities most appropriate for them (Mahmood et al., 2022). The total school team administrator, teacher, guidance specialist and student are involved in this effort with their areas of responsibilities (Khan & Reba, 2018). The interaction of teachers with students on a daily basis and they are most often the first individuals to observe emotional distress, behavioral difficulties, academic problems, or social challenges among learners (Andleeb et al., 2025; Jennings & Greenberg, 2009). However, even with their important role, many teachers lack professional training in counselling services and psychological support approaches (Huma et al., 2025; Sumera et al., 2024). Therefore, students' needs remain inefficiently addressed, which has a strong impact on their academic performance, emotional security, and classroom conduct (Akram et al., 2024; Mahmood et al., 2020).

In Pakistan, formal Guidance and Counselling systems are still underdeveloped in many schools, especially at the secondary level (Mahmood et al., 2024). Teachers are expected to perform counselling-related responsibilities without receiving specified training (Mahmood & Ismail, 2018). Therefore, assessing teachers' training needs in Guidance and Counselling is necessary for developing effective professional development programs (Haron et al., 2024).

- ▶ This study investigates the need assessment for training programs related to Guidance and Counselling competencies among secondary school teachers. We included questions like:
- ▶ The schoolteacher plans, coordinates and implements counseling services consistent with established guidelines, policies and procedures.
- ▶ The teacher regularly applies a variety of individual and group guidance strategies to support students' academic, social, and personal development.
- ▶ The teacher actively promotes effective communication and strengthens collaboration among students, families, school staff, and the wider community.
- ▶ The teacher consistently performs at a high standard by leading the collection and use of educational data to improve instructional planning, support program development, and provide timely feedback to families and colleagues.
- ▶ The teacher serves as a positive role model by pursuing continuous professional development, supporting the growth of colleagues, and making meaningful contributions to the advancement of the teaching profession.
- ▶ The work of the schoolteacher is integrated with academic and students' total personality growth and development.
- ▶ The schoolteachers can provide a visionary approach to the students and enable them to select their own career choices through good decision-making skills.
- ▶ The schoolteacher works on innovations and adaptability with new technology to apply the guidance and counseling skills in new situations and provides the choices to solve the problems of students and also performs peer counseling services for each other.

- ▶ The schoolteachers always perform high levels of stress and work management skills, and also consistently provide mental health awareness sessions to students.
- ▶ The findings provide practical implications for teacher education institutions, policymakers, and educational administrators.

Literature Review

Guidance and Counseling have prime leadership style in education (Mahmood et al., 2021). These have become an important part of the education field in the previous century. There has been no concept of school counseling before 20th century. (Ahmad et al., 2024) But now school administration, teachers, and parents have a better understanding of these programs now (Mahmood et al., 2023). We see a trend of launching these programs from minor to a more organised level, and this is encouraging. However, a thing that needs our attention is the perception of teachers about training areas (Mahmood & Ismail, 2022). It will help us explore more future improvements in this field.

According to Ahmad et al. (2024) teachers' role is pivotal role in this process. Teachers and their counseling skills are those agents that facilitate the guidance and counseling programs in an effective way (Huma et al., 2025; Ahmad et al., 2024).

While Diana et al. (2022) stated that basic counseling skills of teachers are more important for their role to support students (Khan et al., 2023). According to Binte Khalid, and Mahmood (2026) trained teachers are required to play their role like supporting academic journey of students, helping them with career choices, their personality development, job interview preparation and collaboration of all stakeholders (Ullah et al., 2023). Therefore, this question must be asked: How do schoolteachers perceive Guidance and Counseling Training areas personally? The answer to this question will give us new dimensions to think and develop more effective programs in future.

In our approach, guidance and counseling programs are more dependent on teachers due to their direct contact and academic relationships with students (Ahmed et al., 2026; Nilofar et al., 2024). Therefore, we have raised this question to explore more. In our school education, teachers with required skills for guidance and counseling are required. If we keep lacking in this domain, it will weaken the whole program. By asking this question, we want to further elaborate on the role of teachers and their current perception regarding the training areas. It will ensure a comprehensive analysis.

Problem Statement

Teachers are supposed to manage students' emotional, psychological, academic, and behavioral problems; however, most teachers have not received formal preparation in Guidance and Counselling competencies. This lack of professional training limits their ability to provide effective support services, resulting in classroom stress, poor student adjustment, and ineffective educational outcomes.

Objectives of the Study

The study aimed to:

1. To assess the teacher's perceptions on Guidance and Counselling training areas in secondary school teachers.
2. To identify the need assessment of areas for training program of guidance and counseling.
3. To suggest the specific training areas for professional development of teacher counsellors at secondary level.

Significance of the Study

This study will be useful to understand the perceptions of Secondary school teachers about guidance and counseling. This study will also identify the areas of training for effective implementation of Guidance and Counselling program at Secondary school level. Guidance and counseling training is the practical shape, which will help the parents, teachers, administration & stakeholders to place on the single page of coordination. It will also help the planners and policy makers with the implementation of guidance and counselling programs at the secondary level.

Methods and Procedure

Nature of the Study

This is a quantitative descriptive research study. The quantitative data were collected through a survey (questionnaire) from secondary school teachers.

Population

The population of this study comprised all secondary school teachers in Bahawalpur City. It included both male and female teachers from government and private secondary schools. According to the available records, the total population consisted of 550 secondary school teachers, including 341 teachers from government secondary schools and 209 teachers from private secondary schools. Thus, the total population of this study was 550 secondary school teachers.

Sampling

The sampling technique was simple random sampling. Thus, 226 secondary school teachers were taken as a sample size for the population of 550 secondary school teachers in Bahawalpur City, according to the table of Morgan.

Instrument Used

The self-made questionnaire (consisting of multiple options) was used for the collection of factual information from secondary school teachers.

Data Collection

Some main secondary schools were visited by the researcher. The quantitative data were collected through questionnaires among the teachers.

All the questionnaires were duly filled by the respondents and then collected by the researcher.

Data Analysis

The data was put into tables and then analyzed through frequencies and percentages, and then showed by the graphs of each item. The collected data were analyzed using descriptive statistics including frequencies and percentages.

Limitations of the Study

The study is delimited to;

- ▶ Secondary Schools
- ▶ Male and Female Teachers
- ▶ Guidance and Counselling training
- ▶ City Bahawalpur

Results and Findings

Q: 01

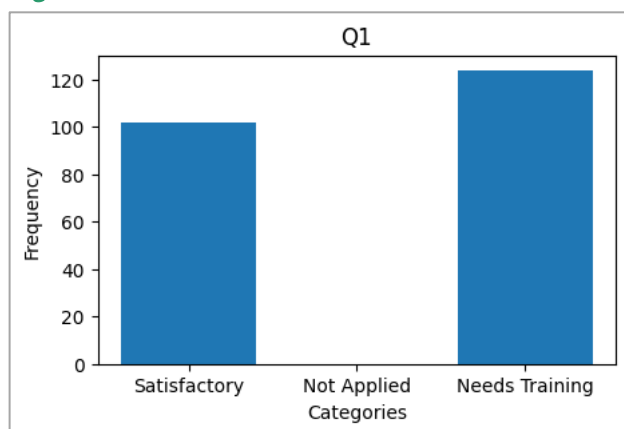
The schoolteachers identify and address the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs by using observation skills and active listening skills.

Table 1

Response Category	Frequency	Percentage
Satisfactory	102	45%
Not Applied	0	0%
Needs Training	124	55%
Total	226	100%

As shown in Table 1, 124(55%) school teachers said that the area needs training, identifying and addressing the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs by using observation skills and active listening skills. whereas 102 (45%) respondents considered their performance satisfactory.

Figure 1



Q: 02

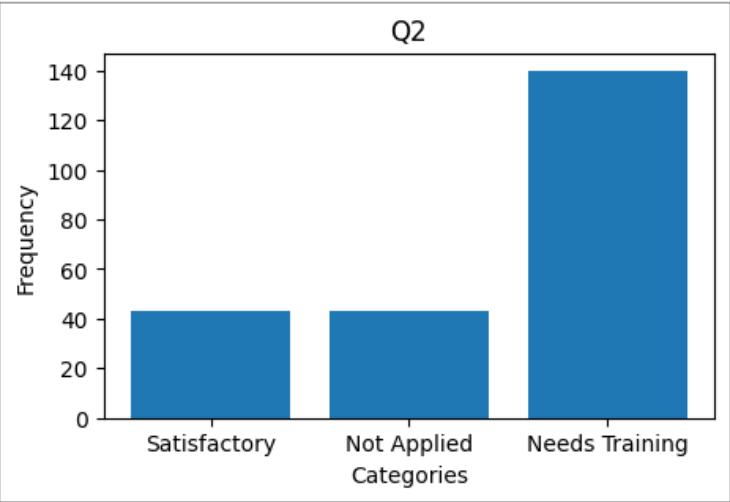
The schoolteacher plans, coordinates, and implements counselling services consistent with established guidelines, policies, and procedures.

Table 2

Response Category	Frequency	Percentage
Satisfactory	43	19%
Not Applied	43	19%
Needs Training	140	62%
Total	226	100%

As shown in Table 2, 140(62%) school teachers said that the areas need training to plan, coordinate, and implement counselling services consistent with established guidelines, policies and procedures. On the other hand, 43 (19%) of people said they were satisfied with their performance.

Figure 2



Q: 03

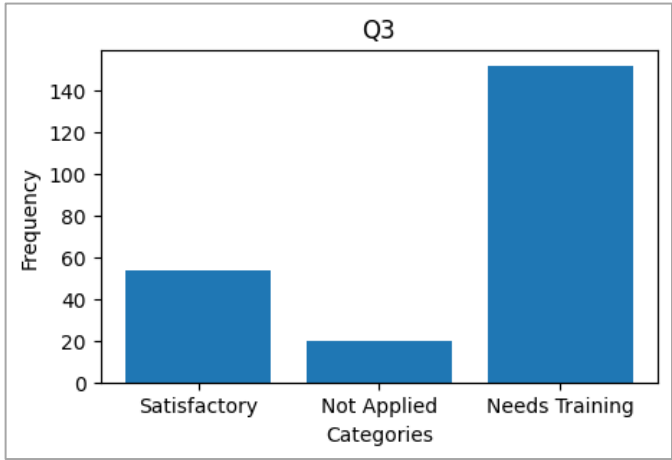
The schoolteachers consistently plan and demonstrate different techniques of individual and group guidance with students.

Table 3

Response Category	Frequency	Percentage
Satisfactory	54	24%
Not Applied	20	9%
Needs Training	152	67%
Total	226	100%

As shown in Table 3, 152 (67%) participants emphasised the need for the training in this area, i.e. the schoolteachers should consistently plan and demonstrate different techniques of individual and group guidance with students, which highlights its importance. On the other hand, 54 (24%) individuals expressed satisfaction with the current situation.

Figure 3



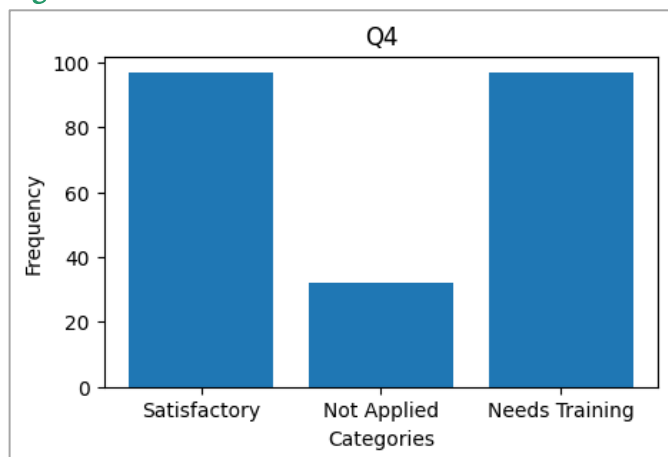
Q: 04

The schoolteacher demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and community.

Table 4

Response Category	Frequency	Percentage
Satisfactory	97	43%
Not Applied	32	14%
Needs Training	97	43%
Total	226	100%

As shown in Table 4, 97 (43%) felt they needed a training program. Similarly, 97 (43%) believed they were completely satisfied with their performance, and 32% said that effective communication among learners, families, staff and community is not applied in their school.

Figure 4**Q: 05**

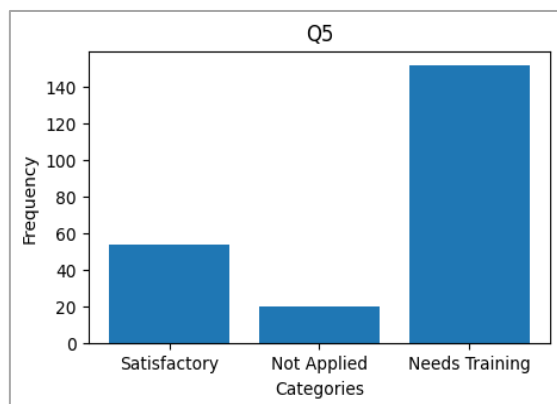
The schoolteacher consistently demonstrates a high level of performance and takes a leadership role in gathering, analysing, and using data to guide instructional and program planning, and provides timely feedback to learners' families and staff.

Table 5

Response Category	Frequency	Percentage
Satisfactory	54	24%
Not Applied	20	9%
Needs Training	152	67%
Total	226	100%

As shown in Table 5, a large majority of 152 (67%) participants felt the need for training in this area, i.e. the schoolteacher should consistently demonstrate a high level of performance and take a leadership role in gathering, analysing, and using data to guide instructional and program planning, and provide timely feedback to learners' families and staff. On the other hand, 54 (24%) expressed satisfaction with their performance.

Figure 5



Q: 06

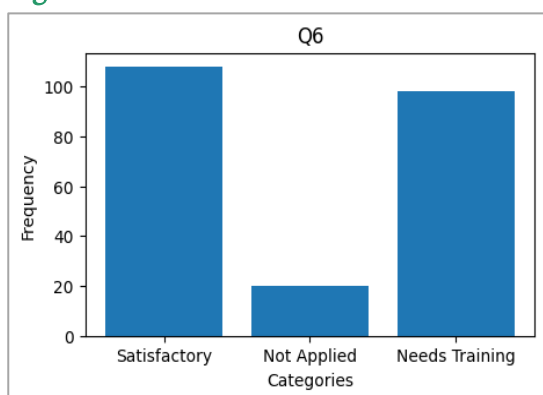
The schoolteacher can be a role model for others, engaging in a high level of personal professional growth, and/ or contributing to the development of others and the well-being of the profession.

Table 6

Response Category	Frequency	Percentage
Satisfactory	108	48%
Not Applied	20	9%
Needs Training	98	43%
Total	226	100%

As shown in Table 6, 108 (48%) respondents rated their performance as satisfactory, while conversely 98 (43%) participants expressed a need for training in this area, i.e. the schoolteacher should be a role model for others.

Figure 6



Q: 07

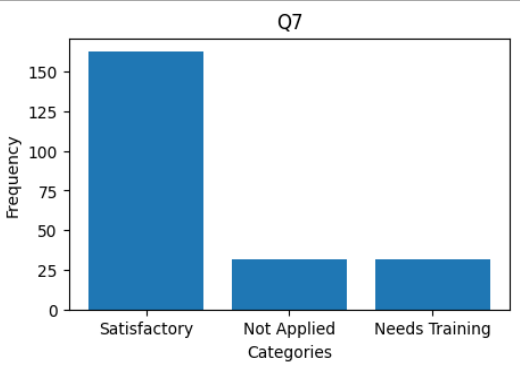
The work of the schoolteacher is integrated with Academics and students' total personality growth and development.

Table 7

Response Category	Frequency	Percentage
Satisfactory	163	72%
Not Applied	32	14%
Needs Training	32	14%
Total	226	100%

As shown in Table 7, the majority, i.e. 163 (72%) respondents rated their performance as satisfactory, while conversely only 32 (14%) participants expressed the need for training in this area, i.e. the work of the schoolteacher is integrated with academics and students' total personality growth and development.

Figure 7



Q: 08

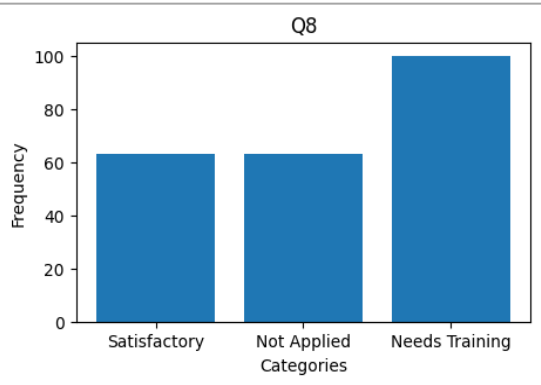
The schoolteachers can provide a visionary approach to the students and enable them to select their own career choices through good decision-making skills.

Table 8

Response Category	Frequency	Percentage
Satisfactory	63	28%
Not Applied	63	28%
Needs Training	100	44%

As shown in Table 8, 100 (44%) people felt they needed training in this area, i.e. the schoolteachers should provide a visionary approach to the students and enable them to select their own career choices by good decision-making skills, while 63 (28%) people believed their performance was already satisfactory.

Figure 8



Q: 09

The schoolteacher works on innovations and adaptability with modern technology to apply the guidance and counselling skills in new situations, and provides the choices to solve the problems of students and performs peer counselling services for each other.

Table 9

Response Category	Frequency	Percentage
Satisfactory	86	38%
Not Applied	54	24%
Needs Training	86	38%
Total	226	100%

As shown in Table 9, there is a balance of satisfaction and need among the participants. On the other hand, 86 (38%) people consider their performance satisfactory and do not feel the need for any further changes; on the other hand, 86 (38%) people are eager to receive training to enhance their professional skills. At the same time, 24% of teachers agree that this is not applied in their school as a guidance and counselling program.

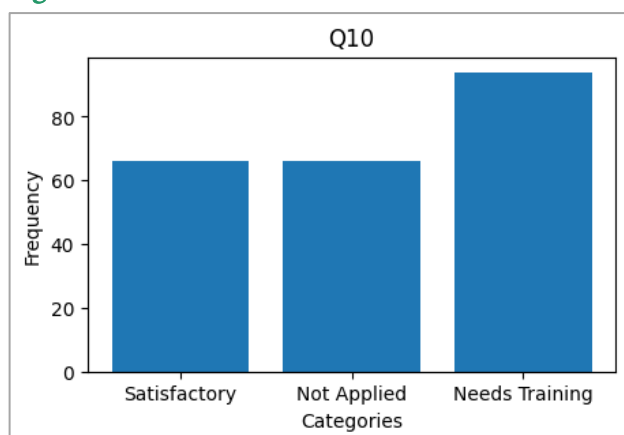
Q: 10

The schoolteachers always perform high levels of stress and work management skills, and also consistently provide mental health awareness sessions to students.

Table 10

Response Category	Frequency	Percentage
Satisfactory	66	29%
Not Applied	66	29%
Needs Training	94	42%
Total	226	100%

As shown in Table 10, while 94 (42%) people openly admitted that they are in dire need of training to perform high levels of stress and work management skills, 66 (29%) people appeared satisfied with their current performance. This data gap makes it clear that organizations should focus more on introducing new training programs to improve performance. and 29% schoolteachers are not satisfied with this area of guidance and counselling program.

Figure 10**Conclusion**

Overall, the professional competence of guidance and counselling in secondary school teachers in Bahwalpur City in 2026 is generally in the lowest category. The analysis reveals that teachers require substantial professional training in Guidance and Counselling competencies.

- ▶ In Question 2, approximately 81% of respondents expressed the need for training, indicating a serious deficiency in psychological understanding and counselling competencies.
- ▶ Questions 3 and 5 also showed 76% need for training, highlighting weaknesses in behavioural management and emotional support skills.
- ▶ Around 72% of respondents required training in conflict resolution skills (Q8).
- ▶ Ethical counselling practices and referral awareness also demonstrated high training needs, with 71% and 62% respectively.
- ▶ Only Question 7 reflected relatively satisfactory competency levels, where 72% respondents showed confidence in career guidance skills.
- ▶ Overall, the findings demonstrate that teachers possess limited professional preparation in counselling-related areas and strongly require structured training programs.

Recommendations

- ▶ Schools should develop a structured annual guidance plan accompanied by a regular weekly counseling schedule to ensure the consistent delivery of guidance and counseling services.
- ▶ Secondary school teachers should receive appropriate pre-service and in-service training to strengthen their knowledge and skills in implementing effective guidance and counseling programs.
- ▶ In order to successfully integrate guidance and counseling services, school administrators should actively assist teachers by giving them the tools they need, chances for ongoing professional development, and institutional support.
- ▶ To emphasize the value of advice and counseling and promote its role in addressing students' academic, personal, and social development, schools should routinely provide seminars, workshops, and awareness sessions.
- ▶ To help schools prepare teachers to successfully fulfill the twin roles of educator and counselor, a thorough guidance and counseling curriculum should be created.
- ▶ By promoting frequent communication and feedback about kids' academic success, behavior, and moral growth, educators and school administrators may build stronger ties with parents. By working together, we can better meet the requirements of the kids.

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