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Career Counseling Practices: A Survey of Secondary Schools of Kotli Azad Jammu and Kashmir

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Abstract: *The current study was quantitative in nature and descriptive method was used for conducting the research. In descriptive method a survey technique was used to collect the data. The population of the study was 1016 female teachers working in all the secondary school of Tehsil Kotli. 235 teachers were selected as a sample of the study. A five-point likert scale questionnaire developed for teachers. 0.79 reliability was found which was acceptable for conducting the final survey. The researcher personally visited the selected secondary schools and collected the data. Data were analyzed by using percentage, frequency, mean and independent sample t-test. It was found that there was no mean difference found in urban and rural teachers regarding individual counseling, group counseling, telephonic counselling, face to face counselling and handbooks and manuals counselling practices. It is recommended that teachers may support students one-on-one with personal issues, career decisions, behavior formation, and motivation.*

Key Words: Career Counselling, Individual Counseling, Group Counselling, Face to face Counselling, Telephonic Counselling, Handbooks and Manuals, Secondary Level

Introduction

Essentially, counselling psychology aims to help people better understand themselves, their surroundings, and their current difficulties while also maximizing their experiences and behavior (Gibson & Mitchell, 2010). However, the word "counselling" may imply that someone is receiving skill and information, career counselling is frequently misunderstood. The term "counselling" could be used to mean that through the knowledge and guidance provided by the counsellors, pupils learn which vocations would best suit them. In accordance with this idea, the counsellor would offer advice based on his or her expertise regarding specific professions and the labor market in general.

career counsellor serves as a resource for evaluation and information on the workplace. Modern approaches to career counselling, however, emphasize career construction or life design (Sandra. 2016). These concepts contend that career counselling should focus on assisting students in developing a subjectively meaningful identity, improving self-reflection.

It's vital to remember, nevertheless, that the contemporary strategy does not aim to displace the conventional one. Instead, they

work in tandem and complement one other in the field of career counselling (Smith & Lev-Ari, 2005). The effectiveness of career interventions to encourage career development among diverse students will be reviewed in the final section of the review. The majority of career guidance and counselling services generally consist of these four fundamental components: (1) an emphasis on pupils who are psychologically healthy; (2) a focus on students' resources and strengths; (3) a relatively quick guidance/counseling procedure; and (4) taking the students' circumstances into account (Gibson & Mitchell, 2010).

The fact that vocational counselling and coaching is not centered on those with pathological illnesses is a crucial component. Instead, career guidance and counselling focus on issues that any individual may face throughout their lifetime (for instance). Another essential component of career counselling is that counsellors place the students in their context. Career counselling and advice must consider how an individual interacts with their environment as well as their own requirements. Clarifying one's own interests, talents, and aspirations is thus just one part of the guidance and counselling process. Linking these individual elements to the environment is crucial (Gibson & Mitchell, 2010).

This could involve both the macro-environment that is further away, like the labor market, and the social environment that is closer to the students, such how their spouses have an effect on and are impacted by their own aims and interests. This emphasis on the student and his or her environment at the same time shows that career counselling and coaching go beyond the use of psychological techniques like motivational interviewing or psychological assessment Nweze & Okolie, (2014); Kochung & Migunde (2011). In addition, career counsellors need to possess a thorough understanding of various fields of study, occupations, and the job market. Giving students professional assistance on these topics, as was previously mentioned, is more

common in career guiding than career counselling.

However, in order to avoid remaining individualized and to adequately place the student, including his or her needs, goals, abilities, and limitations, in perspective, a thorough understanding of the working world is essential. Since its inception, career counselling has placed a priority on assisting individuals in making professional decisions and overcoming job indecision (Hatch & Stefflre, 2008). Research on the environmental and individual factors that influence career indecision studies of various career decision-making styles and their effects on indecision or analyses of coping mechanisms for career indecision form the foundation of current research in vocational psychology and career guidance Lune & Berg, 2017).

Frameworks that include procedures to enhance students' professional decision-making, however, might also include more typical counselling tasks, as we shall discuss in more depth below (such as self-reflection and identity creation). It might be challenging to distinguish between career counselling and guidance processes in practice as a result. For ease of use, we will here refer to models that assist students in making career decisions as career counselling models and procedures. The cognitive information-processing method (CIP) by is one of the most well-known and widely studied strategies to help students make better career decisions (Santrock, 2006). Following objectives were formulated for this study:

1. To explore the current practices of career counselling at secondary level.
2. To compare the career counseling practices of urban and rural female teachers at secondary level.

Review of Related Literature

Career Counseling

In a one-on-one setting, career counselling emphasizes a person's skills, interests, and level of work ethic (Santrock, 2006). However, career counselling helps students develop the character qualities, work habits, convictions,

values, interests, and skills required to thrive in a changing workplace. Counseling supports and enhances the process of understanding and self-realization in a welcome and pleasant environment. By removing their weak points, pupils can change their learning outcomes (McLeod, 2000). Counseling is a learning-focused process done in a social setting in which a professionally qualified counsellor tries to make productive member of the society by formulating accurate and focused goals and objectives.

Education is life preparation, and schools are temples of learning. The purpose of education is to promote a person's whole growth and harmonious integration into society (Ndondo, 2004). If this is to be accomplished, education must go beyond just being the responsibility of the teacher to teach and the responsibility of the student to learn. Making each person capable of making the greatest possible contribution to society will require consideration of both their individual potentialities and environmental opportunities (Paul, et al., 2008). Therefore, career counselling and counselling services are necessary for an individual to realize their potential.

Both students need career counselling and counselling services in order to choose a future job or career. Career counselling and professional career counselling are therefore considered to be the same thing. The skilled counsellors provide the students skills during career counselling Zark et al. (2002). The pupils begin to reflect and make a professional decision for themselves. Without career advice, a student cannot choose a lucrative field for himself; instead, he struggles and becomes unhappy, starting a career by accident rather than on purpose. While career counselling enables a person to choose a profession of their own choosing and so successfully enter their preferred abilities.

Counseling also refers to a proposal or piece of advise that is offered to a person by a qualified and experienced counsellor. Everyone can mentor pupils based on their knowledge and abilities, but counselling is a procedure that can only be offered by qualified counsellors. A typical instructor can assist students but cannot offer counselling, but a counsellor can assist students and do so (Schmidt, 2008).

Career Counseling Practices

Career counselling emphasizes on a person's abilities, interests, and willingness to take on new challenges (Studer, 2005). Contrarily, career counselling helps students cultivate the abilities, passions, beliefs, values, work habits, and character traits necessary to lead successful lives in a constantly changing work environment (Ijoki, 2013). Since counselling is the most fundamental form of guidance, it may readily deal with difficulties with giftedness, academic retardation, maladjustment, or dropouts in students or aid in the development of coping mechanisms.

The distance between the understudy and the counsellor, as well as the manner of innovation used, determine the students of directing practices used by an adviser in open and remote learning (Govt. of Pakistan, 2008) Counseling is a component of the plans. Phones, computers, the internet, mail, and handbooks provide for a close and personal interaction as well as instruction manuals. A quick summary of numerous practices is given below. The goal of educational advising is to help pupils learn as much as possible.

The emphasis is on assisting students in achieving their full potential in all recommended courses of study (Ngamun, 2014). Educational advising, according to Karp (2013) service that uses psychological aids to help pupils improve. At its core, there are numerous structures aimed primarily at directing students in the right direction in terms of course satisfaction and assisting teachers in selecting the essential supportive measures to achieve a balance between a student's ability and educational advancement (Jones, 2011).

Gibson (2010), counselling support can aid in a student's intellectual, social, emotional, and personal growth. Counseling services help

students accomplish this aim by helping them better understand themselves and discover to resolve their daily base problems. They also help pupils better themselves in every way, which helps them develop into fully functioning adults (Fezler, 2011). Counselors monitor students' development and offer support as necessary and deal with their problems and make sensible decisions (Florida, 2011).

Our objective as a secondary counselling service is to promote this progress by developing and putting into place an extensive developmental plan. According to Barki (2008), school counselling program improve students' knowledge, attitudes, and abilities in different aspects like social, personal, vocational and academic.

Ali, (2008) The secondary counsellor observes the students while they are in the classroom, intervenes in individual and group counselling when necessary, and plans and delivers developmental and preventive counselling services with a focus on the students' intellectual and personal growth. All students have access to personal, Individual and small-group.

Chaudri (2015) argues that the secondary school counsellor works with administrators and teachers to explore the difficulties in academic as well as the personal. Chikoko (2007) place a high value on identifying each student's strengths and originality as soon as feasible. In addition, when necessary, teachers receive in-service training. Additionally, the secondary counselor Division collaborates with administrators, holding frequent meetings with principals and vice principals to help identify and resolve student difficulties, needs, and problems.

When students have any type of behavioral issues or academic challenges we consult with some professionals such as psychiatric specialists, clinical psychologists and experts in special education. Broady (2013) When all the data about a student is obtained, guidance counsellors may establish a clear view on the needs of the student, so it is crucial for guidance counsellors to collaborate and communicate with parents and other family members. The student's parents, instructors, or the counsellors might request a meeting to discuss the student's growth, according to Bita (2015). It is the responsibility of parents to consult the counsellors when their child faces some problems like social, emotional and academics (Egbo 2015).

Individual Counselling

One-on-one counselling is the term for this. It takes place between the professional Counsellor. Okun (2014) describe that the purpose of counselling is to help the students to clarify the thoughts and understand himself. Sciarra, (2004) Individual counselling entails a student's discussing their feelings, thoughts, and behaviors, as well as other issues that are bothering them. Such as if a person is having negative beliefs about himself, such as that he is of no use and that his life has no significance, or that he has low self-esteem, a therapist can assist them in breaking free from that negative thought pattern. They may spend time discussing their interpersonal relationships, their strengths, and areas where they would like to improve. Individual counselling is one-on-one analysis between a students and a competent counsellor in a secure, loving, and private setting.

Capuzzi, (2006) The customer is free to communicate whatever is on his mind. The therapist here understands how to get additional information from the students by letting him feel at ease to share his feelings. Whiteley, (2011). Stated that the students will be able to identify the elements of their lives that they would like to change as a result of this. As a result, it aids their comprehension of themselves and others. They understand what is upsetting them and what they really want out of life after counselling (Yuen, 2002).

Group Counselling

A qualified professional counsellor meets with a group of people in this group counselling session. In a supervised counselling session, counselees form up groupings whose

responsibilities or problems that need to be solved are comparable. According to Corey (2005), the number of persons in this group should be no more than seven, and no more than ten. Tan and Pope (2007) during group therapy, a free environment is created and speaking is encouraged. Counselees are allowed to express themselves freely as counselling progresses so that issues can be addressed and everyone can profit from the counsellor listens as the client expresses their emotions.

The goal of group counselling is to help remove the marks that have been placed over the problem with his professional skill and knowledge, he aids in the opening up of the problem possesses. The counsellor is more than just a group member; he is also in charge of the group's activities circumstances and events. Parsons (2009) Face-to-face interactions in which one or more counselors or counsellors treat two or more students at the same time, focusing on the needs of the individuals served, are referred to as group counselling. Individuals not participating in the group, as well as the therapist or counsellor, must be able to hear the comments of the group participants, counselor (Nystul, 2003).

Face to Face Counseling

Eye to eye counselling is the most common and traditional method of behavior, in which the supporter and counselee work together in the real world. It is quite beneficial because difficulties can be genuinely communicated without any difficulty. It has limits, but it is also an expensive method. Jones (2011) the group counsellor must actively give the sessions structure at this point in order to foster relationships, foster the development of a language of feelings, establish positive group norms, and foster a sense of security (Truneckova, 2008). Students who reside in a good community close to the school might think it is tough to have such face-to-face interactions. Counseling is necessary due to the separation and accompanying costs.

Vasilopoulos (2012) the students can explore numerous elements of their life and feelings during analysis sessions, speaking freely and openly about them in a way that is rarely available with friends or relatives. Anger, anxiety, grief, and shame that have been bottled up can become quite intense, and counselling provides an opportunity to explore them with the goal of making them easier to understand. Corey (2012) The counsellor will facilitate the outpouring of sentiments and will be able to accept and reflect the students' difficulties without getting burdened by them as a consequence of their training.

Harvil, (2012) counselling takes happen in a clinic, either through private referral or, where available, through public national health services. Being physically there with the counsellor makes it simpler to establish a rapport. When a good connection is established, it becomes simpler to express challenging feelings. Allen (2010) Counseling frequently necessitates some type of evaluation. This can be done jointly in face-to-face counselling, and the students can ask as many questions as they like. Students may also be forced or invited to do some type of written task. It is easier to work through such a problem together in face-to-face counselling (Sharf, 2006).

Telephone Counseling

Telephone directing is a strategy in which the counselor delivers the advice to the counselee over the phone, eliminating the barriers of time, distance, and cost. Aslina (2013) stated that therefore, traditional phone or mobile counselling, it is now also possible to give direction to a group using a cell phone or similar device. By means of TV and phone, such gathering-based advice can also be accomplished. Further video conferencing and remote coordination. Schmidt (2008) Telephone counselling provides the same benefits as face-to-face counselling, but it is done over the phone. Previously, this media was mostly employed for crisis management.

Corey, (2012) However, even in non-crisis situations, there appears to be a greater openness to this type of counselling in recent years. Sandhu, (2011) telephone counselling

has significant advantages that may make it a better fit for some people. It is important to know the process and that the counsellor makes you feel heard and understood. Most counsellors who do phone sessions also conduct assessments while speaking with their clients. This is a great chance for you to learn more about that counsellor's style of practice and get familiarity with telephone counselling (Reiner, 2009).

Counseling through Handbooks and Manuals

A few handbooks or manuals are usually included in the understudy's direction. The students are given materials to help them get off to a great start in their study's educational establishment. Egan (2005) These handbooks provide solutions to frequently asked questions. The students, as well as providing them with important information and advice. This information can be added to such a subject to make it into ways for persuading people to do something.

Okun (2014) Counseling is, in general, a talking treatment, in which the students is able to gain a new perspective, uncover new solutions, or reconnect with oneself more fully through dialogue. Pal (2012) conclude that the counsellor may employ a variety of therapeutic techniques in counselling, such as art or play forms, on occasion. Between sessions, the students may be given homework to think about or work on. The tools utilized will be determined by the counselling situation, and the counsellor will explain the purpose of each tool to the students (Peter, 2001).

Methods and Materials

The study was descriptive in nature, and a

survey was conducted to the teachers to gather information about the evaluation of career counselling techniques. All the secondary school teachers of tehsil Kotli were the population of the study. In secondary level school 340 female teachers working in all the secondary school of Tehsil Kotli. The sample was taken by using a Stratified random sampling technique. So, the researcher selected 235 students by using this technique. A questionnaire was used in this study based on five-point Likert scale. The questionnaire was developed after apple review of literature and covered the key variables of the study. Each statement had five possibilities, and it was up to the student to choose one of them based on the statement. Strongly Agreed was given a numerical value of SA=5, Agreed was given an A=4, Partially Agreed was given PA=3, Disagree was given DA=2, and Strongly Disagree was given SDA=1. The instrument was validated from two experts of the Department of Education University of Kotli AJ&K. They gave their opinion and suggestions on the items for the improvement of the instrument. The reliability of the instrument was checked by using Cronbach's alpha statistical technique. The reliability of the instrument was 0.79 which was acceptable for further conducting the final survey research. The researcher personally visited the selected secondary school and collected the data from the teachers. The data was analyzed by using SPSS 23.0, which is a statistical package for social sciences. The researcher entered the collected data into the system and analyzed by using simple percentage, frequency and mean score. The data was interpreted and represented in the tables form.

Data Analysis

Table 1. Individual Counseling Practices in Secondary Schools

S. No.	Statements	N	Mean
1.	You help students individually to resolve the personal problems	235	4.49
2.	You help students in career selection individually	235	4.06
3.	You help the students individually about the study	235	4.09

S. No.	Statements	N	Mean
4.	You help to the students one by one on their behavior formation	235	4.17
5.	You motivate the students individually to became morally strong person	235	4.13

Table 1 shows the mean scores of individual counseling practices used in secondary schools. The table further represented that mean score of You help students individually to resolve the personal problems; N=235, M=4.49, You help students in career selection individually; N=235, M=4.06, You help the students individually about the study; N=235, M=4.09, You help to the students one by one on their behavior formation N=235, M=4.17 and You motivate the students individually to became morally strong person; N=235, M=4.13. Furthermore, the results directed that teachers help students individually to resolve the personal problems has the highest mean score in individual counseling practices used in secondary schools.

Table 2. Group Counseling Practices in Secondary Schools

S. No.	Statements	N	Mean
1.	You guide the students in the groups to be supportive in group	235	4.21
2.	You motivate the students to be involved in the classroom discussion	235	4.13
3.	You provide instructions in group in the choices of career	235	4.08
4.	You help the students in group to solve their social problems	235	4.14
5.	you provide help to the students in the academic achievement	235	4.05

Table 2 indicates the mean scores of group counseling practices used in secondary schools. The table further represented that mean score of you guide the students in the groups to be supportive in group; N=235, M=4.21, you motivate the students to be involved in the classroom discussion; N=235, M=4.13, you provide instructions in group in the choices of career; N=235, M=4.08, you help the students in group to solve their social problems N=235, M=4.14 and you provide help to the students in the academic achievement; N=235, M=4.05. Furthermore, the results showed that teachers guide the students in the groups to be supportive in group has the highest mean score in group counseling practices used in secondary schools.

Table 3. Face to Face Counseling Practices in Secondary Schools

S. No.	Statements	N	Mean
1.	You provide face to face counselling to students	235	4.36
2.	You encourage the students to communicate clearly in the class	235	4.17
3.	You help the students face to face how to use body language during the class	235	4.06
4.	You encourage the students in the class to make eye contact during the presentation	235	4.20
5.	Face to face counselling make you frustrated	235	3.96

Table 3 indicates the mean scores of face to face counseling practices used in secondary schools. The table further represented that mean score of you provide face to face counselling to students; N=235, M=4.36, you encourage the students to communicate clearly in the class; N=235, M=4.17, you help the students face to face how to use body language during the class; N=235, M=4.06, you encourage the students in the class to make eye contact during the

presentation N=235, M=4.20 and Face to face counselling make you frustrated; N=235, M=3.96. Furthermore, the results showed that teachers encourage the students in the class to make eye contact during the presentation has the highest mean score in face to face counseling practices used in secondary schools.

Table 4. Telephonic Counseling Practices in Secondary Schools

S. No.	Statements	N	Mean
1.	You provide the advice to the counselee on phone call	235	4.72
2.	You provide more convenient sessions on phone call	235	3.95
3.	You use telephone counselling for those who are house bound	235	3.96
4.	you provide effective way to shy students to express their problems easily using phone	235	4.13
5.	You help the students telephonically regarding the personal problems	235	4.20

Table 4 indicates the mean scores of telephonic counseling practices used in secondary schools. The table further represented that mean score of you provide the advice to the counselee on phone call; N=235, M=4.72, You provide more convenient sessions on phone call; N=235, M=3.95, You use telephone counselling for those who are house bound; N=235, M=3.96, you provide effective way to shy students to express their problems easily using phone N=235, M=4.13 and You help the students telephonically regarding the personal problems; N=235, M=4.20. Furthermore, the results showed that teachers provide the advice to the counselee on phone call has the highest mean score in telephonic counseling practices used in secondary schools.

Table 5. Handbooks and Manuals Counseling Practices in Secondary Schools

S. No.	Statements	N	Mean
1.	You provide counselling through handbooks and manuals	235	4.25
2.	You provide important information and advice through counselling manuals	235	4.17
3.	You use handbooks as a compendium of current trend in ethical counselling	235	4.05
4.	Handbooks counselling is effective in behaviour change of the students	235	4.05
5.	Counselling through counselling manuals is fruitful for moral values development	235	3.15

Table 5 indicates the mean scores of handbooks and manuals counseling practices used in secondary schools. The table further represented that mean score of you provide counselling through handbooks and manuals; N=235, M=4.25, you provide important information and advice through counselling manuals; N=235, M=4.17, you use handbooks as a compendium of current trend in ethical counselling; N=235, M=4.05, handbooks counselling is effective in behaviour change of the students N=235, M=4.05 and counselling through counselling manuals is fruitful for moral values development; N=235, M=4.15. Furthermore, the results showed that teachers provide counselling through handbooks and manuals has the highest mean score in face to face counseling practices used in secondary schools.

Table 6. Individual Counseling used by Urban and Rural Teachers

Region	N	Mean	SD	Std. Error	t	df	p
Urban	126	17.717	1.368	.121	.914	225.409	.362
Rural	109	17.550	1.421	.136			

Table 6 shows the independent sample t-test of individual counseling used by urban and rural teachers in schools. The table further indicated that the p=.362, which was greater than the significant level 0.05 that there is no significant difference in the mean scores of urban and rural teachers regarding individual counseling practice used by teachers. The result also revealed that the mean scores of U=17.717 and R=17.550 were almost same which showed that there is no significant difference in urban and rural teachers about individual counseling.

Table 7. Group Counseling used by Urban and Rural Teachers

Region	N	Mean	SD	Std. Error	t	df	p
Urban	126	17.358	1.443	1.443	-.313	233	.753
Rural	109	17.414	1.274	1.274			

Table 7 shows the independent sample t-test of individual counseling used by urban and rural teachers in schools. The table further indicated that the p=.753, which was greater than the significant level 0.05 that there is no significant difference in the mean scores of urban and rural teachers regarding group counseling practice used by teachers. The result also revealed that the mean scores of U=17.358 and R=17.414 were almost same which showed that there is no significant difference in urban and rural teachers about group counseling.

Table 8. Telephonic Counselling used by Urban and Rural Teachers

Region	N	Mean	SD	Std. Error	t	df	*p*
Urban	126	17.449	1.650	1.650	-1.817	233	.450
Rural	109	17.816	1.816	1.414			

Table 28 shows the independent sample t-test of telephonic counselling is used by urban and rural teachers. The table further indicated that the p=.450 which was greater than the significant level 0.05 that there is no significant difference in the mean scores of urban and rural teachers regarding telephonic counselling used by teachers. The result also revealed that the mean scores of U=17.449and R=17.816 were almost same which showed that there is no significant difference in urban and rural teachers about telephonic counselling.

Table 9. Face to Face Counselling used by Urban and Rural Teachers

Region	N	Mean	SD	Std. Error	*t*	df	*p*
Urban	126	17.674	1.309	.11669	.123	233	.902
Rural	109	17.655	1.087	.10421			

Table 9 shows the independent sample t-test of telephonic counselling is used by urban and rural teachers. The table further indicated that the p=.902 which was greater than the significant level 0.05 that there is no significant difference in the mean scores of urban and rural teachers regarding face to face counselling used by teachers. The result also revealed that the mean scores of U=17.674and R=17.655 were almost same which showed that there is no significant difference in urban and rural teachers about face to face counselling.

Table 10. Counselling through Handbooks and Manuals used by Urban and Rural Teachers

Region	N	Mean	SD	Std. Error	t	df	p
Urban	126	17.474	1.323	.11795	-.239	233	.811
Rural	109	17.517	1.415	.13559			

Table 10 shows the independent sample t-test of telephonic counselling is used by urban and rural teachers. The table further indicated that the p=.811 which was greater than the significant level 0.05 that there is no significant difference in the mean scores of urban and rural teachers regarding counselling through handbooks and manuals used by teachers. The result also revealed that the mean scores of U=17.474and R=17.517 were almost same which showed that there is no significant difference in urban and rural teachers about counselling through handbooks and manuals.

Conclusions

1. It is concluded that teachers help the students individually to resolve the personal problems and also help in career selection. Moreover, they help the students one by one in their behaviour formation and also motivate the students individually to become morally strong person.
2. It is concluded that teachers guide the students in groups regarding the choices of career and motivate them to be involved in the classroom discussion. Furthermore, teachers help the students to solve their social problems and they also provide help to solve the problems in academic achievement.
3. It is concluded that teachers resolve the personal problems of students on phone calls for those who are house bound. Moreover, teachers provide effective way to shy students to express their problems easily.
4. It is concluded that teachers provide face to face counselling to students and encourage the students to communicate clearly during the class. Furthermore, teacher also encourage the students in the class to make eye contact during the presentation.

5. It is concluded that teachers practicing in the school that they provide counselling through handbooks and manuals. They also said that handbooks counselling is effective in behaviour change and the development of moral values in the students.
6. It is concluded that there is no significant difference found in urban and rural teachers regarding individual counseling practices, group counseling practices, telephonic counselling practices, face to face counselling practices and handbooks and manuals counselling practices.

Recommendations

1. It is recommended that teachers may help the students individually for resolving the personal problems, in career selection, in their behaviour formation and also motivate the students to become morally strong person.
2. It is recommended that teachers may motivate the students in groups to be involved in classroom discussion, solve their social problem, and help them in academic achievement through different techniques and tips.
3. It is recommended that teachers may resolve the personal problems of students on phone call, also provide opportunity to students to express their views through providing them platform in the class or school where they may express their view and ideas in front of class.
4. It is recommended that teachers may provide face to face counselling to students and encourage them to communicate clearly, and also motivate them to make eye contact during presentation/talking with the audience.

5. It is recommended that teachers may provide counselling through handbooks and manuals so that they can easily understand the concepts. Moreover, they may also motivate the students in developing moral values through suitable and solid examples.

6. The urban and rural teachers doing the same practices for the counselling of their students. Therefore, It is recommended that the urban teachers may focus on their practices and may provide them better opportunity and ways because they are serving in city area and can provide better ways of counselling to the students.

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