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THE NEED FOR
GUIDANCE IN THE PRIVATE ELEMENTARY SCHOOLS
OF KARACHI

An Empirical Study of Children's Problems
in Elementary Schools

A Thesis

By

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Abstract

General Purpose

This study aims to discover the problems of students in the elementary school as seen by the students and their teachers, and to discover the sources from which these students seek help when they face problematic situations.

Guidance services, in Pakistan, have been extended to the government secondary schools and colleges in the vocational and academic field. Private schools and colleges have showed little or no interest at all. The elementary schools have been ignored as the children of that age group are considered as having no serious or significant personal problems that require help; a belief, that this study aims to disprove.

Method of Study

The method consisted in gathering information through questionnaires on student's problems as seen by the students and by teachers, for comparison.

The questionnaires were based on Flanagan's Critical Incident Technique, in which each student was asked to write one problem incident. Questionnaires based on the same technique were also devised for the teachers.

The questionnaires were distributed to some of the private elementary schools in Karachi.

The Subjects

The study included two samples: first, 140 students whose ages ranged from 9 - 12 years, and who came mostly from the middle class; and second, 40 teachers.

Results

The problem incidents mentioned by the 140 students were classified under 3 categories - the social emotional, the academic and the physical.

The social emotional incidents ranked highest in frequency being 58.5%; the academic problem incidents ranked next being 42.5%; the physical problem incidents ranked last being only 8.5%.

The teachers and student's problem incidents did not co-incide, as only those problem incidents were mentioned by the teachers which were apparent by the 'overt' behavior of the child. This shows that teachers are not aware of the real problems of children and regard their role as merely academic, limiting it within the four walls of the class-room.

This is probably the main reason why children turn more to their friends for help and advice in the solution of their personal problems, than they do to their teachers.

In conclusion we can assume that:

Children in elementary schools do have significant problems for which they require help.

Most of the problems faced by the children lie in the personal i.e. social-emotional field.

Teachers do not seem to be sensitive to the needs and problems of the children and limit their roles to the academic field.

The lack of awareness on the part of the teachers may be solved by introducing a program of in-service training which will enable the teachers to gain insight on human behavior and child psychology.

The above-mentioned factors all emphasize the necessity for the setting up of a guidance program for the elementary schools of Pakistan.

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Chapter I

INTRODUCTION

Pakistan gained its independence in 1947 as a result of the needs of the Muslims of the sub-continent to have freedom and the opportunity to live their lives according to the Islamic principles and to cultivate a world order on the basis of these principles.

The British arrived in South Asia as traders to do business with whatever governments existed; they arrived at a time when the Mughal empire was rapidly declining, public order and fiscal policies were not being enforced and political control was being threatened by a coalition of Hindu rulers.

In order to protect their commercial interests, the British found it necessary to pacify, by force of arms, the regions in which they traded. By the end of the first quarter of the nineteenth century, the British had political and economic control of India and after the uprising of 1857, India became a part of the British Empire.

The reaction to this turn of events was complete withdrawal by the former Muslim ruling elite, resulting in the gradual decline of Muslim leadership. Descendants of the Muslim nobility clung to their identity with the declining traditions resulting in the deterioration of the level of education; thus, it was left to the Hindus, who looked upon the British - during the early years - as natural allies against the Muslim rulers, to absorb new ideas and traditions which soon became synonymous with the government.

Under the British, many Hindus rose to positions of power and eminence,

while the Muslims declined to poverty and political impotence.

World War II brought along with it the beginning symptoms of the decline of the British control over India and filled the hearts of many Muslims with fear. The remnants of the elite, still guarding their identity, anticipated with fear, an independent India, where they would be compelled to accept subservience, increased exploitation and reversion to the old caste system.¹

Efforts towards a political reconciliation of Hindus and Muslims failed because there were no common interests that could bridge the gap left by non-assimilation into a common tradition. As the Quaid-E-Azam said in 1940, whilst making a speech to the Muslim league persuading it to adopt the Pakistan resolution: "Hindus and Muslim belong to two different religious philosophies, social customs and literatures. They neither intermarry nor inter-dine, and indeed belong to two different civilizations which are based on conflicting ideas and conceptions; to yoke together two such nations under a single state, one as a numerical minority and the other as a majority, must lead to growing discontent and final destruction of any fabric that may be built up for the government of such a state".²

1. "Pakistan: Society and Culture". Human Relations Area Files.
New Haven 1957.

2. Jinnah, Mohd. Ali, "Pakistan Basic Facts". Pakistan Publications
Ltd., 3rd ed., 1955.

In 1940, then, the major Muslim political party, the Muslim League, adopted a resolution calling for the partition of the sub-continent and the establishment of a home-land for the Muslims to be known as "Pakistan" - a land where Muslims would be free from exploitation and where the Islamic principles of equality would prevail.

Prior to the partition, the educational system of the present Indo-Pak sub-continent, being under British control, catered only to the needs of the British - as a result no attempt was made by the authorities concerned to establish a national system of education based on the culture, history and ideology of the people of the sub-continent.

This education policy has had far-reaching consequences and has affected the educational policy of the present times as well.

Today, education in Pakistan is still in a formative stage of its existence. The educational system still fails to meet the cultural needs and solve the existing social problems; educational opportunities have been extended, but little or no change has been introduced in educational administration, organization, curricula or methods of instruction.

Once again quoting the Quaid-E-Azam... "the educational system still persists in having a narrow, utilitarian purpose; its growth has been a matter of artificial improvisation, it lacks realism and cannot adjust to the needs of a rapidly changing society; it has a non-literary basis and is utterly uninspiring and soulless."¹ Mr. Fazular Rehman commenting further says: "the educational system today is not governed by any ethical principles of high intellectual standards. It has failed to inculcate and maintain

¹. Quaid-E-Azam as quoted by James Heyworth Dunne - Pakistan, "The Birth of a New Muslim State" Cairo, Renaissance Book Shop 1952, p. 20.

the stern moral and intellectual discipline which is the hallmark of true culture; thus, it's products have gone out into the world with minds crammed with an unassimilated mass of unrelated ideas and facts passing for knowledge only to discover that they are unfit for living from day to day".¹ Emphasis is still laid on learning prescribed materials set down by the authorities; little or hardly any concern is shown for the personal problems of the student and no provision is made in the curriculum for his needs. This is especially so in the case of the elementary school child, this attitude being attributed to the belief that childhood is a transitory period and has no bearing on the child's later life as an adult.

Problem of Study

The parent study rests on the following assumptions:

Childhood problems are important because childhood happiness is an end in itself. This theory was instigated by Rousseau and Froebel who said that education should aim to cultivate enjoyment at the present moment, that the child should be treated as a child and that education should therefore have a regard for childrens aims and problems.²

A happily adulthood is a result of a happy childhood; childhood problems if not solved can have repercussions on the child's later life as an adult. These assumptions put the maximum emphasis on the need for guidance in schools with better teachers, a more capable administration and counselors to cater to the needs of each child.

¹Rehman, Fazlur: "New Education in the Making in Pakistan" Gassel & Co. Ltd., London, 1953.

²Brubacher, John A: "A History of the Problems of Education" McGraw-Hill Book Co., Inc., London 1947, (p. 14).

Before creating situations that are apt to lead to happy childhood, we have to study the types of problems and the magnitude of these problems that the child faces in adjusting to his environment; therefore an attempt has been made in this study to discover the problems faced by elementary school age children as seen by the children themselves and by their teachers; these two views will then be compared to examine the extent to which teachers are sensitive to the real problems of childhood.

This study will also attempt to examine how serious the childrens' problems are in the schools in Karachi, W. Pakistan; and in what fields they lie so as to establish the need for special guidance services in the Karachi schools.

Purpose of Study

Guidance is based upon the fact that each one of us needs help with some aspect or another at all stages of life.

Youngsters especially need guidance because they are not yet capable of solving their own problems successfully without help.

A child, as he passes through the various stages of growth, begins to realize gradually that he is an individual in his own right and in trying to adjust himself to his environment and to assert himself socially, he is faced with numerous problems - problems of adjustment, academic problems etc.; to solve these problems successfully, he needs help and thus adequate guidance becomes necessary.

It is a commonly observed fact, however, that these problems, faced by these growing children remain unsolved because of the varying opinions of the students and their teachers, regarding what the actual problems being

faced are, and the idea held by the adults, that the children of this age group have no serious or significant problems that require help.

The emphasis in this study was laid on the necessity of alerting teachers to the problems faced by their students in their adjustment to everyday life. Also, by bringing this idea to the foreground it would be possible, it was hoped, to awaken the teacher to his role, not only as a transmitter of knowledge but as a guide to children in connection with their social, emotional, academic and physical problems.

The method employed for this purpose consisted of:

a) An analysis of the guidance movement, in general, and the attempts that have been made toward the establishment of a guidance and counseling program in Pakistan: the factors that have led to the development were also studied in detail.

b) Information was gathered from a sampling of elementary school children about the psychological climate prevalent in these schools; thus determining the need for or against the setting up of a guidance program for this particular age group in school.

The data was gathered through the use of questionnaires based on students' problems as seen by the students and by their teachers and then comparing the results.

The questionnaires were based on Flanagan's Critical Incident Technique; the chi square method of statistical analysis was employed with a 5% level of significance.

Limitations

i) The study was limited to the private elementary schools of Karachi, W. Pakistan.

ii) Approximately 200 elementary school students with ages ranging from 9 - 12 years were sampled.

iii) Approximately 50 - 60 teachers of schools were sampled.

iv) An equal number of boys and girls in each age group were polled. It is assumed that the problems detected in this study would represent mostly problems common to a definite social class in Karachi, the middle - class; however, this does not imply that these limitations would in any way reduce the value of the study or the establishment of guidance services in the schools.

Location of Study:

All schools, included in this study, are privately operated and are located in Karachi, West Pakistan. These schools include the following:

- i) Qureishi Elementary School.
- ii) Mehr-E-Neemrose Private Elementary School.
- iii) White-Hall Private English Elementary School.
- iv) Mrs. Harvey's Private Elementary School.
- v) P.E.C.H.'s Elementary School.
- vi) Cosy Corner Elementary School.
- vii) Trinity Private Elementary School.

Chapter II

The Guidance Movement

Guidance is a process by which an individual's potentialities are discovered and developed, through his own efforts, for his personal happiness and social usefulness. As defined by Wrenn, "Guidance is a point-of-view, an expression of an educational philosophy and of an educational psychology affecting teaching...; and a series of services to the students which have as their objective, the fullest possible realization, by each student, of his varied talents and potentialities."¹

Guidance, as interpreted today, is not direction; it is not the imposition of one person's point-of-view upon the other; it is not making decisions for another individual; it is not carrying the burdens of another's life -. It is assistance made available by competent counselors, to an individual of any age to help him direct his own life, develop his own point-of-view, make his own decisions and carry his own burdens. According to Jones, guidance involves personal help given by someone; it is designed to assist a person in deciding where he wants to go, what he wants to do, how he can best accomplish his purpose; it assists him to solve problems that arise in his life.²

Guidance, though sometimes characterized by those activities that are concerned with the vocational aspects of life, is not limited to vocational

¹C. Gilbert Wrenn, "Guidance, An Overview..." (Special Journal Feature) N. E. A. Journal (January 1959), p. 2.

²Arthur Jones, "Principles of Guidance", McGraw-Hill Book Co., N.Y. 1951. p. 61.

matters only; it refers also to that aspect of the educational program which is concerned especially with helping the pupil to become better adjusted to his present situation and to plan his future in accordance with his interests, abilities and social and emotional needs.

In it's broadest connotation, then, guidance can be regarded as a 'type' of education - in it's specific interpretation, it includes all those techniques of counseling and guidance and all those bodies of information that can help the individual solve his problems effectively. Ideally conceived, therefore, guidance should enable each individual to understand his abilities and interests, relate them to his goals and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order.¹

Need for Guidance

Change is a universal condition of human society. In recent times, due to scientific inventions and technology, changes have taken place at such a rate that they have become a major characteristic of our century. This rapid tempo of change and the catapulting of man into a new age before he has absorbed or adapted himself to the previous one, has resulted in many problems in the emotional, social, physical and mental aspects of his life.

Besides technological and scientific changes, the present-day interdependence between nations, the population explosion and shift from a rural

¹•Traxler, as quoted by Lester Crow and Alice Crow in "An Introduction to Guidance" (American Book Company, N.Y. 1951). p. 9.

to an urban way of life, the expanding role of government, religious and world-wide rivalry of ideologies and confusion in values has resulted in the breaking down of traditional mores and personal convictions concerning the rightness and wrongness of attitudes and behaviours. Nowhere are the problems resulting from such rapid change more apparent than in the so-called 'under-developed' countries of the world that, as a result of rapid means of communication and transportation, have been brought into close contact with the mechanized, technological world of the more advanced nations.

This situation has encouraged the rise of educational services designed to meet the needs of individuals who are required to adjust to a socio-economic society in which satisfactory adjustment and survival means that each has to capitalize on his own attitudes and interests. The individualistic and humanized techniques of guidance have, as a result, come to be recognized as an element of the educational program, essential to aiding pupils to live and prepare to earn a living in the best interests of themselves and society.

As the school population increases and the concept of child growth and development gains importance and educational practices and planning are based more and more upon the objective of "learning the pupil before attempting to teach him" the range of individual interests, attitudes and educational goals also increase.¹

¹•Glenn. E. Smith, "Principles and Practices of Guidance Program" (The MacMillan Co., N.Y. 1953), p. 40.

Dewey, stressing individualism, said, "Individualism as a factor to be respected in education has a double meaning; in the first place, one is mentally an individual, only as he has his own purposes and problems and does his own thinking; unless one does it for himself it is not thinking. In the second place, there are variations of points-of-view of appeal of objectives and of modes of attack from person to person".²

The range of individual interests, attitudes, occupations, and educational goals have increased; youth to-day has a greater variety of personal problems to solve, for it represents a more diversified group; pupils are no longer from similar socio-economic and cultural backgrounds; an increasing number are from families of tradesmen, unskilled workers and merchants, thus creating the demand for a more varied curriculum and the need for individual guidance so as to assist the pupils in meeting their academic, social and emotional problems effectively.

A similar view is expressed thus ... "The principle of individual guidance is fundamental to any successful program of youth education; it cuts across and fortifies all of the other principles of curriculum construction. A well-organized curriculum serves usefully as a general guide towards the life career to which each youth aspires; but it is not enough to depend upon well-organized courses of study - certainly, these are necessary for the recognition and development of whatever individual abilities may be possessed by the individual youth under a course of instruction, but there still remains the difficult problem of connecting

². Dewey, as quoted by Shirley Hamrin in "Guidance in the Secondary Schools". (Appleton Century Co., Inc., N.Y. 1959). p. 36.

youth happily and effectively with an active life in the world outside school. To accomplish this end successfully necessitates the setting up of a program of guidance which, for each pupil, is concerned especially with his future educational, vocational, recreational and social career. The entire curriculum should contribute to this program of individual guidance; failure to provide guidance of this type is probably the weakest link in present-day youth education."¹

Development of the Guidance Movement

Guidance has passed through various stages of emphasis in its development. Interest in human welfare and adjustment is not of recent origin. Down through the centuries, attempts have been made at helping individuals discover their potentialities, to analyze their personalities, and to predict future life experiences.

Many of these guidance practices were crude and based upon superstitious beliefs; others developed into elaborate systems of analysis predictions. Although there may be an element of common-sense in some of these pseudo-scientific techniques e.g. numerology, astrology, graphology, phrenology, physiognomy etc., there is very little scientific validity. However, these pseudo-scientific techniques still wield a considerable amount of influence on the behaviour of many people, even though they have hardly any significance on improved self-understanding or successful problem-solving.

To those interested in guidance, the very fact that these practices

¹ Shirley Hamrin and Clifford. E. Ericson, "Guidance in the Secondary School", (D. Appleton-Century Co., Inc., N.Y. 1939), p. 38.

still exist, shows the need felt by the people for help in managing their affairs.

"There is an apparent blind groping for assistance, for morale building, for the development of security in one's self that should not go unheeded by those who can be of service in meeting this need."¹

The scientific approach to guidance is an outgrowth of various movements dealing with patterns of human life. It was not till the twentieth century that organized research in psychology resulted in the formulation of certain conclusions concerning human behaviour, with an accompanying awakening of popular interest in the welfare of all human beings of all ages and of differing racial and national backgrounds and social and economic statuses.

In its early stages, guidance served as a cure for much of the maladjustment evident in the school life of the pupil and his later vocational life; since "prevention is better than cure" and should precede it, the realization came that much failure could be averted by "preparing" the pupil for both present and future adjustment. The goal that is accepted increasingly to-day, is not only to cure and prevent maladjustment, but also to achieve the most completely satisfying experiences in school and post-school life.

Freud's psychology of human behaviour and the significance of emotional conditions in the life of the individual have received great emphasis; the changing concepts of psychology have resulted not only in added

¹. Lester. D. Crow and Alice Crow, "An Introduction to Guidance", (American Book Co., N. Y. 1951), p. 19.

impetus to the development of the guidance program but also in improved guidance techniques.¹

Mental hygiene has also had a very important influence on the present-day type of counseling and guidance. The term mental hygiene was first coined by Adolph Meyer in 1908; the movement gained further impetus by the emotion-disturbing experiences of the soldiers during World War I.

The importance of mental hygiene to the development of guidance services is emphasized by Birdie:

"In so far as mental hygiene is conceived of as a social movement, student personnel work is part of that social movement and the work of every student personnel worker is intricately involved with the goals and purposes of the mental hygiene movement. In it's broadest sense personnel work is one series of activities and one set of concepts within the total sphere of mental hygiene".²

However, none of the early works on mental hygiene had any appreciable impact upon the early development of guidance services; to-day, counselors and teachers recognize the importance of mental hygiene concepts in understanding the individual pupil.

Williamson, in emphasizing the importance of the knowledge of mental hygiene to the counselor, says, "when the stresses and strains besetting an individual become too much for his psychological structure to endure,

1. Ibid., p. 20.

2. Ralph F. Birdie, The Clinical Psychologist and Mental Hygiene Counseling. (University of Minnesota Press, 1949), p. 144.

he is forced to find release from the pressures in the development of evasions, rationalization, and other erratic behaviour which, to the alert counselor, should serve as warning flashes that something is wrong; the variety of these symptoms being as great as that of the causes."¹

To-day the concept of guidance has undergone a change; the guidance movement in it's early days, merely assisted the pupil at the high school level, to select subjects that seemed best suited to his needs and interests; to-day, guidance is recognized as a continuous process, which should be available to anyone who needs it from early childhood to old age, each phase in an individual's life being important. Due to this recognition, the guidance program has found it's way into the elementary school and the college as well, where it is gaining in importance and popularity.

The Guidance Movement in Pakistan

Pakistan, since it's independence in 1947, has undergone numerous upheavels as have many other countries which have recently obtained freedom.

In trying to maintain an equilibrium and catch up with the more advanced countries, numerous changes have occurred in the social, economic and cultural fields; the joint family, which was a major institution is gradually disappearing and the smaller, more compact family unit is taking it's place; the population is gradually shifting from a rural to an urban way of life - industries are sprouting up all over the country and drawing the people away from the villages; the influx of Muslims from India and the population explosion is causing over-crowding and lowering the standard of living; the traditional

¹ E.G. Williamson, How to Counsel Students, (McGraw-Hill Book Co., N.Y., 1939), p. 173-174.

'Pakistani' way of life and time-honoured beliefs, rituals, folkways and mores are gradually being replaced; religion, though still an important and decisive factor, is gradually losing it's potency.

The child born in Pakistan to-day, is born in the transitory period between conservatism and progressivism; he is faced by a dual system of values and morals; he is faced by problems in his academic, moral, social, spiritual and emotional life; education itself is no longer restricted to a particular class, students of various and differing socio-economic and cultural backgrounds are attending schools thus resulting in an increase in school enrollment e.g. the elementary schools at the time of partition numbered 37,445 to-day there are 43,509 schools throughout the country.

To cope with the above mentioned problems faced by the youth of Pakistan to-day, a section for guidance and counseling was established in the Directorate of Education in Karachi (West Pakistan) in 1962.

The following information has been received through the guidance and counseling services in the Directorate of Education, West Pakistan.

Two male and two female officers, each, were attached to all the government schools. The counseling and guidance services were mostly concentrated in the secondary schools from Class VIII to Class X, and in higher secondary schools from Class XI to B.A. (Bachelor of Arts).

Questionnaires (Appendix A) were prepared by the Directorate for informatory data for school children and parents; the counseling and guidance being only in the vocational and the educational fields, and sometimes, in a few extreme cases, in the personal field.

The guidance was given by staff-members of the school, who were given

special training and lectures beforehand. No special officer was assigned to the schools as it was felt that teachers could be better counselors since they were most in contact with the students; each teacher was made incharge of a particular number of students, for whom she was held responsible.

Counseling and guidance has been introduced in all the government schools in Karachi, which number 250; private schools have been less responsive and only a few have introduced it into their curriculums, and that also with little effect.

The response from both sexes has been encouraging, especially in the educational and vocational fields. Students are still hesitant about confiding their personal, social and emotional problems to their counselors showing an obvious lack of trust on their parts towards the entrusting of others with their private problems.

Parents have been most uncooperative; the response being poor due to the fact that they have no time to spare and also because of the feeling that this program is an invasion of their privacy.

The greatest response has been from the lower social strata and from the middle-class who seemed to be most in need for guidance; the guidance and help asked for being in the vocational and educational fields rather than in the personal field.

The major difficulty that the guidance movement in Pakistan is facing nowadays is the lack of funds; money is needed for the necessary research and for the development of tests and measurements. The government, though it approves of the scheme, has not yet allotted any specific sum for progress in this field. Lack of cooperation on the part of the parents is proving

to be another hindrance; teachers are not experienced enough to understand the problems faced by the youngsters in their change and thus provide satisfactory help for the students in the solving of their problems. Colleges, rather than schools, have shown response and interest in the program; the elementary school is still ignored as the children of that age group are considered as having no serious or significant problems that require help, a belief that this study aims to disprove.

However, the little amount of interest that has been generated is helping in broadening the scope of guidance and counseling; a scheme is underway for improving the guidance and counseling techniques, and introducing such services in the schools and colleges in Lahore (West Pakistan), and Dacca (East Pakistan).¹

¹. Information received through the Guidance and Counseling Service in the Directorate of Education, West Pakistan.

Chapter III

Childrens Problem Incidents

Description of Class

The total sample of this study consisted of 140 students with age ranges from 9 years to 12 years and class ranges from the third elementary to the sixth elementary. The subjects came from the middle-class social strata and were selected from the following private english elementary schools in Karachi, West Pakistan:

Qureishi Private English Elementary School.

Mehr-E-Neemrose English Elementary School.

Mrs. Harvey's English Elementary School.

P.E.C.H.'s Elementary School.

White-Hall English Elementary School.

Cosy Corner Elementary School.

Trinity Private Elementary School.

The age distribution of the subjects is shown in the following table.

Table I

Age Distribution of Students

<u>Age</u>	<u>Total no. of Students</u>	<u>Boys</u>	<u>Girls</u>	<u>Per Cent</u>
9	20	6	14	14.3
10	44	20	24	31.4
11	38	19	19	27.1
12	<u>38</u>	<u>20</u>	<u>18</u>	<u>27.1</u>
	140	65	75	100 approx.

Table I shows that the total number of students were 140 - 65 being boys and 75 girls.

14.3% of the students were 9 years old.

31.4% of the students were 10 years old.

27.1% of the students were 11 years old.

27.1% of the students were 12 years old.

Procedure for Obtaining Problem Incidents

The procedure employed for obtaining problem incidents was through questionnaires based on Flanagan's Critical Incident Technique, which consists of "a set of problems for collecting direct observations of human behavior in such a way so as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles...; an incident therefore, being any observable activity that is sufficiently complete in itself to permit inferences and predictions to be made about a person performing the act. To be critical, an incident must occur in a situation where the purpose or interest of the act seems fairly clear to the observer and where it's consequences are sufficiently definite to leave little doubt concerning it's effect."¹

Accordingly, the subjects were asked to write down a recent incident that had happened to them in school in which they felt they needed guidance or assistance to solve their problems.

1. J.C. Flanagan "The Critical Incident Technique" - Psychological Bulletin - Vol. 51, (1954), p. 327

Results of Research

Incidents as seen by the students

Two hundred questionnaires were sent out to the students, out of which 140 problem incidents were received. A content analysis was made of these problem incidents - the items being classified into 3 categories: social-emotional, academic and physical; these will be defined later as each category is discussed.

The distribution of problem-incidents on the basis of these categories is shown in Table II.

Table II

Distribution of Problem Incidents

<u>Category</u>	<u>Total out of 140</u>	<u>Boys out of 65</u>	<u>Girls out of 75</u>	<u>Per Cent.</u>
Social	82	38	44	58.5%
Emotional				
Academic	46	22	24	32.5%
Physical	<u>12</u>	<u>5</u>	<u>7</u>	<u>8.5%</u>
	140	65	75	100 approx.

58.5% of the problem-incidents mentioned were classified as social-emotional; 32.5% of the problem-incidents were classified as academic; 8.5% of the items mentioned were classified as physical.

Social-emotional problem incidents ranked the highest, being practically double the number of academic problems and more so the number of physical problem incidents mentioned.

Social-emotional Problem Incidents

Man does not exist alone; he lives within a society and is dependant upon it for the satisfaction of his many needs. The relationships and the attitudes that the individual has with and towards the other members of the group is termed as social behaviour; this becomes problematic when it does not conform with the accepted standards of behaviour set down by society.

All behavioral problems are deeply rooted, as are all human actions, in the emotional and intellectual nature of man; for the purpose of this study however, all those problems characterized by a dominant nature and eliciting a particular type of social behavior will be termed as social-emotional problem incidents and classified under it's heading.

The distribution of the social-emotional problem incidents is shown in Table III.

Table III

Distribution of Social-emotional Problem Incidents

<u>Type of Incident</u>	<u>Total out of 140</u>	<u>Boys out of 65</u>	<u>Girls out of 75</u>
Trouble with belongings	26	10	16
Being Punished	15	9	6
Being Laughed at	10	6	4
Relations with others	8	5	3
Being Teased	12	4	8
Stealing	5	2	3
Jealousy	2	1	1
Activity	2	1	1
Lying	1	1	-
Home Worries	<u>1</u>	<u>1</u>	<u>1</u>
	82	39	43

The proportion of boys reporting social-emotional problems compared with that of the girls, by the chi square method of statistical analysis with 5% level of significance, showed no significant difference between the proportions; the boys having nearly as many problems as the girls.

The most important problems according to their frequency were those of having trouble with belongings, being punished, being teased, being laughed at, etc.

The following are a few examples of the social-emotional problems that the students have mentioned as interfering with their adjustment in school:

Trouble with Belongings

Children who have misplaced or forgotten to bring along a required book or pencil etc. to school, can go through a great deal of emotional strain wondering as to how annoyed the teacher will get and whether they will have to miss an exam, get a beating or be punished. The student in such a situation needs understanding and guidance to help solve his problem.

Example 1 Girl, Age: 10 years

"One day while coming to school I lost my pen. I came to know only when I had started my work in class. When the teacher asked us to write an essay I was very much upset to see that I had lost my pen.

Then I needed help; I asked my class-fellow for a pen.

She had an extra pen; she helped me by giving me the pen.

By giving me this pen she helped me finish my essay the teacher had given us.

Yes I profited from this help for otherwise I would have missed my class-work. I am grateful to my class-fellow till to-day."

Example 2 Boys. Age: 11 years

" A few days ago I did my test and after doing it I kept my test on the desk and it got lost.

So I had to seek help because If I didn't find my paper I would have failed.

Yes, most of my class-mates and my teacher helped me to find the paper.

I went and begged the teacher to let me search all the cupboards.

Yes, I profited from this for I found the paper in one of the cupboards and when I gave the paper to the teacher I passed in my test."

Example 3 Boys. Age: 9 years

"One day I lost my money in school.

I needed help to find my money as my father would beat me.

Yes, someone did help me.

My friend helped me.

He asked everyone if they had seen my money, and then went and told the head-mistress.

Yes, I profited from this help for the head-mistress rang up my father and he did not beat me, but I did not find the money."

Being Punished

This includes any incident in which the child felt that the punishment meted out to him was not just as he did not deserve it.

Example 1 Girl. 12 years old

"I put nail-polish on my nails and the teacher got angry.

Because I did not mean to be naughty.

No Miss D'Souza punished me. I only put nail-polish because it was my birthday."

Example 2 Boy. Age: 12 years

"Shirin told the teacher that I had written her a letter.

Because I had not written her a letter.

No, Nobody helped me.

I got no help, instead I got a beating for something I had not done.

Why should I write to her when I don't even like her?"

Example 3 Boy. Age: 10 years

"I am often punished and my teacher beats me because she thinks that I am talking, when I am only asking my friend what is written on the board because I cannot see.

When I tell her I cannot see the board she does not listen.

I need help because I do not like the beatings.

My father helped me.

My father spoke to my teacher about my trouble and he also asked me not to be naughty.

Yes, I am punished very seldom now."

Being Teased

In a co-educational institution there is bound to be a certain amount of friction among the boys and girls, especially during this period of growth. The children need assistance and help to adjust within their own environment and to respect each other's rights.

Example 1 Girl. Age: 12 years

"We had two shifts in our school. The girls were in the first shift and the boys in the second shift. The boys wrote rubbish on the desks and on papers. Me and my class-mates were fed up with this matter.

I needed help to stop the boys from writing these silly words.

My teacher helped me in this matter.

He told the boys not to write anything and also fined them.

I profited from this help. The boys did not write anything again."

Example 2 Boy. Age: 12 years

"The girls tease me and call me a four-eyed Cyclops because I wear glasses. I wanted to take my revenge.

Yes, my friend.

Yes and no; he helped me call them names too and he also hid my glasses so that I am not four-eyed anymore but I can't see anymore."

Example 3 Girl. Age: 11 years

"Javed takes my things and hides them and calls me names.

I do not like him because he teases me and is very rude.

I went to the teacher and told her; my teacher helped me, she changed his seat; yes; I profited from this help.

Being Laughed At

Sometimes children can become the brunt of a great deal of joking and laughter - the child, in such a predicament needs help and assistance.

Example 1 Boy. Age: 12 years

"The boys called me fatty. They laughed at me and made fun of me everytime I ran.

I needed help because I could not fight all of them.

Yes, my friends helped me. They are also fat like me.

We gave them a good beating.

Yes, they don't call us any names anymore."

Example 2 Boy. Age: 10 years

" I don't like the girl who sits next to me.

I needed help because she laughs at me whenever I run because I am fat.

Nobody helps me, even teacher laughs at me.

I do not profit from this help."

Example 3 Girl. Age: 11 years

"I need help because my sister was very dirty. She is in my class and everybody laughed at her. I told her to be clean but she never listened to me, everybody also laughed at me because they thought I was also like her even though I am not.

Yes, Mummy helped me because she asked Jamila to be clean.

Teacher also told her but did not punish her.

Yes, I have profited from this help because Jamila is sometimes clean if not all the time and I am able to make some friends."

Relations with Others or Getting along with Others

Children may find themselves ostracized from the class group because of their friendship with a disliked member of the class or because they have joined the school recently.

Both types seek assistance in making friends and fitting into the class-group.

Example 1 Girl. Age: 12 years

"There was a girl named Nasreen with whom I was very friendly. Since I am new in school she was very nice to me and she became my only friend; but all the other girls of the class did not like our friendship, they told me not to talk to her but this was very difficult as I liked her and she loved

me very much. This became a great problem because all the girls stopped talking to me. At that time I was very upset and I needed some one to help me because I did not know what to do, all the girls were on one side and only Nasreen was on the other side. My mother and my bigger sister helped me, they told me that those girls might be jealous of her or there must be some other problem among them. My mother and sister had to help me because they knew that I could not go to anybody else with my problem, the teacher would not have paid any attention even if I had gone to her.

Afterwards the girls told me that she sang in functions and that is why they thought her bad and did not like her. I told them that if she does all this why do you mind? You all must mind your own business. I thank God that they understood what I was trying to tell them and after that we all started doing our work together."

Example 2 Girl. Age: 11 years

"I am a new student here and have no friends.

I need help because I want to make new friends.

No,- nobody helped me because I feel shy to ask for help.

I smiled at teacher to-day and some girls, may be they will be friends with me and may be I will profit from this help."

Example 3 Girl. Age: 11 years

"The girls do not play with me.

I am very tall and they are very small.

Yes, my friends helped me. My friend Razia helped me.

She helped me by asking the other girls to play with me and that because I was tall I could run even faster.

Yes, I profited from this help because now they play with me and the Miss is not angry with me anymore because I do not want to play."

Stealing

Children complained of things being stolen; missing some of their belongings was attributed to as being stolen.

To label a child a thief is neither descriptive nor helpful. The teacher must assist the student to overcome this habit.

Example 1 Girl, Age: 11 years

"Shanaz has told everybody that I have stolen her book.

I have not stolen her book; I have my own book, why should I steal hers? I went to Mrs. Thomas but she did not help me she only told me to go and do my work.

I fought with Shanaz. Nobody helped me. I got no help so did not profit."

Example 2 Boy, Age: 9 years

"My father got me a new pen. Now somebody has taken it away.

I needed help because I wanted someone to help me find the pen.

I asked my teacher to help me. She helped me very much. She made all the children take out their books and saw in their bags.

No, I did not profit from this help because the child hid the pen well."

Jealously

It implies here, the desire of a child to covet or possess another child's belongings or position.

Jealously contains some elements of both fear and anger. The jealous child doubts his own abilities. There is a thwarting of his wishes and an acknowledgement of defeat. The child seeks help to overcome these feelings.

Example 1 Boy. Age: 10 years

"My problem is that I want to change my girl monitor because she always writes our names on the board and besides I want to become monitor.

Teacher likes the girl monitor and will not give anyone else a chance.

I told the girl that she should tell the teacher that she should make me the monitor but she told me to shut up.

No, I did not profit from this help."

Activity

There are certain social activities for which the students seek and need help from their teachers.

Example 1 Boy. Age: 12 years

"We wanted to organize a sports club. This occurred in school. It took place very recently. Yes, we boys were really anxious to have a sports club and needed a master to help us.

We asked one of our P.T. masters to help us.

Yes, we profited from this help for we started work at once and the boys were interested as well as happy."

Lying

The child who reported this incident felt that he had to lie to get out of a predicament. Knowledge of specific causes of lying is a prerequisite to preventing it. The teacher needs to understand the pupil and the reason for his lying so that she can provide him with help that he needs and seeks.

Example 1 Boy. Age: 11 years

"My friend gave me a book to give to another friend. But I was in

a hurry and gorgot it at home.

When I was asked if I had got the book I said that I had not got it as my friend had not given it to me.

I had to lie because I did not want him to go and tell the teacher.

But he went and told her and she cut 10 marks from my exam.

No, I did not profit from any help, and I cried a lot."

Home Worries

The child in this incident felt that his home problem was interfering with this studies.

Example 1 Boy, Age: 10 years

"My mother is not well and I have to stay with her a lot as my father in Lahore. I cannot go to school and am absent a lot. I also failed in many subjects. Nobody helps me and teacher gets angry quite a lot. So I do not profit from any help."

Academic Problems

The problems that the student faces in connection with his lessons, assignments, examinations and grades etc. are of major concern to the student himself and have an effect on his total behaviour.

Any incident that pertained to the difficulties faced by the student in his academic life was put under the category of academic problem incidents. The following table shows the distribution of the various kinds of academic problem incidents.

Table IV

Distribution of Academic Problem Incidents

<u>Type of Incident</u>	<u>Total out of 140</u>	<u>Boys out of 65</u>	<u>Girls out of 75</u>
Trouble with Lessons	43	22	21
Trouble with Exams	$\frac{3}{46}$	$\frac{2}{24}$	$\frac{1}{22}$

The proportion of girls reporting academic problem incidents was compared to the proportion of boys having academic problem incidents by the chi square method of statistical analysis with a 5% level of significance, and no significant difference in the proportions was found. The girls having practically the same number of problems as the boys.

The majority of the problems faced by the student in their trouble with lessons were found to be in the area of mathematics followed next by general science, english, urdu, homework and persian respectively.

Table IV also shows that 93.4% of the students complained of trouble with lessons, and 6.5% of the students complained of trouble over exams.

The following are a few academic problem incidents that were mentioned by the students in their responses.

Trouble with Lessons

Example 1 Boy. Age: 9 years Mathematics.

"My problem is that I don't understand or don't know arithmetic.

I wanted help because I wanted to know how to do it.

Yes, my uncle helped me. He helped me by explaining it to me.

Yes, I did profit from this help."

Example 2 Girl. Age: 11 years Mathematics.

"I did not know my maths. I was very sad and I wanted help from someone but nobody offered me any help so at last I went to my mathematic's teacher and asked for help. She helped me by showing each and everything that I wanted to understand and be explained; due to this help I passed in my maths. test and I was very grateful."

Example 3 Girl. Age: 9 years Mathematics.

"My problem is that even if the teacher explains arithmetic problems to me I still do not understand it.

Yes, I needed help.

Yes, someone did help me.

My mother explained it to me.

Yes, I profited from this help."

Example 4 Girl. Age: 11 years Science.

"I can't understand science.

I needed help because I wanted someone to explain science to me.

Yes, someone did help me.

My science teacher helped me.

She helped me by explaining every thing over again.

Yes, I profited from this help."

Example 5 Boy. Age: 10 years Science.

"I found science very difficult.

I needed help because I wanted to learn science.

No, the teacher did not help me, she only gave notes and did not

explain. She said to read the notes and learn.

But when the principal knew that I don't know science she called me to the office and asked why I did not know science ? I told her every thing.

She helped me by telling me that "you stay here for two hours and I will explain to you what you did not understand."

I profited from this help, and now I find science very easy and get higher marks in class."

Example 6 Girl. Age: 12 years Science.

"My problem is that I don't like science.

I can't understand it because in another school we did not have it, therefore I do not understand it.

Yes, my father and my master helped me.

They explained the lesson to me.

Yes, I profited from this help."

Example 7 Girl. Age: 12 years English.

"When I came to school I did not know how to speak in English.

I needed help because I did not understand anything.

Yes, my father helped me.

He taught me English at home, he helped me with my lessons.

Yes, now I know how to speak and write it well."

Example 8 Girl. 11 years Urdu

"I was weak in Urdu as I had been studying in a convent school, moreover my mother-tongue is Punjabi and therefore I was weak in this subject.

Yes, my older sister and parents helped me a lot.

A lady teacher also comes at my place and she also taught me Urdu. She taught me very carefully and explained each and every word to me. Yes, I profited from this help for I have improved a lot now."

Example 9 Boy. Age: 10 years Homework.

"One day I did not do my homework.

I needed help because if the teacher found out I had not done my homework she would have punished me.

Yes, a girl helped me.

My friend gave me her book and I took her homework.

Yes, I profited from this because when I went to class I showed my homework to the teacher and the teacher never punished me."

Trouble Over Exams

Example 1 Boy. Age: 11 years

"In my exams I failed in a subject and the teachers decided not to promote me.

I needed help because I was very much ashamed for failing and wanted that someone should help me improve.

Then one of our school teachers offered to help me and I at once accepted the offer.

She daily took tuition and taught me for 2 hours. After taking the tuition for six months I gave my half-yearly examination and did so well that I got promoted and was able to join my old friends."

Example 2 Girl. Age: 10 years

"In an exam, I could not understand the given question, so that I obtained very low marks and failed.

I needed help; yes, someone did help me.

My history teacher helped me.

She helped me by explaining in a simple way and when I understood I wrote in my own words.

Yes, I profited from this help for I did the question again and got better marks."

Physical Problem Incidents

Any behaviour that disturbed, troubled or upset the child physically, was grouped under the category of physical problem incidents. These, however, were few in comparison with the social-economic and academic problem incidents.

The following table shows the types of problems and their distribution.

Table V

Distribution of Physical Problem Incidents

<u>Type of Incident</u>	<u>Total out of 140</u>	<u>Boys out of 65</u>	<u>Girls out of 75</u>	<u>%</u>
Feeling sick in Class	7	2	5	58.3
Getting injured in School	5	3	2	41.6
	<u>12</u>	<u>5</u>	<u>7</u>	<u>100</u> approx

The proportion of girls reporting physical problem incidents as compared to the boys reporting of physical incidents, by the chi square method of statistical analysis with a 5% level of significance, showed no significant difference.

The following are a few of the physical problem incidents mentioned by the children.

Feeling Sick in Class

Example 1 Girl. Age: 10 years

"One day when I came to school I was not feeling well, my head was paining and I started getting sick.

I wanted someone to take me to the sick-room. So that I could take a little bit of rest.

Yes, my friends helped me; they supported me and telephoned my mother to come and take me.

Yes, I profited from this because I reached home safely."

Example 2 Girl. Age: 9 years

"Once I was sick I needed help because my head was paining.

Yes, my teacher helped me.

She gave me some medicine.

Yes, I profited from this help, for I felt well again."

Physical Injury

Example 1 Boy. Age: 10 years

"When I was playing I hurt my leg.

I needed help because I could not stand and walk.

Yes, my friend helped me. He brought some cotton and poured on some medicine and put it on my leg.

Yes, I profited from this help, because it did not pain anymore and I could walk again."

Example 2 Boy. Age: 11 years

" I hurt myself in school while playing, I got hurt on my ankle and it was paining very much.

I needed help because I could not get up and because it was also bleeding very much.

Yes, some one helped me.

My friend helped in lifting me up from the ground.

No, I did not profit from this help as it still pained."

Chapter IV

Help Given to Children

One of the major aspects of this study is to investigate the amount of help received by the students in the solution of their problems, and who or what was that source of help.

Table number VI; shows the distribution of the number of students that received help and those that did not receive any help.

Table VI

Distribution of Students that Receive and did not Receive Help

	<u>Boys out of 65</u>	<u>Girls out of 75</u>	<u>Total</u>
Students that Received Help	54	65	119
Students that did not Receive Help	11	10	21
	<hr/> 65	<hr/> 75	<hr/> 140

The above table indicates that out of 140 students, 119 (85%) mentioned that they had received some sort of help, and 21 (15%) said that they had not received help at all.

We can assume from this that all the 140 students were aware of the need for help for the effective solution of their problems, for if they had felt capable enough to solve their own problems they would not have asked for assistance.

Source of Help

The above Table (Table VI), showed that 119 students had faced problems in their school life, which were serious and significant enough for them to ask for assistance, and for the solution of which they had received some sort of help.

These sources of help, according to the problem answers received were classified into three categories - friends, teachers, relatives.

Table VII shows the distribution of the sources of help available to students in the solution of their problems.

Table VII

Distribution of Sources of Help in the three Problem Categories

<u>Sources of Help</u>	<u>Social-Emotional</u>	<u>Academic</u>	<u>Physical</u>	<u>Total</u>
Teachers	15	24	5	44
Friends	32	4	7	43
	<u>47</u>	<u>28</u>	<u>12</u>	<u>87</u>

The above table shows that the number of teachers that gave help to the students in the solution of their problems were 44; the number of friends that gave assistance were 43.¹

1. 87 is the total number of students who said that they had received some sort of help from the above sources. The remaining students that numbered 32 received help from sources outside school. Since our interest is in help given at school, we are going to disregard these sources. The total number of students who received help however was 119 as is shown in Table VI.

In the social-emotional category, students that mentioned 'friends' as sources of help out-numbered the students that mentioned 'teachers' by 17.

In the academic category, students that mentioned 'teachers' as sources of help out-numbered the students that mentioned 'friends as sources of help by 20.

In the physical category, students that had mentioned 'friends as sources of help out-numbered the students that had mentioned 'teachers' as sources of help by 2.

Using the chi square method of statistical analysis, we find that...

The difference in the number of 'friends' versus 'teachers' giving help to the students in the social-emotional category is significant at the 5% level of significance.¹

The difference in the number of teachers vs. friends giving help to the students in the academic field is significant at the one% (1%) level of significance.

The difference in the number of friends vs. teachers in the physical field is of no significance; we can conclude with the assumption that children turn more to their friends for help in their social-emotional problems, than they do to their teachers; in connection with the academic problems, the difference is significant again, students turn more to their teachers for help in their academic problems than they do to their friends;

-
1. $\chi^2 = 5.44$ difference significant at the 5% level of significance.
 2. $\chi^2 = 12.89$ difference very significant at the 1% level of significance.
 3. $\chi^2 = .08$ difference not significant.

the role of teachers, in the elementary school being therefore regarded by the students as mostly academic.

In the physical problems, the students showed no particular discrimination in their choice of sources of help, since practically an equal number turned to their friends for help and practically an equal number to the teachers.

Chapter V

Teachers' Problem Incidents

Another major purpose of this study is to discover whether the teachers, who are most in contact with the students while they are at school, are conscious of the fact that children of this particular age category are faced with problems - for the successful solution of which they need help, understanding and guidance.

If they are conscious and aware of this need, then an investigation is necessary to find out which particular problems they are aware of for which they provide assistance to the child.

The aim here is to reveal the extent to which the student's concept of what constitutes a problem - i.e. a situation requiring guidance coincides with that of the teacher's concept of what constitutes a problem; the kind of problem-incidents reported by the teachers being then compared with that of the students. With this aim in mind, questionnaires based on Flanagan's Critical Incident Technique were sent out to 50 teachers; 40 responses were received.

The distribution of the problem-incidents, as cited by the teachers, is shown in Table VIII.

Table VIII

Distribution of Problem-Incidents as Cited by the Teachers

<u>Type of Incident</u>	<u>Total out of 40</u>	<u>Boys</u>	<u>Girls</u>	<u>Total %</u>
Trouble with Lessons	11	6	5	27.5
Being ridiculed	4	2	2	10
Stealing	4	-	4	10
Cheating	3	1	2	7.5
Misbehaviour	3	2	1	7.5
Feeling Sick	2	1	1	5
Physical Injury	2	1	1	5
Agressive Behaviour	2	1	1	5
Shy Behaviour	2	1	1	5
Forgery	2	1	1	5
Sex Curiosity	1	1	-	2.5
Losing of Belongings	1	1	-	2.5
Disrespect to Teacher	1	1	-	2.5
Dress Exhibitionism	1	-	1	2.5
Stammering	<u>1</u>	<u>1</u>	<u>-</u>	<u>2.5</u>
	40	20	20	100

Out of the 40 teachers that had mentioned problem-incidents, 17, i.e. 42.5%, said that they had used threats or punishments to solve the problem situations; 12, i.e. 30% said that they had used explanations and encouragement to solve the problem - situations; 8, i.e. 20%, said that they had not solved the problem themselves but had referred the case to the principal

instead; 3, i.e. 7.5%, said that had not been able to help the student or improve the situation at all.

Using the χ^2 test we find that there is a significant difference in the using of threats and punishments vs. encouragement and explanation as means for improving or solving problem - situations.

The following are some examples of the problem - incidents mentioned by the teachers.

Example 1.

"A student in my class really became a psychological case; the girl belongs to a very respectable and well-to-do family. She was very bright and good at her studies at the beginning of the year but afterwards she started slackening in her studies.

The change was very great and obvious, so I tried to discuss with her in order to investigate the reason for this deterioration; after a short discussion, she came out with everything that some of the boys had started hating her - according to her -, they didn't want to sit next to her, they passed comments on her, etc. Therefore she was mentally upset and could not give her attention to her studies. This problem was solved by making her sit next to the boys and giving her opportunity to talk to the boys."
(Girl age 10 years).

Example 2.

"The student was very fat; she was bullied by the other children each time she ran during races in the games period.

The children were divided into two sides, they would not want her in any of the sides. The girl felt discouraged and gave excuses that she was

not well and therefore did not want to join in the games; the teacher - I - made her feel at ease by telling her not to worry anymore as the others would not laugh at her anymore; I explained to the students that the causes of fatness were due to the producing of fat in the body, if the student was made to run the fat would be used up and she could improve herself. The students seemed to understand and did not laugh at her anymore." (The age of the student was 11 years).

Example 3.

"This child was bigger than the rest of his class-mates as he had come to our school from an Urdu medium school and therefore could not express himself very well either; he was rather a weak student and so during the terminal exams, while correcting his book, I found that he had copied; I immediately took him to the principal where he immediately admitted his guilt." (Age 11 years).

Example 4.

"A child was rather talkative and awful at his studies and this made him forge or rather copy his father's signature on the report book; at first, he did not get his report book signed for almost a month and when finally he did bring it, the signature was forged; I being the class-teacher first asked him very politely and nicely to tell the truth and that if he did I would not punish him and let no one know also, if he promised not to do it again; but he did not admit it and so I threatened to take him to the principal - which I did - the principal was also very nice at the beginning but lastly threatened him that we would phone his parents if he did not own up and that we could not keep a boy like this in school. At

this, he admitted that it was he who had signed the report and started crying; of course the parents were summoned by the principal and spoken to and told to keep a better eye on the child at home.

Though the child has not improved in studies such an act also has not been repeated."

Example 5.

"Once a child from my class stole a book of her class-mate. The girl whose book was stolen came to me and complained about her; on the very spot I searched for it and I found it in her bag. She started crying as she was caught red-handed and she also felt ashamed and frightened. I had to reason very simply with her so that she would understand her weakness - and made her promise not to do this sort of thing again; I did not tell the Head-mistress, as I had solved the problem myself.

This incident occurred in my class. The child is about 10 years of age."

Example 6.

"The child is in my class; he is too big for the class, does not study at all, is a repeater and is extremely naughty; a lot was done to help this boy; at first he was punished a lot, detained after school given extra work etc. When this did not seem to help all the tactics were changed; at first the principal spoke to him and made him understand his responsibilities; I also became more lenient in my treatment and instead of punishing him, questioned him about his behaviour and made him understand why he should not misbehave; now there is a marked improvement and thus all the trouble was worth it."

Example 7.

"Two children belonging to an influential and well-to-do family, on account of the lavish pampering they receive at home, expect the same privileges to be extended to them, while at school. They are irregular in attendance, more often than not arrive late at school, seldom or never attend to their home assignments and their lessons are never learnt. Backed by these short-comings are the lame excuses received from time to time from the parents, that the children may be excused. This renders the teacher's task immeasurably more difficult for two reasons; she is unable to get these children to carry out her instructions due to lack of cooperation from the parents; and the example of these children serves as a bad influence to the other children.

The problem was never solved or will never be solved until and unless it receives the support and backing of the school and management, each one contributing his or her due effort in the process of enforcing effective discipline."

Example 8.

"A girl used to disturb the whole class in one way or another; sometimes she used to fight, sometimes she used to pinch and push the other boys and girls; she never used to do her lessons; sometimes when I used to ask oral questions, she used to raise her hand but when I questioned her she would never answer; I used to make her kneel down and learn her lesson and sometimes I used to make her read the lesson and then ask her questions, even then she could never answer - now I just ignore her. (The girl is 12 years old).

Example 9.

"A child in school was a problem for me. She did not do her homework at all, the other time she did her homework was copied from others; I used to scold her, give her punishments but she was a stubborn child. So I went to the principal who guided me; she told me not to punish her and scold her but talk to her kindly and encourage her by saying she is an intelligent child and that if she tries she can do better than others; she realized herself and promised me she would be a good student and do her work regularly, and now she is the first one to show me her homework." (She is 12 years old).

Example 10.

"The problem I faced in class was that a girl came from an Urdu school and could not speak english properly; when she was asked to read in class, she made lots of mistakes and her pronunciation was very poor; that made the whole class laugh; the girl would get very embarrassed and refuse to read in class. I explained to the whole class that everyone makes mistakes, nobody is perfect; I told them that they also made a lot of mistakes and that they should not laugh at anyone for then they would be laughed at too. The result was that the next time I asked her to read, at first she hesitated but then I encouraged her and she read and the students did not laugh at her; I also helped her in reading, by making her spell and pronounce properly. The student is now almost 7 months in the school and she has improved her english a lot. (Her age was 12 years).

Chapter VI

CONCLUSIONS

This study, as it was originally hoped, has thrown light on many important points of consideration.

It has brought into focus the needs and problems of the elementary school children in Pakistan to-day, the teachers' conception of students' problems, the teacher-pupil relationship, the elementary school atmosphere, the type of disciplinary methods used by the teachers to obtain the desired results in the class-room, and the help provided by the teachers to the students helping them to solve their problems successfully.

Before going further into detail on these above-mentioned factors, certain points need clarification.

The use of Flanagan's Critical Incident Technique for obtaining data was based on the belief that other types of inventories showed a distinct short-coming in that they measured the frequency of occurrence rather than the intensity of the problems; and then they measured only those problems that had been included in the inventory.¹

By using Flanagan's Critical Incident Technique it was hoped that the students would feel free to mention any problem-incident that had held any significance for them; assuming that they would only mention that single incident which had been most serious for them, for otherwise they would not have remembered it.

¹ Ross L. Mooney, The Problem Check-List, Columbus, The Bureau of Educational Research, (Ohio State University).

The chi square method of statistical analysis, a test of significance, was used in this research because of it requiring no particular assumptions to be made about the shape of the distribution of the frequencies being tested.

From the data that was received, certain conclusions could be drawn:-

All the 140 students who had responded to the questionnaires had mentioned a problem incident, showing awareness of the need for some type of assistance for it's solution; we can safely assume from this that children of the elementary school age level, do face problems which are serious and significant enough for them to feel a conscious need for help.

To an adult the problems of a child may seem transitory and unimportant, but to the child who is faced with a problem that problem gains as much intensity and significance for him as would an adult's problem for an adult.

The data received also threw light on the types of problems faced by the children while at school. The general trend is to think that the problems faced by children are either in the academic field or in the physical field e.g. the child being unable to do a sum etc. or hurting himself while playing etc. - The data received disproved this theory completely.

The majority of the students - 82 out of 140 - have mentioned social-emotional problems; only 46 out of 140 mentioned academic problems and just 12 out of the total of 140 mentioned problems in the 'physical' category.

The obvious conclusion would be that in Karachi, elementary school children have many social-emotional problems for which they need help. This, however, does not imply that the problems mentioned by the students, are the only types of problems that the elementary school children of Pakistan,

have -; children, selected by random sampling, were asked to write down a recent problem-incident, assuming that they would write down a problem-incident which had seemed serious enough for them since they would have to select it out of a host of other problems.

The sources of help, as computed through the data, showed that out of the total of 140 students, 119 had mentioned that they had received some type of assistance, the rest had said that they had received no help at all.

The sources of help were classified as 'friends', 'teachers' and 'relations'.- In the social-emotional problem category, the majority of the students mentioned 'friends' as the sources of help; in the academic category, the students mentioned 'teachers' as the main sources of help.

It is obvious from this that children turn more to their friends for advice in their personal problems rather than to their teachers; and more to their teachers for help in their academic problems than to their friends.

This conclusion is re-inforced by the evidence obtained from the analysis of the kinds of problems mentioned by the responding teachers.

The most frequent problems mentioned lay in the emotional category but the majority of the help was given in the academic problems. The important thing to note here is that though the most frequent problems mentioned lay in the emotional category, they were all of the 'overt' type of behavior and, as such, could be easily detected by any casual observer.

When a child performs such an 'overt' act, the teacher has to do something to improve the situation if she wants to avoid chaos in the classroom. Therefore, knowing what teachers consider as problems for the students and what the children consider as problems for themselves, determines the

understanding on the part of the teachers for the needs of the students, and their relationship with the students. As Jersild says, "the most important question in connection with children's behaviour problems is the question as to what this problem might mean; what kind of a struggle it represents in the child's life and what the teacher might do to increase his understanding of the child, so that he might establish a helpful relationship with him."¹

The teacher-pupil relationship, as concluded through the data, seems to be on an entirely impersonal basis. Students seem to have more faith and trust in their friends than in their teachers. Assuming that these friends fall in the same age category as the students themselves, it is not expected that these age-mates will have the kind of maturity that is needed for such a vital function as counseling - the teacher's role, though regarded as largely academic in to-day's schools, is not only to impart knowledge, but also to help children to adjust themselves to their present environment.

The constraint in teacher-pupil relationship may be due to many causes.

The people in Pakistan, still live in an authoritarian culture where contact between elders and the younger generation is practically nil. The teacher is the parent image in school and since the child is repressed within the home atmosphere, so is he within the school atmosphere.

The qualities that are encouraged and fostered at home and in school are the qualities of obedience, silence and respect; criticism, inquiry, etc.

¹. Arthur Jersild, Child Psychology, (N.Y. 1933), p. 58.

is frowned upon at home as well as in school. The child, who has a problem which may be dealing with his personal life, will more likely than not turn to his friend for advice for he would be frightened of being ignored, threatened or beaten by the teacher, if he asked him for assistance. This attitude has been present in many of the student-responses that were received.

This lack of insight and understanding on the part of the teacher and her general incompetence due to a lack of adequate training is another major cause for the present-day teacher-pupil relationship in the private elementary schools of Pakistan.

In conclusions, we can generalize in saying that since the students are aware that they have problems for which they need help, and since the major task of the teacher is to help the children adjust to their environment, the guidance program must be conceived of as inevitable for all children and is of vital importance for the private elementary schools of Pakistan - for guidance functions best when it meets the demands of the people and not when it is forced upon them.

The reasons for the existent teacher-pupil relationship have already been cited - the impersonal and detached relationship between the teacher and her students seems to arise from two major sources - an authoritarian culture pattern and the general incompetency of the teachers. To suggest a change in culture, however, would be presumptuous but certain suggestions for the teacher, who is the centre-point - the pivot - of all guidance activity, can be made.

As has already been said before, the role of the teacher is not only to impart knowledge but also to help the students in an understanding way.

To help students she must be well-versed in guidance techniques. Individual guidance becomes an important part of one's conception of the elementary school the moment the child is thought of as more than an immature mind. If one but admits that children are human, one must learn to the humane in dealing with them.¹

The human faults and virtues of the children demand wisdom and skill from the teacher and this demand must be recognized by the teacher.

Guidance is essentially a process central to the teacher-pupil relationship and must be recognized as such; adjustment is a task faced by every child and therefore the teacher must have a guidance relationship to all the children.

The characteristic of this guidance relationship, as cited by Caswell and Foshay, must be kept in mind. (1) It is a one-to-one relationship. While the teacher is at times primarily concerned with group behaviour, his concern in a guidance relationship is with the students as individuals. The guidance relationship is then an affair of one teacher with one student. (2) It is a face-to-face relationship; while the teacher must at times use impersonal psychological instruments, such as tests, the actual guiding is done on a personal, face-to-face basis. (3) It is a problem solving procedure. The source of the problem may be in or out of the classroom, the problem may be 'instructional' or 'personal'. The attack on guidance problems is similar to that required by any problem.²

1. Hollis L. Caswell and Arthur W. Foshay, in Education in the Elementary School 3rd ed. (American Book Co., N.Y., 1957), p. 281.

2. Ibid., p. 281.

Pakistan is still passing through the phase of "mass education"; text-books are still written to be used simultaneously by large groups; grouping and promotion practices are used on a mass basis; teachers are still selected according to their ability to keep 'mass' order and to produce 'mass' achievement. The central emphasis is on the group; the teacher still works with as large a group as his or her purposes permit; an entire class is still treated as a single group for all instructional purposes. Only a very few teachers have developed ways of sub-dividing the class into smaller groups on the basis of some similarity.

We cannot hope for individualized instruction yet, it still remains largely a hope for the future but the teacher can try to create a permissive and free atmosphere and bring about the desired changes slowly but steadily.

All teachers cannot be revolutionaries or hope to bring about abrupt changes especially with the little amount of freedom given them in a centralized system of education, but they can still be the head-lights rather than the tail-lights for bringing about a gradual educational change.

The common guidance problem that the teachers usually fear and face is that the children will be disorderly and disrupt the class-room organization. The noisy, inattentive child is for the teacher, a 'problem child' - and problem children, such as these, are a major task of guidance. The problem child becomes a problem for the teacher because what he does is difficult for the teacher to understand - 'how can the child be made to behave as the teacher wants him to' - is one of the two approaches of dealing with a teacher's problems.

Teachers have a long history of punishments - as has been verified by

the received data - for coercing the child into acceptable or at least inoffensive behaviour; if a teacher's sole concern is to keep order, then punishing offenders is a time-honoured means to this end. However, if the teacher's main concern is that children should develop, under his or her guidance, the qualities of responsibility and self-reliance, he or she will try to find out why the child behaves as he does. In answering this question, the teacher will sooner or later find an effective solution for making the child behave in an acceptable way.

The setting up of a guidance program in the government secondary schools of Karachi is one of the major steps towards the setting up of guidance services for all schools in all parts of Pakistan; guidance services that have been provided for the students in the secondary schools are to be commended - but for the elementary school, the teacher must realize that she is and has to be the centre of the guidance process. She is the person who is in constant contact with the children and therefore, it is she who must finally put into effect whatever action is determined upon.

The child looks upon the teacher for guidance in school; she is the only person who can gauge the every-day events of the process; only the teacher can give the guidance process the continuity it must have. If the guidance process is flexible as the child grows and changes, it is because the teacher is sensitive to the child's changing needs. Only the teacher is able to give the constant emotional support and special encouragement that the disturbed child requires.

In school systems all over the United States of America, extensive

programs of child study have been undertaken in order to equip teachers with the basic insights and skills required to understand problem behaviour. State Departments of Education have added bulletins on child development to their more usual curriculum bulletins dealing with their school subjects; a flood of books and pamphlets have appeared. All this activity has been beneficial for children, for now there is little doubt that the teachers are more sensitive than they used to be to the emotional needs of the children.

It is suggested here, that similar activity on the part of the education department in Pakistan, would prove extremely beneficial; as the role of the school and the teacher is regarded, as yet, as purely a process of training the intellect and mind; whereas the school's major function should be to help each child to achieve his highest potentialities, and the major concern of the teacher should be the emotional life of the individual child and helping the child wherever and when ever he needs help.

The concept behind the emphasis on help and assistance i.e. guidance, on the part of the school and teacher being that they exist to develop the best values known to man, and the development of these values requires constant attention to the attitudes children form while they are growing up.

APPENDIXES

Counseling and Guidance Questionnaires for the Secondary
Schools sent out by the Directorate of Education

DIRECTORATE OF EDUCATION

AMENDED - PROFORMA 'A'

(For Parents Guardian only)
Guidance and Counseling Office

Appendix A.

1. (a) Name of the student
(b) Residential address of the student
2. Class and Section
3. (a) Date of Birth
(b) Age when first Admitted in the School
4. Religion
5. Father's Name
6. (a) Name of the Guardian
(b) Profession or Service
(c) Monthly Income
7. (a) Residential address
8. (a) No. of Family members who have completed studies
(b) Stage
(c) Brothers and sisters studying
9. Do you occasionally see the Headmaster/Mistress or the teacher in respect of your wards progress in school?
10. Your wards behaviour at home and relations:-
(a) With the elders
(b) With the brothers and sisters
11. Does she/he discuss with you her/his
(a) Personal problems?
(b) School problems?
(c) What help can you give him/her in this connection?

12. Does she/he study regularly/at home?
(b) If not - what is the reason?
13. With whom is she/he more attached?
Mother/Father/any other member
14. (a) Is your ward a 'help' in the home?
(b) State type of work?
(c) State time given
15. (a) Is she/he keeping good health?
(b) Has the child suffered from any serious illness in the past?
(c) Did she/he recover completely from it?
(d) If not, what is the deficiency?
16. Who are the persons with whom the
(a) Child usually associates?
(b) Do you take interest in your child's friends?
17. After school how much time does the child take to reach home?
(a) State means of transport
(b) Distance from the school

Note:- Any other information in this respect will be most welcome. All information will be kept SECRET.

To:- All Heads of the Secondary Schools

The amended copy of the proforma A. sent previously is sent herewith with the request that in future the amended proforma may be filled up by the parents instead of the previous one.

(Dr. A.C.S. GILANI)
DIRECTOR OF EDUCATION, KARACHI REGION
KARACHI.

DIRECTORATE OF EDUCATION KARACHI REGION, KARACHI

Guidance & Counseling Proforma (B) (Personal Data)

(To be Filled in by the Students Only).

Appendix B.

Note: All information will be kept SECRET. The student's name will not be disclosed.

1. Name and Class and Section of the Student
2. Name of the First School
3. Schools where studied other than the present one
4. Reasons for coming to this school
5. Your relations with your class fellow,
Good/Bad/Satisfactory
 - (a) How many good friends have you?
 - (b) Name your best friend?
 - (c) Whom do you dislike?
6. Is any important work assigned to you in the class or at home?
7.
 - (a) Do you know how to say your prayers?
 - (b) Do you say your prayers daily?
 - (c) Do you say your prayers at home/Masjid place of worship?
 - (d) Do you daily/occasionally study the Quran Holy Book
 - (e) Who imparted religious education to you Mother/Father/any other persons.
8. How much time do you spend at home and outside?
 - (a) After your return from the school?
 - (b) How do you spend your spare time at home?
 - (c) What are your engagements outside?
9.
 - (a) At what time do you go to bed?
 - (b) At what time do you get up in the morning?
 - (c) Do you sleep during the day time?

Appendix B (Cont.)

10. How many meals do you eat with the family?
11. Do you go out with your parents for recreation, for attending social functions, visiting relations and friends?
12. Do your parents take interest in your friends?
13. (a) Are you getting any fee concession?
(b) Do you face any difficulty in continuing your studies?
(c) Can your school teachers or fellow students be of any assistance?

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Guidance & Counseling Proforma (B)

(Educational Data of Student)

1. Name, Class & Section of the Student
2. What are your elective subjects?
3. (a) The subject of your interest?
(b) Are you good/average or weak in it?
(c) Name the subject which is least interesting to you?
4. Which type of 'Manual Work' is done by you.
5. Have you ever visited any of the following places?
(Cross the places visited)
Factory, Workshop, Printing Press, News Paper Office
Agricultural Farm, Library, Hospital, Museum, Zoo, Aquarium
Orchards, Radio Pakistan, Exhibitions (Industrial, Photography,
Art etc.), Music Conference, College of Home Economics, College
Industrial Centre, Needle Craft Centres, Aero Club, Army Recruiting
Centre, Law Courts, High Courts, Police Station, Airport, Sea-port.
6. (a) If given option where would you like to work?
(b) Why? (Leave space for answer)
7. After the completion of studies which profession
(a) or service would you like to join?
(b) Why?
8. (a) Is your choice of profession influenced by
your parents/family members?
(b) Why?
(c) Does the school/teachers help you in this choice?

9. (a) Are you regular in your school work?
(b) If not give reasons?
10. (a) Do you take part in educational activities of the school?
(b) Name the activities.

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Guidance & Counseling Proforma (B)

(Recreation Data)

Appendix D.

1. Name, Class & Section of the Student
2. (a) Do you take part in the recreational activities of the school?
(b) Name the activities
3. Do you participate in school games & sports?
(a) And in which position & rank?
(b) Any out-standing performance on the playing field
(c) Are you a member of any Sports Association?
4. Are you a member of any School Committee?
5. Your hobby?

HEALTH DATA

1. Your Health:-
Good, Weak, Satisfactory
2. Do you suffer from any recurring disease?
3. General Health of the family:-
(Father/Mother/Brothers/Sisters etc.)
4. Do you get medical help from the school clinic?
5. Any medical help which you would like to take from the school?

Teacher's Questionnaires

Appendix E.

Name of School:

Class Being Taught:

As a graduate student in the American University of Beirut, I am conducting a study of the problems faced by primary school children in Pakistan.

The information that I need is about specific situations which have actually arisen in school and which may have troubled or caused difficulty to you or your student.

Since teachers have numerous opportunities to observe such situations, I would appreciate your relating a specific single incident in which some school child faced a problem of some sort. The problem may concern academic assignments, grades, discipline, or it might concern health, relations with others, etc..

I am interested in any problem which may have somehow affected the child's behaviour at school which may have caused him to need help or sympathy or guidance of some sort.

Please let the following questions guide your response....

- 1) Describe what happened.
- 2) Where did this occur?
- 3) When did this take place?
- 4) Was anything done to help the student?
- 5) If so, just what was done and by whom?
- 6) What was the age of the student?

Student's Questionnaires

Appendix F.

Name of School:

Age:

Sex:

Class:

As a graduate student in the American University of Beirut, I am conducting a study of the problems faced by primary school children in Pakistan.

The information that I need is about specific situations which may have arisen in school and which may have upset you in one way or another.

When such situations occur, you, as the student, usually wish that someone would help and advise you...

Please relate one such incident that has happened to you recently, in which you wished someone would help you and advise you.

Please include information about the following questions:

(Use both sides).

- 1) What happened?
- 2) Why did you need help?
- 3) Did anyone help you?
- 4) Who helped you?
- 5) How did this person help you?
- 6) Did you profit from this help?

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