



ASSESSMENT OF GUIDANCE AND COUNSELING SERVICES ON CAREER SELECTION IN HIGHER SECONDARY LEVEL

Nafia Nisaar
nafianisaar15@gmail.com

MPhil Scholar, Department of Education, University of Gujrat, Pakistan.

Dr. Saira
drsaira.ijaz@uog.edu.pk

Lecturer, Department of Education, University of Gujrat, Pakistan.

Abstract

The results showed that some institutions offer guidance services, but not always professionally, with professional help and not effective, not included in the students' study plan, most students get guidance from non-professional sources, such as teachers or other close relatives and a few students receive professional counselling. A few institutions have advice services, but the effectiveness of the advice services is not always professional, as can be seen from the results. Professional counseling services are only sought by a small number of students; most get unofficial counseling from professors or family members. But, when students are properly guided, they get clearer, more confident and more pleased with their career options. From the results it can be inferred that the G & C programs have a significant influence on the decision making of students in making a career decision. It puts importance on the role of organised programmes, trained counsellors and awareness, for providing quality career guidance to all students equally. The study findings are that proper guidance and counseling in schools is essential to help aid a student in making a better choice of his/her career. It highlights the need for a career counselling program, qualified counsellors and awareness to ensure equitable access to high quality career counselling for all students. Changes to These Services Could Have a Huge Impact on Students' Futures and Development.

Keywords: *Career Counselling, Career Decision-Making, Guidance and Counselling, Professional Counsellors, Student Development.*

Corresponding Author: Nafia Nisaar (MPhil Scholar, Department of Education, University of Gujrat (UOG), Pakistan)

Email: nafianisaar15@gmail.com

1. Introduction

The learning process is not just about knowledge, it's also about training people for the future in society. One of the most crucial parts of education is assisting students in making the right career decisions. In the Higher Secondary classes, students are at an important juncture where they have to make the decision of their academic streams and future courses of action.

Education prepares people for their future responsibilities in society in addition to imparting knowledge. Assisting students in selecting suitable careers is one of the most crucial facets of education. The student is in a critical stage of his/her secondary schooling when he/she is deciding on further studies and career options. Making career decisions are complex – this can often be a time of uncertainty, confusion and stress.

The choice of a career or work field on the basis of one's interests, skills, values and opportunities is called career selection. It is not an event but a process, it is self-evaluation, alternative exploration and decision-making.

Career Selection is the selection of any career/work area based on interests, abilities, values and opportunities.

. It's not an easy decision to make, but it's a process, in which the person evaluates himself, considers the alternatives, and decides. This can result in pupils choosing a career as they feel there isn't enough information, peer pressure or parental pressure. This can lead students to make a career choice based on not their interests and abilities, but on limited information, peer pressure or parental pressure.

In the higher Secondary stage students are at a crucial juncture when they have to decide on their academic streams and careers. Choosing a career is a very difficult process, and can be fraught with fear, confusion and uncertainty.

Career selection is a process by which an individual selects a specific career or industry based on his/her interests, abilities, values and opportunities within the process. They often select jobs that they don't know a lot about, have been pressured into, or expected to do by their parents because it's a gradual process that requires assessing their interests and abilities and weighing options.

Guidance is an organized way of understanding self and others for making informed decisions; counselling is more personal and interactive; it involves a trained counsellor, who helps a person to solve specific problems, make decisions and gain self-understanding.

Guidance is a structured process which can help people to be more self-aware and aware of others and their environment so that they can make informed decisions. It focuses on giving pupils knowledge, counselling and support in a range of areas including school, learning to work and personal development. A qualified counsellor can assist someone to

solve specific issues, make choices and gain insight into themselves, but counselling is a more personalized and engaging process.

Guidance is the process of instructing or advising a person so that the person can understand himself and his environment and make appropriate choices rather than counselling, which is more intimate and interactive between the counselor and the counselee, and involves helping the counselee to cope with specific problems, make decisions and gain self-understanding. Guidance is a systematic process of helping people to learn about themselves and their environment in order to be able to make good decisions. It's about giving pupils knowledge, guidance and support about the school, work and personal development. Advise can, however, be a more in-depth and personalized experience where a trained counsellor supports a person as they work through specific issues to problem solve, make a decision and gain insight.

The aim of guidance and counselling in educational institutions is to help students in their development as a whole. These services include career guidance, education guidance and personal counseling. Career guidance is a specific service for the students to learn about a variety of jobs, their strengths and weaknesses and to make informed career decisions. These can include career presentations, ability assessments, personality assessments and personal counseling. Counselling is more remedial to deal with specific problems.

The main objective of the guidance and counselling in schools is to promote the students' development in all areas of their lives. Personal counseling, career counseling, and educational counseling are included in these services. In particular, career counseling assists pupils to learn about their strengths and weaknesses, the various forms of careers, and to make sensible career choices. This can be in the shape of individual counselling, aptitude testing, career talks and career interest inventories.

From this study the word assessment. Career counseling is especially useful for students to find out about their own strengths and weaknesses, the different kinds of jobs and to make informed choices about their careers. This could be in the form of individual counselling, aptitude testing, career presentations and interest inventories.

From this study the word assessment is defined as the process of systematically gathering evidence on the availability, effectiveness and effectiveness of guidance and counselling services. It includes an analysis of the provision of these services, the perception of these services by students and the effect these services have on students' career decisions. Assessment can be used to see where there are gaps and strengths in existing systems and can serve as a basis to build on and strengthen systems. While guidance and counselling is important, most institutions don't know of its significance.

There are some problems in the institutions to provide these services effectively in developing areas due to lack of trained counsellor, lack of resources and lack of awareness

of the students regarding these services. It requires consideration of the delivery of these services, student perceptions of these services and the impact of these services on students' career options.

Assessment is a foundation for change as well as identifying the positive and negative aspects of current strategies. While counseling and advising are integral to the mission, there is a challenge still to be met by many educational institutions, particularly in poor countries, in providing effective counseling and advising. The resources are often limited, there are few qualified counselors and the students are not aware of the programs.

Also, social and cultural factors play a role in employment choice. In certain societies, like government, engineering or medicine, students who may not necessarily be interested are encouraged or forced into these careers. This can result in dissatisfaction, subpar work performance and eventually in lowered motivation. However, good guidance and counselling can help to overcome these issues through encouraging educated and autonomous decision making.

A key aspect of this is the awareness and application of guidance services by pupils. Not every student is using these services when they're provided. Some students may not want to access help and/or may not feel counselling would help them or may feel embarrassed asking for help. Therefore, students' awareness and motivation to avail advisory services are an important task along with providing students with advisory services. The role of teacher counsellor can not be ignored. Teachers' regular interactions with children give them a good understanding of children's needs, skills and problems.

Appropriate job pathways can be selected effectively by the teachers who are well trained. But there is still a need for professional counselors to attend to more complex cases and provide specific help. This job of guiding and counseling, however, has come to the fore in recent years due to the rapidly evolving labour market and the emergence of new career prospects. Students require reliable and up-to-date knowledge about different careers, prerequisites, and possibilities for the future. They may be overwhelmed and make poor career choices if they are not guided.

Hence, the need to evaluate the effectiveness of guidance and counselling in the secondary upper level of education is very significant. This type of assessment can help to identify if the services are meeting the needs of the pupils and how the services could be improved. Additionally, it identifies any service usage and service access gaps to students.

To sum up, the selection of a vocation at upper secondary school is an important procedure which requires guidance and assistance. Students need counselling and guidance services to assist them in making informed and appropriate career choices. However, the effectiveness of these services is dependent on their accessibility, quality and availability. The present study attempts to evaluate the above factors and some

recommendations are forwarded to enhance guidance/counselling services for better outcome of students' professions.

1.1. The Aims of the Research

The main objectives of this study are to:

The study was aimed at finding out if there is guidance and counseling services in secondary schools or not.

To gauge pupils' knowledge of these services.

To assess the value of counseling in making career decisions.

To determine what obstacles students, encounter when trying to get help.

To make suggestions to enhance career counselling services.

2. Review of Literature

The choice of subjects at the upper-secondary level is a pivotal and well-documented developmental activity that can have a powerful impact on student's academic and work futures. Adolescents are in a transition time and are starting to form vocational identities; however, they may not be mature enough or have the necessary exposure or decision making skills for making good choices (Super, 1990). By giving students pertinent knowledge, self-awareness, and decision-making skills, guidance and counseling services are essential in helping them at this point. Research in the literature suggests that when career counselling is conducted in a good way, it can help to increase academic motivation, satisfaction and future clarity of students (Gysbers & Henderson, 2012).

This concept of career counselling and its impact on the career decision making process has been the subject of the study of many researchers. The career guidance process is described by Herr, Cramer, and Niles (2004) as a systematic process for people to determine their values, interests, and skills and explore various career options. The study has revealed that students with systematic assistance are able to make a more realistic and achievable choice of career compared to students with informal assistance (family/friend) (Whiston et al., 2011). However, career advising programs are poorly designed, poorly implemented, in many educational settings, and as a result, have limited effectiveness.

A number of studies have also been conducted on the part of counseling in educational environment. Counselling is an individualized sequence of communication between a student and a competent counselor to solve some of the problems faced by students like career related problems according to Corey (2017). Studies show that counseling helps students to feel confident, less anxious about making a career decision, and more able to cope with the challenges. For example, McMahon and Watson (2013) conducted a study and discovered that students who had been involved in counselling showed increased awareness of their career goals and were more likely to link their career goals to their own skills and abilities. This highlights one of the many reasons why

counselling should be an integral part of education to support the holistic development of student.

There is inequity in the availability of guidance and counselling services in the different institutions, especially in developing countries. According to a 2019 assessment by UNESCO, the majority of schools are poorly equipped to provide career guidance with little qualified professional support and resources, and no structured programmes.

In this kind of situation teachers may not have a lot of experience as a counselor, but they may perform such a role. Simple support can be given by the teacher, but if he or she is not professionally competent, he/she may give incorrect or incorrect information to the student. This is a reminder that institutional support and funding of professional counseling services is needed.

Students' learning and use of guidance services have also been researched. Research shows that many students do not take advantage of available guidance services because they are unaware of them, fear it would make them look like a "needy" student and think that guidance services are not relevant to them (Lent & Brown, 2013). For example, it was observed by Ali and Shah 2018 that many students from the higher secondary school were unaware that it had a counselling department. Additionally, some of the students believed that counselling was not very helpful in preparing for career, and was only for individuals who had significant issues. It emphasizes the need for proactive engagement strategies and to raise awareness among students to encourage their use of these services.

Sociocultural influences impacting career choice have been well documented in the literature. Parental expectations, cultural norms and society values are seen to significantly impact on students' job decision process in a number of countries (Arulmani, 2011). A good example of this is that professions such as engineering, law or medicine are often considered respectable, so parents encourage their children to follow these professions, even if they're not interested in them.

It has been seen that such external factors can drive the human beings towards making wrong professional decisions that can make them underperform and lead to dissatisfaction while working in their profession (Kazi & Akhlaq, 2017). By assisting students in striking a balance between their own preferences and skills and external expectations, guidance and counseling services can be extremely helpful in resolving these issues.

Another important area of study for career counselling interventions is the effectiveness of these interventions. Career activities that are organized (aptitude test, career inventory, and/or career seminar) have a positive impact on career decision making for students (Brown & Lent, 2019). These sessions are useful to students in terms of learning about their skills and future job options. For instance, results from a meta-analysis

by Whiston et al. (2017) showed that career counseling interventions had a significant impact on students' vocational decisions and lowered students' indecision. This information is supportive of the use of strong guidance programmes in schools.

In literature, teachers have been highlighted as a source of direction, too. Teachers' opinions and attitudes can inform students' career decisions as they are likely to consult with the first people they consult – their teachers (OECD, 2021). The research indicates that simple counselling training is more competent in helping their students in career development.

However, it is not easy to do counselling while simultaneously teaching, particularly in crowded classes. In order to guarantee the provision of efficient guidance services, cooperation between educators and licensed counselors is crucial.

The field of career guidance has also changed as a result of technological improvements. The internet has provided students with more access to information, support, and online career assessment tools, in addition to online counseling services (Sampson, Osborn, Dikel, & Sampson, 2013). These tools provide interactive and personalized coaching to explore career options at students' own pace. However, the digital divide remains as a problem as the kids in less developed regions may not have access to these tools to the same extent as the kids who live in developed regions. It's highlighted that equal access to traditional and digital advisory services are important.

Even though advising and counseling are acknowledged to be important, there are still a number of issues with its use. The literature shows some of the difficulties encountered which include, limited resources, poor infrastructure and low government support (UNESCO, 2019). In addition, in many cases there has been a lack of coordination among many stakeholders, including parents, legislators and schools. A comprehensive strategy that incorporates capacity building, regulatory changes, and more funding for education systems is needed to address these issues.

These programmes help students to be more conscious of themselves, give students information on careers and help students make informed choices. However, other factors are accessibility, quality, awareness and sociocultural context, which affect their effectiveness.

For example, male students might feel obliged to take up traditionally "high status" careers while female students may feel discouraged from taking on careers in science and technology. These barriers can be removed through the provision of guidance and counselling which can offer support for equitable opportunities and help students to consider a variety of career pathways based on their interests and talents and not their social norms.

Evidence has shown that parental involvement in their students' decision making process has a significant impact on their career choices. Research indicates that parental

expectations, values, and level of involvement in their child's career choices have significant influence on their children (Fouad et al., 2010).

Students' self-esteem and drive can be increased by positive parental support, but too much stress can lead to poor judgment.

Successful guidance programmes may feature parent awareness seminars to increase parents' understanding of the value of accompanying each student to the fulfilment of individual interests and career aspirations. The holistic approach will enable students to receive regular supervision both at home and in school.

Another key moment in need of intentional guiding interventions is school-to-postsecondary transitions.

. Career counseling during this transitional period has been shown to help students cope with academic stressors, career transition concerns and environmental adjustment (Savickas, 2013).

Savickas' theory of career construction focuses on the notion of the personal significance and flexibility of career development. Counselling that develops students' abilities, skills and knowledge in making decisions, problem solving, and managing pressures of current work options will help them deal with pressures. Friends often provide information and acceptance to teenagers and this can affect their perceptions about some occupations (Ryan, 2001).

Peer support may be helpful and also narrowing down options and conformity. Through guidance and counseling, students can make decisions on their own objectives and talents and critically identify influences of peers.

Initiatives at the policy level have a big impact on how effective guidance and counseling services are. Governments and education authorities are starting to recognise the need for a more complete career guidance system to be integrated into the national education programme (OECD, 2021).

Because students are more likely to select suitable career tracks and make a smooth transition into the workforce, nations with advanced guidance systems typically have superior educational and employment outcomes. However, the importance of advisory services is not given enough attention, and the likelihood of implementation of policy is still lacking in many developing situations.

3. Methodology

3.1. Research Method

In this present study, the research method employed is descriptive research as in educational and social science research, the research method used is descriptive research which is a research to describe the situation and phenomenon in their natural state. The current study sets out to assess the state, access and effectiveness of guidance and counselling services in relation to the selection of higher secondary profession and hence

the design is appropriate. This enables a true reflection of the effectiveness of guidance services, and a better understanding of the situation in schools.

The following is the method in which the researcher is able to find out the weakness, loophole and strengths of the existing counselling system. The descriptive design is used by the researcher to gather objective and factual information from the respondents, for the objective of this study is to investigate the perceptions, experiences and efficacy and not a cause and effect. It helps to create a realistic picture of the working of counselling services in all institutions of Higher Secondary Education.

3.2. Population

The students of different educational institutions at higher secondary level have been the population of the study. These students are considered the more relevant one since they are still actively looking for a job. The distribution of students across academic streams is reflected in the population, because their needs in relation to career assistance can differ between these streams. Due to time, resource and access limitations, not the entire population is included.

3.3. Sample

A sample is taken from a population to be a representative replica of the population. The students have an equal chance of being included in the sample because the sample is obtained in a simple random sampling fashion. This technique improves the findings' generalizability and lessens bias. The selected sample is a mix of male and female students to capture the diversity of a sample and the number of experiences students have in the guidance and counselling services.

3.4. Data Collection

The basic research instrument used for collecting data is structured questionnaire. The purpose of the carefully designed questionnaire is to collect data on students' knowledge of guidance services, utilization of counselling services, satisfaction and the importance of counselling in career decision making. The Likert scale items and closed ended questions are used to measure various aspects of the research variables. To guarantee that all significant facets of advice and counseling are covered, the questionnaire's construction is informed by pertinent literature and research goals. The instrument quality and validity are ensured by using the Content Validity Ratio (CVR) and Content Validity Index (CVI).

3.5. Expert View

Experts' opinion about the necessity and relevance of each item is evaluated. The CVI is useful for assessing overall relevance and understandability of the instrument while the CVR helps to decide whether each question is essential for the study. To assure the final questionnaire is valid and reliable for data collection, items that do not meet the criteria for validity are modified or deleted.

3.6. Interpretation

Based on CVR result, the majority of item questions in the questionnaire are very relevant and important to evaluate as counseling service, the item questions with CVR value in the high side (close to 1.0) means that the experts agree that the item is very important, whereas the item questions with low CVR value are rewritten and improved so that they become more clear and relevant and the overall CVR value indicates that the instrument has good content validity, thus it can obtain accurate data for the study of counseling service.

The majority of the questionnaire items are quite pertinent and crucial for measuring counseling services, according to the CVR and CVI results. Items with higher CVR ratings (more closely to 1.0) indicate that experts agree strongly on the importance of the items. The items with a CVR rating of less than one were altered, or adapted to make them more relevant.

Based on the CVI overall result, the instrument was given a good content validity, which means that the instrument can be used to get reliable data for the research.

3.7. Simple Data Analysis Process

The data analysis in this research is carried out with the technique of simple percentage and descriptive statistics which can be used to summarize the survey data in the research of educational research.

The numbers of responses to each response category are added together and the percentages are calculated by dividing the number of respondents who responded to the specific category by the number of respondents who responded (standard calculation) and then multiplying by 100. This assists in the presentation of the data clearly and in a comprehensible way.

Percentages are used in addition to descriptive analysis for general trends and patterns in the data. This involves analyzing the amount of knowledge students have, the frequency of counseling services they use and how they feel about the effectiveness of their career decision making. The data interpretation is given in paragraph form to interpret data on the basis of the objective of the study.

This approach can help identify significant findings such as the shortcomings in the existing system and how much benefit students gain from guidance services.

All things considered, the technique guarantees that the investigation is carried out in a methodical and scientific way. The descriptive design, random sampling, proven methods of data collection and percentage analysis provide a solid foundation to understand the effectiveness of guidance and counselling services in supporting career selection at higher secondary level.

3.8. Results

The following are the main conclusions of the study:

However, not all of the students are actively seeking guidance services, rather there are many students who are aware of them.

Some Colleges do not have official services, but if they do, they may provide counselling at the discretion of both the college and the instructor/counsellor. Students that received coaching demonstrated a greater comprehension of their career alternatives. Not all students choose professional counseling, but opt to seek counseling from their parents or teachers. One of the main problems is the dearth of resources and counselors with training.

4. Discussion

The results indicate that career guidance and counselling positively influence career choice. Counselling helps pupils to be more confident, able to make good decisions. However, lack of organized programmes and trained staff limit the effectiveness of such services. Many students take unofficial advice which may not be reliable and sufficient. Counselling services should be made more visible and accessible to all pupils, to promote equity.

4.1. Summarization

Guidance and counselling services play a vital role and is essential in assisting the students to select their careers at upper secondary level. Many institutions still don't have the proper processes, but some offer assistance. An effective counseling session can help to clear up misunderstandings, help make decisions and help to improve work outcomes. The school and university's advisory work should be improved to help prepare students for the future.

4.2. Recommendations

The following suggestions are given from the study:

- Career Counsellors should be trained and employed in schools.
- Workshops and career counseling should be held on a regular basis.
- To educate kids about the services that are accessible, awareness initiatives should be set up.

References

- Bhutto, Q. Z., Zafar, J. M., & Ullah, N. (2023). Guidance and counselling service: A path to enhance academic achievement for secondary schools' students. *Annals of Human and Social Sciences*. [https://doi.org/10.35484/ahss.2023\(4-IV\)56](https://doi.org/10.35484/ahss.2023(4-IV)56)
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance* (7th ed.). Pearson Education.
- Gysbers, N. C. (2001). School guidance and counseling in the 21st century: Remember the past into the future. *Professional School Counseling*, 5(2), 96–105.

- Hepsiba, N. (2018). The need for guidance and career counselling at secondary schooling. *International Journal of Physics and Mathematics*, 1(1). <https://doi.org/10.31295/ijpm.v1n1.41>
- Herr, E. L., & Cramer, S. H. (1996). *Career guidance and counseling through the lifespan: Systematic approaches* (5th ed.). Harper Collins.
- Khalid, M., Iqbal, T., & Bibi, S. (2020). Analysis of guidance and counselling services at higher education in Punjab, Pakistan. *SJESR*, 3(1), 97–105. [https://doi.org/10.36902/sjesr-vol3-iss1-2020\(97-105\)](https://doi.org/10.36902/sjesr-vol3-iss1-2020(97-105))
- Khatoon, H., Parveen, S., & Rabia, N. (2023). An investigation guidance and counselling practices in placement of students at higher secondary level: A case study of Daanish School System. *Pakistan Journal of Educational Research*, 6(2). <https://doi.org/10.52337/pjer.v6i2.804>
- Khurshid, K., Anjum, S., Khan, M., et al. (2021). Need assessment of guidance and counselling services at the secondary level in Southern Punjab, Pakistan. *Review of Applied Management and Social Sciences*, 4(2), 393–401. <https://doi.org/10.47067/ramss.v4i2.139>
- Mutie, E. K., & Ndambuki, P. (1999). *Guidance and counselling for schools and colleges*. Oxford University Press.
- Nweze, T., & Okolie, U. C. (2014). Effective guidance and counselling programmes in secondary schools: Issues and roles in students' career decision making. *Journal of Research & Method in Education*, 4(4), 63–68.
- Ombaba, S., Njonge, T., Keraro, F. N., Chemiat, A., & Mokogi, H. (2014). Assessment of guidance and counselling services offered to students on career choice in secondary schools in Nakuru Municipality, Kenya. *Journal of Education and Practice*, 5(28).
- Qomi, H., Zehra, S., Abbasi, T. W., Khan, S., & Aradeh, H. (2025). Need analysis of career counselling at secondary level: An analysis of student and teacher perceptions. *Journal of Political Stability Archive*, 3(3). <https://doi.org/10.63468/jpsa.3.3.36>
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development* (2nd ed., pp. 197–261). Jossey-Bass.
- Usman, M., Khan, R., Khan, W., & Khan, M. I. (2025). An assessment of career guidance services at secondary school level in Khyber Pakhtunkhwa. *SPARK Journal*.
- Zeb, A., Ali, A., & Hussain, M. S. (2025). Evaluation of the career guidance facilities in secondary schools of Khyber Pakhtunkhwa, Pakistan. *Journal of Development and Social Sciences*. [https://doi.org/10.47205/jdss.2025\(6-III\)14](https://doi.org/10.47205/jdss.2025(6-III)14)