



Career Guidance in Career Planning among Secondary School Students

Mubashir Zafar^{1*}

¹*Department of Public Health, College of Public Health, Imamm Abdul Rehman Bin Faisal University, Dammam, Saudi Arabia.*

Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

Article Information

DOI: 10.9734/AJESS/2019/v5i130133

Editor(s):

(1) Dr. Velan Kunjuran, Lecturer, Faculty of Hospitality, Tourism and Wellness, Universiti Malaysia Kelantan (UMK), Malaysia.

Reviewers:

(1) Joseph Mukuni, Virginia Tech School of Education, USA.

(2) Borislav Kolaric, University Union - Nikola Tesla, Serbia.

(3) Rosana Angst Pasqualotto, Federal University of Paraná, Brazil.

Complete Peer review History: <http://www.sdiarticle3.com/review-history/50353>

Original Research Article

Received 11 May 2019
Accepted 19 July 2019
Published 25 July 2019

ABSTRACT

Career choice is one of the key decisions among student's life. Correct decision will give success in their professional life. The study objective is to determine role of career guidance in professional career choice among secondary school students in Karachi, Pakistan. It's a Cross sectional study and 489 participants were selected through simple random sampling. Structured and Validated questionnaire were used. Chi square test and logistic regression were used to determine the association of career guidance in career planning. Mean age and standard deviation of participants were 17.13 ± 1.29 . Most of males (46% and 27%) seeking assistant for education related and career counseling respectively and after adjusting covariates revealed that male's gender, students scored high grades and high education level of parents were more likely OR 2.33 OR 2.05 and OR 1.99 respectively) to seeking assistance from counselors in career guidance, while students with lower educational aspirations were least likely (OR 0.78) to seek counselors for career planning. Study found that male students and parent's education level were important role in career guidance seeking. There is need for awareness of career guidance through workshops, seminars and media for promoting career guidance among students.

*Corresponding author: Email: researchmubshir@outlook.com, mubashir900@live.com, mzzahmed@iau.edu.sa;

Keywords: Career counseling; career indecision; students; counselor; career choice.

1. INTRODUCTION

Career planning is characterized as the procedure through which students come to settle on profession related choices. In late adolescence and early adulthood ages, career planning becomes a significant role in choosing career for their life because high school students enter a period in their lives when looking for career information and becoming aware of the vocational interests [1]. Many factors were influence students' decisions to follow a career pathway its include self-interests, parents, teachers, social media, and exposure to society [2]. Satisfying career choices and the development of strong and adaptive vocational commitment are the important aspect of identity development. Professional life is satisfying and adaptive when person characteristics match the study with their choice in his identity [3]. Guardians and educators were effects on careers decision more frequently for those students [both men and women] who pick professions in designing and science than for those not picking such professions [4]. The students have received advised on choosing a secondary school educational programs track or arranging a suitable course of study is probably going to originate from both home and school [4]. Students from groups of lower financial status (SES), minority status, and from little schools in country regions are more averse to approach direction advising for settling on these indispensable choices toward the beginning of their secondary school training [5]. Students who have no counseling regarding career are bound to be put in nonacademic curricular pathways and to take less scholarly math courses [5]. It is proved that those students who get such guidance which is common from society instead from home environments because of limited choices to receive it from schools [5]. Career exploration is important during adolescence age because in this age begin to engage in self-exploration and explore potential career options [1]. A study was conducted in Italy showed that those students who have career decision issues is related with more elevated amounts of various types of mental issues and it expect that mental and conduct working influences profession decision improvement, however there is some proof that vocation decision advancement additionally impact on mental working [6]. Findings from a research study which was conducted in Nigeria call for career education

and counseling to empower students in specialty choice decisions [7]. In a study which was conducted in New York uncovered that the accessibility of work-based learning, strong grown-ups, and a functioning introduction to the grown-up world were related with target parts of availability (business related aptitudes and arranging) [8]. Results from a different studied found that school counselors play important role in promoting the guidance for career choice among students and help the students for choose right profession in their life and it's also trained the faculty of school who guide the students [9-10].

In Pakistan have very few researches are available regarding concept of career counseling among high school students. This study aims is to fill the gaps among students regarding their career decisions and to find out what problems are faced by those students in getting to the right path and determine the factors which effects career guidance. The objective of this study is to check the knowledge of students regarding their career decision and the need for the presence of career counselors of various fields at high school level who will help them in making their career decision choices.

2. MATERIALS AND METHODS

It's a Cross-Sectional Study which was conducted in different public and private secondary schools in Karachi, Pakistan, students were selected through multistage random sampling and sample size were calculated through WHO (World Health Organization) health studies statistical software, total 489 students were selected. Those students were included who were willing to participate and exclude those students who were not able to give answer due to some problems.

A Structured questionnaire has been developed and adapted from previous study [6]. Career Decision-making Difficulties Questionnaire (CDDQ) were used and Likert-type scale were used in the CDDQ. There are ten areas in the survey the segments depend on:

(a) Stage in the basic leadership process amid which the challenges regularly emerge (b) the likeness between the wellsprings of the troubles, (c) the impacts that the troubles may have on the procedure, and (d) the sort of mediation pertinent

for managing, limiting, or beating them. Each area comprises of real parts and subcategories: The main real segment, Lack of Readiness, incorporates three trouble subcategories which are ordinarily found preceding the individual leaving on the way toward settling on a lifelong choice: (an) absence of inspiration to participate in the profession basic leadership process, (b) general uncertainty concerning a wide range of basic leadership, and (c) broken convictions (or previous vocation guiding that they will experience before entering the universe of work(Domene.et all. 2006). unreasonable desires) about profession basic leadership. Absence of Information incorporates four trouble subcategories: (an) absence of learning about the means engaged with the procedure of vocation basic leadership, (b) absence of data about oneself, (c) absence of data about the different occupations, and (d) absence of data about the methods for acquiring extra data. The real segment of Inconsistent Information incorporates three trouble subcategories: (an) untrustworthy data, which comprises of challenges identified with problematic or opposing data; (b) inside clashes, which allude to clashes inside the individual, for example, conflicting inclinations; and (c) outside clashes, which alludes to clashes including the impact of huge others. Students were registered after having informed consent using a structured questionnaire to conduct the interviewed. Questionnaire was pretested on few students in local setting. Few changes were made after pretesting. Participants were assured of confidentiality. Questionnaires were given specific identification number. Data was entered twice and then cleaned for any missing variables.

Data entry and analysis were done using software of SPSS version 24. In descriptive statistics analysis, Quantitative variables calculate the mean and standard deviation and qualitative variable for median and interquartile range. In Analytical analysis, outcome variables and independent variables calculate the mean difference by using ANOVA. The ANOVA one way and two way were used to measure the three categories. Association between outcome and independent variable has been determined thorough logistic regression analysis. Study protocol was approved from the administration of the academy before enrolled the study participants, each administration staff working in the investigation territory was educated about the nature and destinations of the exploration. Members were educated about examination goal

and methods and educated assent was taken from the member. The interviews were conducted in privacy; no sharing of information was done. Counseling was done after interview, no direct benefit to participant, study participants were free to withdraw from the study at any time.

3. RESULTS

Table 1, mean age of students are $17.13 \pm (1.29)$, majority of students were female(54.2%), majority of parents occupation were business (Table 1).

Table 2, education related counseling by professional counselor has 80%, male students have seeking assistance and females were 46%. (Table 2)

Table 3, the forecast model for career decision, after the adjusting covariates, included Educational Aspirations, Gender, and Parental Education.

(-2 log likelihood = 183.34, $\chi^2 = 25.10$, $p < .001$)

Table 4 Regarding Readiness it gave the idea that the collaboration between the two variables was critical ($F=8.5$; $p<0.05$). The cell mean plots uncovered a fascinating finding: at time 1 the two gatherings seemed to encounter comparable degrees of 'availability', in any case, at time 2 the control bunch encountered a larger amount of trouble in the real classification of Readiness, while at the same time the CGCA noticed a particular decrease (0.22 and - 0.42 separately).

As far as Lack of Information, it created the impression that the connection between the two components was noteworthy ($F=4.69$; $p<0.05$) and the time related variable Lack of Information was huge ($F=17.66$; $p<0.05$). The cell means plots uncovered intriguing discoveries: at time 1 the two gatherings seemed to encounter a comparable absence of data, in any case, at time 2 the CGCA encountered an a lot more noteworthy decrease in the general trouble level than the control bunch (- 1.00 and - 0.32 individually).

As far as Inconsistent Information, it gives the idea that the association between the two elements was huge ($F=5.38$; $p<0.05$). The cell implies plots uncovered intriguing discoveries: at time 1 the CGCA seemed to display a marginally lower dimension of 'conflicting data' than the control gathering (4 and 4.36 separately). At time

Table 1. Socio-demographic characteristics of study participants (n-489)

S. no	Characteristics	Frequency(n)	Proportion (%)
1	Age (years) (Mean SD)	17.13 ±1.29	
	14-17	335	68.5
	18-24	154	31.5
2	Gender		
	Male	224	45.8
	Female	265	54.2
3	Ethnicity		
	Punjabi	31	6.13
	Urdu	191	41.7
	others	267	54.6
4	Parents occupation		
	Business	300	61.3
	Services (Job)	189	38.7
5	Annual household income (rupees)		
	100000-200000	330	67.4
	>200000	159	32.6
6	Subject of education		
	Science	355	72.5
	Commerce	134	27.5

* Balochi, Pushto,

Table 2. Numbers of participants who identified seeking assistance from different kinds of people, by gender and type of issue

Variables	Educational related				Career related			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Counsellor	105	46	95	35	61	27	45	35
School Staff	50	22	20	7.5	40	17	35	7.5
Family	55	24	60	22	100	24	110	22
Friends	14	6	90	33	25	11	75	33

2 the two gatherings appeared to have encountered a fundamentally the same as level of decrease in their dimension of Inconsistent Information (- 0.39 and - 0.28 individually).

broken convictions; absence of data about self; absence of data about occupations; absence of data about methods for getting data; and inner clashes.

Table 3. Logistic regression analysis for variables predicting not seeking assistance from counsellors for career planning (N = 489)

Variable	OR (95% CI)
School of origin	1.55 (0.52-7.20)
Grade level	2.05(1.41-6.30)
Gender	2.33(1.20-5.69)
Educational aspirations	0.78(0.52-5.20)
Parental education	1.99(1.30-4.25)

Albeit each of the three ANOVA tests that were completed was critical, 6 explicit challenges were chosen for further investigation because the progressions showed up fairly considerable. These troubles included: general hesitation;

Of the 6 t-tests that were directed four of challenges achieved the balanced dimension of criticalness ($p < 0.0083$) and had homogeneity of fluctuation ($p > 0.05$ for the Levine's test).

4. DISCUSSION

The outcomes uncovered that profession arranging is critical to secondary school understudies for picking their career. They are looking towards advice from a parent to teachers and distinctive people and are looking for expert direction and course to assist them with their profession arranging. Study find out that male students were more seeking professional guidance from professional counselors and different factors were contributed for professional

guidance such as parent's education level, gender, grade level of students.

The results of the study shown that are consistent with the previous research, students prefer counseling assistance from parents and friends for their career planning choice. Study result shows that, male students were more looking for help for career choices from advisors or different teachers. This brings up issues about the nature of the direction that understudies are getting for their profession advancement, and fortifies, past investigations. Previous studies find out that education institute-based counseling need to be consider new methods of professional services [10-14].

Projects intended to incorporate guardians in supporting their youngsters' career development which help to amplifying administration conveyance and its given understudies' normal propensity to swing to them as opposed to proficient instructors. These results are consistent with previous research studies that it has found that students are prepared to make career-related decisions [15-17] when they entered at the high school level. Students who do not believe career planning to be very important at primary level of class and when they reached the secondary level, students then recognize that it may become a priority in the future.

Advisors were the most oftentimes referred to wellspring of help for students' career arranging needs. Students were related with councils fundamentally with school-related issues and are uninformed of the profession direction benefits that are accessible to them. The reality of the situation may prove that a few understudies, especially those understudies who don't plan to seek after post-auxiliary training, may have the discernment that advisors don't have the intrigue or mastery to give applicable direction to their lives outside school. Considering the constrained of time and assets that numerous schools have given directing administrations.

Previous study [18] results detailed an understudy instructor proportion of 400:1 in the secondary school, it is conceivable that some school advisors want to organize progressively quick issues, for example, course arranging, scholastic disappointment, or control issues, over understudies' more extended term vocation improvement.

Pervious study found that [19] there are difference between students and academic staff perceptions of which type of skills required in high school.

Previous studies [20-28] found that sexual orientation, goals and parental instruction were the key elements for the inability to look for help from advisors. Scholarly accomplishment was not a critical indicator in either display. Instructive yearning levels anticipated vocation related help-chasing, while word related goal levels anticipated instructive help-chasing. These outcomes recommend that there is an unpredictable unique fundamental the connections between instructive desires, word related yearnings, and looking for help for arranging about what's to come. This dynamic is imperative to investigate in more prominent profundity, to completely comprehend examples of assistance looking for in secondary school.

This examination gives attractive data to manage instructors' choices about who may have the best requirement for non-customary direction administrations: Grade 9– 10 understudies who are male have lower future desires, and whose guardians have higher instructive dimensions are more averse to look for help from advisors when they are in Grades 9– 10.

Distinguishing and effectively seeking after these understudies in early secondary school may expand their assistance looking for practices as they approach the finish of secondary school.

This could be practiced through formal programming (e.g., a data battle, directed at these understudies and their families, to feature the helpfulness of the advising administrations accessible) and casual endeavors (e.g., having school instructors focus on these people in their day by day collaborations with understudies). It is advantageous to teach all understudies about the help that is accessible to them through school guiding administrations, and how to get to this help, however instructing those people who are to the least extent liable to look for such administrations for themselves might be especially essential.

Programming for career planning is a long procedure as opposed to a 'phase' or single choice that should be made may draw in understudies in the nonstop procedure of profession investigation. It is obvious from the outcomes that there were not many contrasts between the trouble in vocation basic leadership

Table 4. Career guidance counseling scores

Decision making difficulty	Time 1	Time 2	Change
Readiness	4.36	3.94	-0.42
means {STD}	{0.99}	{1.22}	
Lack of Motivation	3.24	3.18	-0.06
means {STD}	{1.68}	{1.88}	
General Indecisiveness	5.88	5.21	-0.67
means {STD}	{1.58}	{1.85}	
Dysfunctional Beliefs	4.03	3.55	-0.48
means {STD}	{1.16}	{1.28}	
Lack of Information (about)	5.09	4.09	-1
means {STD}	{1.59}	{1.51}	
The process	5.33	4.33	-1
means {STD}	{1.74}	{2.09}	
Self	4.94	3.55	-1.39
means {STD}	{2.01}	{1.62}	
Occupations	5.18	4.12	-1.06
means {STD}	{1.89}	{1.8}	
Ways to obtain information	4.06	3.48	-0.58
means {STD}	{1.97}	{1.64}	
Inconsistent Information	4	3.61	-0.39
means {STD}	{1.52}	{1.25}	
Unreliable Information	4	3.64	-0.36
means {STD}	{1.97}	{1.41}	
Internal Conflicts	4.76	4.03	-0.73
means {STD}	{1.39}	{1.31}	
External Conflicts	3.45	3.39	-0.06
means {STD}	{2.24}	{1.9}	

of the CGCA and the control gathering and between the outcomes got from the control bunch over both time interims.

5. CONCLUSION

Study revealed the evidence that those who take counseling for career choosing have reduction the difficulty for career decision making process. Information regarding career guidance has prime importance for career decision making process.

There are several recommendations for career counseling guidance in the view to study results, first using the CDDQ in career guidance counselor are effective tool for career decision making and encouraged the using this tool.

The study should be replicated in future in large scale for explore the determinants of career counseling specifically in adolescent age which is prime age group for career decision making.

FUNDING

This work was supported by the author self-funding.

ACKNOWLEDGMENTS

I have gratefully acknowledged the support provided by public and private sectors school administration and parents of students by providing details of the students.

COMPETING INTERESTS

Author has declared that no competing interests exist.

REFERENCES

1. Kim Witko, Kerry B. Bernes, Kris Magnusson, Angela D. Bardick. Senior high school career planning: What students want. *Journal of Educational Enquiry*. 2005;6(1):34-49.
2. Trudi Aspden, Pharm B, Rachel Cooper A, Pharm B, Yue Liu B, Pharm B, et al. What secondary school career advisors in New Zealand know about pharmacy and how that knowledge affects student career

- choices. *American Journal of Pharmacy Education*. 2015;79(1):17-07.
DOI: 10.5688/ajpe79107
3. Kunnen ES. The effect of a career choice guidance on self-reported psychological problems. *Frontier Psychology*. 2014;5: 547.
DOI: 10.3389/fpsyg.2014.00547
 4. Thomas P, Dick, Sharon F, Rallis. Factors and influences on high school students' career choices. *Journal for Research in Mathematics Education*. 1991;22(4):281-292.
DOI: 10.2307/749273
 5. Valerie E. Lee, Ruth B. Ekstrom. Student access to guidance counseling in high school. *American Education Research Journal*. 1987;24(2):287-310.
DOI: 10.2307/1162895
 6. Domene José F, Shapka Jennifer D, Keating Daniel P. Educational and career-related help-seeking in high school: An exploration of students' choices. *Canadian Journal of Counseling*. 2006;40(3):145-159.
 7. Omokhoa Adedayo Adeleye, Godson Ugwoke Eze. Anticipated specialties and influencing factors among final year medical students in a Nigerian university. *Pakistan Journal of Medical Science*. 2010; 26(3):510-4.
 8. Susan D. Phillips, David L. Blustein, Kevin Jobin-Davis, Sarah Finkelberg White. Preparation for the school-to-work transition: The views of high school students. *Journal of Vocational Behavior*. 2002;61(2):202-216.
DOI: org/10.1006/jvbe.2001.1853
 9. Lapan RT, Gysbers NC, Sun Y. The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counselling and Development*. 1997;75(4): 292–302.
DOI: org/10.1002/j.15566676.1997.tb0234
 10. Green A, Keys SG. Expanding the developmental school counseling paradigm: Meeting the needs of the 21st century student. *Professional School Counseling*. 2001;5:84–95.
 11. Gyspers NC. School guidance and counseling in the 21st century: Remember the past into the future. *Professional School Counseling*. 2001;5:96–105.
Available: <http://psycnet.apa.org/record/2001-05971-002>
 12. Jeffery GH, Lehr R, Hache G, Campbell M. Empowering rural students to support youth career development: An interim report. *Canadian Journal of Counseling*. 1992;26:240–255.
DOI: 10.1080/00224549909598371
 13. Palmer S, Cochran L. Parents as agents of career development. *Journal of Counseling Psychology*. 1988;35:71–76.
Available: <http://dx.doi.org/10.1037/0022-0167.35.1.71>
 14. Sinacore AL, Healy P, Hassan S. Parent connection: Enlisting parents in career counseling. *Canadian Journal of Counselling*. 1999;33:317–335.
Available: <https://files.eric.ed.gov/fulltext/EJ603027.pdf>
 15. Lewis C. How adolescents approach decisions: Changes over grade seven to twelve and policy implications. *Child Development*. 2010;52:538–544.
DOI: 10.2307/1129172
 16. Mau WC, et al. High school students' career plans: The influence of others' expectations. *Professional School Counseling*. 1998;2(2):161–166.
Available: <https://eric.ed.gov/?id=EJ583228>
 17. Hiebert B, et al. Needs assessment for program planning and program development: A brief review. *Alberta Counselor*. 2001;26(1):11–18.
DOI: 10.19062/2247-3173.2018.20.60
 18. Helwig AA. A ten-year longitudinal study of the career development of students: Summary findings. *Journal of Counseling & Development*. 2004;82:49–57.
DOI: org/10.1002/j.15566678.2004.tb00285
 19. Gordon TR, Couture SJ, Drefs MA. Career- and life-planning needs of children and adolescents. Paper presented at the annual convention of the National Consultation on Career Development (NATCON), Ottawa, ON; 2000. (Accessed January 16, 2018)
Available: <http://www.contactpoint.ca/natcon-conat/2000/pdf/pdf-00-01.pdf>
 20. Tatar M. Comparing adolescents' considerations for self-referral and counselors' perceptions of these considerations: An exploratory study. *Journal of Adolescence*. 2001;24:171–181.
DOI: 10.1006/jado.2000.0339
 21. Young RA, Marshall SK, Domene JF, Arato-Bollivar J, Hayoun R, Marshall EG, et al. Relationships, communication, and career in the parent-adolescent projects of

- families with and without challenges. Journal of Vocational Behavior. 2006; 68:1–23.
Available: <https://doi.org/10.1016/j.jvb.2005.05.001>
22. Super DE. A life-span life-space approach to career development. In D Brown, L Brooks & Associates (Eds.) Career choice and development (2nd Ed). San Francisco: Jossey-Bass. 1990;197–261.
Available: [https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
23. Tavieria MD, et al. Individual characteristics and career exploration in adolescence. British Journal of Guidance & Counseling. 2008;26(1):89–104.
Available: <https://doi.org/10.1080/03069889.808253841>
24. Tomini BA, Page S. Vocational bias and gender: Evaluations of high school counselors by Canadian University Graduates. Canadian Journal of Counseling. 2003;26(2):100–106.
25. Zimmer-Gembeck MJ, Alexander T, Nystrom RJ. Adolescents report their need for and use of health care services. Journal of Adolescent Health. 1997;21: 388–399.
Available: <http://dx.doi.org/10.1037/0022-0167.48.2.190>
26. Young RA, Valach L, Ball J, Paseluikho MA, Wong YS, DeVries RJ, et al. Career development in adolescence as a family project. Journal of Counseling Psychology. 2001;48:190–202.
27. Bregman G, Killen M. Adolescents' and young adults' reasoning about career choice and the role of parental influence. Journal of Research on Adolescence. 2009;9:253–275.
Available: http://dx.doi.org/10.1207/s15327795jra0903_2
28. Whiston SC, Sexton TL, Lasoff DL. Career-intervention outcome: A replication and extension of Oliver and Spokane (1988). Journal of Counseling Psychology. 1998;45:150–165.
Available: <http://dx.doi.org/10.1037/0022-0167.45.2.150>

© 2019 Zafar; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:
The peer review history for this paper can be accessed here:
<http://www.sdiarticle3.com/review-history/50353>