

**Citation:** Naeem, S., & Khan, N. (2023). Educational Career Counselling for the Higher Secondary Level Students of Karachi: Stakeholders Perspective. *Global Educational Studies Review*, VIII(I), 207-221. [https://doi.org/10.31703/gesr.2023\(VIII-I\).18](https://doi.org/10.31703/gesr.2023(VIII-I).18)

## Educational Career Counselling for the Higher Secondary Level Students of Karachi: Stakeholders Perspective

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**Abstract:** *The research aimed to examine the connection between career counselling and career choice and its influence on the process of choice procedure of higher secondary level students. Students must not be forced to comply with the wishes of their parents and must not make career choices due to pressure. One can only succeed in any field with motivation and self-interest. The author emphasizes the importance of career counselling for both students and parents in Pakistan. The study emphasizes the importance of providing students with adequate career counselling and awareness about different degree programs and career prospects. It is integral to making informed career decisions and can lead to career growth, success, and higher self-esteem. The lack of such counselling in Pakistan has resulted in limited career choices for female students and a negative perception of electronic media-related careers.*

**Key Words:** Career Counselling, Career Choice, Mixed-Method, Higher Secondary Schools, Karachi

## Introduction

### Overview

Career counselling (CC) is a practice of professional advising, suggestions, or directions explicitly centred on an individual's occupational choices, frequently given in schools, colleges, and career counselling agencies (Nota et al., 2020). It may have the particular objective of empowering an individual to choose the course of their profession by analyzing their academic results in official examinations. Counselling assesses an individual's inclinations, insight, range of

abilities, work esteems, study budget, and work experience (Alexitch and Page, 1997). Such guidance may help students pursue undergraduate and postgraduate degrees worldwide for excellence in skills and expertise (Rawatlal, 2022). It helps to build confidence, self-belief, and hope amongst students for acquiring good job opportunities in the field of their choice (Yuen et al., 2018). Bilal and Malik (2014) state that the critical job of an educational career counsellor is to be able to help any student, irrespective of their background, with the comprehension of the need to fulfilling essential requirements for

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admissions, fee facts, and the benefits of higher-level study in different countries concerning different academic curriculums (Valverde et al., 2020).

Professional institutions having educational counselling services aid in making individuals ready for various occupations (Rosvall, 2020). If a student is given suitable directions and course outlines for different career paths, individuals can settle on the best decisions for their future career choice and contribute adequately as respectable white-collared-earning members of society (Sensoy-Bridgick and Bridgick, 2022). When young learners choose a profession of their liking, they have higher chances of succeeding in their careers (Van Zyl and de Villiers, 2011). Studying for the right degree in a university is a challenging choice that every student can make easily, as this major decision can impact a student's chance of succeeding in a particular career path (Ehrenberg, 2004). The current practices of educational career guidance are aiding the emergence of white-collared experts and motivated workers in many developed nations, for example, the US, Canada, Australia, and the United Kingdom. However, awareness needs to be increased in less developed nations (Kumar, 2007).

According to Thurunira et al. (2019), students need to be given more awareness in counselling about different degree programs and their related aspects to make the right career choice. To comprehend how CC as well as career choice interact, further investigation needs to be done, along with the perceptions of relevant stakeholders. For global awareness of educational career counselling, it is important to repeat the study in different geographical locations, especially underdeveloped nations, to interpret diverse cultural standards (Lindo et al., 2019). The gap in analysis that persists after qualitative analysis could provide further insight into the perspectives held by counsellors about the importance of acquiring CC by students (Cole et al., 2013). The researcher, therefore, carried out the mixed method study design in private schools in Karachi as there are fewer types of research done in private schools

of Karachi based on co-relational and thematic analysis (Keshf and Khanum, 2022).

In Pakistan, if educational career counselling became a mandatory practice in every student's life, the literacy rate and sustainable employment rate of Pakistan would certainly increase. However, within Pakistan, one of the issues going up against pupils' career welfare is that generally, they are present at this point where they are unable to choose professional programs on their own. Parents typically insist on a course of study that is inappropriate for a child. This is an absolutely common issue for all (Akhter, 2021). Students stepping into university need clarification as they are still determining where their inclinations are and what they should study (Usman et al., 2021). Many need information on the outcomes of the degree they are taking up for their careers. According to Minhas and Brown (2020), pupils of peripheral countries like Pakistan experience many difficulties in career choice due to monetary issues, horrible transportation framework, language hindrances, inept educators, stubborn parents, social norms, peer pressure, lack of awareness as well as harsh teachers and that is just the beginning.

Private schools offer CC services to students in Pakistan. The awareness of the emerging concept does exist in the private sector, where the fee is affordable only to the elite class. Parents, students, and educational leaders are well informed about its significance and how the right practice can positively affect a student's career well-being and personality development (Akhter, 2021). Unfortunately, in the public sector, awareness of CC is lacking, and relevant stakeholders need to pay attention to its importance for the professional future of any young. The researcher identified the research gap for CC awareness in Karachi and conducted a mixed methodology study to fulfil the gap identification.

The need analysis is the most important aspect, as every student's needs differ (Siddique et al., 2021). All students are diverse from each other; they have different strengths and weaknesses along with different choices of

profession (Quinlan and Renninger, 2022). Academic results vary for every student, so the needs for educational CC will differ for a prospective doctor, engineer, educator, fashion designer, etc. (Ertelt et al., 2022). According to Kivlighan and Shapiro (1987), there is an association between work and character, a well-thought-out advanced education decision to seek one's ideal occupation choice can be a statement of the personality of a person (Ertelt et al., 2022). Pakistan needs more awareness on this topic, and educational career counselling prevails only in a few private sector schools (Keshf and Khanum, 2022). Students need to know about the infinite choices of professions that they can pursue (Zafar, 2019). It is more important for their guardians to know that forcing children into professions that are not their choice may lead to fewer chances of career success (Minhas and Brown, 2020).

First, the introduction section gave the study's background and context while highlighting the importance of educational CC for students in higher secondary levels. Secondly, the study's objectives and significance were also discussed. Additionally, the study's theoretical framework will be presented in the literature review section along with an analysis of relevant pieces of literature. This section will explore the existing research on educational career counselling, identifying gaps in the literature and posing additional research questions to be addressed in the study. Moreover, the methodology section will outline the design of the study, sample methodologies, data-gathering processes, as well as techniques. Additionally, the study's findings are presented in the results section along with the stakeholders' views and opinions regarding educational CC for higher secondary level students in Karachi. The section highlights the concepts along with motifs that arise from the information. Providing a comprehensive overview of the stakeholders' perspectives. The discussion section offers a critical analysis of the findings, comparing and contrasting them with the existing research. The conclusion summarizes the main outcomes of the research, makes suggestions for further research, or highlights the significance of the study for

educational CC for higher secondary level students.

### **Hollands Theory of Vocational Personalities in the Work Environment**

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Holland's theory (HT) of occupational characters in job contexts is well-established since it has been the focus of significant research for over 35 years (Tracey, 2008). Eisenhart and Holland (1992) have inspected factors that impact professional decisions. These included: family, companions, instructors, school results, financial situation and ethnic background. HT is a smart model built on a typology of people and conditions. The pragmatic application of Hollands evaluation strategies has created much interest in schools, universities, and the counselling education industry. HT is a cornerstone of modern career development (CD) as it highlights counsellors' perspectives for advancing students' career aspirations. It is one of the most studied and utilized theories of career choice. Its longevity and popularity are probably due to its simplicity, the numerous research studies that have validated it, and the availability of numerous Holland-based resources that make it easier to put the theory into practice (Spokane and Cruza-Guet, 2005). The theory's continued viability will depend on its capacity to enhance CD among students (Valverde et al., 2020)

### **Gottfredsons Theory of Circumscription and Compromise**

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As per Gottfredson and Hirschi (1988), when people are forced to make compromises regarding their educational and career choices, they are more likely to start with their field of work and then make more compromises for the rest of their lives. (Valverde et al.,k 2020). This causes low confidence, low motivation, and low levels of belief in one's abilities or interests, which results in low self-esteem, low motivation, and compromises of all kinds (Jones and Hite, 2022). This theory, created by Gottfredson and Becker (1981), aims to explain how young people's career choices evolve. Numerous developmental theories concentrate

on how a person's self-concept changes as they age (Luke and Redekop, 2019). Another area of interest in the study of circumscription and compromise is developing a person's perspective of the available career choices (Luke and Redekop, 2019).

## **Review of the Literature**

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Wong and Yuen (2019) Investigated how undergraduates' career choices are influenced by their personality, parents, and peer influences. Using PLS, the illustrating gauging frameworks of parent or group impact structures on career choices. The data was collected from 218 undergraduate students from both public and private colleges. The finding showed a strong favourable relationship among personality, parents as well as peer influences and career preferences.

According to Siddique et al. (2021), a number of variables, such as student family preferences, teacher recommendations, job prestige, security, pay, the extent of promotions, pensions, Growing professionally, individual passions, scholastic disciplines, academic performance, or even CD training all have an influence on how students pick employment. The study put forth a theory of career choice that contends that students' career preferences and choices are, impacted by a multitude of social, cultural or economic aspects rather than just their interests. The basic data for this study came from Bangladesh's Noakhali Science and Technology University (NSTU), which comprised 120 students from 14 academic departments.

Another similar study conducted by Sultana and Mahmud (2020) aimed to investigate the motivating elements that lead students to select a career among many possibilities. The study population comprises students from Bangladesh University of Professionals' Faculty of Business Administration. Data was gathered, and its analysis was done using SPSS. The principle component and regression analysis demonstrated that economic variables, self-efficacy, personal interests, or family influence significantly impacted career choice.

It is evident that very few Pakistani schools provide CC sessions, and there is no concept of career counsellors in most public sector schools of Pakistan (Keshf and Khanum, 2022). There has been a previous examination where results reflect a student's social and cultural elements, which mainly influence the guidance for an individual's professional choice (Sarwar and Azmat, 2013). The research of previous years proposed that Pakistan should have more professional guiding organizations to guide understudies on what to decide for their professions (Sarwar and Azmat, 2013). Parents, too, need counselling on the importance of the issue in order to happily facilitate their children with CC practices (Sarwar and Azmat, 2013).

The study of Yaqoob et al. (2017) reflects that it is presumed that most secondary-level students need more proper information and career choice perspective and so need to increase trust level in parents for appropriate counselling practices for confident decision-making related to career choices. Most adolescent learners consider vocational advising significant and are worried about procuring proper direction at a higher secondary level. Guardians must not force decisions on children and consider career choices as lifetime decisions (Watson and McMahon, 2022).

## **Material and Methods**

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### **Research Design**

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This mixed-method study strategy entails gathering, analyzing, and "mixing" quantitative and qualitative studies, techniques of gathering and analyzing data in a single study to come up with valid conclusions (Lawver et al., 2016). According to general definitions, mixed-method research consists of at least one qualitative and one quantitative method (Chen et al., 1998, Johnson and Onwuegbuzie, 2004, Farrington et al., 2011).

The researcher concurrently collected both quantitative and qualitative information, individually analyzed the two data sets, or combined the two databases by combining the

findings during interpretation and data analysis. Additionally, the comparison of the two data types and the corroboration of results from different methods contributed to a thorough understanding of the two databases. Although the researcher gave quantitative data and its analysis more weight, both data types will be equally valuable for understanding the research problem. Mixed techniques research is increasingly acknowledged as a method that can combine quantitative and qualitative approaches for greater validity in research (Johnson et al., [2012](#)).

For the first objective of thematic analysis, qualitative phenomenological research was conducted in which the real-life experiences, opinions, and perceptions of stakeholders' educational career counselling were taken into account. Phenomenology is a way to deal with the subjective examination that spotlights the shared traits of lived human experiences inside a specific group (Yang et al., [2016](#)). The motivation behind the phenomenological approach is to enlighten the particular, to distinguish peculiarities through the way that they are seen by the participants in a particular circumstance (Swanson et al., [2009](#)).

To meet the second objective for quantifiable analysis, the researcher implemented a quantitative examination approach utilizing an exploratory factor analysis (EFA), regression, and correlational report through the inferential statistics test on SPSS software. It aids in making associations, expected associations, and connections among dependent and independent variables (Shaughnessy et al., [2000](#)). By removing unsuitable items, EFA, a statistical technique, improves the reliability of the scales (Netemeyer et al., [2003](#)). Through EFA, the factors disturbing the study were excluded for higher reliability of the scales. EFA condenses data into a more manageable group of variables and investigates the phenomenon's underlying theoretical framework (Netemeyer et al., [2003](#)).

## **Population and Research Sample**

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Interviews were taken from 6 respondents. The population included managers, counsellors, and heads of departments from well-known agencies, schools, and colleges in the education industry in Karachi. These six participants were chosen for interviews having managerial and leadership roles in the career educational counselling industry. Their significant, viable experiences permitted them to speak exhaustively about the exploration topic. This was group 1, and interviews were conducted with the participants at their convenience of time and space.

One hundred students were selected who were secondary level students who filled out questionnaires, and the results of the hard data obtained showed the relationship as well as impact between educational career counselling with career choice along with the exploratory factors. EFA is one of the multivariate statistical methods that try to find the fewest possible hypotheses that can parsimoniously explain the observed covariation (Costello and Osborne, [2005](#)). A regression test was applied for the impact between the two variables of CC and career choice (Ali and Younas, [2021](#)).

## **Sampling Method**

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In picking the sample of members, the specialist utilized a purposive sampling strategy. This type of testing is vital and requires a decent correspondence between research questions and examining participants (Bryman, [2004](#)). The six members were looked for through close-to-home contacts of the researcher, also employing a convenience purposive sampling strategy (Acharya et al., [2013](#)).

One hundred students were randomly picked from colleges, schools, and counselling agencies, therefore, implementing a random convenience sampling under the analyst's convenience reach. Any individual had an equal opportunity to be selected for the sample from the individuals that the researcher found convenient (Acharya et al., [2013](#)).

## Data Collection Tool

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The interview schedule comprised questions, each reflecting the particular research objectives. The interview schedule was designed for six respondents by the researcher. It included semi-structured questions and encouraged open-ended responses from the participants. The questions were shared with the respondents before the interview meeting, and there was no pressure on the interviewees to answer any question with which they were not comfortable (McIntosh and Morse, 2015).

The questionnaires used for quantitative data analysis were the second tool for determining the relationship between career choice and educational CC. They comprised five-point Likert scale questions, with 1 indicating strong agreement and 5 indicating significant disagreement (Boone Jr and Boone, 2012). They were to be filled out by 100 respondents who were higher secondary level students. These were mostly close-ended questions, deductive. Each question was scrutinized for adding clarity, validity, reliability, and succinctness to achieve the quantitative objectives (Allen and Seaman, 2007).

## Data Collection Technique

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The analyst implemented semi-structured interviews informally. The examination appeared as semi-organized, casual meetings with open-ended questions to empower profundity and the nature of information from the participants (Belina, 2022).

Questionnaires of the two scales for CC and career choice were administered to respondents (students) within colleges, counselling agencies, and schools for quantitative data analysis as the mixed data collection technique increased data accuracy and scalability (Clark et al., 2010).

## Data Analysis

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The information obtained from participants was dissected under topical subheadings

(themes) to recognize, investigate and report an in-depth analysis of the information received. After the data had been manipulated, its contents were coded, analyzed, decrypted, or finally confirmed. Interpreting the meetings assisted the analyst with acquiring comprehension of the subject more than once, tuning in to and perusing the translated interviews (Braun and Clarke, 2012).

The information had been imported using the SPSS program from the questionnaire. A correlational regression test determined the impact of the variables in the discussion. Before these tests, the EFA allowed the investigator to investigate the important factors from a sizable collection of latent dimensions (Henson and Roberts, 2006, Pett et al., 2003).

## Results

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### Quantitative Analysis

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#### Reliability Analysis

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The value for Cronbach's alpha was 0.953, an indicator of authentic and reliable data. As per Molloy et al. (2001), A Cronbach's alpha score of 0.6 or above constitutes a trustworthy and credible index (Considine et al., 2005). Cronbach's alpha levels less than 0.6 are considered low, whereas values between 0.60 and 0.80 are moderate but acceptable. Cronbach's alpha is in the excellent range of 0.8 to 1.00. As a consequence, the degree of instrument reliability is assessed in this paper using Cronbach's alpha values found on manufactured instruments.

#### Exploratory Factor Analysis

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Additionally, the varimax rotation and principal component analysis were used in EFA. The minimum factor loading threshold was established at 0.50. Given that all commonalities were more than 0.50, it was also necessary to evaluate the scale's Commonality, which represents the degree of variance in each dimension. Cutoff values between 0.25 and 0.4 have been recommended, with 0.7 or higher commonality being optimal (F. Hair Jr et al., 2014).

**Table 1**

Exploratory Factor Analysis

	Component					Commonality
	1	2	3	4	5	
Q1				0.629	0.542	0.772
Q2			0.825			0.825
Q3	0.711					0.748
Q4	0.915					0.852
Q8	0.86					0.843
Q9	0.959					0.938
Q11	0.85					0.755
Q12	0.857					0.793
Q16		0.952				0.946
Q5		0.934				0.918
Q7	0.907					0.845
Q8	0.879					0.775
Q9	0.684					0.687
Q10	0.952					0.936
Q14					0.501	0.601
Q15				0.771		0.772
Total	7.308	2.103	1.441	1.079	1.074	
% of Variance	45.678	13.147	9.004	6.742	6.712	
Cumulative %	45.678	58.824	67.828	74.571	81.283	

Extraction Method: Principal Component Analysis

Kaiser-Meyer-Olkin (KM)O The measure of Sampling Adequacy = 0.817

Bartlett's Test of Sphericity: 1636.950 (0.000)

The statistical likelihood that the variance matrix has a substantial connection among some of its components is determined by the Bartlett test of sphericity, which was also an important step in assessing the overall importance of the correlation matrix.  $\chi^2$  ( $n=120$ ) = 1636.950 ( $p$  0.001), showing that factor analysis would be acceptable. According to the Kaiser-Meyer-Olkin measure of sample adequacy (MSA), which was 0.817, the data were eligible for EFA. Data with MSA values greater than 0.80 are judged adequate and acceptable for factor analysis (F. Hair Jr et al., 2014). Finally, this study's factor solution produced four factors for the scale. CC is the underlying factor that shows more significance for research; other variables are less significant

and can be skipped for further study and analysis.

From the results of EFA, where the significance level is 0.00 ( $p < 0.05$ ), we may reject the null hypothesis and infer a relationship between career counselling and career choice after removing the factors disturbing the study. Furthermore, the regression results show that career counselling reasonably impacts career choice. The KMO Bartlett and regression tests results are highly significant in rejecting the null hypothesis ( $p$  0.05). According to Pearson's correlation test, career choice and CC have a strong relationship link ( $r = 0.794$ ,  $p$  0.05). The career choice of students, making them successful in their

career fields, largely depends on CC and the two variables are correlated with impact.

### Regression Analysis

R-value shows how closely two factors are related. For additional studies, a number greater than 0.4 is utilized. This value is 0.887, which is a good indicator. R-square shows the overall variance in the variables. If the value is greater than 0.5, the model is sufficient to identify the relationship. In this case, the value is .788, which is good. Additionally, the generalizability of the results is shown by the adjusted R-square. The R-square and adjusted R-square must differ from one another. Since the value, in this case, is .766, which is close to .788, it is reliable and acceptable.

**Table 2**

#### Regression Analysis

	Beta	S. E.	t-Stats	Sig.
(Constant)	0.706	0.177	3.995	0.000
Q1	-0.021	0.033	-0.626	0.533
Q2	-0.024	0.034	-0.704	0.483
Q3	0.019	0.049	0.381	0.704
Q4	0.025	0.075	0.336	0.738
Q8	0.180	0.075	2.408	0.018
Q9	0.320	0.085	3.776	0.000
Q11	0.001	0.057	0.010	0.992
Q12	-0.055	0.071	-0.784	0.435
Q16	0.203	0.030	6.747	0.000

*Dependent Variable: Career Choice*

*-Square: 0.788; Adjusted R-Square: 0.766*

*F-Statistics (Prob.): 37.083 (0.000)*

The degree of the relationship, that is, the importance of the independent variable in the model and the extent to which it impacts the dependent variable, is depicted in the table above. Testing a study's hypotheses is made easier with the use of this analysis.

Additionally, the figure should be less than the study's allowable threshold of significance, which in this case is less than 0.05 for a 95% confidence interval. The null hypothesis is accepted or rejected based on the significant value. The null hypothesis is rejected if Sig. is

The p-value is usually 5% of the significance level picked for the study. The p-value should thus be less than 0.05. It is 0.000 in the table above. As a consequence, the outcome becomes substantial. Rejecting the null hypothesis as  $p < 0.05$  and career counselling impacts career choice.

The F-ratio indicates how much better the factors can be expected by the model's fit after accounting for the model's accuracy. The F-ratio yield efficient model has a value larger than 1. In the table above, the value of 37.083 is a credible measure of effect. Because the p-value in the ANOVA table is less than the accepted threshold of significance, these data suggest that the null hypothesis should be rejected in future research.

less than 0.05. The null hypothesis is not rejected if Sig. exceeds 0.05.

### Qualitative Analysis

Semi-structured interviews with six professionals working as department heads, managers, and counsellors in the CC industry were conducted as part of the qualitative data collection process. The analyst benefited from the meetings' interpretation multiple times when listening to and reading the translated interviews to understand the subject. Once all of the data had been fully interpreted, the



information was then coded. The codes were used with keywords to organize or classify text and were considered a fundamental component of subjective investigation (Sarantakos, 1998).

One of the participants emphasized that industries equipped with a motivated workforce yield higher productivity, and an employee's motivation is also driven by his or her passion for working (Luke and Redekop, 2019). According to most participants, an important point to note here is that students must not be forced to comply with the wishes of their parents or elder siblings and must not make career choices due to pressure. Traditionally it has been viewed that parents take decisions on behalf of their children, and these types of students usually underperform in their respective career choices. While studying for their undesired degrees, students are so demotivated that they drop out of universities.

Moreover, even if these students complete their degrees, they are not motivated about their careers, due to which they are always absent from work, and their career graphs decline dramatically. Everyone is different, and the diversity of strengths and weaknesses must be respected. Parents must not force a student with average grades and an inclination towards media to become an engineer or doctor. If his or her personality supports an occupation in media, these students must be supported and should go for it. One can only succeed in any field with motivation and self-interest.

Participants also spoke about the concept as still evolving in Pakistan. In Pakistan, it is unfortunate that for a decade, parents have made decisions regarding career choices for their children and do not consult any counsellors. Many regard it as an inefficient use of opportunity or rather must know the topic's significance. Female students are only allowed to become doctors or teachers. Fields like engineering and statistics are considered only for boys. The concept of individuality is lost and needs to be thoroughly counselled in the minds of Pakistani parents. Careers related to media, like acting or music, are looked down upon by many Pakistani parents without any logical

rationale. Hence, career counselling is essential for students and their parents.

Most of the counsellors (participants) believed and stated that it is paramount in the 21st century for parents and students to take advice from counsellors on the best career option. Everyone is different, and diversity must be respected for higher secondary-level students regarding their educational backgrounds, grades, strengths, weaknesses, aptitudes, personality types etc. Students taking sessions of career counselling made better career choices and excelled in their careers compared to students who did not adopt this practice.

## **Discussions**

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The objective of the study has to analyze the link among educational career counselling or career choice, along with the impact of CC on career choice through quantitative analysis. Another exploration done by the researcher included finding out the perceptions of counsellors and managers regarding the importance of CC for higher secondary students of Karachi. This mixed study gave us quantitative and qualitative data analysis for enhanced research validity, reliability and pragmatism. The methodology triangulation has increased the research's overall conformability, objectivity, subjectivity, and credibility.

In light of the findings, it is determined that CC and career choice are highly interrelated and are impacted by CC. The role of a career counsellor is a true essential need and of great importance in a student's life, especially higher secondary level students (Wong and Yuen, 2019). Frequent meetings with the counsellors help them improve exam progress, find out their areas of interest, enhance strengths, overcome weaknesses and build up their profiles for the career choices they aspire to (Luke and Redekop, 2019). Counsellors can help students understand what career choice suits their interests and personality types best. Nowadays, counsellors also focus on the environment and current job trends to advise students on which career field

is best for them. The right selection of career choice leads to career development, career growth and, ultimately, career success (Harriet, 2022).

Students about to step into their university life must start figuring out their career degree programs to study at the university level. This is the most crucial time in a student's life as they need someone who can listen to them, mentor them, and help them become their best version (Spokane and Cruza-Guet, 2005). Parents and teachers can play this role but only to a certain extent. In this age of competitive times, a student must have regular meetings with counsellors regarding their interests, future aims, professional choices and grades. Counsellors help them believe in themselves even if the student has hopeless grades and their parents think he or they cannot do anything (Minhas et al., 2020).

Counsellors, through the help of research and personality tests, help students to explore career choice options all over the world, irrespective of their family backgrounds and marks. Everyone can be recruited at a suitable university, whether a good or average student. Furthermore, the diversity of students must be respected, and parents must refrain from forcing students with artistic inclinations to become doctors, as this will never help their careers grow due to a lack of motivation and aptitude (Luke and Redekop, 2019). It is an integral part of higher secondary students that aids them to make the right career choice they do not regret later in life. The right career choice will lead to career growth, career success, career development and higher self-esteem. These individuals become good bread earners, and although this is still a niche industry, it is in the process of evolution and severe need in the public sector schools of Pakistan (Ahmad et al., 2019).

The stakeholders involved in educational CC for higher secondary level students in Karachi have identified several recommendations to improve the effectiveness of the counselling services. Firstly, parents should not force their own career choices on their children but rather respect the individual

aptitude of each student. It is suggested that parents should be invited to attend counselling sessions along with their children in order to increase their understanding of the importance of educational CC. Secondly, it is recommended that media outlets should portray the positive role of educational CC to raise awareness among the general public. In addition, the government should provide subsidies and financial assistance to implement CC services in public sector schools, which would lead to a higher literacy rate.

Thirdly, students should be free to talk about their career interests and should be invited to attend frequent seminars from different organizations to explore more career paths. Career counsellors should also be trained regularly to improve their counselling skills and help students make accurate career choices. Fourthly, diversity among students regarding career choices, strengths, and weaknesses should be respected. This would allow students to believe in themselves and trust their counsellors. Finally, it is recommended that the government aid the private sector in developing the career counselling industry on a larger scale, with training programs and funding for private colleges. Implementing these recommendations is hoped that the educational career counselling services in Karachi will be improved and more effective in guiding higher secondary level students towards successful career paths.

For thematic analysis, subjective strategies were utilized to analyze the data received from participants giving interviews to the researcher, but a total of 6 respondents was a manageable number to fully comprehend the thoughts of educational career leaders and counsellors who have experienced it; accurately. Due to the scarcity of time, the researcher could only interview up to six respondents. The utilization of focus groups yielded a more intensive comprehension of the experiences of the representative population. This study would have profited from the members' scope of involvement, information, and transparency. This will provide the analyst with a keen and

more profound enthusiasm for rich and detailed data without any bias with thematic analysis. Descriptive statistics analysis could have described the frequency and percentage of people agreeing or disagreeing with the different factors associated with educational

career counselling. Also, this study concentrated on EFA and correlational analysis to test the reliability of the instruments; it is also advised to perform CFA to test the predictive validity with a larger data set.

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