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The Role of Teachers in Career Guidance of Students at Secondary Level in Pakistan

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# **Author/s Note**

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#### Abstract

Secondary education decides students' career paths, and teachers at this level play an important role in students' career guidance by assisting them in subjects' selection and providing careers' knowledge. Owing to the importance of teachers in secondary school students' career guidance, the study looked into the role of secondary school teachers students' career guidance. The study's goals were to determine the role of teachers in secondary school career guidance and to suggest strategies for career guidance of students in secondary schools. The study population was 3,247 high-school students from the Swat district, with a sample of 346 students chosen using simple random sampling for data collection. The information was gathered using a self-made questionnaire and analyzed using mean ratings, standard deviation, and the chi-square test. It discovered that teachers play an important role in secondary schools' career guidance of studetns because they serve as role models for students, identify students' career aspirations and abilities, assist in the integration of students' aspirations and potentials, assist in the subject selection, provide career guidance, identify potential careers, and provide career information and requirements. The study also suggested that teachers' capacity for providing career guidance at the secondary level be developed and the inclusion of career guidance subjects at the secondary level may be provided.

Keywords: career guidance, Pakistan, role of teachers, secondary level, students

Secondary education is in charge of training young people for the workforce (National Education Policy, 2009). It is a stage in which students choose subjects that will contribute to potential careers. Secondary schools with appropriate career advice allow students to have successful future careers and prosperous life (Watson, McMahon, Foxcroft&Els, 2010). Secondary school students face a real challenge in making acceptable career choices and subject selections based on interest and aptitude (Issa&Nwalo, 2008). The majority of high school graduates do not receive good career advice, which leads to low results and trouble obtaining desired occupations or careers (Maree, 2009).

Teachers play a critical role in offering career advice to students (Khan, 2011). Teachers assist students in choosing school subjects appropriate for their abilities and will allow them to have successful careers in the future (Falaye& Adams, 2008). According to Garrahy (2001), teachers are the primary providers of career advice, assisting students in subject selection and providing career knowledge.

Students with little to no career encouragement from teachers at the secondary school level, according to Maree and Beck (2004), are unlikely to achieve their desired future careers.

According to Elizabeth (2012), teachers play a role in secondary school students' career decisions by providing information and advising them about obtaining such jobs.

Teachers assess students' skills, inform them about the subjects they are studying, and teach them how to move forward with their chosen professions (Kisilu, Kimani & Kombo, 2012). According to Foskett et al. (2008), teachers are important agents in secondary school students' career decisions. They say that teachers shape students' attitudes and responses in preparation for their future careers. According to Mudhovozi and Chireshe (2012), teachers

greatly impact students' career decisions because they provide them with career knowledge and assistance in subject selection.

Kniveton (2004) discovered that secondary school teachers serve as role models and facilitators for students, guiding them in a subject selection based on their strengths and expectations. Secondary school teachers influence students' attitudes toward specific professions, and students typically pursue those career paths (Denga, 2004). In secondary schools, teachers serve as guides. They inform students about possible professions and the entry criteria and job results they can expect if they choose those careers (Dondo, 2006).

Teachers have a huge impact on students' job goals and final career choices. Teachers provide career counselling, career statistics, topic selection, and career outcomes (Shumba&Naong, 2012). Khan, Murtaza, and Shifa (2012) have claimed that teachers play a significant role in secondary school students' career choices. Their influence is even more visible in school subject selection and career detail. As a result, secondary school teachers serve as role models for students deciding on a career path. Teachers were identified as resource persons by Metheny et al. (2008) to provide vocational guidance to students. Secondary school teachers, consciously or unknowingly, affect their students' future career paths.

According to Swift (2009), teachers know their students and choose subjects based on their interests. According to Goard (2000), teachers are extremely beneficial to secondary school students because they teach them what they can become in the future. Teachers in Pakistani schools offer informal career advice to secondary school students and assist them in choosing suitable occupations, according to Kiani (2010). Teachers are critical in supporting students' career guidance, according to Howard et al. (2009).

It can be assumed that teachers in secondary schools level play an important role in providing career guidance to students by assisting students in selecting school subjects, providing career knowledge, identifying their career preferences and aptitudes, and finding possible careers. The researchers investigated the role of teachers in secondary school career guidance, who were interested in the importance of teachers in secondary school career guidance.

# Methodology

## Population sample and sampling

The research included 3247 students from government secondary schools in the district of Swat in the Pakistani province of Khyber Pakhtunkhwa. A total of 346 students were chosen for the analysis using a simple random sampling method.

### Instrumentation

The researchers created a questionnaire to gather information about teachers' roles in secondary school students' career guidance. With piloting, the questionnaire was tested and made reliable for data collection. The tool's reliability was 0.817. This dependable method was used to collect the data.

# **Data collection and analysis**

The researchers sent out the questionnaires to a random group of participants, and the data was collected by them. The data was organized into tables and analyzed using SPPS software's mean ratings, standard deviation, and chi-square test.

### Results

Table 1

The role of teachers in career guidance of students at the secondary level

Statements	N	Mean	S. D	$\chi^2$	P
Teachers are role models	346	2.5364	.86995	219.543	.000
Teachers identify your interests/aspirations	346	2.8484	.84862	254.746	.000
Teachers identify your abilities/aptitudes	346	2.6243	.75595	335.815	.000
Integrate your interests and aptitudes	346	2.5983	.77114	311.520	.000
Teachers help you in subjects' selection	346	2.5491	.80876	284.832	.000
Teachers provide you career guidance	346	2.5405	.81638	282.526	.000
Teachers identify potential career for you	346	2.7428	.63727	417.266	.000
Teachers give you career information	346	2.7688	.60793	440.295	.000
Tell you about requirements of careers	346	2.6936	.67572	363.006	.000
Cumulative	346	23.4422	2.25822	193.382	.000

The table above depicts the importance of teachers in high school students' career planning. Participants believe that teachers are their role models, as shown by the mean score(2.5364) and standard deviation (.86995). The responses are not dispersed. Participants accept that teachers define their goals and ambitions, with a mean score of 2.8484 and a standard deviation of .84862. The responses are not dispersed. Participants believe that teachers classify their talents and aptitudes, as shown by the mean score (2.6243) and standard deviation (.75595). The responses are not dispersed.

Participants conclude that teachers combine their passions and aptitudes, with a high mean score (2.5983) and a standard deviation (.77114). The responses are not dispersed.

Participants believe that teachers assist them in the subject selection, as shown by the mean score (2.5491) and standard deviation (.80876). The responses are not dispersed. Participants believe that teachers provide them with career guidance, as shown by their mean score (2.5405) and standard deviation (.81638). The responses are not dispersed.

Participants believe that teachers recognize future careers for them, as shown by the mean score (2.7428) and standard deviation (.63727). The responses are not dispersed. Participants agree that teachers provide them with career knowledge, as shown by their mean score (2.7688) and standard deviation (.60793). The responses are not dispersed. Participants believe that teachers inform you about job conditions, as shown by the mean score (2.6936) and standard deviation (.67572). The responses are not dispersed.

Students believe that teachers play a major role in students' career guidance at the secondary level, as shown by the cumulative mean score (23.4422) and standard deviation (2.25822). The chi-square test is used to show that the results are statistically important.

#### **Discussion**

Teachers play a major role in high school career guidance, according to the report. Teachers serve as role models for students, identifying their interests and goals, abilities and aptitudes, integrating those interests and aptitudes, assisting them in the subject selection, providing career advice, and informing you of job requirements. The study results are consistent with those of Khan (2011), who considered teachers to be important players in providing secondary school students with career guidance (Khan, 2011). Falaye and Adams (2008) discovered that teachers assist students in choosing school subjects based on their skills, allowing them to have successful potential careers. Garrahy (2001) described teachers as key agents in career counselling in a similar vein, assisting students in subject selection and providing career knowledge. According to Elizabeth (2012), teachers play a role in secondary school students' career decisions by providing information and explaining how to get those jobs. Foskett et al. published similar results. Teachers are important participants in secondary school students' career decisions,

according to a 2008 study. Teachers also influence students' attitudes and responses in preparation for future careers, according to the researchers.

Mudhovozi and Chireshe (2012) discovered that teachers directly impact students' career decisions by providing career knowledge and assisting them in topic selection. Khan, Murtaza, and Shifa (2012) have claimed that teachers play an important role in secondary school students' career choices. They play a bigger role in career awareness and school subject selection. As a result, secondary school teachers serve as role models for their students' career choices. Metheny et al. (2008) found that teachers would help students with their career choices. In secondary schools, teachers consciously or unconsciously affect their students' future career paths.

### Conclusion

The study's main goal was to identify the teachers' role in the career guidance of students at the secondary level. The study identified that teachers play a significant role in the career guidance of students in secondary schools. Teachers are role models of students; they identify their interests and aspirations, identify their abilities and aptitudes, integrate their interests and aptitudes, help them in subjects' selection, provide them career guidance and tell you about the requirements of careers.

The study's second aim was to recommend the strategies for students' career guidance at the secondary level. The study recommended the capacity building training in career guidance for teachers of secondary level, incorporating career guidance subject in curricula, identification of student'saptitudes and interests with the help of inventories and interviews to know their readiness for various careers, positive relationship between teachers and parents for the effective career guidance of students at secondary level and the provision of material and human resources for the provision of effective career guidance at the secondary level.

### Recommendations

The following are some of the recommendations made by the study:

Secondary-level teachers can receive career guidance capacity-building training so that they can effectively guide students in secondary schools. Career guidance can be offered as an elective to provide students with knowledge about different careers and the qualifications for entry into them. With the aid of inventories and interviews, students' interests and aptitudes can be identified, and their readiness for different careers can be determined. Teachers and parents can have a supportive relationship that allows secondary students to receive successful career guidance. At the secondary stage, there might be sufficient material and human capital to provide successful career guidance.

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