Pertanika J. Soc. Sci. & Hum. 27 (T2): 139 - 153 (2019)

PERTANIKA JOURNALS

SOCIAL SCIENCES & HUMANITIES

Journal homepage: http://www.pertanika.upm.edu.my/

Student's Experiences of Career Counselling and their Perceptions of Outcomes in Rawalpindi (Pakistan) Colleges

Rabia Ali* and Farah Shafiq

International Islamic University, Sector H-10, Islamabad 44000, Pakistan

ABSTRACT

The major aim of this study was to explore college student's experiences of career counselling in Rawalpindi city in Pakistan. The objective was also to investigate the effects of career counselling on the career choices of students in the context of Pakistan. The study was conducted by using quantitative research design. Through simple random sampling technique 74 students were selected from private and government colleges of Rawalpindi city. The main instrument used for data collection was questionnaire. The findings illustrate that professional career counselling services were not readily available to the students at college level. Students had to rely on alternative sources including teachers, friends, and family for making decisions regarding career selection. Consequently, Students remained unaware about potential career options. In the light of the findings it is recommended that career counselling should be made available at college level for the larger benefit of college students in the country.

Keywords: Career counselling, career choices, career outcomes, college students, Pakistan, personal grooming

ARTICLE INFO

Article history:
Received: 2 August 2017
Accepted: 7 May 2018
Published: 15 May 2019

E-mail addresses:
rabi.aly@gmail.com , rabia.gul@iiu.edu.pk (Rabia Ali)
farrah12hussain90@gmail.com (Farah Shafiq)
* Corresponding author

ISSN: 0128-7702
e-ISSN: 2231-8534

INTRODUCTION

Career counselling is an educational process and its aim is to solve problems of learners (Palmer, 2007). It takes place within a well-planned structure and aims to provide useful decision to the student in terms of future career path (Szilaghyi & Paredes, 2010). The process involves a number of interventions which are central to individuals' "self-understanding, broadening one's horizons,

© Universiti Putra Malaysia Press

work selection, challenges, satisfaction, and other interpersonal matters" (Engels et al., 1995). Counselling is primarily a systematic process during which the counsellor having expertise in the field provides professional advice to clients (students). Such services may also be provided by teachers to help students in selection of subjects, making choices regarding employment, further trainings during the course of a career and seeking employment opportunities (Nyan, 2014).

The process of career counselling offers insight, guidance and support to help all grades of students to understand and manage different issues related to career and life style (United Nations Educational, Scientific and Cultural Organization[UNESCO], 2002; Watson, 2016). It assists individuals to identify personal abilities, skills, interests, and values so that they can manage their career in a better way (Patton & Mc Mahon, 2014).Further, the activities during this process enable students to explore, pursue and attain their career goals (Sun & Yuen, 2012). According to Lent and Brown (2012), the purpose of career counselling is to provide assistance to three main issues including implementation of career decisions, guidance in getting used to changes within a career and long term career growth and finally ensuring career transition and achieving balance between work and life.

The foundations of counselling and guidance principles can be traced to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counsellors were practiced by Catholic priests in the middle ages. One of the first texts about career options became available near the end of sixteenth century. It was called the Universal Plaza of All the Professions of the World and was written by Tomaso Garzoni in 1626. Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century.

At the beginning of the 20th century Frank Parson developed an approach to helping clients develop an understanding of self and the world. Parson's largely intuitive and experiential foundation of career counselling formed the basis for his establishing the Vocation Bureau at Civic Service House in Boston in 1908; this was the first institutionalization of career counselling in the United States (Ginzberg, 1971). The terms career counselling and career development came into more common usage in the 1950s through the work of Donald Super (1980) and were institutionalized when the name of the National Vocational Guidance Association (1913-1983) was changed to the National Career Development Association in 1984 (Pope, 2000). The field of career counselling as a specialty area has been recognized since the early 1980s with the establishment of career counselling competencies, credentials, and preparation and ethical standards.

The Study Context

The Islamic Republic of Pakistan is a sovereign country located in South Asia. It has a total population of 155.5 million being the sixth most populous country in the world (Government of Pakistan, 2009). Pakistan continues to encounter a number of challenges on both political and economic fronts (Malik & Courtney, 2011). This in turn also affects the education system of the country where free compulsory and high quality education even at primary level remains a target (Government of Pakistan, 2009). Inequalities across education in Pakistan are widespread and include gender disparities and the urban–rural divide (Malik & Courtney, 2011). Though literacy rates have increased from 52.5% in 2005 to 58% in 2016-2017 (Pakistan Economic Survey, 2016-2017) the goal of universal basic education has yet to be achieved (Farah & Shera 2007).

Rationale of the Study

In the context of Pakistan the concept of career counselling is new. According to the traditional cultural traditions of the country the extended family is the one to attend to the needs of young individuals and to take important decisions regarding their future. The idea of seeking assistance regarding education and career is a recent development in the country (Ibrahim & Almas, 1983). Hence, career counselling is an area relatively under researched in Pakistan. The available studies in the Pakistani context on career counselling have focused on attitude of students towards certain professions (i.e. medicines, engineering) and on the impact of career selection on job satisfaction (Khan et al., 2012; Shahab et al., 2013; Zaidi & Iqbal, 2012).

Rapid advancement in technology has created awareness about higher education, but students find almost no professional guidance for adoption of available careers. So the need for career guidance and counselling in Pakistan has grown significantly during last few years especially for college's students. Taking this as a point of departure this study aims to investigate the availability of career counselling services and their effects on students' choices in selected colleges in Rawalpindi city in Pakistan. This study is significant since it will help policy makers to come up with strategies to assist young minds in the selection of their future goals

Objectives of the Study

The study was carried out to achieve the following objectives:

1. To explore if career counselling services are available for college students in the research area?

2. To investigate if career counselling affects college students' future career choices in the study area.

LITERATURE REVIEW

This paper is inspired by Social Learning Theory as proposed by Bandura (1989). This theory offers valuable theoretical vantage point from which career development in contemporary contexts could be examined. According to this theory a reciprocal

relationship is involved between the social cognitive mechanisms of self-efficacy, outcome expectations and goal setting behaviour. It argues that in the absence of sufficient opportunities traditional methods of career counselling such as examining interest and aptitude may be used yet these are not sufficient as such. According to Bandura et al. (2001) numerous factors including the social context of individuals, their personal aptitude, networking, and educational attainment are involved during this process.

Career counselling has emerged as a practical process in recent years. It interconnects several domains including education work, economy and culture (Cojocariua & Cojocariu, 2015). Research has shown that choosing a major and setting career goals are often among the most difficult decisions that college students face and that for many the challenge lies in identifying courses of study and professions that match their interests and abilities (Morgan& Korschgen, 2013). Research on career counselling illustrates that three major barriers are involved in the way of decision making during the career counselling process. These include unawareness about the presence of employment opportunities; students' promises for the future not being related with their abilities and the skills that they acquire; and absence of clear career plan (Crişana et al., 2015). To address such needs over the years, many career guidance centres have been set up in colleges throughout the world (Nyan, 2014).

Students' perception of being suitable for particular jobs has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics (Hewitt, 2010; McQuaid &Bond, 2003). Personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial are other factors that have been reported to influence career choices of students (Kerka, 2000).

College students are also believed to be influenced by factors in career counselling such as home environment/family including parents, relatives, college-related success and failure, teachers, beliefs about teaching and learning, goals, policies and procedures and classroom climate (Overholser, 2005). According to Hewitt (2010) some students simply follow the career choices that are available to them while others choose career that may give high return in terms of income. Hearne (2009) believed that parents played leading role in high-achieving children's college and future career choices. Additionally, college friends and alumni also influence students' decision process.

The benefits of career counselling have already been outlined in the introduction. Career counselling is especially important during early years of schooling and college life since during this time adolescents are interested to explore various opportunities for their future (Gati & Saka, 2001; Super, 1990). This is a time in adolescents' lives

when they tend to be under stress (Taveira et al., 2003) and they rely on others for making decisions for them (Gati & Saka, 2001).

In the absence of professional career counselling services students lack an understanding of their own interests and aptitudes, education and employment options and how to plan for their future (Whiston, 2003). This leads to difficult transition between the different levels of education (Valentine et al., 2009; Vargas, 2004). This is especially true for students from low-income backgrounds, who are not able to best use their time at the educational institutions and link their studies with their career path (McDonough, 2004; McSwain & Davis, 2007).

Previous researches have demonstrated that counselling services whether individual consultations, workshops, trainings, group counselling, can be attractive for students and these can motivate them to participate. However, for this purpose career counselling services should start from real identified needs of the students. A study was conducted in Politehnica University of Bucharest to examine results of career counselling services among students. A comparative approach of the counselling needs of students from study years I, II and III was taken and the career counselling needs of these students were found to differ (Chircu, 2014).

Several researches have been carried out on the significance of career planning for young individuals and the presence of individuals and support group during the career counselling process. For example, in the context of Africa it was found that parents play an important role during the selection of career. Students in grades 12 through 14 reported that during the career counselling process information about courses and post-secondary information were believed to be useful (Lewis, 1981).

Research on career counselling in the Asian context has highlighted absence of professional career counselling services in schools and colleges. Recent studies have shown that only about two-thirds of the students from poor, rural areas in China finish junior high school and enter high school. One factor that may be behind the low rates of high school attendance is that students may be misinformed about the returns to schooling or lack career planning skills (Loyalka et al., 2013).

A study conducted in India examined the influence of socio-economic backgrounds and social-cognitive environments on career development. This study examined the interaction between career beliefs and socio-economic status within a sample of Indian high school students. Significant socio-economic status differences were observed, with the lower socio-economic status groups showing higher levels of negative career beliefs (Arulmani et al., 2003).

Likewise, a study was conducted in Bangladesh to examine the availability of career counselling services in schools. It was found that there was lack of formal program for guidance and counselling. There was lack of trained counsellor to meet the individual needs of the students in the sampled schools. The services provided

to students were not planned, organized and holistic and were not readily intent for counselling purpose. Moreover, schools did not have any trained personal, solely responsible for such services (Hossain & Faisal, 2013).

In the context of Pakistan a study was conducted in Khyber Pakhtunkwa province to determine the attitude of students towards medical profession. It was found that the decision to choose a career involves a number of factors including personal interest, peer pressure, self-motivation, financial reasons and better quality of life (Shahab et al., 2013). Similarly, a study was carried out to explore the impact of career selection on job satisfaction in the service industry of Pakistan. It identified the factors which are important in the selection of career by the employees of this industry (Zaidi & Iqbal, 2012). Research in the context of Gilgit Pakistan reported challenges faced by students of high school related to career selection. It found that teachers play an important in career guidance of high school students. It was reported that teachers voluntarily act as informal counsellors in guiding students about selection of subjects and career paths (Khan et al., 2012).

Issues relating to the career counselling services have been documented previously in different contexts. Some of these include lack of systematic personalized career counselling; insufficient number of specialists working in the career-counselling centres, the dilemmas of psychologists in the career-counselling activity and the significance of student's needs (Cardoso et al., 2012; Lee & Johnston, 2001). These are issues encountered by different stakeholders in the already established career centres internationally. However, in the context of Pakistan, the availability of career counselling services remains an issue which needs to be addressed and awareness needs to be raised about its significance for college and university students. This is because career counselling is directly related to providing fit and trained individuals to the economy so the process of career counselling is important for the larger economy and development of countries. It is increasingly becoming relevant to the configuration of the labour world and in the context of life-long education (Cojocariua & Puiub, 2014).

MATERIAL AND METHODS

This research was carried out by using quantitative research design. Quantitative research is a formal, objective, systematic process to describe and test relationship and examine cause and effect interaction among variable (Neuman, 2007). A descriptive survey was conducted in Rawalpindi city in Pakistan. The respondents of this study were students from two education providers including F.G. Degree College located on Abid Majeed road Rawalpindi and Federal Abdali College Misriyal Road Rawalpindi. Out of the five Public and eight Private Colleges in Rawalpindi two colleges were selected (one public and one private) and the major reason for selecting these two colleges was access provided to the researchers by the college administration.

The respondents were selected by using simple random sampling method and purposive technique. Students in their second and fourth year of studies were selected as the population by using purposive sampling technique. This decision was taken considering the fact that these students may be more aware about the presence of career counselling services provided in the colleges and may be able to respond to the questions in a better way compared to new students. Out of the total number of 2nd and 4rd year students in both colleges the sample of 74 male and female respondents was randomly drawn by using Taro Yamni Formulan = N/1+N(e)2.

A self-designed researcher administered questionnaire was used to collect the data. The questionnaire consisted of fourteen items and was designed in the light of study objectives. To unsure validity of the questionnaire a number of measures were taken. For example, face validity was established and the questionnaire was pretested. The responses from pre-test were put in spread sheet and the data was cleaned. Finally the internal consistency of the questions was checked and the questionnaire was revised as needed. The questionnaire comprised questions on background of the students and their awareness about the presence of career counselling services in their respective colleges. It also consisted of questions on outcomes of the career counselling facilities for the students. A five point Likert scale was used in the questionnaire. Ten questionnaires were pretested prior to the final data collection stage. For the final round of data collection21 students (10 females and 11 males) were selected from the private college and 45 (22 females and 23 males) from the government college.

Prior to the data collection stage the selected colleges were approached and consent of the school administration was taken. They were briefed about the purpose of the study and confidentiality of data was assured to them. Measures were taken throughout the data collection stage and writing stage to maintain the confidentiality of the respondents. After the data was collected a systematic analysis was carried out to interpret and make sense of the data and the opinion of the students. Statistical Package for Social Sciences (SPSS) was used during the analysis process.

RESULTS AND DISCUSSION

Table 1 presents the background data of the respondents who participated in this research study. It shows that the majority of the selected respondents (86%) belonged to the age group of 16 – 19. 61% were enrolled in arts/commerce and 39% were enrolled in science group. The respondents were asked about the pocket money they received on daily basis. The data shows the majority (88%) received Rs. 100 – 1000 per day. 39% respondents lived in nuclear families while 38% lived in joint family setup. 23% reported to be living with single parents. In terms of occupation the parents of 46% were government employees and 54% were privately employed. 96% of the parents (fathers) were reported to be literate and

Table 1

Background information about the respondents

Categories	Percentage	Categories	Percentage
Age		Study Scheme	
16 – 19	86	Arts/Commerce	61
20 – 22	14	Science	39
Pocket Money (Rs)		Family Type	
100 – 1000	88	Nuclear	39
1100 – 2000	7	Joint	38
2100 – 3000	5	Single parent	23
Parents Occupation		Parent's Education	
Government	46	Educated	96
Private	54	Illiterate	4

Source: Survey

04% were illiterate. These characteristics are important to be considered at the onset since these guide if background characteristics of individuals contribute in the process of career counselling.

The findings of this study (Table 2) indicate that the majority (76%) of the students had no awareness about career counselling prior to selection of college. This was especially so for female students compared to male and for students from rural background compared to urban background. This indicates that male students and students from urban centres have more awareness about career counselling services irrespective of the fact that whether career counselling services are provided at college level or not. Likewise students in the fourth year of their studies were more aware about the career counselling services and their use compared to the students in second year of their studies. This identifies the importance of maturity and age in determining awareness regarding career counselling. Additionally, there were differences on the basis of study scheme. Students enrolled in science disciplines seemed to have better understanding of selection of colleges and subjects compared to students enrolled in arts and commerce. This is an interesting finding indicating the fact that perhaps students from sciences already had a clear picture about their potential career that is whether they intended to be doctors and/ or engineers. In contrast students studying humanities and arts were yet to decide their career path.

Table 2 also illustrates the various reasons for the respondents to choose the colleges. Clearly there was no motivation behind the selection process since the majority had no idea how the selection of colleges and courses was linked with future career. Only 31% reported that selection of

Table 2

Selection of college and subjects

Reasons for Choosing College	Percentage	Reasons for Selection of Subjects	Percentage
Personal	31	Considering Job Market	18
Parents/Relatives	8	The Only Option	22
Friends' influence	8	Personal Interest	6
Well Known	15	Motivated by Teachers	2
The Only Option	11	Influenced from Friends	16
Fee Structure/Teachers	32	Parents Suggested	36
Awareness about Career Counselling	Percentage	Satisfaction from College/ Subjects	Percentage
Yes	24%	Yes	54
No	76%	No	46

Source: Survey

colleges and courses was based on personal interest and choice. 15% reported that the colleges they had selected were well known while 11% were candid to report that this was the only place they could get admission because of their low score in matriculation exams.

Similarly in terms of selection of subjects at the time of admission there seemed to be lack of motivation. 36% reported that the parents selected the subjects, i.e. whether they should study pre-medical pre engineering or commerce. 22% reported that the selected subjects were the only ones where admission was available. Regarding satisfaction from the college and selection of subjects only 54% seemed satisfied. They reported that it was not possible to change the college yet they had managed to change the subjects a few times. Here, the relation between the choice of subjects and satisfaction is important point to consider. Naturally, since for some the decision of subjects was not personal, hence the level of satisfaction from the subjects was also low. The level of satisfaction was also low due to the fact that they had switched subjects a few times.

The majority (90%) of the respondents were of the view that career counselling was available to them at college level through different means and ways but not through career counselling services as such. These means and ways through which the students were advised on their career were further explored and the data is being presented in the following table.

Table 3 presents the kinds of career counselling services available to students at college level after enrolment. It highlights measures taken to facilitate students for their future career by the college administration and students personal attempts for this purpose.

Table 3
Availability of career counselling services

Career Advice Available from Teachers	Yes (%)	No (%)	Other Sources for Career Guidance	Yes (%)	No (%)
Selection of Subjects	52	48	Friends/Seniors at College	58	42
What Jobs to apply for	54	46	Family/Relatives	64	36
How to Apply for Jobs	46	54	Acquaintances at Universities	14	86
How to Prepare for Job Interview	12	88	Self-initiatives Via Internet	82	18

Source: Survey

The study found that no formal means of career counselling services were available in both the selected colleges. Teachers were reported to have prepared students for potential career path. The respondents were asked if they were provided guidelines about the selection of subjects at university after the completion of college studies. 52% replied in positive. They were asked if they were given advice on the kinds of employments they could pursue after university studies and 54% replied that they were provided such guidelines.

The students were asked if they were given advice on how to look for employment opportunities. Only 18% were of the view that such options were available. They were asked if they were trained on how to prepare for job interviews and only 12% replied that such services were provided. These findings show that the selected colleges did make efforts to train students about the selection of subjects and the kinds of employment opportunities that may be available. However, they were not given guidelines about practical applicability of the careers as such which remains an important stage in individuals' lives.

Other sources available for the career guidance of students were reported to be friends/seniors at college (reported by 58%), family (reported by 64%), acquaintances at universities (reported by 18%), and internet (reported to be 82%) in affirmative. These findings indicate that parents and friends played key role during career selection. These findings are also similar to previous study conducted in Pakistan (see Khan et al., 2012).

A deeper analysis of the student's responses to the above categories shows differences on the basis of gender and study level. On the availability of career counselling services more female students reported the availability of guidelines on selection of subjects yet few reported to have been guided on what jobs to apply for. The responses for guidelines about

how to apply for jobs and preparing for job interviews too had very low responses from the female students. This practice reflects the expectations of the Pakistani society where male are expected to serve the job market. According to gender differences on the presence of other sources for career guidelines more female were likely to seek guidelines from family and relatives compared to male while more male seemed to make self-initiatives through the use of internet to explore career options. Analysing the data from the perspective of study level, senior students were reported to have been guided about employment opportunities and were prepared for job market. There were no significant differences related to scheme of study among the responses of students.

The data shows limited guidelines were available for preparing students to meet the challenges of real life. For example students were not informed about the practical application of their degrees and the scope of the careers in practical life. They were not trained as how to prepare for interviews, how to look for employment and how to prepare their personal resumes for job applications etc. This shows that colleges did make efforts to train students about the selection of subjects and the kinds of employment opportunities that may be available to them, yet they were not given guidelines about practical applicability of the careers. These are very important aspects which play vital role in the selection of a suitable career. Nevertheless, through these means and ways students did report to have some clarity about the availability of possible careers in Pakistan and their scope in terms of employment prospects.

Table 4

Career guidance and its outcome in terms of future career choices

Categories	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Clarity about availability of Careers	66	20	0	6	8
Understanding about what subjects to select	58	22	4	12	4
Clarity about career selection	55	26	0	12	7
Clarity about scope of the career	28	32	10	46	14
Setting goals and strategy to achieve them	25	14	0	42	19

In this research data on the outcomes related with career guidance in terms of future career choices for the students was sought. The opinion of students was taken regarding clarity about careers available to them in the Pakistan after graduation. The data (Table 4) indicates that 66% strongly agreed to the statement. Male students and students from urban background had more clarity about the availability of career options compared to female students. Students from science group also had more clarity compared with arts. Likewise, their understanding about selection of career path at university was sought. The responses show that 58% strongly agreed to the statement. This indicates that majority of the students were confident about career options at university level. Here too male students were more determined about their choice of subjects compared to female who were not sure if they could make it to university level and if so what subjects they may select.

To a statement about clarity about career options after graduation 55% strongly agreed. When their understanding of scope of the careers they intended to select after graduation was investigated 28% strongly agreed, 32% agreed. Again male students had more clarity about career selection and its scope. As explained earlier too this may be largely due to the fact that the Pakistani society expects males to be the breadwinners while the choice of employment for women remains a secondary option. When students' opinion was taken on their understanding of how to set goals and achieve them 25% strongly agreed, 14% agreed, 42% disagreed and 19% strongly disagreed. This indicates that even though students had clarity about choice of career they were unsure about how to actually set goals and achieve them in future.

CONCLUSIONS AND RECOMMENDATIONS

The concept of career counselling though is well developed in the western world it is relatively new in the context of Pakistan. This study was conducted with the aim to determine the availability of career advice to students at college level. The respondents of this study acknowledged that prior to the selection of college they did not have awareness about the possible careers options. The professions that they were familiar with included medicine, engineering and teaching. These remain the traditional occupations in the Pakistani society that are respected too. The findings indicate that early education in schools did not prepare students for career selection as such. It is important to have knowledge about different professions from early years of schooling since college is the turning point in student's lives in Pakistan. It is at this stage that students should be able to make important decisions regarding their future careers and strategies to achieve their goals.

The selected colleges in this study did not provide access to professional services and neither did they train students about possible strategies to address the

potential needs of students. There was lack of professional advice available to students at college level both at the time of entry into the college and later on during the course of their studies. The findings indicate that the major sources for career guidance were teachers, peers and parents. During the course of study at the college level career counselling advice was available through teachers only. The students made personal efforts to gain information about possible career paths through internet mostly. Some acquired assistance from acquaintances at university and friends and seniors at college. As a result a large number of students remained unsatisfied. This highlights the challenges met by students in the absence of career counselling services. It also illustrates that the absence of professional and strategic guidelines prevented students from setting future goals and acquiring means to achieve the goals.

This study agrees with the studies of Cojocariua and Puiub (2014), and Lee and Johnston (2001). It supports the idea that career counselling should commence at initial level of student academic career so that their needs are identified and they are advised accordingly. The findings of this study are significant since these are helpful in raising awareness about the career counselling services in Pakistani context and the need to put in place such services in colleges and universities. The study recommends that efforts should be made at policy level to introduce professional career counselling services in colleges and universities to meet the needs of students in the country so that they may be able to contribute to the needs of the labour market in a more productive way.

ACKNOWLEDGMENT

The author(s) received no financial support for the research, authorship, and/or publication of this article.

REFERENCES

Arulmani, G., Van Laar, D., & Easton, S. (2003). The influence of career beliefs and socio-economic status on the career decision-making of high school students in India. *International Journal for Educational and Vocational Guidance, 3,193*–204.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*(9), 1175-1185.

Bandura, A. Barbaranelli, C., Caprara, G., & Pastorelli,C. (2001). Self-efficacy beliefs as aspirations and carrier trajectories. *Child Development, 72,* 187-206.

Cardoso, P. M., Taveira, M. C., Biscaia, C. S., & Santos, M. G. (2012). Psychologists' dilemmas in career counseling practice. *International Journal for Educational and Vocational Guidance, 12*(3), 225-241.

Chircu, S. (2014). Career counselling needs for students–A comparative study. *Procedia-Social and Behavioral Sciences*, *127*, 549-553.

Crişana, C., Paveleab, A., & Ghimbuluț, O. (2015). A need assessment on students' career guidance. *Procedia - Social and Behavioral Sciences, 180,* 1022-1029.

Cojocariua, V. M., & Puiub, M. (2014). Career-counselling practices for university students. *Procedia - Social and Behavioral Sciences, 149*, 222-227.

Cojocariua, V., & Cojocariu, I. (2015). A study on raising awareness of the students' needs of career counseling. *Procedia - Social and Behavioral Sciences, 180*, 1058-1066.

Egbochukwu, E. O. (2008). *Guidance and counseling; A comprehensive text*. Benin City, Nigeria: University of Benin Press.

Engels, D. W., Minor, C. W., Sampson, J. P., & Splete, H. H. (1995). Career counseling specialty: History, development, and prospect. *Journal of Counseling and Development*, *74*, 134-138.

Farah, I., & Shera, S. (2007). Female education in Pakistan: A review. In R. Qureshi & J. F. A. Rarieya (Eds.), *Gender and education in Pakistan* (pp. 3–42). Karachi, India: Oxford University Press.

Gati, I., & Saka, N. (2001). High school students' career-related decision-making difficulties. *Journal of Counseling & Development*, *79*(3), 331-340.

Ginzberg, E. (1971). *Career guidance.* New York, USA: McGraw Hill.

Government of Pakistan. (2009). *Draft national education policy 2009*. Islamabad, Pakistan: Ministry of Education. Retrieved April 28, 2009, from http://www.moe.gov.pk/nepr/new.pdf

Hearne, L. (2009). Mind the gap: The client's role in the quality assurance process in adult guidance. In *Research Matters*. Waterfort, Ireland: Waterfort Institute of Technology.

Hewitt, J. (2010). Factors influencing career choice. *International Journal of Advancement of Counseling, 22*(4), 25-40.

Hossain, S., & Faisal, R. A. (2013). Guidance and counseling services in schools of Bangladesh: An exploratory study. *International Journal of Science and Research, 2*(10), 132-138.

Ibrahim, F., & Almas, I. (1983). Guidance and counseling in Pakistan. *International Journal of Advancement of Counseling, 6,* 93-98.

Khan, H., Murtaza, F., & Shafa, M. (2012). Role of teachers in providing educational and career counseling to the secondary school students in Gilgit-Baltistan of Pakistan. *International Journal of Academic Research in Progressive Education and Development, 1*(2), 85-102.

Kerka, S. (2000). Parenting and career development. *Career Education, 214*, 1-5.

Lee, F. K., & Johnston, J. A. (2001). Innovations in career counseling. *Journal of Career Development*, *27*, 177-185.

Lent, W., R., & Brown, D. S. (2012). Understanding and facilitating career development in the 21st century. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 1-28). Somerset, USA: John Wiley & Sons.

Lewis, C. (1981). How adolescents approach decisions: Changes over grade seven to twelve and policy implications. *Child Development*, *52*, 538–544.

Loyalka, P., Liu, C., Yingquan, Y., Yi, H., Huang, X., Wei, J., … & Rozelle, S. (2013). Can information and counseling help students from poor rural areas go to high school? Evidence from China. *Journal of Comparative Economics, 41*, 1012–1025.

Malik, S., & Courtney, K. (2011). Higher education and women's empowerment in Pakistan. *Gender and Education, 23*(1), 29-45.doi: 10.1080/09540251003674071

McDonough, P. M. (2004). *The school to college transition: Challenges and prospects*. Washington, USA: American Council on Education.

McSwain, C., & Davis, R. (2007). *College access for the working poor: Overcoming burdens to succeed in higher education.* Washington, USA: Institute for Higher Education Policy.

McQuaid, R., & Bond, S. (2003). *Gender stereotyping of career choice.* Retrieved February 23, 2010, from http://www.careers-scotland.org.uk

Morgan, B. L., & Korschgen, A. J. (2013). *Majoring in psych?: Career options for psychology undergraduates*. Boston: USA: Pearson Higher Education.

Neuman, L. W. (2007). *Social research methods: Qualitative and quantitative approaches*. New Delhi, India: Dorling Kindersley.

Nyan, F. (2014). *Teachers and students perceptions of guidance and counseling in Eastern Uganda* (Unpublished thesis), Makerere University, Kampala, Uganda.

Overholser, J. C. (2005). Group psychotherapy and existential concerns: An interview with Irvin Yalom. *Journal of Contemporary Psychotherapy*, *35*(2), 185-197.

Pope, M. (2000). A brief history of career counseling in the United States. *The Career Development Quarterly, 48*(3), 194-211.

Patton, W., & McMahon, M. (2014).*Career development and system theory and practice* (2nd ed.). Rotterdam, Netherlands: Sense Publishers.

Palmer, B. (2007). *The use of computer technology in university teaching and learning: A critical perspective* (4th ed.). San Francisco, USA: Josey– Bass Publishers.

Shahab, F., Hussain, H., Inayat, A., & Shahab, A. (2013). Attitudes of medical students towards their career - Perspective from Khyber-Pukhtunkhwa. *Journal of Pakistan Medical Association, 63*(8), 1017-1020.

Sun, V. J., & Yuen, M. (2012). Career guidance and counselling for university students in China. *International Journal for the Advancement of Counselling*, *34*(3), 202-210.

Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, *16*, 282-298.

Super, D. E. (1990). A life-span, life-space approach to career development. *Journal of Vocational Behavior, 38*(1), 92-106.

Szilaghyi, A. M., & Paredes, D. A. (2010). Professional counseling in Romania: An introduction. *Journal of Counseling and Development, 88,* 23-27.

Taveira, M. D. C., & Moreno, M. L. R. (2003). Guidance theory and practice: The status of career exploration. *British Journal of Guidance and Counseling*, *31*(2), 189-208.

United Nations Educational, Scientific and Cultural Organization. (2002). *Handbook on career counseling: A practical manual for developing, implementing and assessing career counseling services in higher education setting*. Paris, France: Author.

Valentine, J., Hirschy, A.S., Bremer, C.D., Novillo, W., Castellano, M., & Banister A. (2009). *Systematic reviews of research: postsecondary transitions –Identifying effective models and practices*. Louisville Kentucky, USA: National Research Center for Career and Technical Education, University of Louisville.

Vargas, J. H. (2004). College knowledge: Addressing information barriers to college. Retrieved February 29, 2014, from http://www.teri.org/pdf/researchstudies/CollegeKnowledge.pdf

Watson, M. (2016). Career constructivism and culture: Deconstructing and reconstructing career counselling. In M. McMahan (Ed), *Career counselling: Constructivist approaches* (pp. 61-71). London, England: Routledge.

Whiston, S. C. (2003). Career counseling: 90 years old yet still healthy and vital. *The Career Development Quarterly, 52*, 35-42.

Zaidi, F. B., & Iqbal, S. (2012). Impact of career selection on job satisfaction in the service industry of Pakistan. *African Journal of Business Management,6*(9), 3384-3401.