

Assessing the Impact of Counseling Programs on Career Decision-Making of High School Students

Rakesh Kumar Dangi^{1*}, Dr. Smita Jain²

¹ Research Scholar, Department of Psychology, Rani Durgavati, Vishwavidyalaya, Jabalpur, Madhya Pradesh

² Department of Psychology, Govt Autonomous MKB Arts and Commerce College for Women, Jabalpur, Madhya Pradesh

Abstract - The implementation of guidance and counselling services within secondary educational institutions has been shown to have a beneficial effect on students' capacity to make well-informed decisions concerning their future career trajectories, their self-efficacy, and their academic performance. The execution of such programmes has the potential to furnish students with the chance to acquire skills that enable them to abstain from making impulsive or uninformed professional assessments, while also augmenting their ability to make pragmatic and self-assured decisions. The principal aim of the present investigation was to examine the impact of guidance and counselling interventions on the vocational selection and decision-making proficiency of secondary school pupils. The present study employed a convenience sampling method to select a sample of 207 participants from private and government schools. The research extensively utilized primary sources in the process of compiling data. The current investigation utilized a variety of statistical methodologies, such as the Fischer test, ANCOVA, t-TEST, and Two-way ANOVA. The study's results have provided valuable insights for school counsellors, educators, and policymakers to develop and implement effective guidance and counselling programmes that better meet the needs of secondary school students.

Keywords - Guidance, Counselling, Self-efficacy, Academic, Performance, Career Choice, Career Decision Making Ability

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INTRODUCTION

Research conducted by Otwine et al. (2022) has demonstrated the efficacy of guidance and counselling programmes in fostering suitable career selection behaviour and enhancing decision-making skills among high school students. Students who engage in such programmes may receive support in identifying their interests, abilities, and principles, as well as in exploring career opportunities that align with these attributes. Furthermore, it is plausible that educators can furnish pupils with pertinent knowledge and materials that can facilitate their ability to make judicious choices regarding their academic pursuits and future aspirations (Njeri, 2013). Furthermore, the implementation of guidance and counselling programmes can assist students in developing the requisite skills and tactics to navigate the arduous process of career selection. The competencies and techniques encompassed in this statement comprise the establishment of objectives, the resolution of issues, and the process of reaching conclusions.

According to Agarwala (2008), students can derive advantages from these programmes by acquiring

knowledge on how to refrain from making impulsive or uninformed professional assessments, and by enhancing their practicality and self-assurance in decision-making. The efficacy of guidance and counselling programmes is contingent upon several factors, including the caliber of the programme itself, the extent of student engagement and dedication, and the availability of resources and support services. Thus, it is imperative to ensure that the guidance and counselling programmes are appropriately structured, executed, and assessed to optimize their impact on the career selection behaviour and decision-making proficiency of the students (Agarwala, 2008).

The provision of guidance and counselling services in high schools has a positive impact on the ability of students to make informed decisions regarding their future career paths, their sense of self-efficacy, and their academic achievements. The implementation of such programmes can potentially provide students with the opportunity to acquire skills that enable them to refrain from making impulsive or uninformed professional assessments, while also enhancing their capacity to make pragmatic and self-assured

decisions (Dahiya, 2014). An additional advantage of these programmes is that they can facilitate the development of students' decision-making confidence by imparting skills in realistic thinking. Assisting individuals in making informed decisions regarding their educational and professional paths is a crucial function that can be fulfilled by career guidance programmes. The principal aim of this study is to examine the influence of career guidance and counselling on the process of decision-making. Given the current circumstances, there exists an increasing demand within the swiftly evolving job market for the expertise and support of career advisors (Dawes et al., 2000).

Career assistance and counselling programmes are crucial in aiding individuals to make informed decisions about their academic and professional paths (Ghosh, 2016). The aforementioned programmes aim to provide individuals with the necessary aid and guidance to facilitate their career development, while also equipping them with the essential competencies and tools to make informed decisions regarding their prospective trajectories. Numerous discrete approaches can be employed during the process of providing career guidance and counselling. Several techniques that can be employed in this context comprise one-on-one therapy, group therapy, and computerized vocational assessments (Hughes, 2011).

- **Individual counselling:** This is a one-on-one session between a client and a counsellor, during which the counsellor offers direction and assistance to the client in order to assist the client in evaluating their available career possibilities and coming to well-informed judgements. This method is often recommended to those who are having difficulty settling on a job path or who are contemplating making a significant life adjustment (Ginzberg et al., 1951).
- **Group Counselling:** In the process of group therapy, a number of people get together with the assistance of a counsellor in order to talk about the goals they have for their professional lives and receive encouragement. This strategy may be especially helpful for those who are searching for a group that will encourage them while they make choices on their professional futures (Jayaprabha & Kanmani, 2013).
- **Computer based Career Assessments:** In computer-based career evaluations, an individual's abilities, interests, and personality characteristics are evaluated with the use of technology, and the results are used to provide individualized suggestions for possible career routes. Individuals who are unsure about what they want to do with their lives or who are contemplating making a shift in their line of work may find these evaluations to be a helpful tool (Momin & Chetry, 2016).
- **Education and training:** These are another essential component of career advice and counselling programs that play a significant role. A wide variety of educational opportunities, including

seminars, courses, and other forms of instruction, are made available through a number of organizations with the goal of assisting people in acquiring the competencies and information essential to their chosen lines of work (Murugami & Nel, 2012).

By means of formal education, specialized training, and practical experience, an individual can attain career maturity and advance in their professional development. Professionals such as counsellors employ diverse techniques and evaluations, such as interest inventories, aptitude tests, and counselling sessions, to facilitate the professional growth of individuals (Roy, 2015).

The majority of consequential decisions pertaining to an individual's future career path are typically made during the developmental stage of late adolescence and early adulthood. This period of time can be perceived as a transitional phase between the developmental stages of childhood and adulthood (Sangma & Arulmani, 2013). Attaining a sufficient level of professional maturity is crucial in making optimal decisions at this particular stage of one's life. Contemporary youth, particularly those residing in urban areas of India, are endowed with abundant access to diverse knowledge and information pertaining to potential career avenues and opportunities (Sivakumar & Sridhar, 2016). Given the current state of affairs, there is a growing demand for career guidance and support in the rapidly changing job market. Individuals may encounter difficulties in making informed decisions regarding their career paths and navigating the intricacies of the labour market due to the vast array of employment opportunities available to them. The provision of career counselling and guidance to individuals can enhance their chances of making informed decisions regarding their career paths and attaining their desired professional objectives (Wan, 2013).

METHODOLOGY

The study employed a specific research methodology, which can be elucidated as follows:

- 1) *Research Design:* The current investigation employed a mixed-methods approach to examine the effectiveness of guidance and counselling interventions on the career selection behaviour and decision-making aptitude of secondary school students.
- 2) *Sample Size and Sampling Method:* To conduct a hypothesis test with a significance level of 5%, a sample size of 207 students, drawn from both government and private schools. The present study utilised convenience sampling.
- 3) *Data Collection:* The questionnaire methodology has been selected as the principal method for data collection owing to its capacity for quantifying information. The study made extensive use of primary sources during the data

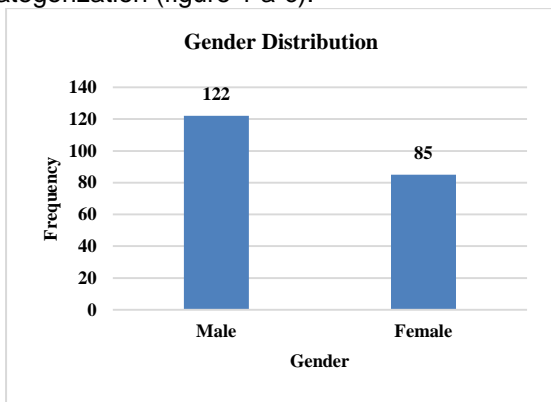
compilation process. The study was carried out utilising suitable techniques for primary data collection, which encompassed the utilisation of pre-established scales, personalised questionnaires, and interviews.

- 4) **Data Analysis:** The present study employed diverse statistical techniques, including the Fischer test, ANCOVA, t-TEST, and Two-way ANOVA.

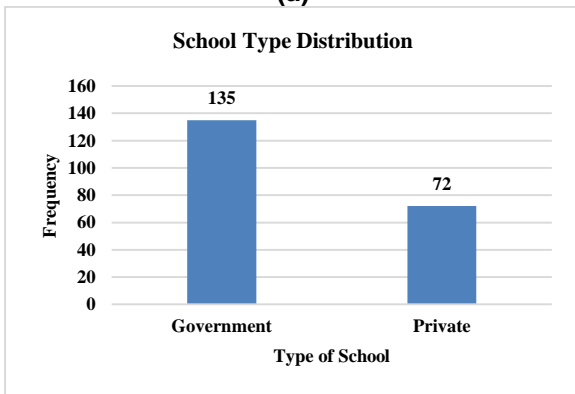
RESULTS

The findings of the study can be explained and is been depicted through different tables and figures as follows:

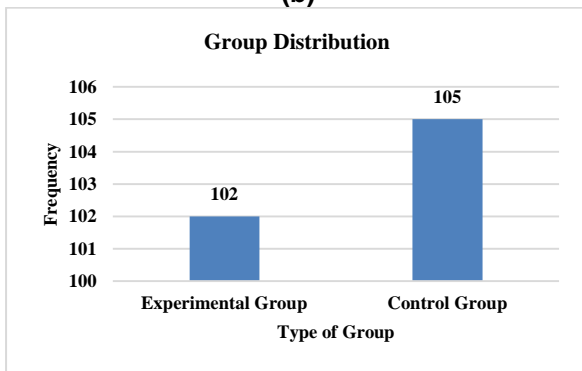
- The examination of demographic profiles involves information related to factors such as gender, educational institution classification (public or private), and experimental or control group categorization (figure 1 a-c).



(a)



(b)

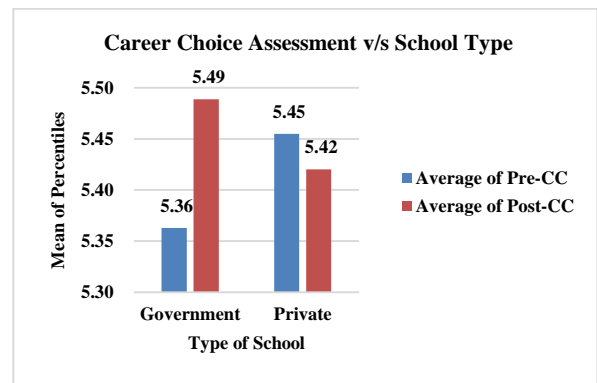


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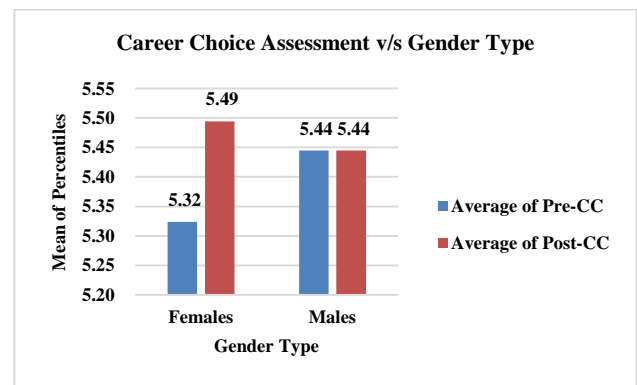
Figure 1 (a-c): Demographic Analysis of respondents

- An assessment test for career choice was conducted to examine the average scores of pre-

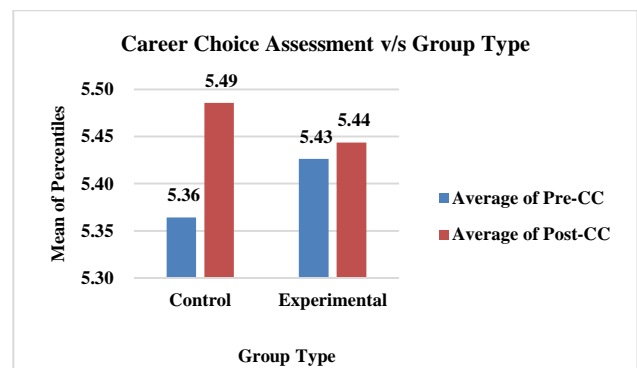
and post-tests in correlation with the educational institution type, gender, and group classification (figure 2 a-c).



(a)



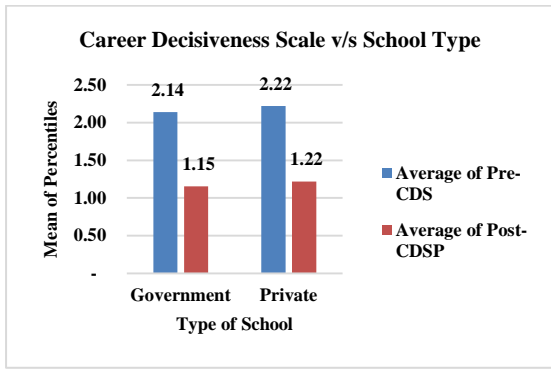
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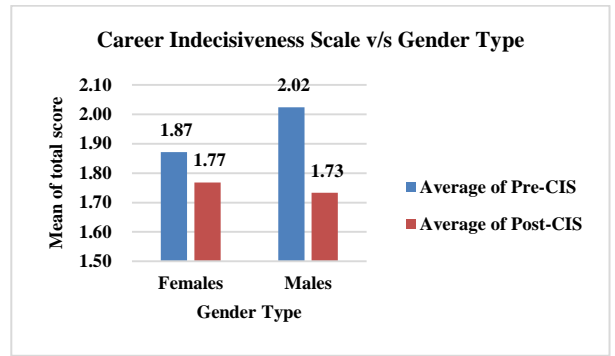
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Figure 2 (a-c): Career Choice Assessment

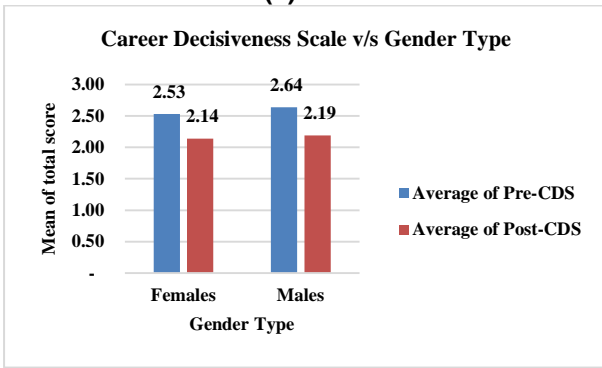
- The research entailed the administration of a career decision-making assessment to investigate the average scores of pre- and post-tests in correlation to the educational institution type, gender, and group classifications. The results are for both pre- and post- CDS and CIS (figure 3 a-c and figure 4 a-c respectively).



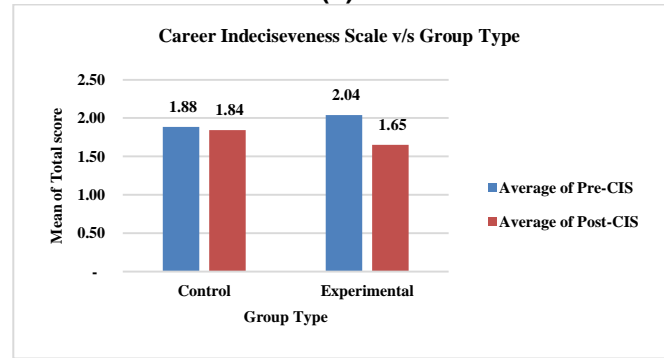
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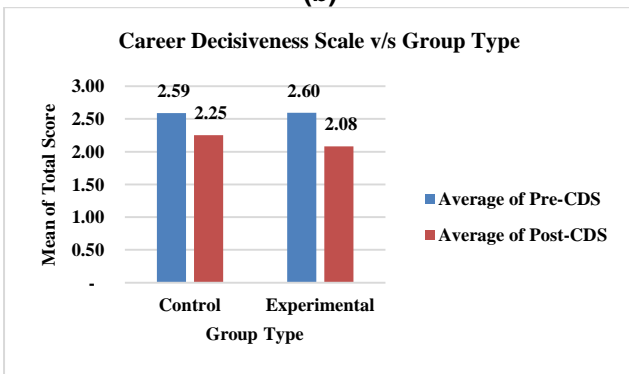
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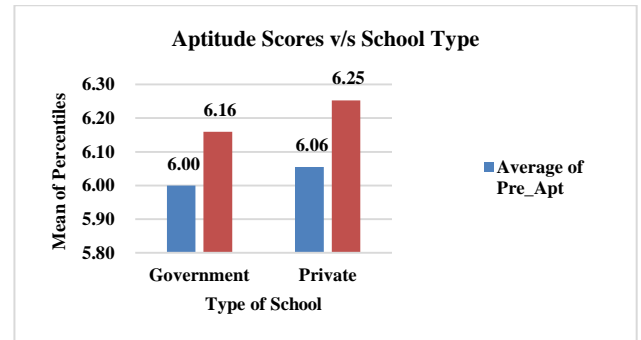


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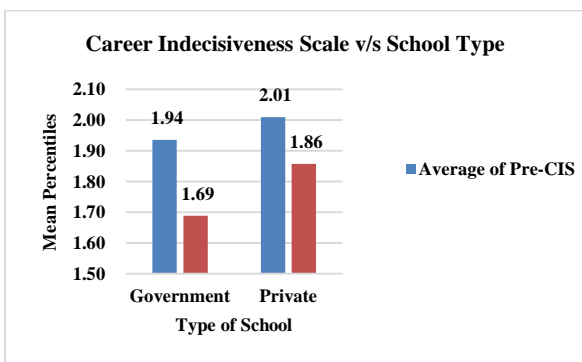


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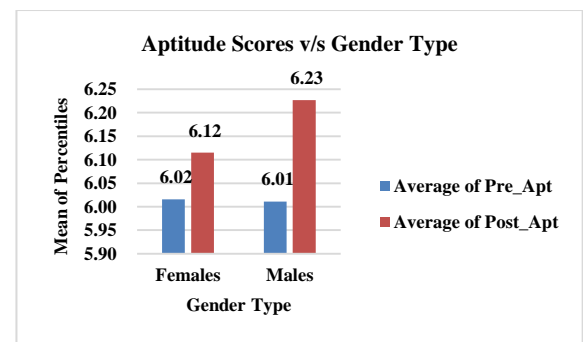
Figure 3 (a-c): Career Decisiveness Scale



(a)

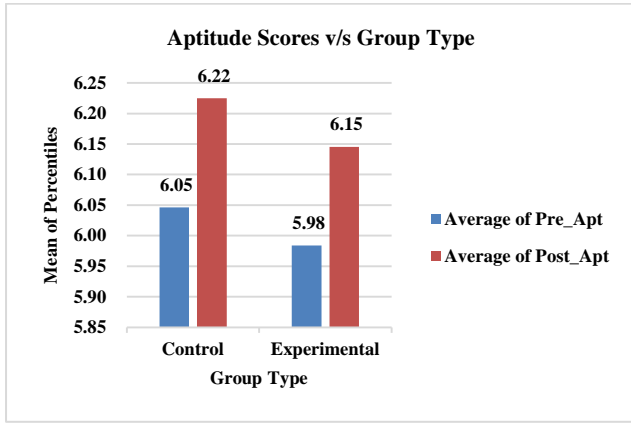


(a)



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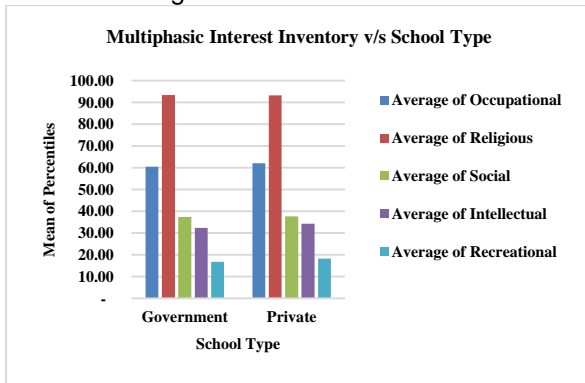
➤ **Figure 4 (a-c): Career Indecisiveness Scale**
 The data presented demonstrates a rise in the mean post-apitude scores for the government and private sectors, as well as for gender and group categories, when compared to their corresponding pre-apitude scores (figure 5a-c).



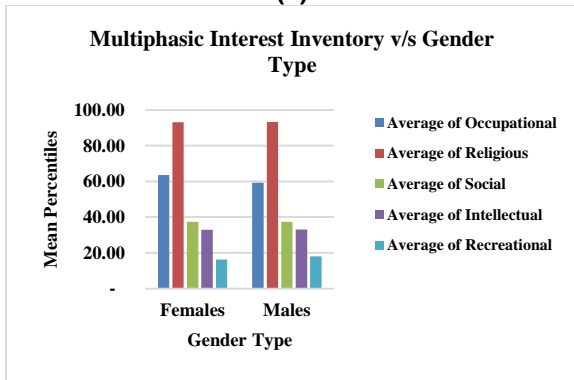
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Figure 5 (a-c): Aptitude Scores

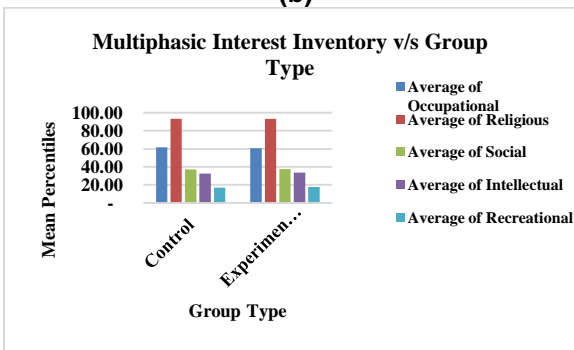
➤ The results of multiphasic interest inventory for school type, gender type and group type can be shown in the figure 6 below.



(a)



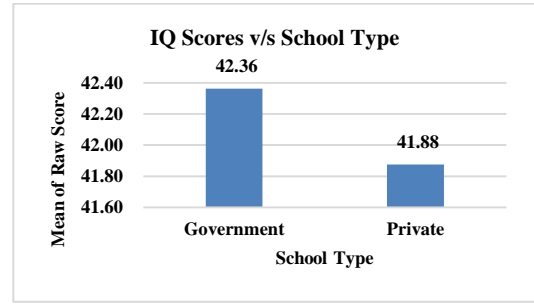
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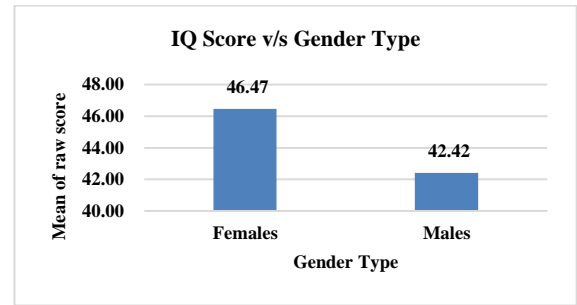
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Figure 6 (a-c): Multiphasic Interest Inventory

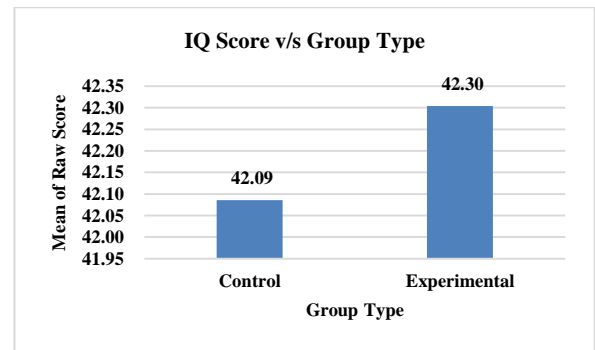
➤ The results of IQ scores can be illustrated in the following figure 7 below.



(a)



(b)



(c)

Figure 7 (a-c): IQ-Scores

➤ The results of Fisher's Test can be detailed in the table 1 below:

Table 1: Contingency Table Career Choice

	No	Yes
Journalist	1	1
Dancer	1	2
Engineer	6	4
Technician	0	1
Announcer	0	1
Advocate	1	3
Librarian	0	1

Singer	3	0
Electrical engineer	1	2
Designer	1	3
Actor	1	1
Researcher	1	3
Scientist	7	4
Fashion Designer	13	6
Automobile Engineer	2	2
Pharmacist	1	3
Biochemist	1	0
Mathematician	3	4
IT Expert	3	4
Teacher	14	11
IAS	5	6
Doctor	8	5
Judge	4	3
Pathologist	1	0
Agriculturist	3	4
Manager	1	5
Clerk	7	3
Income Tax Officer	2	2
Police Officer	6	7
Cashier	2	2
Politician	2	0
Company Secretary	1	3
Pilot	2	4
Army	1	2

➤ The results for ANCOVA for Pre-CDMS and Post-CDMS are displayed in the following table 2 and figure 8:

Table 2: ANCOVA Results

	Sum of Squares	Mean Squares	Degree of Freedom	F value	Pr (>F)
Pre CDMS	37	36.8	1	1.769	0.185
Group	330	330	1	15.882	9.4-e05***
Pre CDMS Group	10	9.7	1	0.0467	0.495
Residuals	4218	20.8	203		

Significant codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1;

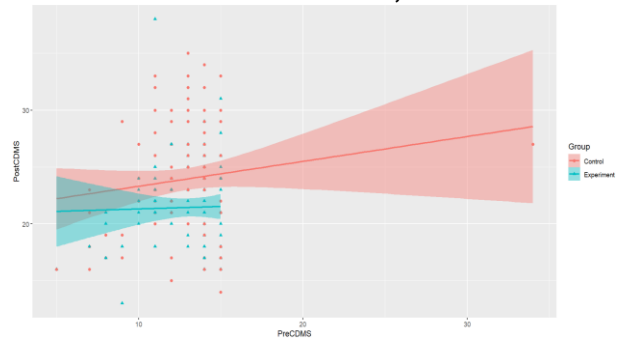


Figure 8: Grouped Scatter Plot of the Covariate (Pre-CDMS Test) and the outcome (Post-CDMS Test) variable

➤ The results of T-test can be illustrated in the following table 3:

Table 3: Results of T-test

T-Value	Degree of Freedom	P-Value	Pre-Score	Post-Score
-1.6864	98	0.9489	6.01	6.18

➤ The results of Two-way ANOVA are depicted in the table 4 below.

Table 4: Results of Two-way ANOVA

	Sum of Squares	Degree of Freedom	Mean Squares	F value	Pr (>F)
(Intercept)	146744	1	2.464	737.8683	<2e-16 ***
G.C	2	1	11.08	0.1246	0.7245
School	11	1	9.341	0.5843	0.4455
G.C: School	9	1	19.012	0.491	0.484
Residuals	3869	204			

Furthermore, the results of this inquiry have furnished school counsellors, educators, and policymakers with noteworthy perspectives that can be utilized to devise and execute efficacious guidance and counselling initiatives that are more adept at catering to the requirements of secondary school pupils.

CONCLUSION

According to the findings of the following research, it is possible to draw the following conclusion: The provision of guidance and counselling services within secondary educational institutions has been demonstrated to have a beneficial effect on students' ability to make well-informed decisions concerning their future career trajectories, their self-efficacy, and their academic performance. The implementation of

such courses has the potential to provide students with the opportunity to gain skills that allow them to refrain from making rash or ignorant professional evaluations, while also boosting their capacity to make choices that are both realistic and self-assured. The primary objective of the current study was to investigate the effect that guidance and counselling interventions have on the ability of secondary school students to pick a career path and make decisions about that path. The current research used a convenience sampling strategy to choose a sample of 207 individuals from different types of schools, including both private and public ones. When it came to putting together the data for the study, the researchers relied heavily on primary sources. The present research made use of a range of statistical approaches, including the Fischer test, ANCOVA, t-TEST, and Two-way ANOVA, amongst others. The findings of the research have offered school counsellors, educators, and policymakers with useful insights that may be used to build and execute successful guidance and counselling programmes that better address the requirements of secondary school students.

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Corresponding Author

Rakesh Kumar Dangi*

Research Scholar, Department of Psychology, Rani
Durgavati, Vishwavidyalaya, Jabalpur, Madhya
Pradesh