

## NEED OF GUIDANCE PROGRAM AT SECONDARY SCHOOL LEVEL IN DISTRICT RAHIM YAR KHAN

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### ABSTRACT

*The investigation entitled “Need of Guidance Program at Secondary School Level in District Rahim Yar Khan.” was intended to discover the need for Guidance at the secondary school level. The focal point of the study was to find the need for Guidance in Govt. Schools; to dissect the views of educators and understudies about direction. Two polls were utilized, one for understudies and one for educators to hear their views about the need of direction at the school level. Due to constrain of time and assets, the examination was delimited to Rahim Yar Khan District which has Four Tehsils. From each Tehsil, Six Govt. schools with Eight understudies of ninth class and Two Secondary School Teachers instructors were arbitrarily chosen as a test of study. The absolute sample was Two Hundred & Forty included One Hundred Ninety-Two understudies and Forty-Eight educators. Two information sheets were structured in SPSS form Twenty Three. Numerical codes were allocated to the reactions of members. After computation, the result revealed that the Guidance program helps the students in career choices; Students get awareness about different subjects and choose their best interest subjects through guidance. It was prescribed that each school ought to have a useful direction focus on the administrations of expert Guides.*

**Keywords:** *Need, Guidance, Secondary School, Rahim Yar Khan.*

### INTRODUCTION

The concept of guidance started fourteen centuries ago and is based on the teachings of the Holy Quran and Sunnah. Here, the real focus is on modifying and developing human behavior with the emphasis on leading

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one's life following the instruction given in the Quran and Hadeeth. Quran (2: 213) says: "Humanity was one network and Allah sent prophets with happy greetings and admonitions and with them. Furthermore, Allah guides whom He wills to the straightway. "On somewhere else, the Holy Quran (6: 161) says: "State O Muhammadﷺ: Truly my Lord has guided me to the straight way, a correct religion, the religion of Ibrahim Hanifa (i.e., the genuine Islamic Monotheism to trust in one God, Allah, i.e., to venerate none however Allah, alone, and he was not from Al-Mushrikun."

The present youngsters are living in an energizing time with an undeniably differing, versatile society, new advances, and extending openings. According to Qhingana (2006), apprentices occasionally do not find education meaningful hence they fed up. As a result they involved in protests, alcohol and drug abuse, disturb discipline, violence, and other fruitless activities. Today they face extraordinary and different difficulties like the individual, instructive, vocational, and public activity. What's more, they live in a century in which social structures and individual qualities are continually evolving. Every one of these progressions influences their own, professional, instructive, social, and psychological wellness, So that each understudy needs direction backing, and openings during pre-adulthood to turn into the up and coming age of guardians, laborers, pioneers, and resident. (Johnson & Kottman, 1992). During these young adult years, understudies are assessing their qualities, aptitudes, and capacities. The greatest impact is their companion gathering. They are looking for a spot to have a place and depend on peer acknowledgment and criticism. They face expanded weights concerning hazard practices including sex, liquor, and medications while investigating the limits of more satisfactory conduct and develop significant connections. They need direction in settling on concrete and aggravated choices (Akos & Galassi, 2004). As per Lapan, Gysbers, and Petroski (2003) understudies are facing issues, for example, quickly changing the business world through globalization and work power; savagery at home at school, and in the public eye; separate; expanding young adult self-destruction rates; chronic drug use and stress. These issues for the most part influence understudies' close to home, social, and scholarly turn of events. Akos (2005) expressed that the juvenile period, going from one training level lessens understudies' exhibitions, the decay of inspirations, decline in confidence, and mental bitterness. The physical, social, and passionate changes found in teenagers during pubescence did

not just purpose enthusiastic clashes between the juvenile and the family, yet also these progressions can prompt insubordination with their folks (Gysbers, 2001). Yaqub et al (2017) concluded that most of the high school students of Pakistan possess appropriate knowledge about guidance, positive attitude but lack of proper practices and they also have concerned in acquiring appropriate career guidance.

The reason for deciding understudies' direction and guiding needs is to set them up forever. Planning understudies forever involves fulfilling their instructive, individual/social direction, and advising needs. An understudy who has fulfilled his/her instructive direction and guiding needs; knows proficient investigation techniques and actualizes them, oversees and utilizes his/her time successfully, figures out how to learn, gets mindful of his/her latent capacity, and realizes how to support it, realizes how to find support from his folks about instructive issues and ultimately, doesn't have variation issues in school (Hay, 2004). Optional school is the last progress into adulthood and the universe of work as understudies start isolating from guardians and investigating and characterizing their Students are choosing what their identity is, their main thing, and what they will do when they graduate They should manage scholastic weights as they face high stakes testing, the difficulties of school affirmations, the grant, and money related guide application cycle and passageway into a serious activity market. Thus we have to plan direction program at the Secondary school level. Varalakshim and Moly (2019) state that guidance assists learners in making educational, training and occupational choices. According to Nastasi (2003), school psychologists increasingly suggesting to implement programmes that improve the wellness atmosphere in institutions, curriculum that reduces the conflicts, mentoring, counselling, and providing guidance services. Bucy, Meyers and Swerdlik (2002) stated that, education reform initiatives in the U.S. have suggested to address academic, social, and emotional and health issues of young juvenile. An African study by Mwamwenda (2004) showed that in most African schools guidance and counselling services are provided to secondary school learners. Naryana (2016) clarified direction as help gave by specialists to people to urge them to settle on their own decisions and choices about their lives and modify them in condition serenely and Siddiqui (2008) clarified that direction as a help gave by the educator to the understudies to encourage learning challenges. The reason for this investigation is to decide the need for a Guidance program for optional school understudies.

### **Significance of the Study**

Life is becoming complex day by day and one has to face so many issues especially the students. In the field of education, a young entrant finds himself amid in conflicting claims of educational as well as career options. It is a problem that most parents face. When their wards reach the secondary stage of school education, parents find them on the cross-road as regard the course of study their ward ought to choose as their future career. They require guidance which is rarely available to them; the result is that our education system produces square pegs in round holes. An understudy, having a fitness for Arts subjects, select science subjects, he is additionally squandering his vitality. It is uncovered that each individual or understudy required Guidance. To resolve all the above-mentioned problems of guardians, understudies, educators, school organizations, policy producers, and the general public and to provide guidelines to them the study was conducted.

### **Statement of the Problem**

The under-investigation issue is identified with the need for direction programs for optional school understudies. In Pakistan, this level begins from sixth class and finishes to the tenth class. The understudy enters the auxiliary school at the age of 10 years. At this stage, he/she faces huge numbers of issues, for example, mental instructive, social, enthusiastic, strict, sexual, professional, and better utilization of recreation time. All the previously mentioned issues need legitimate consideration and approach to determine. For all these new and unsure physical, enthusiastic changes and choice of the appropriate field as indicated by their advantage youthful one needs the assistance of an accomplished and senior individual who direct him and help him to take care of these issues.

### **Objectives of the Study**

Objectives of research were given as under:

1. To survey the need and significance of Guidance in Govt. Auxiliary Schools.
2. To assess the impression of educators and understudies about direction.

### **RESEARCH METHODOLOGY**

As the study was descriptive, so the survey technique was adopted.

According to David and Sutton (2004) survey is suitable where researchers want to get point of view of respondents to state the nature of the current situation.

### **Population**

The populace of the study was comprised of:

- Rahim Yar Khan District.
- All Four Tehsils of Rahim Yar Khan District.
- All girls and boys' High schools of Rahim Yar Khan.
- All girls and boys' students of the 9th class of selected Schools.
- All the teachers from selected schools.

### **Sampling**

A random sampling technique was used to select the sample. There are 04 Tehsils in District Rahim Yar Khan. Initially, 06 secondary schools (03 Boys School and 03 Girls Schools) were identified from each Tehsil. From each sampled school 08 students of 9th class and 02 teachers were randomly selected as the sample of the study. Total Sample (N) was 240, (192 students and 48 teachers) from 24 schools of District Rahim Yar Khan.

### **Research Instrument**

The analyst applied a blended strategy to explore the structure. For information assortment, surveys were utilized. Surveys were comprised of two areas A and B. Segment A included statistic data about members and area B included data about need and significance of direction for youthful ones.

### **Legitimacy and Reliability**

The next significant advance was to test the legitimacy of surveys. To approve things, it was mentioned to the board of specialists to refine the things, in organization and language to make the surveys straightforward and justifiable. In the light of proposals prescribed by the accomplished people, the apparatuses were finished.

### **Reliability Analysis of Research Tool**

Reliability of the teacher's questionnaire

No of items	Chrome Batch Alpha
20	.721

Reliability of student's questionnaire

No. of items	Alpha
20	.713

## Data Gathering Procedure

Structured questionnaires were delivered personally to 192 students and 48 teachers of selected schools. Permission to survey the district was obtained from the CEO (Chief Executive Officer) Education Rahim Yar Khan. The anonymity of the respondents was guaranteed by the researcher (verbally). Thus, research ethics were respected. Upon completion of the questionnaires, the researcher personally collected from respondents.

## Data Analysis

Before the analysis, the researcher validated, coded, and tabulated the information. It was done in Statistical Package for Social Sciences (SPSS) software. Descriptive statistics were done to get quantitative results. The mean on each set of responses was calculated. Further Mean of each set of responses was compared with the accumulative mean of that table. The researcher applied inferential statistics lie one sample t-Test.

## DATA ANALYSIS IN THE FORM OF TABLES

### Data Collected from Teachers

Table 1: Personal Guidance

Sr. #	Statements	Mean	Sig. (2-tailed)
1	Students get confidence through guidance.	3.48	0.000
2	Guidance helps Students to release mental stress due to unanticipated corporeal variations.	3.06	0.000
3	The guidance program develops Self-recognition quality in students.	3.17	0.200
4	Students share their feelings in a balanced way through the direction.	2.17	0.290
5	Students comprehend the weedy points of their personality through guidance.	3.23	0.000
<b>Accumulative mean score</b>		<b>3.02</b>	

The table reveals teachers' opinions about the Personal guidance of Students. It appears that Guidance boost up student's confidence (announcement mean 3.48 > Table mean 3.02). Guidance plays a positive role to release mental stress due to unforeseen bodily fluctuations in students (Declaration mean 3.06 > table mean 3.02). Guidance program develops Self-recognition quality in understudies (statement mean 3.17 > accumulative mean 3.02). Students do not share their feelings in a balanced mean through guidance (statement mean 2.17 < accumulative mean 3.02). Students comprehend weedy points of their personality through guidance (statement mean 3.23 > accumulative mean 3.02). t-Test was administered and the results were significant except the concept students do not share their feelings in a balanced mean through guidance.

Table 2: Educational Guidance

Sr. #	Statements	Mean	Sig. (2-tailed)
6	Guidance increases the student's involvement in extracurricular events.	3.10	0.000
7	Students improve their results due to effective direction.	3.29	0.000
8	The guidance program helps students to adjust and cope with school life.	3.19	0.000
9	Guidance program provides opportunities for interactions with guest speakers from higher learning institutions	2.46	0.000
10	Appropriate Guidance enables students to share their difficulties with teachers.	2.94	0.000
<b>Accumulative mean score</b>		<b>2.99</b>	

The above Table expresses teachers' opinions about the Educational guidance of Students. It appears that Guidance increases the student's involvement in extracurricular events. (Question mean 3.10>Total mean 2.099). Students improve their results due to effective direction. (Announcement mean 3.29>table mean2.99). The guidance program helps students to adjust and cope with school life (declaration mean 3.19>table mean2.99). The guidance program does not provide opportunities for interactions with guest speakers from higher learning institutions (Question mean 2.47<Table mean2.99). Appropriate Guidance does not enable students to share their difficulties with teachers. (Declaration mean 2.94<Table mean2.99). t-Test was applied and the results were significant.

Table 3: Vocational/ Professional Guidance

Sr. #	Statements	Mean	Sig. (2-tailed)
11	The guidance program keeps the understudies up to date about available career occasions.	3.21	0.000
12	Guidance helps the learners to get awareness about different professions to earn money.	3.29	0.000
13	Students get consciousness related to different subjects through the direction.	3.25	0.000
14	Instructions program facilitates the students in career choices.	3.35	0.000
15	Guidance develops professional skills in students.	3.25	0.000
<b>Accumulative mean score</b>		<b>3.23</b>	

Above Table express teachers' opinion about vocational/ professional Guidance of Students. It shows that the Guidance program does not provide information to the students about available career opportunities (declaration mean 3.21 <table mean 3.23). Guidance helps Students to get awareness about different professions to earn money (question mean 3.29> accumulative mean3.23). Students get consciousness related to different subjects through direction (announcement mean 3.25>table mean3.23). The guidance program helps students in career choices (question mean 3.35>table mean 3.23). Proper Guidance develops professional

skills in understudies (statement mean 3.25>3.23accumulative mean 2.99). Further t-Test was administered on all the concepts and the results were significant.

Table 4: Social Guidance

Sr. #	Statements	Mean	Sig. (2-tailed)
16	The guidance program keeps up to date about the demands of society.	3.00	0.000
17	Guidance develops the best ethical values in students.	3.27	0.000
18	Guidance involves the students in healthy & creative activities in their leisure time.	2.31	0.200
19	Guidance helps students to cope with changes held in their daily lives and environment.	3.00	0.000
20	Guidance helps the students to adjust themselves in society.	3.04	0.000
<b>Accumulative mean score</b>		<b>2.92</b>	

Above Table express teachers’ opinion about Social Guidance of Students. It shows that the Guidance program keeps up to date about the demands of society (statement mean 3.0>total mean2.92). Further t-Test was applied and the results were significant. Guidance develops the best ethical values in understudies (declaration mean 3.27>table mean2.92) and t-Test was applied and the results were significant. The guidance does not involve the students in healthy & creative activities in their leisure time (assertion mean 2.31<table mean2.92).t-Test was drawn and the results were not significant that rejects the idea. Guidance helps understudies to cope with changes held in their daily lives and environment (question mean 3.00>table mean 2.92) and the results of the t-Test support the concept. Guidance helps students to adjust themselves in society (announcement mean 3.04>table mean 2.92) and the values of t-Test strengthen the statement.

### Data Collected from Students

Table 5: Personal Guidance

Sr. #	Statements	Mean	Sig. (2-tailed)
1	Students get confidence through guidance.	3.26	0.000
2	Guidance helps the Students to release mental stress due to unanticipated corporeal variations.	2.20	0.000
3	The guidance program develops Self-recognition quality in the students.	3.07	0.200
4	Students share their feelings in a balanced way through the direction.	2.39	0.000
5	Students comprehend the weedy points of their personality through guidance.	3.19	0.000
<b>Accumulative mean score</b>		<b>2.82</b>	

The above Table reveals students’ opinions about the Personal guidance of Students. It appears that Guidance boost up student’s confidence (declaration mean 3.26> table2.82). Guidance does not help understudies in releasing mental stress

due to surprising corporal deviations (announcement mean 2.20 < total mean 2.82). Guidance program develops Self-recognition quality in the students (message mean 3.07 > accumulative mean 2.82). Students do not stably discuss their sentiments through guidance (message mean 2.39 < table mean 2.82). Students comprehend the weedy points of their personality through guidance (announcement mean 3.19 > table mean 2.82) and t-Test was calculated and the results were significant.

Table 6: Educational Guidance

Sr. #	Questions	Average	Sig. (2-tailed)
6	Guidance increases the student's involvement in extracurricular events.	3.28	0.000
7	Students improve their results due to effective direction.	3.24	0.000
8	The guidance program helps students to adjust and cope with school life.	3.20	0.000
9	Guidance program provides the opportunities of interactions with the guest speakers from higher learning institutions	2.34	0.000
10	Appropriate Guidance enables students to share their difficulties with teachers.	3.30	0.000
<b>Accumulative mean score</b>		<b>3.18</b>	

Table express students' opinion about Educational guidance of Students. It appears that Guidance increases the student's involvement in extracurricular doings (message mean 3.28 > table mean 3.18). Students improve their grades due to operative direction (statement mean 3.24 > accumulative mean 3.18). Guidance program helps students to adjust and cope with school life (statement mean 3.20 > accumulative mean 3.18). The guidance program does not provide the opportunities of interactions with the guest speakers from higher learning institutions (statement mean 2.34 < accumulative mean 3.18). Appropriate Guidance enables students to share their difficulties with teachers. (Statement mean 3.30 > accumulative mean 3.18). Further t-Test was applied and the results were significant that support the ideas.

Table 7: Vocational/ Professional Guidance

Sr. #	Statements	Mean	Sig. (2-tailed)
11	The guidance program keeps understudies up to date about available career occasions.	3.18	0.000
12	Guidance helps learners to get awareness about different professions to earn money.	3.19	0.000
13	Students get consciousness related to different subjects through the direction.	3.25	0.000
14	Instructions program facilitates the students in career choices.	3.30	0.000
15	Guidance develops professional skills in students.	3.16	0.000
<b>Accumulative mean score</b>		<b>3.17</b>	

Above Table express students' opinions about Vocational/ Professional Guidance of Students. It shows that the Guidance program keeps the understudies up to date about available career occasions (statement mean 3.18>accumulative mean 3.17). Guidance helps the learners to get awareness about different professions to earn money (statement mean 3.19> accumulative mean3.17). Students get consciousness related to different subjects through direction (statement mean 3.25> accumulative mean3.17). Instructions program facilitates the students in career choices (statement mean 3.30> accumulative mean 3.17). Proper Guidance develops professional skills in students (statement mean 3.23>accumulative mean3.17). t-Test was calculated and the conclusions were significant that support the concepts.

Table 8: Social Guidance

Sr. #	Statements	Mean	Sig. (2-tailed)
16	The guidance program keeps up to date about the demands of society.	3.27	0.000
17	Guidance develops the best ethical values in students.	3.32	0.000
18	Guidance involves the students in healthy & creative activities in their leisure time.	2.21	0.125
19	Guidance helps students to cope with changes held in their daily lives and environment.	3.24	0.000
20	Guidance helps the students to adjust themselves in society.	3.18	0.000
<b>Accumulative mean score</b>		<b>3.04</b>	

Above Table express students' opinion about Social Guidance of Students. It shows that the Guidance program keeps up to date about the demands of the society (statement mean 3.27>accumulative mean 3.04). Guidance develops the best ethical values in students (statement mean 3.32> accumulative mean3.04). The guidance does not involve the students in healthy & creative activities in their leisure time (statement mean 2.21< accumulative mean3.04). Guidance helps students to cope with changes held in their daily lives and environment (statement mean 3.24> accumulative mean 3.04). Guidance helps the students to adjust themselves in society (statement mean 3.18>accumulative mean3.04). t-test was applied and the results were significant except the statement guidance involves the students in healthy & creative activities in their leisure time.

## DISCUSSION AND CONCLUSION

The idea that was focused on this research was to survey the need and significance of guidance in govt. secondary schools. Instruction is a key to individual and national advancement, the Guidance has the possibility

of recognizing people's possibilities and prompting them fittingly for appropriate subjects and professional decisions. A school for some, understudies is the primary wellspring of dependability and direction in their lives. Braddock (2001) stated that direction and advising in schools are to improve scholastic accomplishment, encourage positive investigation frames of mind and propensities, increment acquisitions and utilization of compromise aptitudes, and reduction of school dropouts. Secondary school students are in the adolescent stage, some of them end up doing bad things if not guided well. Guidance helps individuals to discover their needs, benefits, and abilities to develop their targets and make strategies to achieve these tasks. The conversion from infant to maturity is a difficult one, even for the most balanced child. In short, it is the responsibility of families and schools to assist young learners in their self-growth towards becoming a self-fulfilled and well-adjusted adult. In this study different areas of interest were taken. These areas such as Personal, educational, vocational, and social were based on the need for guidance at the school level. All these aspects were chosen after reviewing literature related to guidance needs at the secondary school level. These aspects were presented in the shape of questions and questions were organized in the form of questionnaires. Due to the increasing order of complexities of our lives, the need for counseling is increasing day by day. When an individual faces issues like personal, educational, social, and occupational guidance program easily solved it. The results of the study show that Guidance boosts up student's confidence and Guidance program helps the students in choosing their subject combinations. Learner's development is an important issue that required a joint effort by the school, educators, the principal, and the community at large for the development of young ones.

The findings of the study affirmed that proper guidance attracts student's attention towards studies. It is exciting to know that students develop good study habits because of the guidance program. This is the fact that the majority of students in schools face difficulties in findings a proper career because they have no one an experienced and educated person in their families who guide them in the selection of their career. To make judicious occupational choice these students need mature help.

Shareen and Amina (2017) stated that most of the universities have career guidance centers but only few of them are implementing the activities which they meant to do Career guidance is essentially a soft

rather than a hard policy intervention. It is the need of the hour that Guidance services should be provided in the institutions to facilitate students in vocational development and enable them to gain knowledge about themselves, their abilities, and interest. By providing them opportunities for self-exploration of the world of work within the school, their transition from education to work can be facilitated. The main focus of the guidance is the all-round development of individuals so that they can be easily adjusted in society.

There were some statements related to learning problems and academic performance. The results of the study express that students withstand their learning problems through proper guidance and it helps students to adjust and cope with school life.

Sahin KESICI (2017) stated that secondary school students need Guidance and Counselling. The purpose of the study was to determine the Guidance and Counselling needs of secondary school (9th and 10th grades) students from their points of view by using qualitative research techniques. The findings of the study reveal that students need counseling to solve domestic problems (parental attitude, problems with siblings, and insistence on responsibilities) and the current study not only provide the guidelines to students about their personal or domestic life but also guide them about educational, vocational and social life.

The positive activities in which students spend their leisure time not only affect their academic achievements but personal growth also. According to the opinion of teachers and students Guidance does not help the students to spend their leisure time in healthy & creative activities.

A survey carried out in New Zealand in 2018, reported that only 15% of career counselors were qualified for career related education.. The interaction with keynote speakers and guests from higher-level institutions motivates students in their overall development. According to the responses of teachers and student's guidance program fails to provide the opportunities of interactions with the guest speakers from higher learning institution.

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