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A Review on Career Guidance and Counselling Needs for Students

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Abstract: ***Choosing of career paths for students from their early stages of secondary school and thereafter as they join institutions of higher learning has had its inadequacies as most of these students lack adequate information such as personality characteristics, and proper information of the nature of work in a certain career. Choosing of career paths for students from their early stages of secondary school and thereafter as they join institutions of higher learning has had its inadequacies as most of these students lack adequate information such as personality characteristics and proper information of the nature of work in a certain career (Kemboi et al., 2016). These factors are key and ought to be fully assessed before individuals can be deemed qualified to go into specific careers.***

This paper is focused on different technique of Career guidance.

I. INTRODUCTION

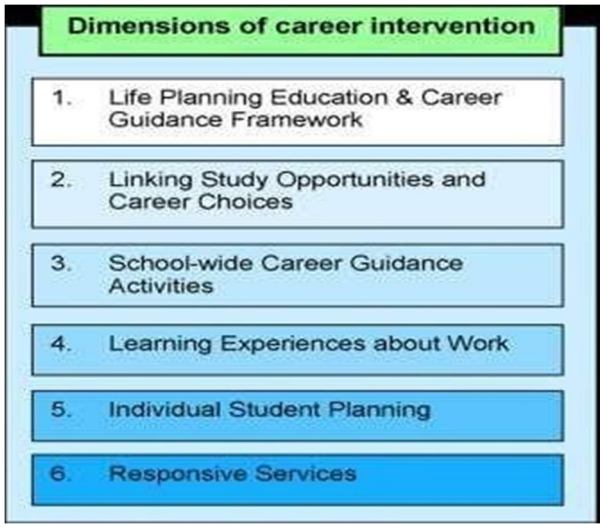
In Today's scenario, it is necessary to provide secondary school students with early and ongoing exposure to experiences, information necessary to make informed decisions when selecting a career that connects to academic preparation and future aspirations has been left to career counsellors. However, not all schools are privileged to have them and even those who have them, these career counsellors also have other subjects to teach and this leaves them with limited time to attend to all the students or even plan for activities or forums on career guidance. This has denied secondary school students adequate career guidance that ought to help them relate their academics and extra curriculum activities to their career goals.

This research provides a comprehensive study of the career guidance situation in the country and globally, the factors that ought to be considered for successful career guidance and the existing solutions.

The collection of data was done using document reviews and questionnaires this was useful in identifying the improvements that need to be made in the way career guidance is done currently, Agile methodology was adopted as the software methodology for developing the application.

II. CAREER COUNSELLING TECHNIQUES

Career counselling is a tough work especially when it comes to teenager's. To council a teenager is very crucial job to do because there future depends on it. If there is any shortcomings in the counselling process whole process can be ruined for that sake we have to consider some factors.



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A. *Interest in Field*

Interest can be defined as the things that hold an individual's attention or arouse their curiosity. Interests are a person's like or dislike and are characterized by a person's intensity of feeling about a subject or things. Interests are developed one's surroundings and people like parents, schoolmates, friends, and from lifelong experiences. For instance, when one engages in various activities he reacts with specific feelings or attitudes.

You may like or dislike those activities, you feel challenged or bored, competent or clumsy. These personal reactions and the feedbacks one receives about his performance help to shape and focus your interest. One continues to acquire interests throughout his life and this in return influences the reasoning and choices one makes including career choices.

Some students grow up knowing what they want to do in life. Majority of these students will go an extra mile to reach their dream job. These students will research their chosen career path and explore everything about it. The salary and benefits of that job do not play a role in this decision.

In a research study the factor "match with interest" rated over job characteristics, major attributes, psychological and social benefits in importance when students choose a major.

B. *Determining Strength*

Career counselling can offer other benefits that help a new student to be successful in the career. Because post intermediate students likely have had less life experience, and they are not aware of from the world. Most of the students don't know in which area they have better command.

C. *Academic Ability and Aptitude*

Many students choose their major based on their academic ability.For students who do not have the ability or the work habits to succeed in some majors that may require more study than other fields of studies. These students may find a better fit in a less work intensive major that requires fewer difficult classes. Other students have the ability to handle majors with greater workloads and therefore can choose a career path that will lead to a job requiring more education.

D. *Personality*

The primary assumptions that drive trait and factor theory are: every individual has a unique set of traits that can be measured reliably and validly, occupations require that workers possess certain traits for success in the work place, although a worker with a rather wide range of characteristics can be successful in a given job, the choice of an occupation is a rather straightforward process, and matching is possible and hence the closer the match between personal characteristics and job requirements, the greater the likelihood for success, productivity, and satisfaction. A widely used tool is the Holland's career typology theory of vocational behavior, which assumes that each person has an identifiable set of traits and that most workers must possess an identifiable set of characteristics to be successful at that job.

E. *Developing A Good Relationship*

As comparison with all forms of counseling's, career counseling is most successful when the counselor forms a meaningful connection with their client (student or student's parents). While many career counselors use career aptitude tests and personality tests because it is an easy way to guide a student. Otherwise,it will become quite difficult to make any decision towards their career. They work to understand their client's worries, interests, fears, and desires on a level that is much deeper than what any test might reveal.

F. *Creating Space For Self-Exploration*

Top career counselors don't showcase their clients the results of vocational tests. They get to know their clients and tries to fulfil their requirements. Most importantly, they give their clients the space to talk through the issues affecting their career and career choices.

A good career counseling session may be a path to self- discovery, It is possible only if the career counselor is skilled in helping his or her client open avenues of self-reflection. For the top career counselors, data like vocational assessments are only the beginning because it has highly weightage for a better guidance towards their bright future.

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G. Helping Turn Life Themes Into Career Goals

The best career counselors not only recommend possible professions but also They help their clients to uncover a previously unrealized passion for specific careers. To do this, career counselors take a professional approach, viewing each client as a whole person and then seeking out life themes that have a natural connection to a career for which the client is varying. There's little long-term benefit to entering a career that you're good at but dislike because it not your area of interest. The best approach is to find a better career that's in make balance with your abilities and your life goals. The top career counselors can only help you do just that.

III. SCOPE FOR DEVELOPMENT OF THIS SYSTEM

The scope for development of this System is to fulfilling the user requirements-

1) Providing the online interface for students.
2) Providing career guidance to the students for their bright future.
3) Conducting an online assessment test as per the expertise area of students.
4) Providing courses and colleges suggestions as per their assessment exam's score.
5) Student can view their test report.
6) Console of mail for sending reports directly to students.

IV. LITERATURE SURVEY

A. Career Selection Process in India

The career selection process starts when students are required to choose subjects that they will specialize in. For some schools this process is done at the Form one level where a minor selection of some subjects offered by the school, at this stage these students have merely any information about these subjects, while most schools require students to do the major subject selection at the end of form two. The selected subjects then determine what courses one can pursue at the university which is an activity they get to undertake during their final year in school (iaclp 2010). After the releases of Central Board of Secondary Education (CBSE) examination results, students can revise their choices. On admission to the University they are given another opportunity to apply for inter-faculty change just in case there are students who find that the course they have been admitted to pursue does not suit them well. At this stage when students are required to make such crucial decisions pertaining their career most of them are most likely to make uninformed choices if not well guided as they do not have accurate information about occupational opportunities to help them make appropriate career choice. The students believe there is one right major for them, and they tend to look to other individuals such as their parents, peers and advisers for the answer instead of making conclusions based on their own research, personal goals, and self-reflection. Majority of the students are still attempting to get their own identity and having lived most of their lives under someone else's guidance, they may not yet be at a point able to utmost correct conclusions about themselves. However, higher learning institutions assume that students enter college prepared to make a decision regarding major and eventually their career path. While the reality is that students are most likely not developmentally prepared to do so. According to **Freedman (2013)** student development stages, students in their first-year experience dualism, in which the world around them is made up of dichotomies. This raises the concern, without knowing one's self, how can one effectively choose a major?

In 2008/2009 scheme of Career Counseling in the state of Madhya Pradesh recommended the strengthening of guidance and counselling programs in school to reduce the number of learners with problems in school, less application to change university courses and improved examinations performance for all students. One of the national goals of education as by state government of M.P.(2008) is to promote social, economic, technological and industrial needs for national development and to promote individual development and self- fulfillment where guidance and counselling program me is expected to play a leading role.

B. Author's Thoughts and reviews on Career Guidance

1) According to Mihyeon (2009) studentsshould choose a career that they think will fit their personality type. Everyone is characterized by a unique pattern of capabilities and potential. These traits and capabilities can be correlated with the requirements of specific jobs, and successful people in any given job will tend to possess those traits and capabilities
2) According to Gordon and Sears (2011), interest inventories have been developed to help identify interests and relate them to career and occupations. By measuring interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do. It is believed that these occupational scales are effective in predicting career and occupational satisfaction.

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3) Hewitt (2010) argues that interest can change, as we experience life and meet more people we become interested in new things and discard some of our old interests. We also develop more complex thinking and understanding process, and we may even seek new interest and activities with the aim of improving ourselves and making life more exciting. Once the interest of one keeps changing so does the career choice of a person change? One seeks a career that meets their interest hence the career that one may have wished to take when they were young is not what they eventually do. According to Hewitt (2010), interest has become one of the most important factors in determining occupational selection as the majority of people would like to work on something they enjoy.

4) Brown et al. (1984) argues the primary assumptions that drive trait and factor theory are: every individual has a unique set of traits that can be measured reliably and validly, occupations require that workers possess certain traits for success in the work place, although a worker with a rather wide range of characteristics can be successful in a given job, the choice of an occupation is a rather straightforward process, and matching is possible and hence the closer the match between personal characteristics and job requirements, the greater the likelihood for success, productivity, and satisfaction. A widely used tool is the Holland's career typology theory of vocational behavior, which assumes that each person has an identifiable set of traits and that most workers must possess an identifiable set of characteristics to be successful at that job (Holland, 1992).

5) According to Beggs (2014), Interest can be defined as the things that hold an individual's attention or arouse their curiosity. Interests are a person's like or dislike and are characterized by a person's intensity of feeling about a subject or things. Interests are developed one's surroundings and people like parents, schoolmates, friends, and from lifelong experiences. For instance, when one engages in various activities he reacts with specific feelings or attitudes. You may like or dislike those activities, you feel challenged or bored, competent or clumsy. These personal reactions and the feedbacks one receives about his performance help to shape and focus your interest. One continues to acquire interests throughout his life and this in return influences the reasoning and choices one makes including career choices. Some students grow up knowing what they want to do in life. Majority of these students will go an extra mile to reach their dream job. These students will research their chosen career path and explore everything about it. The salary and benefits of that job do not play a role in this decision. In a research study the factor "match with interest" rated over job characteristics, major attributes, psychological and social benefits in importance when students choose a major (Beggs et al., 2008).

6) Hooker (2010) explains that the costs of making bad hiring decisions and the difficulties of getting meaningful information from reference checks of prospective employees have led many employers to use personality tests as part of their hiring process. These test covers a broad range of attributes, including tests of cognitive ability and personality tests. Cognitive ability or aptitude tests attempt to measure the potential of an individual to learn a specific body ofknowledge. In a Canadian study, researchers followed 80,574 students in eighty-seven colleges during a five- year period and showed that good grades are related to having a major close to one's personality (Jones & Jones, 2012).

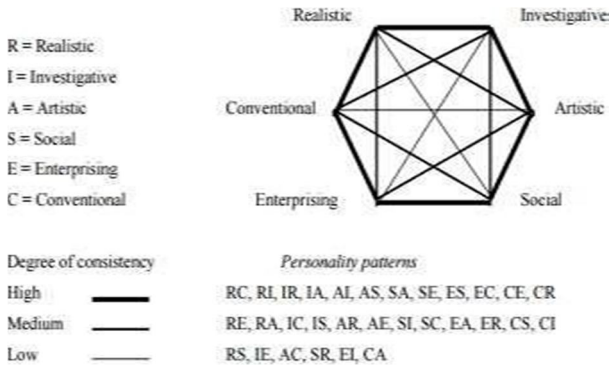
Sr N.	Author's Name	Year	Reference No.	Short Description
1	Mihyeon	2009	[1]	Everyone is characterized by a unique pattern of capabilities and potential
2	Gordon and Sears	2011	[2]	Interest inventories have been developed to help identify interests and relate them to career and occupations.
3	Hewitt	2010	[3]	With time interest can change Interest is important factor in determining occupational selection.
4	Brown	1984	[4]	Every individual has a unique set of traits that can be measured reliably and validly.
5	Beggs	2014	[5]	Interest can be defined as the things that hold an individual's attention or arouse their curiosity
6	Hooker	2010	[6]	Cognitive ability or aptitude tests attempt to measure the potential of an individual to learn a specific body of knowledge.

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C. Holland's Theory

John Holland's theory was developed in 1966 and continually improved in 1973, 1985 and 1992 (Jigau, 2007). The theory of vocational choice was an immediate success because it provided a comprehensible and easy to apply conceptual framework, the two instruments that support the application of Holland's theory are Vocational Preference Inventory (VPI) and Self- Directed Search (SDS). Self-Directed Search is an Inventory exploring aspirations, interests, activities and competences, that allows individuals to understand the way these factors might relate to certain occupations since there are several professions suitable for each person, that match their personality structure. SDS consists of evaluation questions facilitating the identification of the occupation corresponding to the personality code obtained as a result of applying the inventory of interests. Vocational Preference Inventory (VPI) provides a set a listing of careers with their relating Holland code. Holland suggests six connected personality categories and work environments namely:

Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C). They are graphically represented by means of a hexagon.



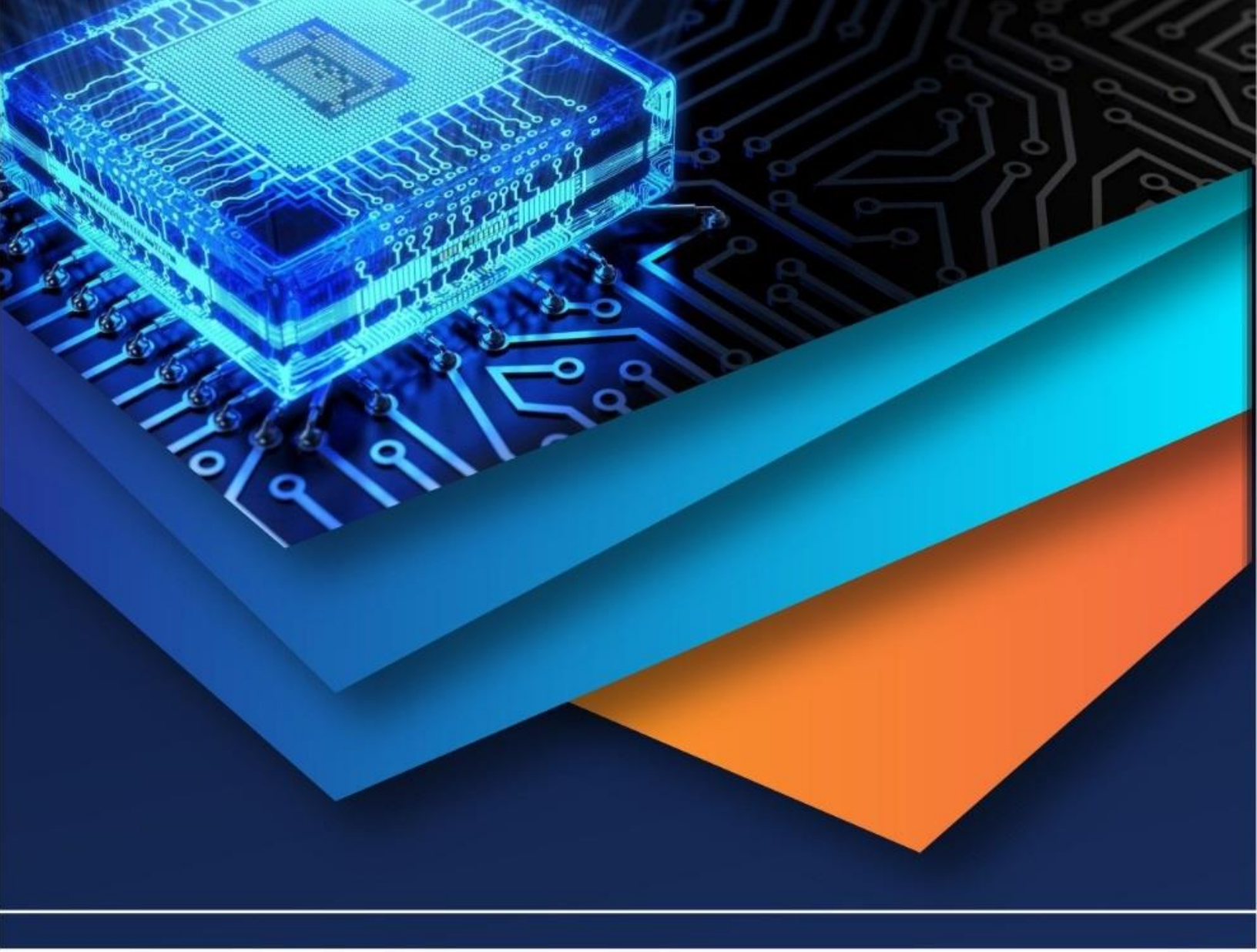
V. CONCLUSION

From the reviewed literature, it is clear that the Indian students experience a challenge of inadequate career guidance and the need for a system that will address this issue. In the literature, some countries are seen to be doing pretty well in this sector by providing well- structured and reliable information that is country-based to those seeking career guidance, borrowing such concepts will be of great importance in developing a system that will benefit the students. Coming up with a career guidance web application with the Indian context in mind is justified given the available applications do not meet the needs of Indian students. With such an application, questions testing on personality of an individual are going to help students narrow down to careers fit for them and professional testimonials from individuals already in the local job market. The benefits of informed career guidance and selection process are going to be achieved. The next chapter will put into perspective the methodology that was used in the study and development of the career guidance solution.

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