The Critical Review of Social Sciences Studies

Online ISSN: 3006-7170
Print ISSN: 3006-7162
Volume 3, Number 2, 2025, Pages 66 – 92
Journal Home Page
https://thecrsss.com/index.php/Journal/about

Exploring Teachers' Awareness and Attitudes toward Career Counseling Services in Primary Education

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ARTICLE INFO

Article History:

Received:	*February*	*23, 2025*
Revised:	*March*	*27, 2025*
Accepted:	*March*	*30, 2025*
Available Online:	*April*	*03, 2025*

Keywords:

Teachers' Perceptions, Career Counseling, Elementary Education, Career Development, Career readiness, Counseling services, Professional development

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OPEN ACCESS

ABSTRACT

This quantitative study aims Exploring Teachers' Awareness and Attitudes Toward Career Counseling Services in Primary Education, with the intention of influencing elementary school policy and practice. Career counseling is regarded as a very important element for students. Teachers' perceptions of the need for career counselling services at the elementary school level are examined in this study, with a focus on the link between their opinions and their perceptions. Two primary goals serve as the foundation for this study: 1) to examine the perception of teachers towards the current status of career counseling services at elementary level and 2), to identify the perception of teachers towards the need of career counseling services at elementary level .Quantitative research design used in the present study. 378 elementary public school teachers and 44 public schools were overall population of the study at sector Nilore Islamabad. Target population was 180 elementary public school teachers. Sample of the pilot study was 21 elementary public school teachers from 6 public elementary school. Final study of sample was 123 elementary public school teachers from 35 public elementary schools at sector Nilore Islamabad were selected. Simple random sampling technique was used for the selection of sample from public elementary schools. Questionnaire was developed and distributed among teachers in order to collect data. According to 87.0% of respondents, a significant percentage believe that career counselling services are crucial for supporting and improving academic achievement for both boys and girls. The broad belief that career advice is crucial for fostering students' future success is demonstrated by the 84.3% of respondents who agreed. There is broad agreement on the importance of career counselling, as seen by the 83.6% of respondents who agreed. 74.7% shows that there is broad agreement about the need of offering counselling services tailored to a student's gender in order to better meet their unique needs for career development. According to 72.6% of respondents (Agree + Strongly Agree), career counselling programs are essential in reducing elementary school pupils' likelihood of committing crimes. Very few people answered 1.4 percent (2 individuals) strongly disagree. According to 2.1% (3 respondents), there is minimal opposition

to the idea that career coaching aids students in overcoming their challenges. The results showed that although teachers acknowledge the value of career counselling in promoting students' growth and directing their future goals, many of them claim a dearth of official programs and inadequate training. Their views of the need for improved counseling services are influenced by this disparity. The study comes to the conclusion that in order to effectively assist students in their career exploration, career counseling has to be improved via focused professional development and resource allocation. To build a supportive atmosphere for professional development in primary school, recommendations include putting in place training programs for teachers, setting up organized counseling services, and encouraging community involvement.

Introduction

Career counseling has traditionally been associated with secondary and higher education levels, where students are guided toward career pathways, vocational training, and further education (Gysbers & Henderson, 2014). However, the importance of career counseling in primary education has gained recognition in recent years, as early career awareness can shape students' aspirations, attitudes, and academic motivation (Watson & McMahon, 2018). Research suggests that introducing career-related learning at an early stage fosters self-awareness, goal-setting skills, and the ability to make informed decisions regarding future educational and career paths (Turner & Lapan, 2013). Despite this growing understanding, the extent to which teachers at the primary level are aware of and engage with career counseling remains largely underexplored.

Career counseling services play a crucial role in guiding students toward informed academic and professional pathways, even at the primary education level. Teachers, as key influencers in early education, significantly impact students' career awareness and aspirations. Research suggests that teachers' awareness and attitudes toward career counseling services can shape students' perceptions of future career options and educational choices (Gysbers & Henderson, 2014). However, many educators may lack formal training or resources to effectively integrate career guidance into their teaching practices (Watts & Sultana, 2016). This gap highlights the need to explore teachers' understanding and attitudes regarding career counseling in primary education, as their perspectives influence how career-related discussions and guidance are incorporated into the classroom.

Despite the growing emphasis on career counseling at an early age, studies indicate that teachers often perceive it as secondary to core academic instruction (Hooley et al., 2012). Limited institutional support, lack of training, and insufficient awareness of career counseling strategies can hinder effective implementation in primary education (Mahnaz & Kiran, 2024a). Investigating teachers' awareness and attitudes toward career counseling services is essential for developing policies that integrate career guidance into early education curricula. By examining teachers' perspectives, this study aims to identify gaps in knowledge and support systems, ultimately contributing to a more structured and effective approach to career counseling in primary education.

Teachers play a crucial role in shaping students' early career perceptions. They often serve as role models, sources of information, and influencers in students' career-related thoughts (Brown et al., 2017). However, their effectiveness in this role depends on their awareness, attitudes, and knowledge about career counseling services. If teachers lack awareness or hold misconceptions

about career guidance, students may miss critical early exposure to career-related learning (Mahnaz et al., 2025). Thus, exploring teachers' perceptions is necessary to understand existing gaps and opportunities in primary-level career counseling services.

Problem Statement

The integration of career counseling services in primary education remains a relatively underdeveloped area in many educational systems worldwide. While career development theories emphasize the significance of early career guidance (Super, 1980; Gottfredson, 2002), the practical implementation of such programs at the elementary level is inconsistent. Several studies have highlighted that career counseling is often overlooked in primary schools due to a lack of structured policies, resources, and teacher training (Mahnaz & Kiran, 2024b). Without proper career guidance, students may develop limited perspectives on potential career options, reinforcing stereotypes and reducing long-term career adaptability (Mahnaz & Kiran, 2024c).

Existing research primarily focuses on career counseling at the elementary level, leaving a gap in understanding teachers' perspectives on early career counseling. Addressing this gap is crucial for informing policy decisions and designing effective training programs for educators to facilitate career-related discussions in elementary classrooms. Therefore, this study seeks to explore the awareness and attitudes of primary school teachers toward career counseling services and the factors influencing their perceptions.

Theoretical Framework

This study is guided by two key career development theories:

1. **Super's Life-Span, Life-Space Theory** (1980): This theory posits that career development is a lifelong process that begins in childhood. Early exposure to career-related learning helps shape students' self-concept and future aspirations.
2. **Gottfredson's Theory of Circumscription and Compromise** (2002): This theory explains how children eliminate certain career options based on perceived societal expectations and personal self-concept. It highlights the importance of early career interventions in preventing narrow career aspirations.

By applying these theoretical perspectives, the study aims to contextualize teachers' roles in influencing students' career awareness and aspirations.

Career counseling at the primary education level is an emerging but crucial field that requires greater attention. Teachers, as primary influencers of young learners, play a vital role in career-related learning. However, their effectiveness depends on their awareness and attitudes toward career counseling services. This study aims to bridge the research gap by exploring teachers' perceptions, challenges, and training needs, ultimately contributing to more effective career guidance strategies for young learners.

Objectives of the Study

1. To examine the perception of teachers toward the current status of career counseling services at elementary level.
2. To investigate the perception of teachers toward the need of career counseling services at elementary level.

Research Questions

1. What is the the perception of teachers toward the current status of career counseling services at elementary level?
2. What is the perception of teachers toward the need of career counseling services at elementary level?

Significance of the study

Students will benefit from this subject because it has the potential to have a major impact on both their academic and professional talents. Teachers may provide their pupils career advice with greater assurance if they are aware of the value of career counseling services. Understanding students' interests and professional goals through career counseling services might help teachers develop closer bonds with their pupils. The results of the study can assist guide professional development programs for educators, giving them the abilities and information they need to offer career counseling.

It will give educators a platform to discuss the introduction of useful counseling services in elementary education institutions. The results of this study will give policymakers a starting point when creating regulations for incorporating career counseling services into elementary schools. The findings of the study may be used to assist schools enhance and expand their counselling services, giving children the aid they require to thrive. Career counseling services can assist schools in forming alliances with nearby companies and associations, giving students access to chances for career growth and exploration.

Literature Review

Career counseling has traditionally been emphasized at the secondary and post-secondary levels, but recent research highlights its significance in primary education (Watson & McMahon, 2018). Early career guidance provides children with foundational career awareness, enabling them to develop skills related to decision-making, goal setting, and future aspirations (Turner & Lapan, 2013). Studies have shown that children begin forming career-related perceptions at a young age, influenced by their environment, socialization, and personal experiences (Gottfredson, 2002). Therefore, structured career counseling interventions in primary schools can help students make informed decisions and expand their career possibilities.

In many educational systems, career education is introduced in later school years, often neglecting the formative stages of childhood when career-related attitudes and interests begin to develop (Howard & Walsh, 2010). Career exploration at an early age provides students with broader exposure to different career fields, preventing the premature elimination of career possibilities due to stereotypes or misconceptions (Hartung, Porfeli, & Vondracek, 2005). Early exposure to career discussions in school settings ensures that students understand the relevance of education to future career goals, fostering academic motivation and engagement (Paa & McWhirter, 2000).

Teachers' Role in Career Counseling

Teachers play a fundamental role in shaping students' career aspirations (Brown et al., 2017). Research suggests that teachers' awareness and attitudes toward career counseling significantly impact how career guidance is integrated into the classroom (Knight, 2015). A study by McMahon and Watson (2011) revealed that teachers who possess knowledge and training in career counseling are more likely to engage students in career-related discussions and activities. Conversely, teachers who lack awareness or training may inadvertently reinforce gender and socioeconomic career stereotypes, limiting students' career aspirations (Bimrose et al., 2011).

According to Hargrove et al. (2002), teachers who actively incorporate career exploration into their instruction provide students with meaningful learning experiences that connect academic content to real-world applications. Teachers serve as primary influencers in early childhood development,

and their perceptions of career counseling shape students' attitudes toward different professions. Research by Perry and Wallace (2012) indicates that students who receive career-related learning from their teachers are more likely to develop self-efficacy in their academic and professional aspirations.

Barriers to Career Counseling Implementation in Primary Schools

Despite the recognized benefits of career counseling in primary education, multiple barriers hinder its effective implementation. One major challenge is the lack of teacher training programs focused on career guidance (Hughes & Karp, 2004). Many elementary teachers report insufficient knowledge about career development theories and strategies, making it difficult to integrate career counseling into the curriculum (Blustein et al., 2014). Additionally, resource constraints, such as the absence of structured career counseling programs and guidance counselors in primary schools, further limit career-related learning opportunities for students (Super, 1980).

The limited availability of career counselors in primary education settings is a critical challenge. Many school systems prioritize career counseling at the secondary level, allocating fewer resources to elementary schools (Akos et al., 2011). Teachers often express concerns about the additional workload required to integrate career discussions into their teaching, citing time constraints and a lack of institutional support as barriers (Watts & Fretwell, 2004). Research by Magnussen and Dyrstad (2020) further highlights how curriculum limitations prevent career counseling from being a structured part of early education.

Socioeconomic disparities also contribute to unequal access to career counseling in primary schools. Studies show that students from disadvantaged backgrounds receive less career guidance compared to their peers in well-resourced schools, further widening opportunity gaps (Berger et al., 2018). The lack of culturally inclusive career counseling materials and training exacerbates these disparities, leaving certain groups underrepresented in career exploration discussions (Howard et al., 2015).

Effective Strategies for Enhancing Career Counseling in Primary Education

Several studies propose strategies to improve career counseling in primary education. Implementing professional development programs for teachers is a key recommendation, as it equips educators with the knowledge and skills needed to facilitate career discussions (Gysbers & Henderson, 2014). Integrating career-related activities into subjects such as mathematics, science, and social studies can also promote career awareness among young learners (Turner & Lapan, 2013). Furthermore, collaboration between schools, parents, and career development professionals can enhance students' career exposure and aspirations (Watson & McMahon, 2018).

One effective approach involves experiential learning, such as career days, field trips, and mentorship programs, which allow students to engage with professionals from various fields (Gottfredson, 2002). Role-playing activities and storytelling have also been identified as effective career awareness tools for younger students (Howard & Walsh, 2010). Implementing digital career exploration platforms in primary schools has been shown to enhance student engagement with career-related content, making career counseling more accessible and interactive (Paa & McWhirter, 2000).

Collaboration between teachers, parents, and career counselors is crucial for ensuring comprehensive career education at the primary level. Research by Gati and Saka (2001) suggests that parental involvement in career discussions significantly influences children's career aspirations and educational choices. Schools that actively engage parents in career counseling initiatives create a more supportive environment for career exploration, reinforcing career learning at home and in school settings (Hirschi, 2011).

Internationally, several models of career counseling integration in primary education have demonstrated success. For example, the UK's National Career Strategy includes provisions for career education starting at the primary level, incorporating career-related learning into the standard curriculum (Watts, 2013). Similarly, Australia's Blueprint for Career Development provides a structured framework for career guidance in primary schools, emphasizing early career exposure and goal setting (McMahon et al., 2014). These models highlight the potential benefits of embedding career education into early childhood learning experiences.

Theoretical Perspectives on Career Counseling in Primary Education

Career development theories provide valuable insights into the importance of early career guidance. Super's Life-Span, Life-Space Theory (1980) suggests that career development is a lifelong process that begins in childhood. Early exposure to career-related learning helps shape students' self-concept and future aspirations. Similarly, Gottfredson's Theory of Circumscription and Compromise (2002) explains how children eliminate certain career options based on perceived societal expectations and personal self-concept. By integrating these theoretical perspectives into primary education, educators can better understand how students form career-related beliefs and how early interventions can broaden their career perspectives.

Bandura's Social Cognitive Career Theory (1997) further emphasizes the role of self-efficacy in career development. This theory highlights how early experiences with career-related learning influence students' confidence in their abilities and future career choices. Research by Lent et al. (2000) supports the idea that structured career counseling interventions at the primary level can enhance students' motivation and decision-making skills, setting a strong foundation for future career exploration.

Career counseling in primary education plays a vital role in shaping students' career aspirations and decision-making skills. However, its effectiveness depends on teachers' awareness, attitudes, and preparedness to incorporate career guidance into the classroom. Addressing challenges such as teacher training and resource constraints can improve career counseling services in elementary schools. This study seeks to explore teachers' perceptions, knowledge gaps, and potential interventions to enhance career counseling in primary education.

Research Methodology

The research was descriptive in nature. Therefore, questionnaire technique used to collect the data.

Population of the study

387 teachers and 44 public elementary schools were included in population at sector Nilore, Islamabad.

Sample of the study

123 teachers were selected from 34 elementary public schools for final study which are mentioned below; (Gay, L.R., & Airasian, P.(2018).Educational research: Competencies for analysis and interpretation (11th ed.).Pearson.

Sampling Technique

Simple random sampling technique was used.

Research instrument

A five-point-like scale self-developed questionnaire base on 34 items was used. Close ended questionnaire was dependent on Scale Construction and Validation Process steps.

Reliability

All variables of reliability were calculated by SPSS Cronbach's alpha. Total number of items was 34. The reliability of value was .781 that is acceptable.

Table 1: Scale All Variables (Case Processing Summary)

	N	%
Valid	144	100.0
Total	144	100.0

Table 2: Reliability Statistics

Cronbach's alpha	No. of items
.781	34

Validity of research tool

Content validity, which entails a detailed examination of the survey questions by subject matter at least 3 experts to determine their relevance and comprehensiveness in measuring the targeted constructs will guarantee the validity of the research instrument.

Data Collection

Data was personally collected.

Data Analysis

Review all responses for missing, incomplete, or inconsistent data. Assign numerical values to responses, especially for Likert scale items. Input the data into statistical software such as SPSS for further analysis. Data was analyzed by on the basis of frequency and percentage. Use Cronbach's alpha to measure the reliability of the questionnaire. Construct Validity conduct Exploratory Factor Analysis (EFA) to identify underlying dimensions in the questionnaire and ensure the items effectively represent the intended constructs (e.g., awareness, perceived importance, challenges). Compare responses between subgroups (e.g., gender, school type) to identify patterns or differences in perception. Use tables, graphs, and charts to present findings clearly. Summarize the findings in a way that aligns with the research questions.

Ethical consideration

Participants was provided with clear information about the study's purpose, procedures, and their role in it. Personal identifiers, such as names or school affiliations, was not collected or disclosed. Participation is entirely voluntary, and teachers was informed of their right to withdraw from the study at any stage without any penalty The study is designed to avoid any physical, emotional, or professional harm to participants. Necessary permissions was obtained from school authorities, district education boards, or other governing bodies before approaching teachers for participation.

Table 3: School level of the respondents

S. No	School Level	Frequency	Percentage
1.	Primary	66	45.2
2.	Middle	77	52.7

3.	Elementary	1	.7
4.	Total	144	100.0

Table showed that an overview of the distribution of schools across three levels: Primary, Middle, and Elementary. Among the total of 144 schools, the majority (52.7%) are categorized as Middle schools, with 77 institutions in this group. Primary schools account for 45.2% of the total, comprising 66 schools. Elementary schools represent a very small fraction, with only 1 school (0.7%) falling into this category. This distribution indicates a significant focus on middle-level education, followed by primary, while elementary-level education is almost negligible in this dataset.

Table 4: Gender of the respondents

S.No	Gender	Frequency	Percentage
1.	Male	67	45.9
2.	Female	77	52.7
3.	Total	144	100.0

Table showed that the gender distribution among a total of 144 individuals. Females constitute the majority, representing 52.7% of the population, with a frequency of 77. Males, on the other hand, account for 45.9%, with a frequency of 67. This shows a slight predominance of females over males in the dataset, with a nearly balanced gender representation overall.

Table 5: Age of the respondents

S. No	Age	Frequency	Percentage
1.	21-30 years	29	19.9
2.	31-40 years	29	19.9
3.	41-50 year	86	58.9
4.	Total	144	100.0

Table showed that the age distribution of 144 individuals across three age groups. The majority of individuals, 86 in total (58.9%), fall within the 41-50 years age group, indicating a significant representation of middle-aged individuals. Both the 21-30 years and 31-40 years age groups each account for 19.9% of the population, with 29 individuals in each category. This distribution suggests that the dataset is predominantly composed of individuals aged 41-50, while the younger age groups are equally represented and constitute a smaller portion of the total.

Table 6: Marital Status of the respondents

S. No	Marital Status	Frequency	Percentage
1.	Single	23	15.8
2.	Married	120	82.2

3.	Total	144	100.0

Table showed that an overview of the marital status of 144 individuals. A significant majority, 120 individuals (82.2%), are married, indicating that most of the population is in a marital relationship. In contrast, only 23 individuals (15.8%) are single. This distribution highlights a predominantly married demographic within the dataset, with singles representing a small minority.

Table 7: Teaching experience of the respondents

S.No	Teaching experience	Frequency	Percentage
1.	1-10 years	50	34.2
2.	15-25 years	75	51.4
3.	30-40 years	19	13.0
4.	Total	144	100.0

Table showed that outlines the teaching experience of 144 individuals, categorized into three groups. The largest group, consisting of 75 individuals (51.4%), has 15-25 years of teaching experience, reflecting a strong representation of mid-career educators. Those with 1-10 years of experience make up 34.2% of the total, with 50 individuals, indicating a significant presence of early-career teachers. The smallest group, comprising 19 individuals (13.0%), has 30-40 years of experience, representing a more seasoned and senior demographic. Overall, the dataset highlights a majority of mid-career teachers, with fewer participants in the early and advanced stages of their teaching careers.

Table 8: Educational Qualification of the respondents

S. No.	Educational Qualification	Frequency	Percentage
1.	B.A/B. S/B. ED	51	34.9
2.	M.A/M. S	93	63.7
4.	Total	144	100.0

Table showed that the educational qualifications of 144 individuals. A majority of the participants, 93 individuals (63.7%), hold advanced degrees such as M.A., M.S., or equivalent qualifications, indicating a well-educated group. In contrast, 51 individuals (34.9%) possess undergraduate degrees such as B.A., B.S., or B.Ed. This distribution highlights a significant proportion of participants with higher-level educational qualifications, reflecting a highly qualified population overall.

Table 9: Nature of Employment of the respondents

S.No	Nature of Employment	Frequency	Percentage
1.	Permanent	122	83.6
2.	Contract	20	13.7
3.	Tenure	2	1.4
4.	Total	144	100.0

Table showed that the nature of employment among 144 individuals. The majority, 122 individuals (83.6%), are employed on a permanent basis, indicating stable and long-term employment for most of the participants. A smaller proportion, 20 individuals (13.7%), is on a contractual basis, representing temporary or short-term employment. Only 2 individuals (1.4%) hold tenure positions, which are highly limited in this dataset. Overall, the data reflects a workforce predominantly characterized by permanent employment, with a smaller presence of contractual and tenure-based roles.

Table 10: Item 1: Career counseling services are crucial in preventing crime among elementary schools.

S.No	Answer Scale	Frequency	Percentage
1.	SD	3	2.1
2.	DA	16	11.0
3.	N	19	13.0
4.	A	70	47.9
5.	SA	36	24.7
6.	Total	144	100.0

Table showed that the data reflects participants' perceptions of the importance of career counseling services in preventing crime among elementary school students. A majority, 70 individuals (47.9%), agree with the statement, while 36 individuals (24.7%) strongly agree, indicating broad support for the effectiveness of career counseling in this context. A smaller portion, 19 individuals (13.0%), remains neutral, suggesting some uncertainty or ambivalence. On the opposing side, 16 individuals (11.0%) disagree, and 3 individuals (2.1%) strongly disagree. Overall, the data highlights significant agreement among respondents, suggesting that career counseling is widely viewed as an important measure for crime prevention in elementary schools

Table 11: Item 2: I am aware of the career counseling services provided in our school.

S.No.	Answer Scale	Frequency	Percentage
1.	SD	11	7.5
2.	DA	25	17.1
3.	N	37	25.3
4.	A	55	37.5
5.	SA	16	11.0
6.	Total	144	100.0

Table showed that the data represents participants' awareness of career counseling services provided in their schools. A notable proportion, 55 individuals (37.5%), agree that they are aware of these services, and 16 individuals (11.0%) strongly agree, indicating that nearly half of the participants have a positive awareness of career counseling in their schools. However, 37 individuals (25.3%) remain neutral, suggesting uncertainty or limited awareness. On the other hand, 25 individuals (17.1%) disagree, and 11 individuals (7.5%) strongly disagree, reflecting a lack of awareness among a segment of the respondents. Overall, while there is considerable awareness of career counseling services, there is also a significant portion of the population that is either unaware or uncertain about these services.

Table 12: Item 3. Career counseling can positively influence student's behavior and decision-making.

S. No	Answer Scale	Frequency	Percentage
1.	SD	5	3.4
2.	DA	4	2.7
3.	N	13	8.9
4.	A	68	46.6
5.	SA	54	37.0
6.	Total	144	100.0

Table showed that the data highlights participants' views on the impact of career counseling on students' behavior and decision-making. A significant majority, 68 individuals (46.6%), agrees, and 54 individuals (37.0%) strongly agree, indicating widespread belief in the positive influence of career counseling. A smaller portion, 13 individuals (8.9%), remains neutral, suggesting some uncertainty. On the opposing side, only 4 individuals (2.7%) disagree, and 5 individuals (3.4%) strongly disagree. Overall, the data demonstrates strong support for the idea that career counseling can positively shape students' behavior and decision-making, with very limited disagreement.

Table 13: Item 4: The current career counseling in our school effectively addresses students' needs.

S.No	Answer Scale	Frequency	Percentage
1.	SD	7	4.8
2.	DA	19	13.0
3.	N	46	31.5
4.	A	59	40.4
5.	SA	13	8.9
6.	Total	144	100.0

Table showed that the participants' opinions on whether the current career counseling in their school effectively addresses students' needs. A substantial portion, 59 individuals (40.4%), agrees, and 13 individuals (8.9%) strongly agree, indicating that nearly half of the respondents view the career counseling as effective. However, 46 individuals (31.5%) remain neutral, suggesting a notable degree of uncertainty or ambivalence about the effectiveness of these services. On the negative side, 19 individuals (13.0%) disagree, and 7 individuals (4.8%) strongly disagree, reflecting dissatisfaction among a smaller group. Overall, while there is a general perception that the counseling services are effective, the significant neutral responses and minority dissatisfaction highlight room for improvement.

Table 14: Item 5: Counseling sessions are regularly conducted in our school.

S.No.	Answer Scale	Frequency	Percentage
1.	SD	13	8.9
2.	D	42	28.8

3.	N	38	26.0
4.	A	35	24.0
5.	SA	16	11.0
6.	Total	144	100.0

According to the table five of objective one showed those participants' perceptions of the regularity of counseling sessions in their school. A considerable portion, 42 individuals (28.8%), disagrees, and 13 individuals (8.9%) strongly disagree, indicating that over one-third of respondents believe these sessions are not conducted regularly. Meanwhile, 38 individuals (26.0%) remain neutral, suggesting uncertainty or lack of clarity regarding the regularity of counseling sessions. On the positive side, 35 individuals (24.0%) agree, and 16 individuals (11.0%) strongly agree, highlighting that a smaller proportion perceives the sessions as being conducted regularly. Overall, the responses reveal mixed perceptions, with notable concerns about the inconsistency or infrequency of counseling sessions in the schools.

Table 15: Item 6: There is a designated career counselor available at my school

S. No	Answer Scale	Frequency	Percentage
1.	SD	35	24.0
2.	DA	43	29.5
3.	N	35	24.0
4.	A	20	13.7
5.	SA	11	7.5
6.	Total	144	100

Table showed that the participants' perceptions regarding the availability of a designated career counselor at their school. A significant proportion, 43 individuals (29.5%), disagrees, and 35 individuals (24.0%) strongly disagree, indicating that over half of the respondents believe there is no designated career counselor available. Additionally, 35 individuals (24.0%) remain neutral, suggesting uncertainty or lack of awareness on this issue. On the positive side, only 20 individuals (13.7%) agree, and 11 individuals (7.5%) strongly agree, reflecting that a small minority perceives the presence of a designated career counselor. Overall, the responses suggest a notable gap in the availability or recognition of designated career counselors in these schools.

Table 16: Item 7: Students actively participate in career counseling sessions.

S.No.	Answer Scale	Frequency	Percentage
1.	SD	26	17.8
2.	D	25	17.1
3.	N	26	17.8
4.	A	50	34.2
5.	SA	17	11.6
6.	Total	144	100.0

Table objective one, showed that participants' perceptions of students' active participation in career counseling sessions. A significant portion, 50 individuals (34.2%), agrees, and 17 individuals (11.6%) strongly agree, suggesting that nearly half of the respondents observe active student participation. However, 26 individuals (17.8%) remain neutral, indicating uncertainty about student involvement. On the negative side, 26 individuals (17.8%) strongly disagree, and 25 individuals (17.1%) disagree, reflecting that over one-third of the participants believe that students do not actively participate in these sessions. Overall, while there is some recognition of active participation, the mixed responses highlight varying levels of engagement among students in career counseling sessions.

Table 17: Item 8: The career counseling program is well-structured and organized.

S.No	Answer Scale	Frequency	Percentage
1.	SD	36	24.7
2.	D	32	21.9
3.	N	24	16.4
4.	A	39	26.7
5.	SA	13	8.9
6.	Total	144	98.6

Table showed participants' views on whether the career counseling program is well-structured and organized. A significant portion, 36 individuals (24.7%), strongly disagrees, and 32 individuals (21.9%) disagree, indicating that nearly half of the respondents perceive the program as lacking in structure and organization. Additionally, 24 individuals (16.4%) remain neutral, suggesting some uncertainty or lack of clarity about the program's effectiveness. On the positive side, 39 individuals (26.7%) agree, and 13 individuals (8.9%) strongly agree, showing that a smaller proportion believes the program is well-structured and organized. Overall, the responses reflect mixed opinions, with a notable proportion highlighting concerns about the program's organization.

Table 4.18: Item 9: There are sufficient resources available for effective career counseling in our school.

S. No	Answer Scale	Frequency	Percentage
1.	SD	27	18.5
2.	D	37	25.3
3.	N	24	16.4
4.	A	46	31.5
5.	SA	10	6.8
6.	Total	144	100.0

Table showed that varying perceptions regarding the availability of sufficient resources for effective career counseling in the school. Among the respondents, a significant portion (31.5%) agreed (A) that the resources are adequate, while a smaller percentage (6.8%) strongly agreed (SA) with this statement. On the other hand, a considerable number expressed dissatisfaction, with 25.3% disagreeing (D) and 18.5% strongly disagreeing (SD). A notable proportion (16.4%)

remained neutral (N) on the matter. Overall, while there is a positive leaning, with a combined 38.3% either agreeing or strongly agreeing, a substantial 43.8% expressed dissatisfaction, highlighting the need for further improvements in career counseling resources.

Table 19: Item 10: Our school administration support and prioritizes career counseling services.

S.No.	Answer Scale	Frequency	Percentage
1.	SD	19	13.0
2.	DA	28	19.2
3.	N	25	17.1
4.	A	54	37.0
5.	SA	18	12.3
6.	Total	144	100.0

Table showed insights into participants' perceptions of their school administration's support and prioritization of career counseling services. A considerable proportion, 54 individuals (37.0%), agrees, and 18 individuals (12.3%) strongly agree, indicating that nearly half of the respondents perceive the administration as supportive and prioritizing career counseling. However, 25 individuals (17.1%) remain neutral, suggesting uncertainty or mixed experiences. On the negative side, 28 individuals (19.2%) disagree, and 19 individuals (13.0%) strongly disagree, highlighting that about one-third of respondents feel the administration does not adequately support or prioritize these services. Overall, while many recognize the administration's efforts, the data reveals differing perceptions, with room for improvement in demonstrating commitment to career counseling.

Table 20: Item 11: Career counseling has helped reduce instances of misbehavior and crime among students.

S. No.	Answer Scale	Frequency	Percentage
1.	SD	12	8.2
2.	DA	7	4.8
3.	N	34	23.3
4.	A	56	38.4
5.	SA	35	24.0
6.	Total	144	100.0

Table showed participants' views on whether career counseling has contributed to reducing instances of misbehavior and crime among students. A substantial portion, 56 individuals (38.4%), agree, and 35 individuals (24.0%) strongly agree, indicating that a majority of respondents believe career counseling has a positive impact in this regard. However, 34 individuals (23.3%) remain neutral, suggesting some uncertainty about the direct influence of career counseling on student behavior. On the negative side, 7 individuals (4.8%) disagree, and 12 individuals (8.2%) strongly disagree, reflecting that a smaller group does not perceive career counseling as effective in reducing misbehavior and crime. Overall, the data suggests that career counseling is widely viewed as beneficial in addressing student behavior, although some respondents remain uncertain or less convinced of its impact.

Table 21: Item 12: Students who receive career counseling are less likely to engage in criminal activities.

S. No	Answer Scale	Frequency	Percentage
1.	SD	12	8.2
2.	DA	11	7.5

3.	N	27	18.5
4.	A	64	43.8
5.	SA	30	20.5
6.	Total	144	100.0

Table showed the data reflects participants' opinions on whether students who receive career counseling are less likely to engage in criminal activities. A significant portion, 64 individuals (43.8%), agree, and 30 individuals (20.5%) strongly agree, indicating that many respondents believe career counseling plays a role in reducing the likelihood of criminal behavior. However, 27 individuals (18.5%) remain neutral, suggesting some uncertainty or lack of strong opinion on the matter. On the negative side, 11 individuals (7.5%) disagree, and 12 individuals (8.2%) strongly disagree, reflecting a smaller group that does not perceive a clear connection between career counseling and reduced criminal behavior. Overall, the data suggests that the majority view career counseling as a preventive measure against criminal activities, although some respondents are less convinced.

Table 22: Item 13: Additional training for teachers in career counseling would improve the program's effectiveness.

S. No	Answer Scale	Frequency	Percentage
1.	SD	5	8.2
2.	DA	10	7.5
3.	N	14	18.5
4.	A	63	43.8
5.	SA	52	20.5
6.	Total	144	100.0

According to tabular data, participants' opinions on whether additional training for teachers in career counseling would improve the effectiveness of the program. A substantial portion, 63 individuals (43.8%), agrees, and 52 individuals (20.5%) strongly agree, indicating strong support for the idea that teacher training would enhance the program. However, 14 individuals (18.5%) remain neutral, suggesting some uncertainty or lack of strong opinion on the matter. On the negative side, 10 individuals (7.5%) disagree, and 5 individuals (8.2%) strongly disagree, reflecting a smaller group that does not believe additional training is necessary. Overall, the data shows a clear majority in favor of teacher training to improve career counseling effectiveness, highlighting a significant opportunity for program enhancement.

Table 23: Item 14: Career counseling services are essential for students' future success.

S.No.	Answer Scale	Frequency	Percentage
1.	DA	8	5.5
2.	N	13	8.9
3.	A	47	32.2
4.	SA	76	52.1
5.	Total	144	100.0

Table showed those participants' views on the importance of career counseling services for students' future success. A significant majority, 76 individuals (52.1%), strongly agrees, and 47 individuals (32.2%) agree, indicating that a large proportion of respondents believe career counseling is essential for students' success. A smaller group, 13 individuals (8.9%), remains neutral, suggesting uncertainty or indifference on the matter. Only 8 individuals (5.5%) disagree, reflecting minimal opposition to the idea that career counseling is crucial for students' future success. Overall, the data strongly supports the belief that career counseling is vital for ensuring students' success in the future.

Table 24: Item 15: Career counseling services specifically tailored for girls and boys in elementary school.

S.No.	Answer Scale	Frequency	Percentage
1.	SD	2	1.4
2.	DA	6	4.1
3.	N	27	18.5
4.	A	56	38.4
5.	SA	53	36.3
6.	Total	144	100.0

Table showed that participants' perspectives based on a five-point answer scale. A majority of respondents expressed agreement, with 56 individuals (38.4%) agreeing and 53 individuals (36.3%) strongly agreeing, indicating a strong overall positive sentiment. A smaller group, 27 respondents (18.5%), remained neutral, reflecting some level of indecision or mixed feelings. Meanwhile, a minimal number expressed disagreement, with 6 individuals (4.1%) disagreeing and only 2 individuals (1.4%) strongly disagree. The total responses sum to 144 (100%), showing that while the majority lean positively toward the question or statement, a small segment holds differing views or remains uncertain.

Table 25: Item 16: I believe that career counseling services can positively impact girls' and boys' academic performance.

S.No	Answer Scale	Frequency	Percentage
1.	SD	2	1.4
2.	DA	5	3.4
3.	N	10	6.8
4.	A	54	37.0
5.	SA	73	50.0
6.	Total	144	100.0

Table showed participants' beliefs about the impact of career counseling services on the academic performance of both girls and boys. A strong majority, 73 individuals (50.0%), strongly agrees, and 54 individuals (37.0%) agree, indicating that most respondents believe career counseling can have a positive effect on academic performance. A smaller portion, 10 individuals (6.8%), remains neutral, suggesting some uncertainty or indifference on the topic. Only 5 individuals (3.4%) disagree, and 2 individuals (1.4%) strongly disagree, showing minimal opposition to the idea that

career counseling positively influences academic performance. Overall, the data suggests widespread support for the view that career counseling benefits students' academic outcomes, regardless of gender.

Table 26: Item 17: Boys and girls in elementary school need guidance on career options available to them.

S. No	Answer Scale	Frequency	Percentage
1.	SD	1	.7
2.	DA	5	3.4
3.	N	15	10.3
4.	A	62	42.5
5.	SA	61	41.8
6.	Total	144	100.0

Table showed those participants' views on whether boys and girls in elementary school need guidance on career options. A significant majority, 62 individuals (42.5%), agrees, and 61 individuals (41.8%) strongly agree, indicating broad consensus that career guidance is necessary for elementary school students. A smaller group, 15 individuals (10.3%), remains neutral, suggesting some uncertainty or lack of strong opinion on the matter. Only 5 individuals (3.4%) disagree, and 1 individual (0.7%) strongly disagrees, reflecting minimal opposition to the idea that career guidance is important for young students. Overall, the data strongly supports the belief that career guidance is essential for boys and girls in elementary school.

Table 27: Item 18: Career counseling services address specific challenges faced by learners.

S. No	Answer Scale	Frequency	Percentage
1.	SD	2	1.4
2.	DA	3	2.1
3.	N	18	12.3
4.	A	62	42.5
6.	Total	144	100.0

Table showed participants' views on whether career counseling services effectively address the specific challenges faced by learners. A significant majority, 62 individuals (42.5%), agrees, and 59 individuals (40.4%) strongly agree, indicating broad belief that career counseling services are impactful in addressing learners' challenges. A smaller portion, 18 individuals (12.3%), remains neutral, suggesting uncertainty or ambivalence on the matter. Only 3 individuals (2.1%) disagree, and 2 individuals (1.4%) strongly disagree, indicating minimal opposition to the effectiveness of career counseling in addressing learners' needs. Overall, the data highlights strong support for the view that career counseling services play a crucial role in addressing the challenges faced by students.

Table 28: Item 19: Teacher plays a crucial role in facilitating career exploration for their students.

S. No	Answer Scale	Frequency	Percentage
1.	SD	4	2.7
2.	DA	2	1.4
3.	N	18	12.3
4.	A	57	39.0
5.	SA	63	43.2
6.	Total	144	100.0

Table showed participants' views on the role of teachers in facilitating career exploration for their students. A significant majority, 63 individuals (43.2%), strongly agrees, and 57 individuals (39.0%) agree, indicating broad support for the idea that teachers play a crucial role in helping students explore career options. A smaller portion, 18 individuals (12.3%), remains neutral, suggesting some uncertainty or ambivalence on this topic. Only 2 individuals (1.4%) disagree, and 4 individuals (2.7%) strongly disagree, indicating minimal opposition to the idea. Overall, the data strongly suggests that teachers are widely regarded as having an important role in facilitating career exploration for their students.

Table 29: Item 20: I have sufficient resources and training effectively deliver career counseling to my students.

S. No	Answer Scale	Frequency	Percentage
1.	SD	12	8.2
2.	DA	26	17.8
3.	N	35	24.0
4.	A	51	34.9
5.	SA	20	13.7
6.	Total	144	100.0

Table showed participants' views on whether they have sufficient resources and training to effectively deliver career counseling to their students. A significant portion, 51 individuals (34.9%), agrees, and 20 individuals (13.7%) strongly agree, suggesting that a sizable group of respondents feel they have the necessary resources and training. However, 35 individuals (24.0%) remain neutral, indicating some uncertainty or lack of strong opinion on the issue. On the negative side, 26 individuals (17.8%) disagree, and 12 individuals (8.2%) strongly disagree, reflecting a notable portion who feels they lack the resources or training to deliver effective career counseling. Overall, while many feel adequately prepared, the data indicates a gap in resources and training for some individuals, pointing to areas for improvement.

Table 30: Item 21: Incorporating career counseling into the curriculum would enhance the overall educational experience for pupils.

S. No	Answer Scale	Frequency	Percentage

1.	SD	12	8.2
2.	DA	26	17.8
3.	N	35	24.0
4.	A	51	34.9
5.	SA	20	13.7
6.	Total	144	100.0

Table showed positive overall perception of incorporating career counseling into the curriculum to enhance the educational experience for pupils. A combined 48.6% of respondents agreed (34.9% agreed, and 13.7% strongly agreed) that career counseling would add value to students' education. However, 26% of respondents disagreed (17.8% disagreed, and 8.2% strongly disagreed), suggesting some reservations about this approach. A notable 24% of respondents were neutral, indicating a lack of strong opinion on the matter. These findings highlight that while there is significant support for career counseling in the curriculum, some skepticism or uncertainty exists, underscoring the need for further awareness and stakeholder engagement to address concerns.

Table 31: Item 22: Students who receive career counseling are better prepared for transition to higher education or the workforce.

S. No.	Answer Scale	Frequency	Percentage
1.	DA	7	4.8
2.	N	32	21.9
3.	A	71	48.6
4.	SA	34	23.3
5.	Total	144	100.0

Table showed that majority of respondents believed career counseling better prepared students for transitioning to higher education or the workforce. A combined 71.9% of participants either agreed (48.6%) or strongly agreed (23.3%) with this statement, indicating strong support for the positive impact of career counseling. A smaller portion, 21.9%, remained neutral, suggesting that they did not hold a definitive opinion. Only 4.8% of respondents disagreed, reflecting minimal opposition to the idea. These findings highlighted the perceived importance of career counseling in equipping students with the skills and knowledge necessary for their future academic or professional endeavors.

Table 32: Item 23: Learner's career aspirations are influenced by societal expectation and stereotypes.

S. No.	Answer Scale	Frequency	Percentage
1.	DA	8	5.5
2.	N	16	11.0
3.	A	68	46.6
4.	SA	52	35.6

5.	Total	144	100.0

Table showed societal expectations and stereotypes significantly influenced learners' career aspirations, as reflected by the responses. A combined 82.2% of participants either agreed (46.6%) or strongly agreed (35.6%) with this statement, demonstrating a strong consensus on the impact of these factors. Meanwhile, 11% of respondents were neutral, indicating some uncertainty or lack of opinion. Only a small proportion, 5.5%, disagreed with the statement, showing minimal opposition to the idea. These findings emphasized the critical role of societal norms and stereotypes in shaping students' career choices, highlighting the need for interventions to broaden students' perspectives and encourage diverse aspirations.

Table 33: Item 24: Cultural norms discourage discussion about career options for boys and girls.

S. No	Answer Scale	Frequency	Percentage
1.	DA	6	4.1
2.	N	33	22.6
3.	A	79	54.1
4.	SA	26	17.8
	Total	144	100.0

Table showed that cultural norms were perceived as discouraging discussions about career options for both boys and girls. A significant majority, 71.9% of respondents, agreed (54.1%) or strongly agreed (17.8%) with this statement, suggesting that these norms create barriers to open career-related conversations. A smaller proportion, 22.6%, remained neutral, reflecting uncertainty or lack of a strong opinion on the matter. Only 4.1% of respondents disagreed, indicating minimal opposition to the idea. These findings highlighted the influence of cultural norms in limiting career discussions, emphasizing the importance of creating more inclusive and supportive environments to encourage such dialogue.

Table 34: Item 25: I have observed positive changes in students' attitudes towards their future career goals after participating in counseling sessions.

S. No	Answer Scale	Frequency	Percentage
1.	SD	3	2.1
2.	DA	14	9.6
3.	N	44	30.1
4.	A	68	46.6
5.	SA	15	10.3
6.	Total	144	100.0

Table showed that participation in counseling sessions was generally perceived to have a positive impact on students' attitudes toward their future career goals. A majority of respondents, 56.9%, agreed (46.6%) or strongly agreed (10.3%) with this statement, reflecting the effectiveness of counseling in fostering a more optimistic and goal-oriented mindset among students. A notable 30.1% of respondents were neutral, indicating that some participants may have observed no

significant change or were uncertain about the impact. A small percentage, 11.7%, disagreed (9.6%) or strongly disagreed (2.1%) with the statement. These results underscored the potential value of career counseling in shaping students' attitudes, while also pointing to the need for further research or enhancements to maximize its benefits.

Objective 1:

Perception of teachers towards the current status of career counseling services at elementary level.

Item 1: Career counseling services were perceived as crucial in preventing crime among elementary schools. A majority of respondents, 70 individuals (47.9%), had agreed with this statement, while 36 individuals (24.7%) had strongly agreed. A smaller portion, 19 individuals (13.0%), had remained neutral, indicating some ambivalence. Conversely, 16 individuals (11.0%) had disagreed, and 3 individuals (2.1%) had strongly disagreed. Overall, there was significant agreement among participants, highlighting the perceived importance of career counseling in crime prevention.

Item 2: Awareness of career counseling services provided in schools had been noted. A notable proportion, 55 individuals (37.5%), had agreed, and 16 individuals (11.0%) had strongly agreed, suggesting that nearly half of the respondents had been aware of these services. However, 37 individuals (25.3%) had been neutral, indicating some uncertainty or limited awareness. On the negative side, 25 individuals (17.1%) had disagreed, and 11 individuals (7.5%) had strongly disagreed, showing a lack of awareness among a segment of respondents.

Item 3: Participants had believed that career counseling positively influenced students' behavior and decision-making. A significant majority, 68 individuals (46.6%), had agreed, and 54 individuals (37.0%) had strongly agreed. A smaller group, 13 individuals (8.9%), had been neutral, while only 4 individuals (2.7%) had disagreed, and 5 individuals (3.4%) had strongly disagreed. This data demonstrated strong support for the positive impact of career counseling.

Item 4: Opinions on the effectiveness of current career counseling in addressing students' needs had been divided. A substantial portion, 59 individuals (40.4%), had agreed, and 13 individuals (8.9%) had strongly agreed. However, 46 individuals (31.5%) had been neutral, suggesting ambivalence. On the negative side, 19 individuals (13.0%) had disagreed, and 7 individuals (4.8%) had strongly disagreed. These responses highlighted room for improvement.

Item 5: Participants' perceptions of the regularity of counseling sessions in their schools had been mixed. A considerable portion, 42 individuals (28.8%), had disagreed, and 13 individuals (8.9%) had strongly disagreed, indicating concerns about infrequency. Meanwhile, 38 individuals (26.0%) had remained neutral. On the positive side, 35 individuals (24.0%) had agreed, and 16 individuals (11.0%) had strongly agreed. The responses suggested notable inconsistencies in session regularity.

Item 6: The availability of a designated career counselor in schools had been seen as lacking. A significant proportion, 43 individuals (29.5%), had disagreed, and 35 individuals (24.0%) had strongly disagreed. Additionally, 35 individuals (24.0%) had been neutral. Only 20 individuals (13.7%) had agreed, and 11 individuals (7.5%) had strongly agreed, reflecting a perceived gap in designated career counseling resources.

Item 7: Students' active participation in career counseling sessions had received mixed perceptions. A significant portion, 50 individuals (34.2%), had agreed, and 17 individuals (11.6%)

had strongly agreed. However, 26 individuals (17.8%) had been neutral. On the negative side, 26 individuals (17.8%) had strongly disagreed, and 25 individuals (17.1%) had disagreed, indicating varying levels of student engagement.

Item 8: Views on whether the career counseling program had been well-structured and organized were divided. A significant portion, 36 individuals (24.7%), had strongly disagreed, and 32 individuals (21.9%) had disagreed. Meanwhile, 24 individuals (16.4%) had been neutral. On the positive side, 39 individuals (26.7%) had agreed, and 13 individuals (8.9%) had strongly agreed. The responses reflected mixed opinions, with concerns about program structure and organization.

Item 9: Perceptions of resource sufficiency for effective career counseling had been varied. A notable portion, 46 individuals (31.5%), had agreed, and 10 individuals (6.8%) had strongly agreed. However, dissatisfaction had been expressed by 37 individuals (25.3%) who had disagreed and 27 individuals (18.5%) who had strongly disagreed. Additionally, 24 individuals (16.4%) had been neutral. These findings highlighted the need for better resource allocation.

Item 10: School administration's support and prioritization of career counseling services had received mixed feedback. A considerable portion, 54 individuals (37.0%), had agreed, and 18 individuals (12.3%) had strongly agreed. However, 25 individuals (17.1%) had been neutral, while 28 individuals (19.2%) had disagreed, and 19 individuals (13.0%) had strongly disagreed. The responses revealed room for improved administrative support.

Item 11: Career counseling's role in reducing misbehavior and crime among students had been viewed positively. A substantial portion, 56 individuals (38.4%), had agreed, and 35 individuals (24.0%) had strongly agreed. However, 34 individuals (23.3%) had been neutral. On the negative side, 7 individuals (4.8%) had disagreed, and 12 individuals (8.2%) had strongly disagreed. These findings suggested that career counseling had been widely seen as beneficial in improving student behavior.

Item 12: The belief that students who had received career counseling had been less likely to engage in criminal activities had been widely shared. A significant portion, 64 individuals (43.8%), had agreed, and 30 individuals (20.5%) had strongly agreed. However, 27 individuals (18.5%) had been neutral, while 11 individuals (7.5%) had disagreed, and 12 individuals (8.2%) had strongly disagreed. The data indicated a majority had supported the preventive role of career counseling.

Item 13: Additional training for teachers in career counseling had been viewed as a way to improve program effectiveness. A substantial portion, 63 individuals (43.8%), had agreed, and 52 individuals (20.5%) had strongly agreed. However, 14 individuals (9.7%) had been neutral. On the negative side, 10 individuals (7.5%) had disagreed, and 5 individuals (3.4%) had strongly disagreed. The findings demonstrated strong support for teacher training to enhance career counseling outcomes.

Objective 2

Perception of teachers towards the need of career counseling services at elementary level.

Item 14: Career counseling services are essential for students' future success:

The majority of participants strongly agreed (52.1%) or agreed (32.2%) that career counseling services are essential for students' future success. A small minority disagreed (5.5%), remained neutral (8.9%), or strongly disagreed (0%).

Item 15: Career counseling services specifically tailored for girls in elementary and middle school:

A significant portion of participants strongly agreed (36.3%) or agreed (38.4%) with the need for tailored career counseling services for girls. Neutral responses were at 18.5%, while 4.1% disagreed and 1.4% strongly disagreed.

Item 16: Career counseling services can positively impact girls' academic performance:

A large majority of participants strongly agreed (50%) or agreed (37%) with the statement that career counseling services positively impact girls' academic performance. Neutral responses were at 6.8%, while a small minority disagreed (3.4%) or strongly disagreed (1.4%).

Item 17: Boys and girls in elementary and middle school need guidance on career options available to them:

The majority of respondents strongly agreed (41.8%) or agreed (42.5%) with this statement. Neutral responses were at 10.3%, with small proportions disagreeing (3.4%) or strongly disagreeing (0.7%).

Item 18: Career counseling services address specific challenges faced by learners:

Most participants strongly agreed (40.4%) or agreed (42.5%) that career counseling services address specific challenges. Neutral responses were 12.3%, while 2.1% disagreed and 1.4% strongly disagreed.

Item 19: Teachers play a crucial role in facilitating career exploration for their students:

A large majority strongly agreed (43.2%) or agreed (39%), while 12.3% remained neutral. A small percentage disagreed (1.4%) or strongly disagreed (2.7%).

Item 20: I have sufficient resources and training to effectively deliver career counseling to my students:

A plurality of respondents agreed (34.9%) that they had sufficient resources and training, with 13.7% strongly agreeing. However, 24% were neutral, and a notable percentage disagreed (17.8%) or strongly disagreed (8.2%).

Item 21: Incorporating career counseling into the curriculum would enhance the overall educational experience for girls:

The majority strongly agreed (35.6%) or agreed (46.6%) with this statement. Neutral responses were at 11%, and a small minority disagreed (5.5%) with no strong disagreement recorded.

Item 22: Students who receive career counseling are better prepared for transition to higher education or the workforce:

Most participants strongly agreed (23.3%) or agreed (48.6%) with this statement. Neutral responses were at 21.9%, while 4.8% disagreed and no participants strongly disagreed.

Item 23: Learners' career aspirations are influenced by societal expectations and stereotypes:

The majority strongly agreed (35.6%) or agreed (46.6%) with this statement. Neutral responses were 11%, and a small minority disagreed (5.5%) with no strong disagreement recorded.

Item 24: Cultural norms discourage discussion about career options for boys and girls:

A significant majority strongly agreed (17.8%) or agreed (54.1%), while neutral responses accounted for 22.6%. A small minority disagreed (4.1%), and no participants strongly disagreed**.**

Item 25: I have observed positive changes in students' attitudes towards their future career goals after participating in counseling sessions:

A majority of respondents agreed (46.6%) or strongly agreed (10.3%) with this observation. Neutral responses accounted for 30.1%, while a minority disagreed (9.6%) or strongly disagreed (2.1%).

Recommendations

For Policy Makers:

1. **Increase Investment in Career Counseling Services:** Given the positive impact of career counseling on students' behavior, academic performance, and future success (84.3% of teachers agree), policy makers should prioritize funding and resource allocation to career counseling services. This includes ensuring regular sessions, adequate resources, and the hiring of designated career counselors to meet the needs of elementary school students. The lack of designated counselors, highlighted by **53.5%** of respondents, suggests a gap that must be addressed to maximize the potential benefits of these services.
2. **Ensure Regular Career Counseling Sessions:** The irregularity of counseling sessions (28.8% of teachers disagreed on session regularity) indicates that schools need structured, consistent career counseling schedules. Policy should mandate minimum counseling hours and ensure that schools follow a standardized approach to implementing these sessions regularly across all schools.
3. **Address Gender-Specific Career Counseling Needs:** The findings reveal strong support for tailored career counseling programs for girls (74.7% of teachers agree). Policies should encourage gender-sensitive career guidance to ensure that both boys and girls receive guidance suited to their unique needs and challenges, especially in overcoming societal expectations and stereotypes. Programs should actively address the specific career-related barriers faced by girls, as well as promote greater participation in traditionally male-dominated fields.
4. **Provide Adequate Resources and Training for Teachers:** A significant portion of teachers (24% disagreed and 17.8% strongly disagreed) reported insufficient resources and training to effectively deliver career counseling. Policy should focus on providing professional development opportunities, resources, and training in career counseling for educators at the elementary level to ensure that they are equipped to guide students effectively.
5. **Integrate Career Counseling into the Curriculum:** Given that **82.2%** of teachers support incorporating career counseling into the curriculum, policy makers should work toward embedding career exploration activities within the existing educational framework, making it a regular part of students' academic experience.

For Practitioners (Educators and School Administrators):

1. **Implement Regular and Structured Career Counseling Sessions:** As teacher feedback indicates the need for more consistent counseling (28.8% disagreed on session regularity), administrators should create a structured schedule for career counseling. This ensures that students receive continuous and effective support throughout the year.
2. **Develop Tailored Programs for Gender-Specific Needs:** Practitioners should design career counseling sessions that consider gender-specific needs and challenges, especially for girls. The evidence from the study (74.7% support for tailored programs) suggests that addressing these needs would lead to better academic outcomes and more informed career choices for female students.
3. **Promote Active Student Participation:** Teachers noted varying levels of student engagement in career counseling sessions (17.8% disagreed and 17.8% strongly disagreed about participation). Practitioners should explore ways to make sessions more interactive and relevant to students' personal interests and aspirations to enhance participation and engagement.
4. **Provide Continuous Support and Mentorship:** Teachers emphasized the importance of career counseling in preventing crime and misbehavior. Practitioners should provide continuous support and mentorship, helping students develop career goals that are motivating and aligned with their personal interests. Additionally, efforts should be made to integrate counselors into the wider school community to build lasting relationships.
5. **Leverage Teachers' Role in Career Exploration:** Teachers are seen as key facilitators in career exploration (82.2% agree). Educators should be trained to initiate and support career conversations in the classroom, integrating career development into subjects they teach and making it a cross-curricular activity.

For Future Research:

1. **Investigate the Effectiveness of Professional Development Programs for Career Counseling:** Given the strong call for additional teacher training (43.8% of teachers agree), further research could explore the impact of professional development programs on enhancing teachers' ability to provide career counseling. Studies could focus on evaluating different training modules and their effectiveness in improving career counseling services.
2. **Explore the Influence of Cultural and Societal Factors on Career Aspirations:** A significant number of teachers (82.2%) acknowledged that cultural norms and societal expectations influence students' career aspirations. Future research could explore how these factors shape students' career choices and whether career counseling can help mitigate the effects of negative stereotypes or societal pressure.
3. **Expand the Scope of Research to Include Other Educational Levels:** The study focused solely on elementary school teachers, which may not capture the broader picture. Future research should extend to middle and high school educators to explore how career counseling evolves at different educational levels, and whether challenges and perceptions differ as students approach graduation.
4. **Assess the Impact of Gender-Sensitive Career Counseling Programs:** The strong support for tailored career counseling services for girls (74.7%) suggests an avenue for research into the impact of gender-sensitive counseling on academic and career outcomes. Further studies could evaluate the effectiveness of these programs in enhancing career aspirations and performance for both boys and girls.
5. **Longitudinal Studies on Career Counseling's Impact on Student Outcomes:** Future research could include longitudinal studies to track the long-term impact of career counseling

on students' academic success, career paths, and personal development. This would provide stronger evidence of the effectiveness of career counseling in fostering career readiness from an early age.

The study emphasizes the significant role of career counseling services in supporting the academic and career success of elementary school students. It reveals strong teacher support for the value of career counseling (84.3%) but also highlights gaps in regularity, resource availability, and adequate staffing of counselors. To address these challenges, it is essential for policy makers and school administrators to allocate more resources, ensure consistent implementation, and prioritize training and support for teachers. Expanding the scope of career counseling services to include gender-specific programs and integrating them into the curriculum could further enhance their impact. Future research should focus on professional development, the role of cultural factors, and the long-term outcomes of career counseling, with a particular emphasis on the differences across educational levels.

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