

## Exploring the Effectiveness of Counseling in Preparing Secondary School Students for Higher Education

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### Abstract



*This research explores the perceptions of secondary school teachers regarding counseling as a crucial aspect in preparing their students for higher education after completion of their school. Recognizing the pivotal role that educators play in shaping the academic and personal development of students, this research aims to gain insight into how teachers perceive the effectiveness and significance of counseling services they can provide to their students. To achieve this objective, semi-structured interviews with 10 secondary school teachers, and 5 focus group interviews with students respectively, were conducted with diverse educational backgrounds, providing valuable perspectives. The majority of teachers and students appreciated the worth of counseling to motivate them to get into higher education and knowledge ability on their career path. The findings showed that while many teachers recognize the importance of counseling, there are notable variations in the extent to which this counseling is integrated into their schools. Some teachers reported limited access to professional training, hindering their ability to effectively guide students on the path to higher education as per their subject choices. Additionally, the study highlights the need for improved communication and collaboration between teachers, and students' families to provide comprehensive support into their further education. This research puts forth recommendations for the implementation of fostering partnerships between teachers, and school administrators and increasing parental involvement in the higher education preparation process.*

**Keywords:** Counselling, Higher Education, Preparing, Parent Support

### Introduction

Counseling is a broader term. In general, counseling states to the process of assisting a student by giving proper help, and discovering clarifications for the difficulties being challenged. “Counseling” is commonly related to a skilled person helping a person with basics. (Latif et al., 2022). Coetzee and Jacobs (2012) suggested that counseling is the best continuous interaction with students as it builds mutual trust between the teacher and the students. This trust is created by these counseling sessions which gradually shape and reorient the students for a successful future (Casserly, 2012). Therefore, counseling is procedural assistance projected to someone or a group to gain complete information about adjusting occupational selections and assimilating them into their academic, personal, labor, and social areas (Freeman et al., 2017). Counseling is effective in addressing a wide range of concerns, including mental interest, aptitudes, and academic growth. Counseling is a valuable resource for students seeking support, academic growth, and improved well-being (Aseudo, 2008).

Entering higher education is a significant milestone in a student's life, signaling a period of academic growth, academic development, and newfound independence. Counseling offers a range of benefits and coping skills in higher education because they are young and naive. Whether facing challenges or striving for academic development, it is noted that counseling can be an empowering and transformative experience (Nisa, 2018; Prenger et al., 2017). Hence, this study addresses an interesting and useful issue that needs to be addressed in Pakistani public sector schools. This research focuses on teachers' role in preparing and guiding students to enter universities. Hence, the reason for

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this ponder was to pick up students' viewpoints on the requirements for preparation to enter colleges and universities. Therefore, this study focuses on teachers using counseling to enhance their vision to take further education.

### **Statement of the Problem**

Further education after school holds immense importance in shaping students' academic and professional lives, fostering intellectual growth, and contributing to societal progress. In this essay, we will explore five key reasons why pursuing further education beyond high school is crucial for students and society as a whole (West et al., 2022). Further education provides opportunities for specialized knowledge and skill development. While high school education lays a broad foundation, higher education allows students to delve deeper into specific fields of interest. Whether it's pursuing a degree in science, arts, engineering, or business, higher education equips students with specialized knowledge and expertise that are essential for professional success in today's competitive job market. With a lack of higher education, they have difficulty in their career in the future. Therefore, this study explores the effectiveness of counseling in preparing students for higher education. Hence, the objectives were to explore the effectiveness of counseling in preparing students for higher education and the difficulties of providing counseling at secondary schools.

### **Research Questions of the Study**

The study is guided by the following research questions

- What is the effectiveness of counseling in preparing students for higher education?
- How do the teachers perceive *the* effectiveness of counseling in preparing students for higher education after completion of their School?
- How do the students perceive the effectiveness of counseling in preparing their students for higher education?
- What are the difficulties of providing counseling at secondary schools?

### **Significance of Study**

This study is significant for secondary schools as well as students because it seeks the importance of their higher education. This study highlights the importance of teachers' counseling in preparing and motivating students to go to further education. If students are not providing counseling and motivation, their drop rates after school get higher. With a lack of higher education, they have difficulty in their career in the future. The main contribution of this study is unique and noteworthy in that it provides teachers with comprehensive knowledge about how counseling can help improve career plans for higher education. If students are not providing counseling and motivation, their drop rates after school get higher. And the drop rate of highly literate people will be low in Pakistan. Henceforth, this study is significant for teachers, students can recall their strengths and weaknesses during the learning process after reviewing the counseling.

### **Review of the Related Literature**

Counseling is a response to human needs therefore every individual needs to be counseled according to their attitudes and aptitudes. Corey (1986:126) suggests that persons throughout the ages have sought the counsel of others believed to possess knowledge, insights, and/or experiences. Theoretical models for counseling have their origins in the values and beliefs of persons who, in turn, have converted these into a philosophy and a theoretical model for counseling (Burnett & Van Dorssen, 2000). The theoretical framework explains what happens in a counseling relationship assists the counselor in predicting, and evaluating provides a framework for making systematic observations about counseling, and encourages the production of new ideas. Hence counseling theory means helping to make sense of the counselor's observations and is usually insight or action-oriented. Thus, the counseling theory indicates the teacher's social behavior and the type of relationship they can develop with students. Hence, the conceptual framework proposed in this article expands upon how to highlight the importance of counseling through communication that is relatable and credible to students. Kouzes and Posner's (2007) vision of the counselor as a leader is integrated into the conceptual framework provided in this article and is contextualized to fit the role of the teacher as a counselor. Builds up the capacity for self-direction of each individual.

This previous study accentuates that a comprehensive series of social and economic transformations in the trends of academia impact the world of working and have changed the idea of counseling (Savickas, 2019). It is now becoming increasingly common for students to seek help and to deal intelligently. This way of intelligence is called counseling (William, 2016). This literature

suggested counseling is a broader term. “Counseling” is commonly related to a skilled person helping a person with basics (Lianasari & Purwati, 2022). Teachers play a crucial role in the lives of their students beyond their academic responsibilities. As educators, they often find themselves acting teachers as counselors, providing support, and care diverse needs of their students. This role of the teacher as counselor goes beyond simply imparting knowledge and extends to fostering the emotional well-being, and academic development of their students (Von et al., 2022).

Students’ motivation is a critical factor in that teachers comprehend the various aspects of motivation and adopt effective strategies to motivate them positively (Rahmawati et al., 2021). Counseling provides a platform for students to discuss and overcome any academic or academic. Thus, counseling sessions inspire and empower students to achieve their academic and academic goals. Rowell and Hong (2013) suggested when students feel supported and valued, they are more likely to engage actively in their learning journey. Recognizing students' efforts and achievements, both academically and personally, can boost their motivation (Smith, 2015). By employing a strengths-based approach, setting goals, nurturing intrinsic motivation, fostering a supportive environment, and utilizing various evidence-based techniques, teachers as counselors can empower students to achieve success in both their educational journey and life beyond (Onyango *et al.*, 2018).

Counseling promotes a culture of diversity and inclusion to create an environment that supports students from all backgrounds to feel welcomed and supported (Parikh-Fox et al., 2020). Counseling plays a crucial and multifaceted role in supporting students entering higher education (Donald et al., 2018). Counseling interlinks greatly with higher education and nurtures critical thinking and problem-solving skills. Through challenging coursework, students learn to approach problems from multiple angles, evaluate evidence, and develop well-reasoned arguments (Gerritsen et al., 2023). Moreover, teachers as counselors can identify students who may be at risk academically and provide targeted support and interventions to help them improve their academic performance and reach their full potential (McKinney et al., 2015; Hanafi et al., 2020).

Creating a collaborative and inclusive approach to student well-being, involving teachers as counselors, administrators, and families, is key to closing the gaps and ensuring that students receive the emotional support they need to thrive academically and personally ((Harrichand et al., 2021; Moscoviz & Evans, 2022). They recognize that earning a college degree can lead to improved career prospects and higher earning potential (Elmassah et al., 2022). The pursuit of higher education represents a significant milestone in students' lives (Goulart et al., 2022). Higher education allows these students to delve deeper into their favorite subjects, challenge their intellectual boundaries, and contribute to the advancement of knowledge in their areas of interest (Kozachuk & Conley, 2021). However, this transition can also bring forth a multitude of challenges and uncertainties for students (Loyalka et al., 2013). Through counseling, students can develop a deeper understanding of themselves, build self-confidence, and cultivate a sense of purpose, enhancing their overall college experience (Supriyanto et al., 2019). Hence. They offer coping strategies that enable students to navigate this transition with greater ease.

The gap in the literature suggests that there is a lack of specialized training and expertise in personal grooming and counseling techniques (Garrecht et al., 2020). Moreover, the pressure to meet academic targets can overshadow the need to prioritize emotional well-being, leading to a gap in the level of support students receive in managing their emotional struggles (Yabumoto et al., 2022). These concerns can lead to a gap in open and honest communication about emotional challenges, limiting the extent to which teachers can provide support to students in need (Zulu et al., 2021). Unfortunately, there is little or no evidence that counseling can improve their career in Pakistani public sector schools. The teachers in developing countries like Pakistan adjust teaching about counseling but there is no proper counselor for this job. Therefore, this study explores the perceptions of teachers as well as students’ perceptions of the role of counseling in motivating them into higher education.

### **Research Methodology**

The qualitative research approach was used to establish current research trends in career counseling through in-depth interviews. The study utilized a qualitative case study approach to gain an in-depth understanding of the experiences, practices, and viewpoints of secondary teachers within diverse educational settings. Qualitative methods allow researchers to explore the complexities and nuances of the participants' perceptions, providing valuable insights into their thoughts and emotions related to

counseling (Creswell & Creswell, 2017). A purposive sampling technique was employed to select secondary school teachers and students from different schools within the Okara District by the researcher. The 20 teachers (five years of teaching experience), and 5 focus groups of students participated in the study, representing a diverse range of subjects, teaching experience, and school demographics. The sample included both urban and rural schools to capture a wide range of perspectives. Transcribed interviews were systematically examined to identify recurring themes and patterns related to teachers' and students' perceptions of counseling.

For data analysis, themes were analyzed and interpreted to gain a comprehensive understanding of the experiences and viewpoints of secondary teachers. Several measures were employed to enhance the trustworthiness of the study. First of all, we contacted the participants and informed them about my research. Both agreed on the time. Participants were fully informed about the purpose, procedures, risks, and benefits of the research, and they were given the freedom to participate voluntarily without any coercion. The researchers protected the privacy of your research participants by ensuring their anonymity in reporting and using confidential data responsibly. Confidentiality and anonymity were maintained throughout the research process. We avoided using any academic identifiers that could reveal their identity without their explicit consent and minimized any potential physical, emotional, psychological, or social harm to your research participants.

### **Findings from the Data**

Data collection methods were utilized to gather comprehensive insights into teachers' and students' perceptions of counseling about entering higher education. The 20 teachers (five years of teaching experience), and 5 focus groups of students participated in the study, representing a diverse range of subjects, teaching experience, and school demographics. In the first phase, the interview was conducted with teachers, all the teacher has 5 years of teaching experience at least, and have taught 10<sup>th</sup> grade and 12<sup>th</sup> grade classes in their secondary school. All the teachers are MA/ MSc Qualified at least. In the second phase, interviews were conducted by the researcher with their consent it was found that those students who studied were in the 10<sup>th</sup> grade or 12<sup>th</sup> grade (Science/ IT/ Arts).

The following were the main themes that emerged from the interview data and focus Group data:

1. Role of Counselling at the Secondary School Level
2. Understanding About Counselling
3. Counseling Motivates Students into Higher Education
4. Limitation of Counseling

### **Theme 1. Role of Counselling at the Secondary School Level**

Participants were inquired about their Role in Counselling. They were asked and probed to tell about Counselling.

The data showed that most of the participants have three years of teaching Experience. They started Counselor Communication in the last three years. For Example: *the teacher facilitates communication between students, parents, and administrators about behavior issues and assists when needed (T1).*

Hence, teachers as counselors facilitate communication between students, and administrators about behavioral issues and assist with events such as excursions and dances as needed. Her main concern is to support students and ensure that their needs are met. On the other hand, a few participants had two years of counseling experience secondary school students often encounter conflicts with peers. Teachers as counselors mediate and provide conflict resolution strategies to help students navigate these issues effectively.

*I take responsibility for working with Students letting them know of any issues or difficulties in their further studies (T5).*

This data shows that the responsibility for working with Students - inform students of any problems or difficulties their work may pose and what is expected of them in their treatment.

They started counseling affect students' academic matters in the last three years. *The teachers as a counselor have a great effect on their academic performance in choosing the subject in their career (T2).*

This data indicates that the teacher has a great influence on academic performance when choosing subjects in his career.

*I think that teachers and students value academic achievement, and engineering and medicine remain the most preferred job possibilities. However, they must understand that a career may only be enjoyable and successful if it is aligned with the interests of the student (T10).*

This data shows that the teachers are constructive and grateful and they help students with problem-solving and more. *The programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus (G3S4).*

Moreover, *most teachers as counselors monitor students' development according to their needs, such as helping them to understand how to groom further...to improve their abilities and skills, (G1S2).*

This data shows that teachers as counselors monitor student development and provide necessary support according to student needs. For example, helping students understand their needs, make realistic decisions, and develop.

Hence, the primary purpose of counseling is to help students get to know themselves better and find effective solutions to everyday problems.

*Teacher counseling gives me a better understanding of the self. It helps me recognize their abilities and potentialities and turn them into useful skills that can contribute to the welfare of society (G1S6).*

This data indicates that counseling aims at giving students a better self-image. This helps students recognize their abilities and potential and translate them into useful skills that can contribute to the well-being of society.

Another Participant Stated that: *I like my teachers they guide me throughout my subject choices, and students can develop a deeper understanding of who they are, and what motivates them (G2S1).*

Hence, counseling assists students in exploring and gaining insight into their academic qualities, interests, beliefs, and objectives. Students can gain a better knowledge of who they are, what motivates them, and what they want to achieve in life through self-reflection exercises, personality exams, and talks with teachers as Counselors.

### **Theme 2: Understanding about Counselling**

Participants were asked and probed to tell about their viewpoints and thoughts on the Understanding of counseling. All the participants knew how to counsel. For Example, one Participant stated that

*I have real conversations with students. One reason is our badge for students is not a shiny and bright one. But my college is more tilted towards teaching practical work. So, I speak to them and counsel them to study more about their future (T4).*

Also, counseling is an important educational tool in shaping a student's orientation against negative thoughts instilled by peers. Teachers as counselors, therefore, need to help shape the future of students through counseling. Another Participant Stated:

*In my opinion, counseling is a process that will help you to know and understand yourself and the world of work to make educational, and life decisions. Professional development is more than just deciding on a major and what job you want to get when you graduate (G2S5).*

This data shows that counseling helps students set realistic expectations for their chosen careers. Teachers as Counselors also enlighten them and inform them of additional opportunities, they may not be aware of.

*I think I can provide guidance, share industry knowledge, and offer real-life insights allowing students to spend time observing professionals at work, gaining firsthand exposure to specific careers, and understanding the day-to-day responsibilities and requirements (T1).*

Connect students with mentors or experts who work in their areas of interest. Mentors can give advice, share industry knowledge, and provide real-world examples. Job shadowing allows students to spend time seeing professionals at work, getting firsthand knowledge of various vocations, and learning the day-to-day tasks and needs.

*In my opinion, I require counseling to discover and develop their educational, vocational, and psychological potential (G2S4).*

The teachers have a positive opinion of their advisors and value their role, the school environment can be supportive and positive. This sense of support can have a positive impact on student motivation, engagement, and overall academic well-being.

*I feel high when they are heard, valued, and supported by the teacher as a counselor. When students get support in counseling, they are more likely to engage in open and honest discussions about their concerns, thoughts, and emotions (T3).*

Hence, the data indicates that the students got a view of the availability, empathy, understanding, and eagerness of counseling. It entails the Students feeling heard, appreciated, and supported by the teachers as counselors. Students are more inclined to engage in open and honest talks about their worries, ideas, and emotions when they experience support in counseling.

### **Theme 3: Counseling Motivates Students into Higher Education**

Participants were inquired about the Motivates Students to Higher Education. They were asked and probed to tell about their viewpoint and thoughts on the Motivates Students to Higher Education. Hence, most of the participants have three years of teaching Experience. They started a counselor who can gauge Students' Behavior and learning. *In my opinion as a student, a person gets motivated by listening to someone or seeing someone doing something. I get from my teachers to become another teacher and try to be an even better teacher (T1).*

As an understudy, an individual gets spurred by tuning in to somebody or seeing somebody doing something.

*My teachers as counselors can gauge student behavior and this helps them in making the career roadmap for the students and choosing subjects of their interest (G3S4).*

This data indicates that the measures student behavior and learning in the classroom through a variety of activities and gives teachers the feedback they need. Most of the participants have one year of teaching Experience: *Build positive feelings towards their career vision in interacting and enable them to cope with university challenges (T5).*

This data shows that you build positive feelings towards yourself and others. *Counseling improves academic performance by identifying barriers to learning (T10).*

Moreover, *improves students' ability to engage and communicate with people. My students Deal with change in themselves and their environment. Recognize and appreciate their own and other people's strengths and shortcomings (T2).*

This data shows the teachers' strides in capacity to lock in and communicate with students. Teachers' counseling is appreciated to improve student's qualities and remove inadequacies. Moreover, participants were inquired about the functions of counseling and guiding play in education. They were asked about their thoughts on the functions of counseling in education.

*My teacher told me to go to university for sure and get more qualifications to pursue my career and choose the right stream (G5S2).*

This data shows that the instructive counselor plays a fundamental part in directing understudies in their scholastic travel making a difference in them selecting the correct course and college in making the proper choices according to their dreams.

For Example, a participant stated that: *a teacher can tell students that college students should have a strong voice in the learning process. Students can present their views, problems, and wishes for higher education as their point of view (T4).*

This data indicates that the beneficiaries of data, information, and aptitudes, college understudies ought to have a solid voice within the education and learning handle.

*My teacher motivates me to go to university and not study after high school.... Effective counseling recognizes the interconnectedness of students' level of thinking (G2S4).*

This data shows that viable counseling recognizes the interconnecting of students' passionate, social, cognitive, and physical well-being.

*In my opinion as a student, a person gets motivated by listening to someone or seeing someone doing something. I have seen my teachers being great teachers. As there is counseling the only motivation, I get from my teachers is to become another teacher(T6).*

This data shows that direction and counseling are imperative instructive instruments in introducing students to negative thoughts that are planted within the students by his/her peers.

*My teacher guides the students; they provide them with a proper route so that their decision-making abilities are enhanced (G1S4).*

This data indicates that when an educator gives direction to understudies, they give them a legitimate course so that their decision-making capacities improve. *Through counseling, students have their*

*strengths, values, and interests, and even share without families and parents to change their thinking. We do not want to be dropped out but to study more... (GIS5).*

Hence, it recognizes that everyone has different strengths, values, interests, and goals but they realize this after their interaction with the teacher and counseling.

#### **Theme 4: Limitation of Counseling**

Participants were inquired about the limitations of counseling. They were asked and probed to tell about their viewpoint and thoughts on the limitations of counseling. They were asked about the limitations of counseling. They started a concern for either the counselor. For example, a participant stated:

*In my opinion, there may be safety concerns for either the counselor. Sometimes, a counselor may feel the need to make a recommendation for additional counseling. The counselor could be experiencing academic problems at home that impede their ability to provide effective counseling (T5).*

This data shows that there may be security concerns for either the counselor. In a few cases, a counselor may feel the need to make a proposition for additional counseling. The counselor could be experiencing academic issues at the household that prevent their capacity to supply practical administrations.

*In my opinion, teachers have concerns about maintaining ethical standards and ensuring that they uphold confidentiality, professional boundaries, and the well-being of their students. They strive to provide competent and ethical counseling to motivate students (GIS1).*

Counselors may be concerned about upholding ethical standards and guaranteeing confidentiality, professional limits, and their students' well-being. They work hard to give competent and ethical advice while negotiating difficult situations and potential ethical quandaries: *In my opinion, teachers as Counselors are responsible for maintaining accurate and confidential records of students or student information, including session notes, assessment results, progress reports, and treatment plans (G3S2).*

Counselors must keep accurate and private records of students and student information, such as session notes, assessment findings, progress reports, and treatment plans. This documentation improves continuity of treatment, makes collaboration with other clinicians easier, and satisfies legal and ethical standards. Another participant stated that *in my opinion, I was less motivated to go to college but teachers give us no time and no interest in guiding them (G2S1).*

This data shows that the major point of direction counseling administrations is to energize students' scholarly, social, enthusiastic, and Student advancement. Students ren require direction & and directing to find and create their instructive, professional possibilities.

*I think it is very important for students to maintain their study level. Teachers' reactions are very powerful acts to improve student's behavior (T10).*

Hence, the teachers' responses are exceptionally effective acts on the student's behavior. This data shows that due to a lack of time, resources, and incentives, teachers have difficulty in providing excessive counseling to students. Interviews show that most students fall into the youngest age group, with preparedness of students. There is a strong positive response to counseling at secondary school. The teachers provide counseling to encourage students' academic development. The results show that most students fall into the youngest age group, and there is a strong positive response to counseling at secondary school, which is considered by teachers and students. In comparison to males, females appear to be more supportive of counseling at the Secondary School level. Compared to male students, the majority of female students think they need to be more independent while counseling Sessions. The teacher and student counseling sessions are useful for studying, accessing diverse knowledge, and producing tasks for the majority of female students. Regarding the challenges of utilizing, instructing, and evaluating careers in the field, there were some notable differences between male and female students.

#### **Discussions**

Data reveals that teachers as well as students feel they value counseling in secondary school is similar to (Klein & Beeson, 2022). Many secondary teachers see counseling as playing a vital supportive role in helping students navigate the complexities of the college application process and make informed decisions about their future education (Zakiyah et al., 2022). Teachers often appreciate counseling for providing valuable information on various colleges, courses, scholarships, and financial aid

opportunities (Paalimäki-Paakki et al., 2022). Most secondary school students are in the adolescent stage (Bancin et al., 2019). The teacher as counselor contributes not only to the academic growth but also to the emotional and social well-being of students, shaping them into confident, resilient, and compassionate students ready to face the challenges of life beyond the classroom (Feldman, 2013). Providing academic counseling involves recognizing the diverse learning styles and abilities of students and adapting teaching methods to suit Student needs. Teachers can offer tutoring, extra resources, or study tips to help students academically (Beames *et al.*, 2022; Francis *et al.*, 2019). Teachers as counselors facilitate communication between teachers, and administrators about behavior issues and assist in their subject choice in their future study. Teachers assist students in developing academic goals, selecting appropriate courses, and planning their educational pathways (Hanafi et al., 2020; Di Mascio et al., 2021; Moscoviz & Evans, 2022; Elmassah et al., 2022).

The preparative effectiveness of secondary pupils for higher study is greatly aided by counseling. Teachers can provide valuable information about a student's academic and psychological growth. Teachers can offer insightful feedback on a student's academic achievement and possible areas where they might require further assistance or enrichment. Counselors can use this information to identify potential obstacles a student may encounter while pursuing higher education and to create effective support plans is likewise to (McKinney et al., 2015; Hanafi et al., 2020; Di Mascio et al., 2021). To gather different viewpoints, identify support requirements, develop cooperative solutions, and establish trust and rapport with the student, interviews with teachers are done likewise (Harrichand et al., 2021; Kozachuk & Conley, 2021).

It was noticed that providing academic counseling involves recognizing the diverse learning styles and abilities of students and adapting teaching methods to suit student's needs. Teachers can offer tutoring, extra resources, or study tips to help students reach their full potential academically (Beames et al., 2022). The study has innovative ideas (Goldman & Vallabh, 2022) similar to the study. Mentors can provide guidance, share industry knowledge, and offer real-life insights. Job schools may not have adequate resources or access to support, such as counseling work. As a result, teachers may be left to address students' emotional needs without the necessary assistance and guidance. This lack of resources can create a significant gap in the level of emotional support available to students similar to (Müller et al., 2022).

It is found that the teachers have diverse responsibilities, including lesson planning, teaching, grading, and classroom management. These responsibilities can leave limited time for one-on-one interactions with students. Teachers at schools often have demanding workloads, with a significant focus on academic outcomes. As a result, they may have limited time available for counseling sessions with students. Time constraints can hinder teachers from dedicating sufficient attention to addressing students effectively is likewise to (Thomas, 2020; Ieva et al., 2021; Green et al., 2016). It is noted that there is no position of counselor in public schools and teacher work as an additional charge. As educators, they often find themselves acting as teachers and counselors, providing guidance, support, and care to address the diverse needs of their students similar to (Hilert et al., 2022). This role of the teacher as counselor goes beyond simply imparting knowledge and extends to fostering emotional well-being, academic development, and overall success for their students similar to (Moscoviz & Evans, 2022; Elmassah et al., 2022). Hence, counseling is an important educational tool in enhancing their vision of higher education to benefit their careers though teachers working as counsellors should be given rewards to motivate them.

### **Conclusions**

The majority of the participants had positive views about counseling entering into higher education at the Secondary school. All the teachers show positive perceptions of counseling in preparing students for higher education but they could provide counseling off and on, for several factors. All teachers perceive counseling as valuable acknowledgment in providing students with personalized academic guidance. Additionally, the teachers appreciate the importance of counseling in assisting students with college applications, scholarships, and other essential aspects of the higher education process. Similarly, the students also appreciate the effectiveness of counseling in preparing students for higher education. It is concluded that teachers at school have no time, resources, and money for counseling but they still serve and prepare their students for entering further universities. Moreover, a few students are not willing to receive counseling because of the mindset built by their parents. In conclusion, the students and teachers realized that counseling from teachers is necessary for students



to provide. If students are not providing counseling and motivation, their drop rates after school get higher. With a lack of higher education, they have difficulty in their career in the future. This study recommends that schools should make a school-wide approach to emphasize the importance of counseling in preparing students for higher education. Also, schools should provide various incentives to teacher to motivate them towards counseling as well as spare them from their extreme workload.

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