

The role of career guidance and counselling on the career choice and career decision making of immigrant students in Finnish upper secondary schools.

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Master's Thesis in Education
Spring term 2024
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ABSTRACT

SINDAYIGAYA, Fidele. 2023. The role of career guidance and counselling on the career choice and career decision making of immigrant students in Finnish upper secondary schools. Master's Thesis in Education. Faculty of education and psychology. 62 pages.

Guidance and counselling in secondary schools plays a major role in the students' career choices. In Finland, career education and career guidance are a required components and included in the curriculum of upper secondary schools. This means that the students are eligible for individual guidance and group counselling (Skovhus &Thomsen, 2020, p.253). Thus, this research sets out to study the guidance counselling experiences of immigrant students in upper Secondary schools. My purpose is to investigate the role of guidance counselling in the career decision making of immigrant students.

This study adopts the phenomenographic research method which includes an investigation of the role of guidance and counselling in career choices of immigrant students in upper secondary schools in Finland and bringing out similarities and differences from the cases studied.

My study found out from the five participants that guidance and counselling are a vital part of education at the level of upper secondary schools. This practice is very much appreciated especially by immigrant students who began their studies in different countries before immigrating to Finland. Some of them see it as a novelty but appreciating the practice of guidance and counselling as it instils in them the consciousness of making guided choices about their future careers.

The practical conclusion is that the practice of guidance counselling should be reinforced especially for students just arriving to Finland from diverse educational backgrounds.

Keywords: Role, career guidance and counselling, career choice and decision making, immigrant students, Finnish upper secondary schools.

ACKNOWLEDGEMENTS

Coming from an immigrant background myself to study in Finland has been a big challenge for me. Hence, I thank my teachers for being patient with me and guiding me through all the stages of my education.

I thank most especially my supervisor who has taken the challenge of listening patiently to me, reading my working and making valuable suggestions in a friendly atmosphere. I say God bless you, Mira Kalalahti. You are an awesome personality - Thank You.

I will also thank my wife Muhoza Nyiramugisha and my children (Sindayigaya Elsie, Sindayigaya Elyon, Sindayigaya Elijah, Sindayigaya Elvis, Sindayigaya Ihozo Elorah) who showed me love during the challenging moments of this process. I thank my correspondents for their time and for the knowledge they shared with me during our interview meetings.

Finally, I thank my good brother Paschal Safeh for prof reading my work and correcting.

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1. General introduction

In educational structures, career guidance and counselling aim to improve, increase awareness, and help students to choose or select an education and future vocation. Furthermore, guidance and counselling contribute to the students' development and improvement of the career competences that they will utilise during the course of their life (Mordal et Al, 2020). The students, especially immigrants face different problems in their process of career choice; among them, these can be lack of Guidance, fear of failure, copycat decisions, fear of trying new things, etc. (G. Nelson, 2021), and wrong career selection unlocks the door for lifetime consequences.

Consequently, guidance and counselling have become as an answer to assist, aid and guide students in order they are able all to perform as well as possible in their studies and they can make right and appropriate decisions, choices regarding their education and future careers (FNAE, 2017). To prepare these students for their future career in the worlds of work and education, the school counsellors and educators have become the key elements in this great job. These preparations generally focused on the challenges, alterations, and changes taking place in the workplace, and then prepare these students to participate and be sustainable, useful, and competitive in a world-class workforce in order that they become as prepared as possible to develop their possibilities of success. (Hughey, & Hughey, 1999, p. 203, 204.)

Guidance and counselling on career choice seems essential tools that serves students especially the immigrants to develop skills to move effectively through learning and work (Kassurinen & Vuorinen, 2008; Merimaa, 2018). Finland has a long history in guidance and counselling programs, the services are provided mainly by established public systems such as the Ministry of Education and Culture which is responsible for the organization and funding of guidance and counselling services in comprehensive and upper secondary schools and in higher education. Career guidance in upper secondary level education is scheduled compulsory element in curriculum and a student entitlement. The Ministry of Economic Affairs and Employment which is responsible for establishing political guidelines and strategic goals for the national labour market policy.

Guidance and counselling services provided by the Employment and Economic Development offices (TE Offices)' complement school-based services as they are mainly targeted at clients outside of education and training institutions. The two systems have made a clear division of labour through long co-operation between them (Hagaseth et al., 2020, p. 2-3).

Career choice is one of the essential elements in an individual's life, and it may be seen as the process of choosing, deciding and move into a specific career path, even as career development refers to one's experience before, during, and (especially) after career choice (Brown & Lent 2013, p.10).

The purpose of my research is to analyse and understand the role of guidance and counselling on the career choice and career decision making of immigrants' students in Finnish upper secondary schools. By understanding the role of guidance and counselling on these matters, the school counsellors will comprehend more thoroughly immigrants' students' opinions on career choice and career development through guidance and counselling services and assist them to use these services more efficiently. The results of this research will provide information related to what extent immigrant students are free to choose a career of their choices, this will contribute to unveil the independence of immigrants' students in Finnish upper secondary schools in the matter of making their own future career decisions. In additional, this study will increase knowledge on the influence career guidance and counsellors have toward immigrants' students to make their career choice decisions.

In this thesis, the parts will be defining, presenting the role of guidance and counselling on the career choice and development of immigrants' students in Finnish upper secondary schools, deliberate the main theoretical and practical perspectives.

The key terms: Role, career guidance and counselling, career choice and decision making, immigrant students, Finnish upper secondary schools will be explained and defined to increase and facilitate the understanding of the reader. Furthermore, significant attention will be shown for the gender equality in writing. Finally, references and appendices will be included.

2. Literature Review

The capability of making choices, decisions is an important component of human life; numerous decisions that people make every day are not given a serious consideration or are often made quite spontaneously. Though, these daily choices/decisions often have long-lasting consequences, like those concerning educational success, physical condition or getting a good job after one's education (Meriläinen et al, 2014, p.342).

In their article – *Negotiated, given and self-made paths*, Mäkelä and Kalalahti affirmed “that despite the relatively low immigrant students proportion in Finland, the educational opportunities are not the same when compared to Finish students” (Makela & Kalalahti 2023). Could the lack of guidance be a cause of their poor performances?

(Adiela 2018, p.29-31) explored *the role of guidance and counselling in effective teaching and learning in secondary schools*, and based on their findings, guidance and counselling at schools empower frail students' advancement along their academic and assist them to develop their attitude to learn in the way that their anxiety in examination is minimized, their attention, concentration on relevant school activities improved. In addition, Guidance counselling connect students' intellectual capabilities to their optimum by alleviating their weaknesses, and improving their strengths, as well as make them adapt to school environments and requirements by transforming, reforming students when making choice for the right subject combination, career, and personal social practices.

(Santos, Ferreira 2012), researched on *career decision statuses among Portuguese secondary school students: A cluster analytical approach*. According to the results of this study, the students of 12th-grade can be categorised into three main groups of career decision status, in the first group, the students perhaps do not feel the necessity to request career counselling, this means that they are able to decide for themselves, but some of them could be interested to get some assurance as to their career decisions, this group is confident to decide individually. The findings showed that the second group included the students who do not have serious psychological adjustment problems, even though their decision-making ability is not mainly convincing, they are not certain about their career selections, they maintain their career options open since they are still exploring

possibilities. The third group include the students with high psychological distress as manifested in their low self-esteems, high-level of anxieties and external locus of control, their vocational identity is low and they are indecisive, this mean that it is difficult to them to take decision concerning their future career. This indecisiveness demonstrated in making decisions involving in the career field, confront this task with a weakened sense of personal agency.

In the same line of thought, Egemen Hanımoğlu (2018), explored on *the Perceptions of Students about the Role of School Counsellors on Career Selection*, the researcher concentrated on the case of three schools in Adana-Turkey. This study revealed that students agree that the school counsellors help them in the process of decision making concerning their career selection. Nevertheless, the results of this study indicated that the students do not have the same perceptions about their school counsellors, but the findings disclosed that most of the students agreed that school counsellors are pleasant and approachable, they recognize that the counsellors often respond punctually to their needs and requests concerning career selection. Moreover, the findings revealed that the students recognise that the school counsellors are dependable and objective when guiding them towards career selection, and they confirm that school counsellors are professionals who have strong professional knowledge to assist in matters of career selection.

Liisa Metsola (2016), in her article on *Guidance and counselling practices in Finland*, stated that Guidance and counselling in general upper secondary schools cover students' issues linking or connected to the planning of a study program, self-understanding, learning techniques, additional education, occupation, career, and work. It is in this way that school counsellors teach new students the techniques, requirements, and study methods of upper secondary school. In addition, school counsellors assist students in making choice of their courses, drawing up their individual curriculum in that manner they can profit from these occasions, opportunities, thus the students get understanding on how their course selections will affect their further education and future career opportunities.

M. Meriläinen et al (2014), researched on *vocational career decision-making of Finnish upper secondary school students*. The researchers focused on the skills and competences that

associated to decision-making at different phases. The results of this research revealed that in vocational career decision making some students tended to postpone, consult and others make quick decision, therefore some students are belonging in the cluster namely the 'followers', they normally showed high-level of adjustment skills and achievement motivation, but they delayed in making the decisions and depended on others, and this interpreted that these students were weak in collecting and treating information and had weak basic skills, they hesitate when making decisions. The second cluster are the students named the 'cautious decision makers', who had uppermost scores in basic skills and information collection and treating, their efforts were invested in the process and were intuitive in their decision-making, they need to compromise, please others and consult with others. The third cluster named 'Goal-oriented decision makers' students, were fastest at making decisions, no need to consult or please others, they were independent. The results from this research also considered gender by making a comparison between males and females in matter of making decisions, the results revealed that male students make quick decisions compared with female, and this depends on the beliefs that male students were considerably more confident, however females' conceptions to achieve motivation and adjusting skills were considerably greater than those of males. Even male student were quick decision makers compared with female, results underlined that quick decision-making is not essentially a sign of good decision- making, instead, it may signify those ladies take into consideration and adjust their solutions more than males, and this means that females are slow in taking decisions, they first consult with others and dependent to others and use intuition, whereas the male students were faster in making the final decision. Therefore, the findings of this studies confirmed the differences in males and female students in processes of making decision in relation to generic competences.

Kalalahti (2019), in the article *Inter-ethnic Relations and Bounding Agency: The Social Space of Study Guidance and Counselling*, showed that the previous studies (Kurki, 2019, Kilpi-Jakonen, 2011) demonstrated how the pupils with immigrant background are more frequently guided towards vocational training, and that migrant pupils with lower school

grades apply for entry to the general (academic) education stream more often. This research revealed that even the pupils' desire and aspirations are in academic occupation, their study counsellors worry that these students will not be effective, successful if they take on academic studies. Thus, immigrant pupils especially girls revealed that their study counsellors influenced their choice by pushing them not to apply for the general upper secondary school instead vocational training streams by fearing that these immigrants' students will not be successful if they take on academic studies due to their lower school grades. The migrant-origin pupils are more often than average guided towards vocational training (Kurki, 2019) and that migrant pupils with lower school grades apply for entry to the general (academic) education stream more often (Kilpi-Jakonen, 2011).

2.1. Concepts of career guidance and counselling

Guidance and counselling have a major task of providing students with growth and development in the way that they are supported, promoted, and encouraged through their social experiences, maturity, and capability to study and expanding their knowledge, expertise and skills required in life planning (FNAE, 2022). Moreover, guidance and counselling have a crucial role in connecting the students with society and working life and to encourage, promote equity, equality, fairness, and prevent exclusion from education and working life (FNAE,2022). The services of guidance and counselling at school implies to the variety of interventions given to students to empower them with making choices in the important subjects of their personal/social lives, education, and career. This means that it offers students sufficient basic knowledge and skills to plan their current and further studies and thinking on the path of their career, it increases students' well-being, growth, and development, and develops students towards effective citizenship.

Guidance: the term guidance refers to the activities that consist of the career-orienting normally provided to the students by school counsellors and teachers while they assist these students to be familiar with the world of work,of the value of planning, andof self-

attributes that may associate to numerous career options (Brown & Lent 2013, p.10). Considering the literal meaning of guidance, to guide means to indicate, to show the way, or to point out, but more than to assist (Pandey, 2017, p.85). Thus, Guidance encompasses the entire process of education which starts from the childhood to adulthood, this means that guidance is desirable from cradle to grave, in which guidance aims to assist the people to adjust to their environment in an efficient way, to help these people to make suitable choices, selections and adjustments (ibid.).

Guidance is considered as a Series of processes intended to support students to make enlightened choices, selections and alterations linked to their educational, vocational, and personal development (Debono et al, 2007). At secondary school level, guidance is centrally concentrated on distinguishing facets that have effects to the students by assisting these students to improve themselves corresponding to their capabilities and prospects in the fields of educational planning, career choice, interpersonal relationships, and expand the capacity of these students to realize and deal with self-situational relations (Pandey, 2017, p.85).

Counselling: The term counselling is considered as a professional relationship that engage and involve two or more than two people in which a therapist or counsellor assists clients to adjust or solve their personal problems, to achieve their mental health, wellbeing, education, and their career goals (Amat, 2019). In school's environment, counselling is provided by a school counsellor who help the students in academic area, personal development, career choice, and drug prevention programs, and it moreover help students to resolve emotional and personal issues or behavioural problems. The services of counselling in the school environment aid students to build a clearer focus or sense of direction in their life and offer a favourable learning environment that will enhance student achievement (Amat, 2019).

Career: The term career is normally used to refer to a person's chosen profession, a chronological sequence or collection of jobs that individual has held over the course of one's work life (Brown & Lent 2013, p.10). It is in this way that the individuals may hold various kinds of jobs during the course of single career, for example an individual can be

an secretary at company X for 5 years and at company Y for 7years, and an individual can experience a career change, a move from one job and shift to another like from Teacher to a Nurse for example (ibid., p.8).

Career guidance: Career guidance can be defined as “services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers” (Debono, Camilleri, Galea, Gravina,2007, p.46). Moreover, Career Guidance is seen as a process of assisting a person to select or choose a profession, prepare individual for the profession, enter, and progress in this progression, and convey personal skills, interests and capabilities to their professions or career, what is more career guidance intend to help students to connect what they learn in school with the world of work.

Career counselling: Career counselling refers to a professional relationship between individual client and counsellor, where the clients are aided to choose, select, prepare to enter, and function successfully in an employment(Pandey, 2017, p.85).Career counselling is fruitful in assisting individuals especially the students at schools to develop their career decision-making abilities and managing their career development duties more successfully, and this can help them to make decision regarding transitions to work (Gysbers, Heppner, Johnston, 2014, p.17). Career counselling put the emphasis on the assessment of the clients’ skills, aptitudes, beliefs, personality, and interests to help these clients to make choice or selection of suitable educational programs or making an appropriate occupational choice, thus individuals include students implicated in career counselling because they need some help in making choice by answering these questions:“What should I do? In which direction should I go? How should I respond to and resolve my problem or achieve my goal?” (Gysbers et al, 2014, p.13, 21). By answering these questions career counselling assist people to earn better self-awareness in fields like interests, morals, skills, values and personality style, and individuals like students are connected to the skills which help them to be more knowledgeable concerning jobs, career and occupations, thus it engages these students in process of making decisions of choosing a career path which is well matched or suitable to their own

choice, interests, morals, skills, values and personality style, and help them to manage their career path.

Career choice: This term may be seen as the process of making choice, a process of choosing and entering a specific career path, this not means automatically a fixed or one-time process because different individuals revise or may change their career choice any time for different reasons such as a new engagement in work that they feel fitting their interests and talents, or return the workforce after a certain period of time in leave (Brown & Lent 2013, p.10). To make a career choice, an individual should have a self-awareness, an understanding of the self, an awareness of the world of work, and true logic of their relations (Gysbers et al, 2014, p.58).

Career developments: career development is described as self-development, a process of learning new ideas to build new skills during the existence of human being through the interaction, assimilation, and incorporation of the roles, responsibilities, experiences, and events of an individual's life (Gysbers et al, 2014, p.29). It is moreover a process that start in childhood and comprise life experiences that give rise to abilities, talents, morals, interests, and awareness of the world of work, proceed in adulthood through the advancement of individual's career behaviour, and terminates with the change into, and alteration to, retreat or retirement (Brown & Lent 2013, p.10)

2.2. Career Guidance in school context.

The term career guidance is repeatedly misunderstood and confused with other linked concepts like counselling. Career guidance means the services and activities aimed to help individuals of any age, and any occasion through their lives, for making educational, professional, training, and occupational choices and managing their careers (Debono, Camilleri, Galea, Gravina, 2007, p.46).

At school, career guidance empowers students with using the knowledge and skills that they would have learned and developed in a specific setting, for them making the best workable decisions about their studies and future work. This means that career guidance tackle students' problems like self-awareness in relation to others, issues related to

employment, the exploration of job opportunities, the improvement of career decision-making, and the application of expertise and competences (ibid.).

In educational settings, career guidance aims to improve, increase awareness, and encourage students to make a choice or selecting an educational option and future vocation, and it impacts to the students' development of the career competences that they will utilise throughout life (Mordal et Al, 2020). Career guidance in the schools is understood as the support offered to the students for better preparing them to make decisions regarding to their education, career choice, depend on their understanding of own benefits, abilities, and aptitudes, as well as the resources and opportunities around them.

The students receive and obtain information that can support them to make proper and realistic choice concerning their future in the term of career, additional education, and personal goals (Ortega, Cerda, Restrepo, 2014, p.10).

Career guidance is understandable to be a support offered to individual include young people so that they are better prepared to make decisions concerning their education, career choice, depend on their understanding of own benefits, skills, and aptitudes, as well as the resources and opportunities around them. it is a comprehensive process through which an individual obtains, receives information and support so that she/he can make proper and realistic choices about her/his future in terms of career, further education, and personal goals (Ortega, Cerda, Restrepo, 2014, p.10).

Guidance is a process which can be repetitive in various times that necessitates, and consist of paying attention, active listening to the students to understand the problems, issues that a student face, then the professional deliberates and proposes possible responses, solutions to the problems, and the student can realize the problem at hand and then it is up to him to implement the solution presented and get over with the problem (Sood, 2016).

This indicates that guidance is a way of helping students to realise and use carefully the educational and personal occasions, opportunities that they have, or they can build a form of systemic assistance in which students are assisted to accomplish an adequate

adjustment to school and in life (ibid.). It moreover that career guidance provides the holistic development to the students, by encouraging them to better identify their aspirations, dreams and interests and the significance of staying in school and partaking in their communities (Ortega, Cerda, Restrepo, 2014, p.11). Thus, career guidance can be seen as an aiding service that involving problem-solving and understanding student's abilities and his natural environment so that his progress can occur in tandem with the environment, for making sure that the developmental goals are achieved.

2.3. Career Counselling in school life.

The concept counselling is considered as the core and most crucial part of the whole guidance programme in the school, and through this one the students are eventually helped, and supported. According to Neeru Sood (2016), counselling is defined as a process that include different sessions wherein the counselee and the counsellor converse each other, talk and discuss the issue and distribute or share information to get to the best probable answer to the problem. Counselling occurs when a counsellor meets and listen to a client in a private and confidential setting to explore a difficulty the client is having, and by listening to the client, the counsellor starts to perceive what the challenges and difficulties the clients faced and help the client to make his choice or change or of reducing confusion, by exploring different aspects of their life and feelings (McLeod, 2009).

Pandey (2017) stated that Counselling is a crucial part of whole guidance program in the school, this means that through counselling, the students are ultimately helped. Therefore, counselling is the scientific process of assisting the students to understand themselves in relation to their environment so that they grow to be self-determined, autonomous, independent, and self-sufficient and can lead a better and meaningful life (Pandey,2017, p.85). This clearly shows that counselling is targeted to help the people to resolve the problems they have, avoiding ones that can occur and increasing personal, social, emotional, educational, and vocational development. Thus, counselling has remedial, preventive, and developmental aspects.

Counselling services consist of the central part of the overall assistance given to the clients through guidance program, this is to justify that counselling is a way that used to enable individuals to know themselves, their present situations and possible future so that they may solve their problems and contribute to their society guided by the counsellors (Mishra, Chaudhary, 2018, p.72). However, Counselling does not mean giving, offering a service in the way that a problem of a counselee may be solved. This process should help the client to get a clear insight to the problem and then to achieve self-confidence.

Counselling obviously signifies providing advice to an individual on social or personal difficulties, particularly professionally and the process of supporting and guiding clients, particularly by a qualified person on a professional basis, to answer particularly personal, social, or psychological difficulties and difficulties (Eremie, Maxwell & Bethel-Eke, O. Adaugo,2020, p.57). In additionally, counselling is a collaborative process that includes the improvement of a confidential professional relationship that concentrates on personal challenges. This clearly shows that counselling is to help an individual to explain and clarify problems, gain insight into customers' feelings and thoughts, and deal successfully with problems. Counselling helps the students get to know themselves better (their strengths and weakness) and find effective solutions to their everyday difficulties and encourage students' academic, social, emotional, and personal development.

2.4. Importance of guidance and counselling in students' life

Guidance and Counselling Services are aimed to promote, encourage students' academic performance, emotional, social, and personal development, and these services also support students with getting to know themselves better by identifying their strengths and weakness and then they find themselves effective solutions to their daily problems (McLeod, 2009).

Furthermore, guidance and Counselling Services assist students to adjust their abilities, interests and needs of the society, this means helping students to improve in the desired direction and to orient them according to the needs and demands of changing times and society (Pandey, 2017, p.85).

According to Steven D. Brown, Robert W. Lent, 2012 guidance and counselling are related to a variety of other services that aimed to promote student's career choice and development guidance, advising, education, placement, coaching, and mentoring. School counsellors and teachers assist students to become aware of the work world, of the value of planning, and of self-attributes that may relate to various career options.

Guidance and counselling came as an answer to support, help and guide pupils and students in order that they are able all to perform as well as possible in their studies and they can make correct and suitable decisions regarding their education and careers (Finnish national agency for education, 2017). Career Guidance and counselling services assist the students to make choices of their career and prepare them for an employment that is fitting with their interests and aptitudes.

2.5. The role of guidance and counselling on the career choices and development

Guidance and career counsellors are in position to understand and help their students to realize that career choice is not an event done once for all, or for one opportunity, simply the students have the possibility to rethink regarding their choices, selections and decisions which have an extended effects and implications for long-term career opportunities, this means that it is beneficial for students to realize that some decisions they take for making their choices for future career will lock some doors of other opportunities, occasions and chances or make other career possibilities that are more difficult to engage in later. It is in that way that the students might need support to understand, and realize the difficult, interconnected nature of early and later work experiences, as well as the challenges they are likely to face in pursuing their goals.

Steven D. Brown et al 2013 stated that career counselling is an action generally takes place in the middle of student and counsellor, thus different counsellors also decide to use group counselling or workshops, predominantly in educational backgrounds where a few students are coping with usual developmental challenges (for instance academic or

career-related choices). Because of an unsuitable career choice, leads or direct all personal efforts and assets into a wrong path, when not connected with the opportunities; would not only be frustrating, challenging rather exhausting of the individual energy and wastage of resources (Ahmed, Sharif, Ahmad, 2017, p.4).

Career counselling and one's career development process are frequently defined in orderly and help students in the components of the three-part model for making a career choice: an understanding of the self, an understanding of the world of work, and true reasoning of their relations (Gysbers, Heppner, Johnston, 2014, p.4). Career guidance and counselling came as an answer to help students to make and implement career-related decisions and helping them in this domain of making career choices is probably the most popular image of career counselling (Brown & Lent, 2012, p.13). This requires assisting students to decide among different career paths as well as educational or training choices (e.g., academic majors) that may have career consequence. Some clients come in counselling demanding assistance to discover possible career options, with few if any firm ideas about which direction they might like to follow. Even some students may have already made at least an initial decision about their educational or career choice and would like the counsellor's help them either to confirm their choice or in putting their choice into action, for example, by helping them locate and obtain employment in their chosen field (ibid.).

Guidance and career counsellors can encourage young people include students to take a positive approach to their primary employment experiences by offering occasions to converse what they like and dislike about their careers, as well as what skills or practice, experience a job offers that might be valuable to them in the future, and when possible, counsellors can inspire them to choose jobs that offer them meaningful practises in these ways (Brown et al, 2002, p.89) .

In addition, guidance and career counsellors can support people in disadvantaged situations with routing career paths and challenging common obstacles, barriers to accomplishing their educational and occupational goals (ibid).

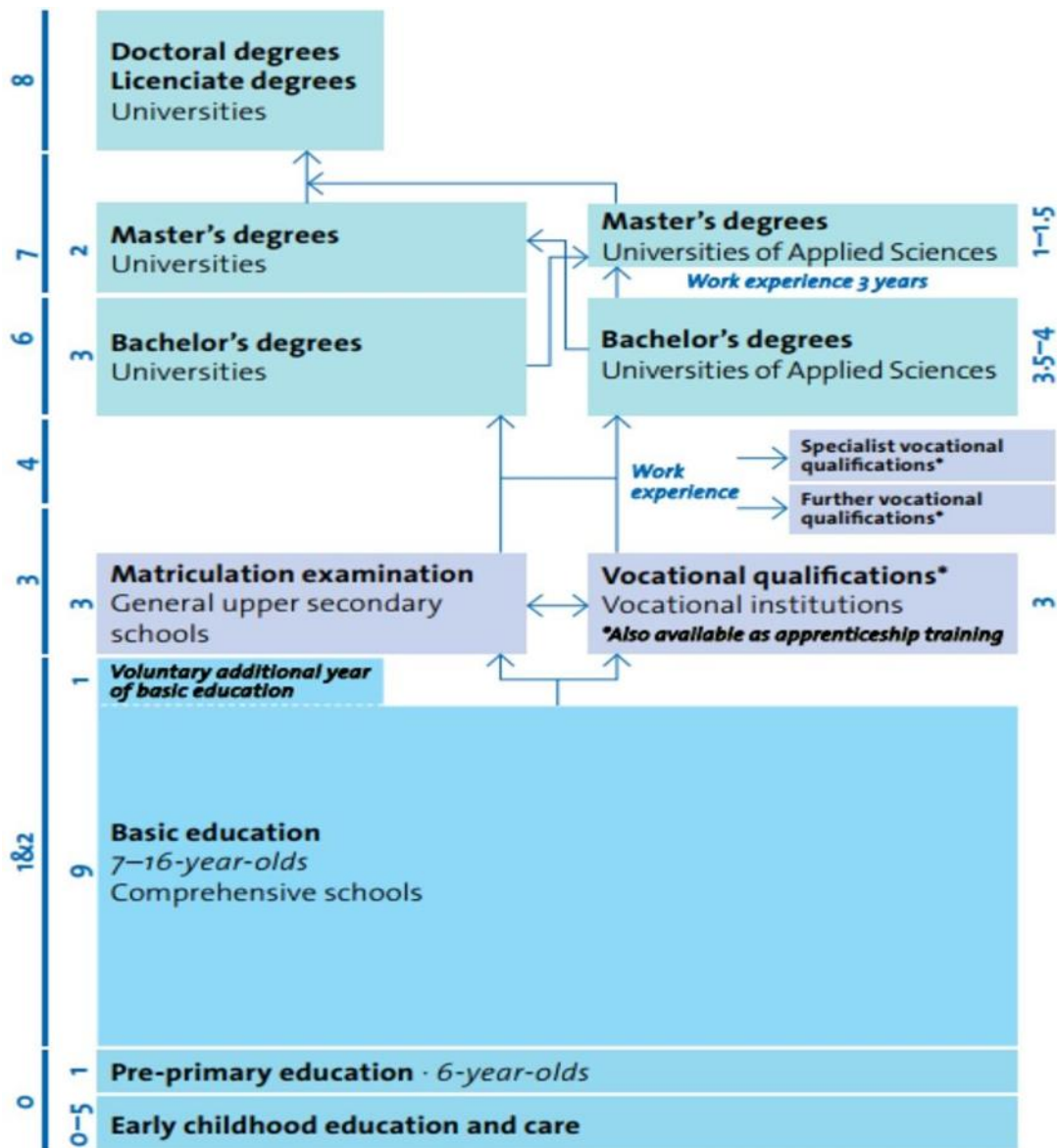
Due to numerous difficulties faced by students in their process of career choice such as lack of Guidance, fear of failure, copycat decisions, fear of trying new things (Nelson, 2021), thus wrong career selection opens the door for lifetime consequences. Therefore, secondary school students need enough information, guidance, and counselling on their career choice to empower them with performance to enable them to achieve better in the world of work (Brown & Lent 2013, p.13). It is in that way guidance and counselling came as an answer to support, help and guide pupils and students in order that they are able all to perform as well as possible in their studies and they can make correct and suitable decisions regarding their education and careers (Finnish national agency for education, 2017).

3. The Finnish education system

Randi Boelskifte Skovhus and Rie Thomsen in their article presents that In Finland, career education and career guidance are a required component and included in the curriculum of lower secondary schools where a full amount of 76 hours are assigned particularly to such activities in the course of the last years of lower secondary education (grades 7-9), and this means that the students are eligible for individual guidance and group counselling. In this context, the lower secondary schools are required to arrange, and organise courses offering a practical presentation for working life in an effort to create a foundation for educational and career choices.

The Finnish education system as presented in (Fig 1) below comprises of early childhood education and care which is reserved for children before the compulsory education commences, pre-primary education which is offered to children in the year preceding the beginning of obligatory education, nine year basic education (comprehensive school) which is compulsory, upper secondary education, which is either general upper secondary education or vocational education and training and higher education provided by universities and universities of applied sciences (Ministry of Education and Culture, 2022).

Fig 1. Finnish education system



The children start basic education (comprehensive schools) at the age of seven and it consists of nine-year (school years 1 to 9) and is meant for all children aged between 7 and 17, and it is an obligatory education normally starts in the year in which children turn seven. All children who live constantly in Finland must attend obligatory education, and this education is free of charge (Ministry of Education and Culture,2022).

After nine years of basic school, students can continue to upper secondary education, which is a double system in Finland; general upper secondary schools (lukio) and vocational upper secondary schools (ammattikoulu), and both paths are three-year courses whose qualifications give access to tertiary education (Kalalahti, Varjo, Jahnukainen, 2017, p.2). General upper secondary education (lukio in Finnish) normally takes three years to complete, provides to the students as its name indicates, general education. This means that at the end of this program the students do not qualify for any specific occupation, instead they take a national school-leaving examination well-known as the Finnish matriculation examination. For the ones who pass the examination, they are qualified to apply for additional studies at universities, universities of applied sciences and vocational institutions. On the other hand, Vocational qualifications (ammattikoulu in Finnish), consist of upper secondary qualifications, further qualifications, and specialist qualifications, usually takes three years to complete the programs, they offer, provide the basic skills required in the field, enable students to develop their skills at different stages of their career. Vocational education and training can also be provided to the employees in their workplaces through an apprenticeship agreement or a training agreement, and both adult and youth can apply this program, then after graduation to this program, the students are entitled to apply for additional studies at universities, universities of applied sciences.

4. Immigrant students in Finnish schools

By immigrant students, these are considered, first-generation immigrants, the students who were born outside of Finland, (2) second-generation immigrants, the students whose

parents were both born overseas (3) students from mixed-origin or multicultural families, that is, a family consisting of a union between a person with immigrant origins and a native Finn (Holmberg, Kalalahti, Varjo, Kivirauma, Mäkelä, Saarinen, Zacheus & Jahnukainen, 2018, p.563).

Immigrant students are more exposed to different challenges of their new learning environment, such as Finnish language and learning through this language, interaction with peers, and cultural difference (Kaukko, Alisaari, Heikkola, 2022, p.10), and consequently immigrant children perform poorly at school comparing with to their native counterparts (Abdirashid, Ismail, 2018).

Immigrant students who attend to Finnish comprehensive schools confront difficulties in school subjects such as maths, sciences, and language-subjects (like Finnish, Swedish and English) that depend on language skills (like reading, writing, speaking, understanding) and they are challenged by social interaction which also relies on their language skills insufficiencies (Kaukko, Alisaari, Heikkola, 2022, p.10). Prejudice and discrimination that immigrant students and their parents may encounter in the society, may undermine their desire, determination, and confidence to learn, and reduce their parents' will to collaborate with schools. Moreover, the lack of knowledge of immigrant parents on the school system and their proficiency in the Finnish language puts these students in a less encouraging position, thus their performance is relatively poorly at school comparing to their native classmates (Abdirashid A. Ismail, 2018).

"Students with an immigrant background experienced more often harassment, racism, discrimination at school compared to their native counterparts, they had to encounter daily staring, mocking, hooting, derisive laughter, name calling, exclusion and slandering of non-Finnish cultures, and school staff did not consider these forms of prejudice seriously enough (Tuomas Zacheus, Mira Kalalahti, Janne Varjo, Minna Saarinen, Markku Jahnukainen, 2018). In their research, about half of the young people agreed that discrimination or harassment is common in Finland, them or their relatives experienced some harassment or discrimination to a certain extent. In addition, immigrant student responded that they think it is difficult for immigrants to obtain work in Finland. Even rare for immigrant descendants who were born in Finland to consider or identify themselves

as Finns and experience of discrimination are more popular along with people with a first-generation background than they are among those with a second-generation background.” This could account for their poor performances in exams as affirmed in the 2023 article by Makela and Kalalahti.

4.1. Immigrant students in upper secondary schools

After completing nine grades of compulsory education, as the same as other students, immigrants' students can be oriented in upper secondary school, where they can either choose general upper secondary school (lukio) or vocational upper secondary schools (ammattikoulu), and both take almost three years to be completed (Elina Kilpi-Jakonen, 2012). Upper secondary education is habitually highly valued among immigrant parents, because they believe that this education will provide their children with better future expectations, and many of these parents wish for their children to have chance to get a higher education comparing with the ones they had in their home country, since these families cherished Finnish education system by its high-achieving equality (Mäkelä & Kalalahti, 2020).

These parents encourage their children to go to high schools, and they have high aspiration for their children's education. According to Elina Kilpi-Jakonen (2012), in Finland Children of immigrants' background have a tendency to get lower levels of school success at the end of comprehensive school comparing with their native counterparts. Some parents think that even their children are born and raised in Finland, and they have their rights, but they are not equal to their native colleagues in the way they are treated at schools.... "it has happened that a teacher asks his students "How is it possible that an immigrant child receives these grades, and you can't?" (Abdirashid, 2018, p.726).

The study showed that students with immigrant background who attend to Finnish comprehensive schools' cope with difficulties, challenges in school subjects like maths, sciences, Finnish language depending on language skills (reading, writing, speaking, understanding). Luckily, these students answered that they defeat these difficulties and

challenges with teachers' support, other adults at school or friends, and their own coping strategies (Kaukko, Alisaari, Heikkola & Haswell, 2022, p.4).

5. The role of Career guidance and counselling among immigrant students

Typically, in every country, the youth include immigrant students confront the challenges of choosing a career path, starting their professional lives and achieve long-term goals. They need to know and understand the availability of their career choices which correlate to their aspirations, own interests, and their talents, by developing essential and technical skills that employers pursue, while increasing relevant knowledge for the workplace (Ahmed et al, 2017, p.4).

In Finland, the ministry of Education and Culture is in charge of organising and supporting of guidance and counselling services in comprehensive and upper secondary schools and in higher education, and it is scheduled in comprehensive and upper secondary level as an obligatory element in curriculum and a student entitlement (Toni, Vuorinen, 2020, p.128).

6. Methodology:

6.1. Aim of the study and Research questions.

This study sets out to explore the role of guidance and counselling on the career choice and development of immigrants' students in Finnish upper secondary schools. In addition, the current study aims to uncover the role of guidance and counselling in relation to the decision-making among immigrant students when deciding their future career.

As stated in previous parts of this study, guidance and counselling in secondary schools play a major role in the students' planning which associated with the planning of a study program, studying techniques, self-understanding, further education, future

occupations, and work, the role of counsellor is to help students to understand the way they make their courses' choice will impact their further education opportunities (Metsola, 2012).

In addition, guidance and counselling play a significant role in helping students to make career choices, to identify viable career options and decide among numerous career paths, help them to obtain idea concerning the way they might like to follow as well as educational or training options. This means that career guidance and counselling include career-orienting activities provided to the students to become aware of the work world, of the importance of planning, and of self-attributes that may correlate to different career possibilities (Brown & Lent, 2012, p.13).

In Finland, career education and career guidance are a required component and included in the curriculum of lower secondary schools where a full amount of 76 hours are assigned particularly to such activities in the course of the last years of lower secondary education (grades 7-9), and this means that the students are made to learn about individual and group counselling (Skovhus & Thomsen, 2020, p.253). In this context, the lower secondary schools are required to organise courses offering a practical presentation for working life in an effort to create a foundation for educational and career choices (ibid.).

Thus, this research will attempt to answer the following questions:

1. *What is the role of career guidance and counselling in the career decision-making processes of young people with migrant background?*
2. *What kind of experiences young people with migrant background have about career guidance and counselling?*

This study on the role of Career guidance and counselling service in career choice and development is based on a complete understanding of immigrant students' experiences. Moreover, the results will reveal how immigrant students view themselves through proper understanding of the significance of career guidance and counselling in promoting their choices for future career.

The results of this research will be providing information related to what extent immigrant students are free to choose a career of their choices, and this will contribute to unveil the length of their independency towards future career decisions.

In additional, this study will contribute to clarifying the influence career guidance counsellors have toward immigrants' students towards making their career choice decisions.

Hence, my study will be defining and presenting the role of guidance and counselling on the career choice and development of immigrants' students in Finnish upper secondary schools, deliberating the main theoretical and practical perspectives.

6.2. Research method.

This study adopts phenomenographic research method (Kettunen & Tynjälä, 2022), which includes an investigation of the role of guidance and counselling in career choice of immigrants' students in upper secondary schools in Finland and bringing out similarities and differences from the cases studied.

In this part, a sample of 5 immigrant students were selected by sampling both male and female in upper secondary schools in both general upper secondary schools (lukio) and vocational upper secondary schools (ammattikoulu), convenience sampling was used to secure participants (Tracy,2013). Semi-structured interviews (thematic format, explanatory type) were employed, and interviews were recorded, and later transcribed by me based on recordings.

The questionnaires were an open-ended question, meaning that some responses prompted me to ask random questions and get more information. To collect data, convenience sampling was used to secure participants (Tracy, 2013), and semi-structured interviews (thematic format, explanatory type) was employed to collect the data necessary to this research and interviews were recorded. All participants were immigrant students in upper secondary school, who have had some experience of guidance counselling sessions in school.

6.3. Research context.

To explore the role of guidance and counselling on the career choice and development of immigrant students in Finnish upper secondary schools, the researcher interviewed 5 immigrants' students in upper secondary schools and upper vocational training school (Lukio and Ammattikoulu) live in Jyväskylä. These students were selected randomly, both male and female.

6.4. Research Participants and selection.

This study was conducted in Jyväskylä, Finland. I selected 5 immigrants' students who are studying in both upper secondary school (lukio) and vocational upper secondary school (ammattikoulu). The participants were randomly selected from immigrants' families, and these participants are a rich sample population for the study. The researcher investigated the role of role of career guidance and counselling on the career choice and development of immigrant students in Finnish upper secondary schools. The participants of this study are the first-generation immigrant students in upper secondary schools, this means that the target group is foreign-born students in upper secondary schools whose parents are also foreign-born.

The students who participated in this research were all over 14 years old to ensure that they are mature enough to comprehend and answer to the interview questions, they have some experience on the guidance and counselling and both sexes of male and female are taken into consideration. Moreover, the students who participated in this study, were able to understand and speak English language or Kinyarwanda language given that both languages are used by the researcher and the researcher did not need a translator. The students who were recruited for this study all met the above-mentioned criteria and were available and willing to share their experiences.

6.5. Data collection

The data in this study was amassed through one-on-one interview, face-to-face. Semi-structured interviews were used to collect my data; I arranged a series of open-ended questions for interview this means that my questions were construed from my theoretical

framework, and I asked other questions based on the responses I was receiving. In this research I employed a case wise approach (Brunner and Kathlene 1989) which focused on identifying the general themes as presented by the respondents in their answers to the interview questions. The respondents provided information as per the questions presented to them, and this information was assessed and analysed case by case taking into account other factors such as gender, length of stay in Finland, and age.

6.6. Data analysis

The results of this research have been presented case by case which consist of transcribed interviews based on the recordings, and examination side-by-side of interviews and observations. After presenting the five cases I have made a summary by using a framework of phenomenography (Kettunen & Tynjälä, 2022).

Phenomenographic data analysis aims to uncover the different ways in which people experience or understand a certain concept or phenomenon. In general, phenomenographic analysis consists of two stages. The first involves identifying and describing participants' experiences or understandings in terms of their meaning, while the second seeks to identify the structural aspects of those meanings (Kettunen & Tynjälä 2021, p.249). The 5 interviews have been analysed question by question followed by a summary. For each question, I have compared participants' answers and pulled out similar topics or key differences in their experiences following the phenomenography method and as they apply to our research questions, and these are presented on table 2. I expect to find some similarities or differences in the students' responses on how they have experienced guidance counselling in school.

6.7. Reliability and Validity

Reliability and validity are Two components that any qualitative researcher should consider when planning a study, analysing results, and evaluating the quality of research. This means that a researcher takes into consideration how consistently a method measures something and how accurately a method measures what it is intended to

measure when designing research, analysing findings, and judging the quality of the study (Cypress, 2017)

The concepts Reliability and validity are normally employed to evaluate the quality of research, and indicate how great a method, technique or test measures something; this means that Reliability is just about the consistency of a measure, whereas validity is about the accuracy of a measure, and both are significant considered in advance when a researcher is forming his research design, planning the methods to be used, and writing up the results of the research (Middleton, 2019).

Hence, this research has ensured the reliability of data will be in a high level using sampled previously tested questionnaires to collect the required data (Bolarinwa & Oladi-meji, 2016). Our questionnaires examine different items of guidance counselling, and each item was asked using at least three different questions that to a great extent will provide us with a rich data by the end of data collection.

6.8. Research Ethics

It is my fervent wish to respect the principles of research ethics. Hence my research has been carried out bearing in mind the fundamental principles of research ethics beginning from the research design to its implementation. Research regulations have been respected and scientific misconduct avoided to the best of my ability. Our five research participants had written informed consent (letters were prepared beforehand and handed to the participants stating the purpose the research and guaranteeing neutrality) and participated voluntarily. They were interviewed once, and names have been alternated to maintain anonymity and confidentiality. In answering our questions, the respondents said many other things which I have left out in order to focus on the main concern of our research. See appendix 1 for the letter of consent which participants received:

7. Results

This is a case-by-case presentation and shall be followed by a phenomenographic analysis of data collected from five first generation immigrant students who were all born out of

Finland with both parents as immigrants. They consist of three boys and two girls with ages ranging between 16 – 25 years old.

7.1. IP: A brief but valuable experience of counselling

Students are expected to be guided and counselled on a regular basis towards their career choices, especially those with an immigrant background coming into a new country with varied educational experiences from home country. Lack of which could affect their academic performances like Mäkelä and Mira Kalalahti suggested “that despite the relatively low immigrant students proportion in Finland, the educational opportunities are not the same when compared to Finish students ... that there is a wide gap between native and non-native speakers when it comes to educational outcomes” (Makela & Kalalahti, 2023). The case of IP is not very different from the narratives, he is 19 years old second year student in High School from DR Congo and has been living in Finland for 11 years. His Finnish language skills are good. He does admit that he had experienced guidance and counselling when he was in the seventh grade (that was five years ago). This period of counselling was very brief considering the fact that he had been studying in Finland since 2014. Brief here refers to the fact that he said he had been to a counsellor five years ago. Notwithstanding the brief experience, IP tells that the experience was worthy as he was guided on what part to take regarding his studies and future career opportunities. When asked if the decision was taken for him by his counsellor IP said,

“No, the counsellor gives you several choices but they won’t make choice for you, in the end would be you making the decision, I once had this experience when I was having hard times choosing but then this counsellor just simply told me, I would suggest you should continue doing this for these reasons or that for those reasons, and then I made my choice and I am doing fine right now”.

For IP therefore guidance counseling impacted his life albeit briefly, but this was for vital for his situation at the time. He affirmed this by saying that:

“the impact is very big; you see when you have any sort of question, you go to the counselor and she shows you how easy or hard it is, so when the counsellor says, this is hard to get you see it

can't go straight into your mind and then it could be you know, it could lead to you not actually come any more about that decision, it really importance that the impact is very big".

I interpret that he does not want to underestimate the valuable encounter/ suggestions from the counselor. This ties with the line of thought of Egemen Hanımoğlu (2018), on *the Perceptions of Students about the Role of School Counsellors on Career Selection*, where the researcher concentrated on the case of three schools in Adana-Turkey. The study revealed that students agree that the school counsellors help them in the process of decision making concerning their career selection. When asked if IP at any time have thought that his thoughts or decision could be better than the suggestions from the counselor he said:

"yes, that is very ready question; I think there could be times when I subconsciously goes like that but I still have to respect the counselor's opinion because she knows best about, when she suggested, it was very strong to me when she said you should keep doing, I can take it hard and even I studied I even thinking about more, but then I still make the decision so it was not really about my self-confidence. It can really be confusing when she thought I should probably listen to her I didn't know what to do, but I think that we have always to respect the opinion of counselor".

IP thinks that counselors do a lot, they have those big impacts, but at the end of it all the decision-making lies in his hands which may or may not be based on opinion of counselor, because in the end it always about you and not the counselor?

This explains why he thinks that the job of the counselor is just to offer you and show you all the chances that you have from these several choices and they help you think what you might want, what might be helpful in your individual situation. If you tell them about your future plans, what you want probably to be in ten years time, then they could tell you where to start, "I think that's the job of counselor" he added.

To the question whether guidance counseling is same or different for both Finnish students and immigrant students he thinks there is no difference but added that Finnish students understand their system far more better than immigrant students. He added that *"for me particularly it wasn't different, I have been offered just many options like the Finnish*

students, but then there is a situation that the immigrant's people do not speak Finnish very well and they try to attain high school, and then the counsellor just say you can do this, but we sorry we can't do it and that is unfortunate experience, but for me I have not witness any of that, that is my point"

The truth is that IP thinks that immigrant students are treated somewhat differently especially in the case where you cannot speak Finnish just as well as the Finnish students, *"like I speak Finnish, I think they might say to you can do this. I don't know if that is fair but is based on the judgment"*.

But above all IP admits the necessity of having guidance counsellors as he affirms that *"it is very good to have them, because it is important to have someone to ask some questions, maybe who knows the answers of your questions, like if I have any goal in my life regarding my career it very good if I have somebody who knows about that , who can provide some answers, you see if it comes to me it is very good to have somebody who can help me to understand what I need in my future career, I think it very important to have this guidance and counselling"*.

About how the practice can be developed in the future, IP said *"I cannot think of anything at the moment, but can just say the fact that the practice should be made more available especially to us immigrant students. There is a time that I think that guidance and counselling is not important, but I still need it, now I am in high school, and I think when it comes that I need to continue my study, I need that they can help me choose the subjects that can fit me. I think that I still need the guidance and counselling now and in future"*.

The case of IP shows someone who is open to receive guidance and counselling regarding his studies and future career. Someone who understands that his choices are not limited by anyone but appreciates the help from counsellors since Finnish is not his first language and could be the only hindrance towards his career paths. He also appreciates the freedom to make independent career choices with the help of counsellors.

Regarding gender-based discrimination in guidance counselling, IP thinks that some jobs are for a particular gender based on their background of origin and gender. I interpret here that this is a cultural presumption that seemed to be prevailing from IP's country of

origin. But In Finland counsellors have made it clear that you free to choose what you love to do. Here counsellors come in very handy and are slowing gaining the trust of more immigrant students. As he confirms that *“they help us to discover our strengths and weakness, in this case they help us to understand the relationship between our career path and the performances we have in the classroom, this help use to think if the thing we are choosing to study we be helpful to us”*. Therefore, guidance and counselling are very important in the schools because it helps students to believe in themselves, making the proper decisions, very encouraging for students, keep them going on, when students feel that there is someone in this state of authority, believing in them, they could feel very motivated. I agree here with him because there is always motivation to excel when I know that someone is there behind me with positive support.

7.2. BB: A case of Parental influence

BB is a first-year student at secondary school (Lukio) and has been living in Finland for about 12years now. He is 16years old from the DR Congo and speaks Finnish language quite well. Coming from an African background myself I understand the influence of African parents when it comes to making career choices of their children. This is somewhat the case of BB though in a foreign country. He admits that he receives guidance counselling from the school but when it comes to making choices it falls down to what the parents think is good for him. For him, the experience from school guidance and counselling is more about helping one to know and decide about what they want in future, *“If I want to continue my study in future education, for example right now I am in upper secondary school, so if I have some guidance and counselling, it helps me by providing with information on how I can be admitted in the universities, how I can manage my school work, managing my time as well. Although from the beginning it was hard because of language barriers but guidance counselling helps me to know what I will be studying in future, and what kind of choice I will make in future”*. He added that basically, he does not know what to choose as much as possible, so through guidance counselling he is able to know what kind of thing to choose as much as possible, the process gives valuable information regarding career paths and what I

want to choose (they give information about my choices), *“thus I have chances to rethink, maybe not choose something because I love it but because I have more information, guidance counselling gives me more information about what I want to choose. But my parents are always there for help, and I trust and believe in them”*.

Despite the influence of his parents, BB admits that recently he has been able to make very good choices for his future career. He explained that before he came into upper secondary school, he was thinking about different training programs, but because of guidance and counselling he has been able to choose to study instead of taking a special training. This has made him to gradually appreciate the work of guidance counsellors. This is very important because if students do not see any value in the exercise of guidance counselling, then it would be difficult for counsellors to make any difference in students' life.

Guidance and counselling have helped him to know more about himself, especially his strengths and weaknesses. This is a great impact thanks to his counsellors. I interpret here that his decision making has slowly changed from parental influences in his decisions. He admitted this adding that he is learning from the Finnish students that parents can only advise but students make their decisions, and this comes with advance in age. But even more important is the knowledge that counsellors give about different careers which parents may not be able to give - *“the information they give me, is more important and impacts my thinking and career choices, the kind of information they give me enlightens my thinking, and this can help me changing my mind regarding my choices (since they provide me with enough information regarding what I am thinking to choose, if this can fit with me), the information I get from them help me balancing my decisions, and always asking if this decision is good or bad, is this choice good or bad, the counsellors help me so much to balance my ideas and my choices”*. The lack of information can lead one to make regrettable decisions which would be very difficult to undo.

In his own words - *“without guidance and counselling, I might make decisions without knowing much better about what I am choosing (due to lack of enough information), because of that it can*

happen that I will regret this negative decision and find it too late to change these decisions, so counselling helps me in taking the right, positive decisions in right time”.

As an Immigrant student BB thinks that there is no disparity between the counselling immigrant students receive compared to Finnish students. As the only immigrant student in his class, he believes that they are fair with him and treat him same as all the other students, notwithstanding that their language strengths are better than his.

About the freedom to make career choices for himself, he thinks that counsellors are there to give guidance and advice, but the choice or final decision is his *“it up to me to decide what to do, what to follow and so on. No one forces me to make my personal choices, their reasonability is to provide with me enough information, clarification about what can be good for me considering my strengths and weaknesses. The deliberate choice is therefore mine”*. The influential part of my counsellors, he said, is that they are very supportive. So, the overall fact is that BB makes independent decisions through the guidance of counsellors although he tells that his parents still give him their opinion as to what they think is good for him.

About the question whether girls and boys receive the guidance in the same strength, he said *“From what I have seen, I mean I have not been in same meetings with girls, but I think it depends on the topic, I hope we are guided at the same level in same way”*. I interpret this to mean that BB has no experience of gender bias in counselling.

Counsellors are very vital, and their role cannot be over emphasised as they give ideas, make suggestions and I make the decision, but they still follow up to check if my decision is one that I can handle satisfactorily. If they find out that I am facing difficulties, then they come in again with ideas and new suggestions for my own good.

When asked if there was anything else to share or suggestions to make about guidance counselling BB said, *“Nothing special”*. I interpret here that BB appreciates the work of counsellors and believes that their work is vital for his decision making.

7.3. M.S.A: From Language Learning to professional school

Our third respondent immigrated to Finland from Iraq, and she is 25years old. She has been living in Finland for three years now, moving on from Language learning

to studying for a career upper vocational training school. Her Finnish language skills are basic. When she arrived in Finland, she was received by a personal mentor who welcomed her and introduced her to the Finnish society and culture. Through her mentor's advice she was enrolled to Finnish Language classes immediately and she studied Finnish Language for six months. It was after the sixth month, with basic Finnish language skills that she was introduced to a guidance counsellor to help her towards making a career choice. Her admittance of receiving guidance counselling again ties to the article of Egemen Hanımoğlu (2018), on *the Perceptions of Students about the Role of School Counsellors on Career Selection*, where the researcher concentrated on the case of three schools in Adana-Turkey. The study revealed that students agree that the school counsellors help them in the process of decision making concerning their career selection. She explained that she came to Finland with the dreams of one day becoming a teacher but she later, through counselling, realised that the procedure of getting teacher certification was quite long. She would prefer a professional training after which she could get a job soon considering her age. *"I asked the counsellor about a career that could help me secure job faster and was advised to try social care (Hoitovastaja), practical nursing or get into cleaning job"* This confirms what Makela and Kalalahti stated in their research that *"Other studies have shown that girls with immigrant background are often pushed towards lower-level health and care industry professions and that their hopes to become a doctor or lawyer"* This very true in her case as she had come with the dreams of becoming a teacher and now she is made to study something else.

When asked if she thinks that both immigrant students and non-immigrants receive same guidance and counselling, she immediately said no because most immigrant students she knows were counselled towards low level jobs due to performance or language skills and this was not the case with Finnish students. She added though that guidance and counselling impacts her decision making towards career choice whereby she was presented with easy career options and made to forgo her dream career and now she regrets this

choice of hers. "I have been thinking about it I think they had a few bad impacts on my career choosing".

When asked how she could develop guidance and counselling she said "*I shall think about it a lot and I think a lot of people nowadays need to be more guided like, for me I think I am pretty much smart, I do not need much guidance, but some people who do not understand how things works here in Finland like we had career school we have high school and college, and we have higher education, I think we need to give students more choices, and be patient with them, not just to stay with one thing, and not to focus on that one thing*". I interpret that she feels no need for guidance counselling presently but thinks that students should be given more options.

When asked to what extent she is free to make a choice, she said "here in Finland, I have all freedom to make choice of what I want, to choose any thing I want but as I told you my age and Finnish language skills are to some extent determining what I choose. Then I asked if she at any point feel independent in making her choice; and she tells that she is more independent to make her choices "I feel more independent, I can study another degree if I graduate from what I am studying, not the same in Iraq, as a woman in Iraq have few choices and I am limited to make some choices like education, becoming a nurse but here in Finland I can choose studying, medicine, engineering, electricity, everything I want to be, I am able to choose anything career as long as I am able to do it".

Then I added that gender wise, if she thinks boys and girls are guided in the same way and she thinks they are not guided in the same way, saying that it depends on the cultural background. If they think that for instance boys can't help or care for old people as the girls do, thus the boys will not be oriented in practical nursing, instead they are oriented in construction, electricity jobs, driving buses, and they orient girls in the career that they think it is soft, not hard, even you still have your own choice but they intend to orient both girls and boys differently, but in good way because they know our cultures and background. This view was mentioned by another correspondent, and I interpret this to mean that immigrant students think that some careers are better handled by males while others are better for women. I do understand this from my background as well - where

it is considered strange to see a lady driving a truck for example since its considered as a job exclusively for men.

Then I asked if overall she thinks that counsellors are helpful to her and she said “sure, they are helpful in providing enough information that I need like where I could get a summer job. Finally, I asked her if there anything else (suggestions) she would want to share regarding guidance and counselling? Then she suggested that immigrants’ students’ abilities should not be underestimated, hence counsellors should give them the benefit of doubt. Also, the counsellors should not rush to conclusions because of our weak language skills.

7.4. K.M: Discovery of self

She is a 23years old Rwandan who moved to Finland three years ago and is currently studying as a first year student in upper vocational training school. What she appreciates about guidance counselling is the fact that it has helped her in discovering her strengths and has been working towards developing them. Her Finnish language skills are low as she admits that she receives guidance counselling through interpreters. Therefore, language is a challenge for her.

Her experience of guidance counselling has a been a discovery of self. She thinks that it is not only about what she is passionate about but what she loves and can do best. Thus, guidance counselling has been helpful in making her discover herself. I interpret here that through counselling she was able to discover her strengths areas which she can work on developing.

This is confirmed by her answer to the question whether Guidance and counselling has been helpful to her in decision making, she said “It helps to discover the skills that I have and provides me with the information. She added, counselling has helped me to discover myself and know more who I am academically.

Then I asked how guidance and counselling impact your decision making in your career choice, and she explained that for her it helps discovering her career options, it guides her to choose the correct career path that is important to her values, what she enjoys and what she can do best through her skills.

Then I asked if there was any time that career guidance helped her to change her mind regarding what she wanted and she immediately said yes because “I was helped to discover where my strength is and what I love to do then I will change from what I thought was good for me – because of the influence of friends and parents. When I asked if she thinks that Guidance counselling is the same for immigrant students and non-immigrants as well, she explained “we receive the same, although sometimes I think that we need more guidance and counselling than Finnish students because they know their system better than us immigrants and their language skills and better than ours.

Great, so do you think you are free to choose what you want to study? She explained that “here in Finland I am more free to choose what I want to study, I know I am free to choose what I want to do compared to my African experience where we were not well guided or we do not have influence free choices – if my parents want me to be a doctor or to be a nurse or a builder I have to do so. I am happy that my parents are slowly realising that the decision for my future career must come from my strengths and not from what they want for me”.

Then I asked her opinion about the level of career guidance and counselling she receives as immigrant student compared to that which Finnish students receive?

She said, “we are treated the same, Finnish students have the same guidance as we have, to them it is because they are guided in their language, for us immigrants sometimes we have difficulties in the languages we are guided in, otherwise we are treated the same”.

I interpret here that some counsellors use Finnish language and those who do not understand are helped by translators.

Are you free to choose a career of your choice? She said yes, she is very free to choose any career she wants for instance “I can choose nursing, cleaner, anything I want to study, something I am comfortable with, something I will enjoy, and love doing”. So, her freedom to choose is based on her strengths and love for what is doing. So, I asked if guidance counsellors have any influence towards her as she makes her career choice? To this her answer was affirmative as they help her to identify what career she wants to do, and they help her understand, and they tell the advantages and disadvantages, and they give me

more information about the career. Following from this then I asked if she feels independent in making the choice for her future career? She explained that in Finland "I am independent to make my own choices, or my career path, it is different from when we were in Africa and my parents made the decisions, but here I make my own career choices. Then I retorted if counsellors influence her choice of future career, and she accepted this saying "they have some influences on my choice, for example they tell me if they see what kind of things I like to do and my skills, and they think I am really good in that, I think I can change since they help me to know my strengths and weakness.

Great then gender wise do you think boys and girls are guided in the same way? She added that all are guided in the same way but mostly immigrant boys intend to do this rakennus (construction), we have few boys who are doing lähihoitaja (Practical nurses), or sairaanhoitaja (Registered nursing) but most of them are focused on above manly careers. Here again I interpret that this view is brought from home country based on stereotypes. So, I asked if she thinks that counsellors impact the boys to choose particular career paths, or it is just the mentality of the boys? She explained that most immigrant boys seem to be going in for these manly jobs that are more physical (miehiseksi mielletyt alat) saying that nursing is for girls. So, if this keep happening then one can conclude that counsellors contribute to this.

Then I asked if she had anything else or suggestion regarding guidance counselling and she said "For us immigrants counselling is more important hence, I suggest that counsellors use languages immigrants really understand, yes, we have translators, but they should emphasise on whether the immigrants understand well the career they really want to choose. Finally, she added that counsellors could also suggest better ways for us immigrants to better our language skills". I interpret that KM appreciates her counsellors but believes that counselling would be better if done in a language that the counslee best understands.

7.5. A.D: A Distinct Case

A.D is from DR Congo and has been living in Finland for 12 years now. He is a second-year student in high school and his Finnish language skills are good. I have coined his experience of guidance counselling as a *distinct case* because AD said he received lessons on guidance counselling. He started by learning about guidance and counselling as a subject in class and his experience of counselling is very frequent compared to other correspondents.

When I asked him what kind of experience, he has had about career guidance and counselling he explained, *"my first experience is from middle school when I was 13years, they started teaching us about guidance and counselling as a subject, then we got to know some schools, jobs, and we were made to visit them. We did some research about our future plans, so our teachers teaching us about guidance and counselling told us what high school and vocational school is, then and guidance continue in whole middle school, they wanted to make sure that we have knowledge about the future, and jobs, and what changes can make our life better. When I came to high school after middle school, I became quite focused. Now in high school usually we meet guidance counsellors almost every week, so you plan your studies, and if you want to make changes in your studies, they will guide you. So, I have had career guidance as a course so I understand what it is all about, and personal guidance and counselling where I meet with my counsellor every week, they arrange the appointment every Monday regarding when you will meet with your counsellor, so you can talk about your studies and plans.*

If you want for example some foreign experience in Europe or America, they get a place for you. For example, I have one friend who went for exchange studies, there she had more better chances to pursue her dreams".

I then asked if he thinks that counselling is the same for immigrants and Finnish students? He replied that sometimes as a foreigner guidance and counselling is your chance without it immigrant students cannot get the school they want, for example there are many immigrant students that don't speak Finnish so they have problems related to the language and they can't get to the school they want, guidance counselling help in making choice of schools where they can learn the language or otherwise study in English. For

fairness sometimes immigrants cannot meet up with other students from Finnish background, they do not see your capacity, or your motivation, they think you do not know Finnish language, so they underestimate your ability, but some immigrants have good maths skills.

So, he thinks that even if you do not have language skills but can understand maths then you are up to the other students. So, I asked him his language experience and he tells that it depends on one's motivation. You can have low language skills but can solve complex maths problems. He has been able to catch up with other students because of his motivation.

He tells that from his experience when immigrants' students come in Finland much younger, it is easy to pick up the language and catch up with Finnish students.

I interpret here that if a student comes to Finland young, it is easy for them to learn the language and adapt better and faster than those who come with advanced age. He also thinks that sometimes, immigrant's students are treated differently, since they are challenged with the language, depended on the capacity of every student. We are immigrants, we might have some problems regarding Finnish language and get along with other students, compared to Finnish students we can be slower, we cannot understand everything comparatively with Finnish native speaker who understand almost everything.

Then I asked him if he appreciates the role of guidance and counselling in making decisions, he said very satisfied because when he decides at school, it is his decision and if he makes a mistake then counsellors call him to order. He continued that in upper general secondary school we receive different supports regarding guidance counselling, for instance we get opportunities of visiting the schools we want to choose, or the domain we want to study, like if I think to be a doctor in future, I am provided the chance to visit hospital to see what really the doctors do, and then I am lucky to consider if I meet the conditions to be prepared for this career path. My counsellors asked me what I want to be in future and help me to understand what I need to achieve my dream; they give all information I need regarding choosing a career path. Depending on our interests they arrange some innovation week where for example we visit working place, like me I went

to Hospital Nova for one week, I got familiar with what is done at hospital, and it is good time for me to think if this place is a good choice for me. Sometimes there are some students who visit these places, and they find out that it is not the good choice for them, then they decide to quit, and think about to new alternatives. They give chances to visit university of Jyväskylä as well, I get familiar how things work in the university. Although he speaks more generally than subjectively here, I interpret that counsellors give students the opportunities to visit practical life work environments where they could gain inspirations for making career choices.

Then I asked him to what extent he is free to choose a career of his choice? He said "In the Finnish system they do not push you to choose or make a particular decision, I am free to choose what I want to study.

I then asked if his parents influence his decision making at any point? He replied that not so much but when choices are presented to me, I ask my parents to decide which of them is better for me because they are the ones to sign my choice papers. Other immigrant students have similar experiences and in such cases the parents can influence the choice of their children, this means that the parents can exercise their power on their students by asking them to choose what the parents think is better for their children.

Then I asked him if he thinks counsellors influence his choice making and he said their influence is great, because many times we do not have enough information regarding career paths, so I think without counsellors, students are faced with same situation in some African schools where all they have is their parents to decide for them.

As to the question about gender discrimination in guidance counseling he said boys and girls are not guided in same way, since the counsellors underestimate boys' knowledge. Most often boys are frequently oriented in vocational schools whereas the girls are oriented in Lukio (secondary schools). This view is similar to that of KM who said boys seem to be orientated towards manly jobs. I think this is becoming a common view and if its true then there is need for some adjustment.

About suggestion for the future on the development of guidance counselling he said "I would like to appreciate the opportunity given to me as an immigrant student to get

guidance and counselling. It is an experience that has made me to be open minded and see my future paths more clearly. I can only suggest that if English was to be made a working language, then immigrant students would have a lot of opportunities and contribute better for the development of Finland, especially those who are advanced in age”.

8. Summary of Findings

Below is a tabulated summary of my key findings and outcomes using the phenomenographic research approach. Our purpose has been to explore how five students, understand and experience guidance counselling in upper secondary school towards their studies and career decision choices. Our aim is to show the variations in their understanding and experiences of guidance counselling at school towards studies and choosing a future career.

Kettunen and Tynjälä explained that the core aim of phenomenography is to capture the variation in different conceptions or experiences and the relationship between them. In other words, researchers divide different conceptions into distinct categories, and identify the aspects that differentiate these conceptions (Kettunen & Tynjälä 2022). The table below has two dimensions and five categories all drawn from the responses from the correspondents based on the research questions and represent key findings,

Table 2: Summary of key findings

Dimensions:	Category 1.	Category 2.	Category 3.	Category 4.	Category 5.
Role of guidance and counseling	Availability of guidance and counseling services to immigrant students	Realization of one's competences (strengths and weaknesses)	Parental influence in career decision making	Language as a barrier towards preferred career choices	Probability for immigrant students to take their career decision
Decision making process	All five participants admitted to the availability of G/C services. The timing was less frequent for some depending on their need for counselling. Overall students received enough G/C	All Five participants admitted to discovering their strengths and weaknesses through G/C Participants all agreed that counsellors are the main source of self-realization and equality	Participants agreed to parental influence. Some directly and others indirectly	Counsellors guided students based on language capability. Students are given interpreters.	Students admitted that counsellors were very helpful and guided their choices

Table 2 above presents a combined analysis of data so that focus is on the similarities and differences rather than on the individual responses of the correspondents. The two dimensions are based on our research question finding out *the role of guidance counselling as experienced by our five correspondents* and secondly, finding out *the experience of immigrant students towards decision making through guidance and counseling*.

The categories are based on the data collected and are presented in two sections – Role of guidance and counselling for immigrant students and – Decision making process of immigrant students.

8.1 Role of guidance and counselling for immigrant students

The first Category is about the availability of guidance and counselling services to immigrant students. Here our quest was to know if immigrant students have had any experience of guidance counselling in schools. The results show that all five correspondents have had the experience of guidance counselling. One had a brief experience of guidance counselling as he explained that it was five years ago that he had his last counselling session but the rest of them have had frequent sessions telling that it is a valuable experience because counsellors are friendly and easy to approach as presented by Egemen Hanımoğlu (2018), in their study on *the Perceptions of Students about the Role of School Counsellors on Career Selection, ...* their study revealed students agreed that school counsellors are pleasant and approachable, they recognize that the counsellors often respond punctually to their needs and requests concerning career selection. Moreover, the findings revealed that the students recognise that the school counsellors are dependable and objective when guiding them towards career selection, and they confirm that school counsellors are professionals who have strong professional knowledge to assist in matters of career selection. Counsellors are always ready to listen and give advice.

The second category is realization of one's competences (strengths and weaknesses). All five participants admitted that guidance counselling has helped them to discover

their competences. Under this category the correspondents mostly expressed the appreciation that guidance counselling is very valuable as it has helped them to discover their strengths and hence made to work towards harnessing those strengths. The fourth correspondent said, "The counsellors provide me with enough information, since they know what I need and they know my strengths and weaknesses, they are in position that they have all information that I need to make a good choice for my future". This view ties with the findings of (Amadike, Adiola 2018) above that "guidance and counselling at schools empower frail students' advancement along their academic and assist them to develop their attitude to learn in the way that their anxiety in examination is minimized, their attention, concentration on relevant school activities improved. In addition, Guidance counselling connect students' intellectual capabilities to their optimum by alleviating their weaknesses and improving their strengths...".

Although some expressed that they had come to Finland with the hopes of pursuing a different career but ended up in a different career due to guidance and counselling. This may sound like a disappointment to some extent, but I think the student was merely helped to discover her strength and take up a doable career. Previous study had shown that immigrant pupils especially girls revealed that their study counsellors influenced their choice by pushing them not to apply for the general upper secondary school instead vocational training streams by fearing that these immigrants' students will not be successful if they take on academic studies due to their lower school grades. The migrant-origin pupils are more often than average guided towards vocational training (Kurki, 2019) and that migrant pupils with lower school grades apply for entry to the general (academic) education stream more often (Kilpi-Jakonen, 2011). This could be very disappointing but when you realize that you can do something better, and you love what you are doing then you end up falling in love with that even if it was not the career you had hoped to follow.

8.2. Immigrant students and decision-making processes.

The third category – Parental influence in career decision making came out from four of our five participants. They all mention some degree of parental influence when it comes to making a career decision. From their explanations I interpret that this was coming from their background cultures where guidance counselling is mostly given by parents who are not professional. They say that parents tell their children what careers to pursue not taking their strengths into consideration. But then they all agreed that here in Finland the situation is not the same whereby counsellors guide you to discover your competence before making a career choice. The choice is therefore yours to make and then you take the choice document for your parents to sign. One co-respondent mentioned that even when she takes the document for the parent to sign, she still listens to their suggestion and advise. This shows that immigrant students decisions are to some extent influenced by their parents. Ferry, 2006 contend that the importance of parental influence upon their children's career choice is consistently important, even across gender and racial lines. Although schools, peers, and the student's community all have an impact on the young adult's self-identity and career choice, the parent's expectations and perceptions of vocational fit for their children have been found to be the key roles in shaping their career choices (Ferry, 2006).

In the same line the study of (Creamer &Laughlin, 2005), confirms that parental influence has been so strong as to override the influence of teachers, faculty, and career counsellors, who likely know more about the career field in question but were not as well-known and/or trusted as the student's parents for this type of decision. I can interpret here that parental influence plays a vital role in the decision making of immigrant students as they seem to trust their parents more.

The fourth category – language as a barrier towards preferred career choices came from all five correspondents. They explained that as immigrants their greatest challenge is to be at the same language level as natives. Because of this challenge the immigrant students find themselves being directed towards less preferred careers. This is evident from the case of our third correspondent from Iraq who tells that when she arrived in

Finland her mentor made her to understand that she can't get a job without basic language skills. She then immediately enrolled in a language program for six months before starting her studies. Her wish was to become a teacher but through counseling she went to upper vocational training. Another correspondent remarked that "sometimes I think that we need more guidance and counselling than Finnish students because they know their system better than us immigrants and their language skills are better than ours". I therefore interpret that immigrant students are well aware that if they must have good careers in Finland language development is a vital skill. In her masters thesis titled *Career Challenges of African Immigrant Nurses in Finland*, Oyenike Liwunje reports that "Some of the participants explained that the Finnish healthcare system places too much emphasis on the Finnish language over their nursing clinical competence as other reasons why they choose to work as LPN (Licensed Practical Nurses) over RN (Registered Nurses) in Finland. Despite being educated and trained in the Finnish universities; they were given very few opportunities to practice because of language barriers. They were, therefore, forced to work as LPN where the language requirement was very much manageable" (Liwunje, 2021).

The fifth and final category – Probability for immigrant students to take their career decision is about the immigrant students actually making the decision by themselves. Our correspondents admitted that here in Finland the decision is theirs; one of them actually admitted that she learnt from her Finnish friends that you make your decision and only take the document for parents to sign. Others explained that thought the decision is theirs their parents still have a role to play by giving them advise. This was the case with BB who tell that the freedom to make career choices for himself is his, he thinks that counsellors are there to give guidance and advice, but the choice or final decision is his *"it up to me to decide what to do, what to follow and so on. No one forces me to make my personal choices, their reasonability is to provide with me enough information, clarification about what can be good for me considering my strengths and weaknesses. The deliberate choice is therefore mine"*. The influential part of my counsellors, he said, is that they are very supportive. So, the overall fact is that BB makes independent decisions through the guidance of

counsellors although he says that his parents still give him their opinion as to what they think is good for him. Another correspondent IP says that he makes the decision by himself but added a situation of another immigrant student whose decision was influenced by the senior sister whereby he was made to abandon high school and go into vocational training. In his words

“For me I make the choice of what I want; but from experience of a friend of mine, he told me that her senior sister imposed by the counsellor that she cannot complete even the secondary school, so she was imposed to choose the things that she does not think to study”.

IP went ahead to say that *“Many times, the students who do not speak good Finnish language are more victims to be imposed to choose the options that are not in their list of choice. These students who do not speak good Finnish they feel neglected in their decisions regarding career paths. Language is the great challenge in making choices for immigrant students, yes besides the language, if the students do not perform well in some courses in the classroom, like mathematics, this can come as an impact when choosing a career path”.*

Despite the challenges immigrant students appreciate the fact that they have the opportunity through guidance counselling to choose their study paths leading to future career. The (Finnish national agency for education, 2017) states that “guidance and counselling came as an answer to support, help and guide pupils and students in order that they are able all to perform as well as possible in their studies and they can make correct and suitable decisions regarding their education and careers. Career Guidance and counselling services assist the students to make choices of their career and prepare them for an employment that is fitting with their interests and aptitudes.

9. Limitations and successes

My greatest challenge through the writing process stems from my family. The relationship between my wife and I became so straneous that I had to rent a separate apartment away from her and my kids. This affected my psychology greatly during the writing process.

Secondly, it was difficult to get immigrant students to take part in the study as some declined the invitation.

Thirdly, it was a learning challenge for me understanding and analysing the phenomenography method and lastly some participants did not understand the research questions as intended. My first greatest success is that I was able to understand and learn a lot through the guidance of my supervisor. I was able to meet all participants at appointed time for the interviews.

10. Conclusion

Conclusively, this study sets out to explore the role of guidance and counselling on the career choice and development of immigrants' students in Finnish upper secondary schools. In addition, the current study aims to uncover the role of guidance and counselling in relation to the decision-making among immigrant students when making a choice of their future career.

As stated above in previous parts of this research, "Guidance and counselling in secondary schools play a major role in the students' planning which associated with the planning of a study program, studying techniques, self-understanding, further education, future occupations, and work, the role of counsellor is to help students to understand the way they make their courses' choice will impact their further education opportunities" (Metsola, 2012).

From our interviews of the five participants, it is clear that Career guidance and counselling play a significant role in helping students discover their academic strengths towards making career choices and to identify viable career options and decide among numerous career paths, confirming the assertion by Steven and Robert that "Guidance counselling helps students to obtain ideas concerning the way they might like to follow as well as educational or training options. This means that career guidance and counselling include career-orienting activities provided to the students to become aware of the work world, of the importance of planning, and of self-attributes that may correlate to different career possibilities (Brown & Lent, 2012).

“I asked the counsellor about a career that could help me secure job faster and was advised to try social care (Hoitoavustaja), practical nursing or get into cleaning job” This confirms what Makela and Kalalahti stated in their research that *“Other studies have shown that girls with immigrant background are often pushed towards lower-level health and care industry professions and that their hopes to become a doctor or lawyer”* This very true in her case as she had come with the dreams of becoming a teacher and now she is made to study something else.

It was after the sixth month, with basic Finnish language skills that she was introduced to a guidance counsellor to help her towards making a career choice. Her admittance of receiving guidance counselling again ties to the article of Egemen Hanimoğlu (2018), on *the Perceptions of Students about the Role of School Counsellors on Career Selection*, where the researcher concentrated on the case of three schools in Adana-Turkey. The study revealed that students agree that the school counsellors help them in the process of decision making concerning their career selection.

Students are expected to be guided and counseled on a regular basis towards their career choices, especially those with an immigrant background coming into a new country with varied educational experiences from home country. Lack of which could affect their academic performances as *Mäkelä and Mira Kalalahti* affirmed *“that despite the relatively low immigrant students’ proportion in Finland, the educational opportunities are not the same when compared to Finish students ... that there is a wide gap between native and non-native speakers when it comes to educational outcomes”* (Makela & Kalalahti, 2023).

11. Projection for future research

Drawing inspiration from my interviews of immigrant students in upper secondary schools, and from previous research I will like to make the following suggestions which future research could look into from different perspectives.

From my interviews at least three participants mentioned parental influence towards decision making for their future careers, it became clear to me that immigrant students rely somehow on their parents advise before choosing a future career. Despite the fact that

they listen to their guidance counselors they are still somehow very cautious not to go against what their parents think is good for them. Could parents and counselors work together towards choosing a career for their children and how? Hence future research could formulate a research question in this regard.

Secondly, Immigrant students lack the motivation to aim high when it comes to choosing a career for themselves and they seem to think that even their guidance counselors, knowingly or unknowingly guide them towards careers which were not originally what they had hoped for before immigrating into Finland. Our third correspondent had hoped of becoming a teacher but ended up for a different choice due to guidance counseling. Was this for their good or contrary and could immigrant students be made to realize that choices are only suggested according to their strengths and not imposed. What could be done to ensure that immigrant students keep their motivation and aim for higher careers like getting into medical school etc.

Finally, in their 2013 study - *negotiated, given and self-made paths*, Mäkelä and Kalalahti did affirm "that despite the relatively low immigrant students proportion in Finland, the *educational opportunities are not the same when compared to Finish students*" (Makela & Kalalahti, 2023). This affirmation supports our second point above and leads us to the final point which came out of the correspondents. Educational opportunities are not the same because they are told by counsellors that they cannot get into certain professions due to their language skills. That is language as a barrier to immigrant students' performance. This might not have come out straight, but it looks like immigrant students are lagging in academic performance due to their strengths in Finnish language and this prevents them from applying for certain professions.

Hence future research could research into this from different perspectives - to what extent does language barriers impact the poor performance of immigrant students in public examinations. What possibilities are there for immigrant students to explore so that they can perform better in public exams?

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Appendix 1. Letter of consent

University of Jyväskylä
Faculty of Education and Psychology

CONSENTS

1. Students consent

I understand the purpose of this research study and affirm to participate in it. My responses can only be used for the purpose of the study. The reports shall be anonymous which implies that no participant shall be recognised from the reports of the findings.

- Student's name:
- Grade/class:
- Phone numbers:
- Date /signature:

2. Parents (or Guardians) consent:

I understand that my child shall be participating in a research study. I give my consent to this as long as his/her responses remain anonymous and are used only for the purposes of the scientific study.

- Name:
- Address:
- Phone numbers:
- Date /signature:

Return this consent form to the researcher.

For more information:

1. Supervisor:

Mira Kalalahti
Associate professor (guidance)
Department of Teacher Education
University of Jyväskylä

2. Researcher:

Fidele Sindayigaya
Tel: 0469509076
e-mail: sifidele@student.jyu.fi

Appendix 2: Guide questionnaires for interview

Date: / /2023

Place: Jyväskylä

Interviewer: Fidele Sindayigaya

Interviewee:

- a. What is your sex /gender?
- b. What is your age?
- c. What is your education level?
1. What kind of experience do you have with career guidance and counselling?
2. Would you tell me your experience regarding using guidance and counselling at school?
3. How do guidance and counselling help you in making a choice of your future career?
4. How does guidance and counselling impact your decision making in your career choice?
5. How do you consider the quality of guidance and counselling you receive compared with the native counterparts? (Racism?)
6. How do you think guidance and counselling is important to you in making the choice of your future career?
7. What is your opinion about the level of career guidance and counselling you receive as immigrant students compared to that which Finnish students receive?
8. To what extent are you free to choose a career of your choice?
9. What influence do career guidance counsellors have towards you as you make your career choice?
10. How do you feel independent in making the choice for your future career?
11. Is there any influence from counsellors to make your choice of future career?
12. Gender wise, do you think boys and girls are guided in the same way?
13. Is there anything else (suggestions) you want to share regarding guidance and counselling?