

**FACTORS AFFECTING THE CAREER CHOICES
OF SECONDARY SCHOOL STUDENTS IN
KHYBER PAKHTUNKHWA, PAKISTAN**



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**INSTITUTE OF EDUCATION AND RESEARCH
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Title of thesis: **Factors Affecting the Career Choices of Secondary School
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Dated: _____

Alam Zeb



*In the Name of
Allah Almighty
The Most Merciful, and the Most
Beneficient.*

DEDICATION

I dedicate this humble effort of mine to my family, teachers and friends who contributed in refining my intellect and life.

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ABSTRACT

The exploration of appropriate career choice is an important landmark in the lives of secondary school students which determine their future occupations and career outcomes, having implications both for the individual students and society. The choice of careers in secondary schools is influenced by students' personal, environmental and behavioral factors, therefore; the study aimed at the exploration of career choices of secondary school students, identification of factors affecting these choices, investigating the influence of specific career choice factors, i.e. personality, parents and family, school, socio-cultural and career outcomes on the career choice decisions of students and the development of effective strategies for career guidance of secondary school students.

The study used Mixed methods explanatory sequential design for the collection and analysis of data. The population of the study was all the students, parents, teachers and heads of the 345 public sector, Higher secondary schools of Khyber Pakhtunkhwa, Pakistan. A sample of 1220 research participants was selected through multi stage cluster sampling technique for the collection of large scale quantitative data and a sample of 50 respondents was selected through purposive sampling for the collection of small scale qualitative data.

For the collection of quantitative data the researcher developed self-constructed Likert type questionnaires and validated them through pilot testing. The quantitative data were collected through questionnaires and analyzed through the use of percentages and Chi-square statistics with the application of Statistical Package for Social Sciences. The analysis of quantitative data provided the general description of the phenomenon and identified areas which needed further explanation; therefore, Semi-structured Interview guides were prepared and administered for further exploration of the specified themes through qualitative data. The qualitative data were analyzed through transcribing data from the data sheets and identification of themes for the interpretation. Then both the data sets were merged and interpreted together.

The study explored, Medical, Teaching, Engineering, and Armed forces as major career choices of secondary schools' students and identified parents, students' personalities, socioeconomic status, families, society and its traditions as major factors affecting the career choices of students. Regarding the influence of specific

career choice factors, the study further demonstrated the significant influences of personality, parents and family, school, socio-cultural and career outcome factors on the career choices of students at secondary level. The study revealed significant gender wise differences in career choices and the influence of career choice factors on the career choices of male and female students. Medical, Engineering, Teaching and Armed forces were found as prominent career choices of male and Medical and Teaching as prominent career choices of female students. Males were more influenced by the factors of personality and females by parents and family and sociocultural factors in the choice of their careers. The study highlighted the career guidance needs of secondary schools' students, identified the non-availability of career guidance facilities in schools and established effective career guidance strategies for career guidance of secondary level students.

Keeping in view the career guidance needs of secondary schools' students, the study recommended the provision of career guidance facilities, appointment of trained career guides, mechanism for identification of students' interests and aptitudes for integration with their career choice decisions, development of career guidance website, the use of social media for career guidance and the active role of policy makers for the provision of career guidance facilities in secondary schools as effective strategies of career guidance for students at this level. The study also provided practical and theoretical implications of the research and identified areas for future researches.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The aim of Secondary education is preparation for life. It serves two important functions by providing skilled people into the job market and students for higher professional learning (National Education Policy, 2009). Students select subjects and courses of study at this level, which determines their future careers. Selection of subjects according to the interests, aptitudes and available career opportunities, can

ensure right career choices for students and may draw a line between satisfactory and un-satisfactory professions for them in future to come, therefore, the selection of a proper career choice at this stage is an important issue for the students of secondary schools (Watson, McMahon, Foxcroft & Els, 2010). Young students are faced with the challenge of making appropriate career choice decisions at the level of secondary schools. Career choices, courses of study and subjects' selection which affect the future careers of them are a dilemma for the adolescents (Issa & Nwalo, 2008). How successfully, young people face the challenges and shoulder the responsibilities of tomorrow depends upon the planning at the secondary school level (Salami, 2013). Keeping in view, the importance of the career choices of students at this level, the National Education Policy of Pakistan (2009) recommended the provision of career guidance facilities for the students of secondary schools to address the career choice issues of young students and may encourage them to select subjects on the basis of their aptitudes, other than the conventional ones.

There are many factors which determine the career choices of students at secondary schools' level. The choice of a career in secondary schools is affected by the personality, aptitude, the environment in which the students live, the level of educational achievement and available career opportunities (Perry, 2006). Salami (1999) identified that young students select wrong professions due to lack of information regarding careers, inexperience, suggestions of friends, advice of teachers and parents and socioeconomic status offered by the professions. According to Swift (2009) the career choice decisions at the level of secondary schools are influenced by many factors involving personal, socio-cultural contexts and career opportunities that can open up or close successful future career trajectories for the young students.

The personalities of students are a key factor in the career choices of secondary school students (Kiani, 2010). Rottinghaus, Lindley, Green and Borgen (2002) identified students' personalities as a major factor in the determination of career interests and aspirations of secondary level students. Their aptitudes, interests, academic achievement and aspirations play a significant role in career selection at this level. Academic achievement, activities and interests of the students at school shape the future career aspirations of secondary level students (Salami, 2008). Students' achievement at the school is closely related to education and career aspirations.

Students with higher career aspirations usually show higher career motivation (Reed, Bruch & Hasse, 2004).

Home environment, family, parents and guardians are an important influence on the career aspirations and occupational choices of the young children. Youth generally explore careers which come under the category of their familial approval (Mau & Bikos, 2000). Small and Mclean (2002) identified that parents and family provided support for some careers and disfavor for others, therefore, compelled their children to follow their instructions. Otto (2000) identified that students' occupational choices and educational goals are influenced by family, educational attainment of parents and their socioeconomic status. Families and parents serve as a source of information and guidance for the career choice decisions of their children (Kniveton, 2004).

The environment of the school where students are educated has a significant influence on the career choice decisions of secondary school students. They are social agencies for the inculcation of gender appropriate behavior, social skills and occupational planning (Garrahy, 2001). Like parents, teachers are the most influential personalities in the career determination of secondary school students (Barnett, 2007 & Khan, 2011). Teachers help their students to select schools' subjects according to their abilities, aptitudes and interests which determine the future career paths of students (Falaye & Adams, 2008). Maree (2009) identified that many students completed their secondary level education without proper career guidance at the school which resulted in the denial of entry into their choice careers and opportunities of higher education for them.

Socio-cultural factors such as society, the environment, the context in which students live, peers and friends are important influences on the career selection of secondary school students (Kniveton, 2004). Peers and friends influence the career tendencies of one another and play a significant role in the career determination of their fellow students. There are career choice differences in male and female students due to gender, social values, culture and traditions (Ogunkola & Olatoye, 2005). Denga (2004) found that socio-cultural factors determine obligations for the individuals in society which paves the way for his or her future career paths; therefore, culture and religious beliefs influence the career choices of female students.

Career outcomes, i.e. economy, job market, income, career opportunities and outcome expectations play an important role in the career choices of students at secondary school level and they usually offer those careers which may fulfill their outcome expectations (Ma & Yeh, 2005). Ali, Zeb and Maqbool (2013) found that students showed favor for those careers which offered social status, high salaries and future protections. Sutherland (2008) identified that career choices are made by keeping in view job opportunities and the labor market. In recent times, the job market has become much more competitive to accommodate the large number of students.

The choice of a career, according to students' interests, aptitudes and available career opportunities is an important issue for the students of secondary schools. Students make subjects' selection at this level, which determines their future career pathways. There are many factors like students' personality, parents and family, school, socio-cultural and career outcomes that affect the career choice decisions of students at the level of secondary school. It's a dilemma in our country Pakistan, in general, and Khyber Pakhtunkhwa, in particular, that career choices at secondary level are made without regard for students' interests, aptitudes and knowledge of career opportunities which results in scholastic failure, drop-out, denial of entry into the desired professional colleges and brain-drain in the long run. There have been many studies on factors affecting the career choices of secondary school students internationally in other countries, but it's a least researched area in Pakistan. In the Pakistani context, there are the studies of Kiani (2010) on the personality and vocational interests of high school students, Khan (2011) about the role of teachers in career guidance of secondary school students, Rauf (2013) about parental guidance for secondary school students, Kiani, Hassan and Irfan (2013) about vocational aspirations of High school students and a study by Khan, Murtaza and Shifa (2012) about the role of teachers in the provision of career guidance in secondary schools. These studies have explored some of the aspects of factors affecting the career choice decisions of students at secondary level but there are no comprehensive studies on factors affecting the career choices of secondary school students, in the Pakistani context; therefore, the researcher decided to explore the career choices and factors affecting the career choices of secondary school students, in Khyber Pakhtunkhwa, Pakistan. The study will serve as an important addition to the body of knowledge by formulating a sound theoretical base for solving the issue of career guidance and for the facilitation of

parents, teachers and educators towards better career planning of secondary level students.

1.2 Statement of the Problem

The study aimed to explore the career choices of secondary school students, identification of factors affecting these choices, investigation of the influences of career choice factors, i.e. personality, parents and family, school, socio-cultural and career outcomes on the career choices of secondary school students and the development of effective strategies for the career guidance of secondary school students.

1.3 Objectives of the Study

The following were the objectives of the study:

1. To explore the career choices of secondary school students.
2. To identify factors determining career choices and investigate their influence on the career choice decisions of secondary level students.
3. To compare the effects of career choice factors on male and female students of secondary schools.
4. To highlight the career guidance needs of students and evaluate the facilities of career guidance available to them in secondary schools.
5. To develop strategies for effective career guidance of students at secondary level.

1.4 Research Questions

The following research questions guided the study:

1. What career choices are made by the secondary school students?
2. What are the factors that determine the career choices and how much is their influence on the career choice decisions of secondary level students?
3. What is the difference in the influence of career choice factors on the career choices of male and female students at secondary level?
4. What are the career guidance needs of students and what facilities are available for the satisfaction of these needs in secondary schools?
5. What are the effective strategies for career guidance of students at secondary level?

1.5 Significance of the Study

In Khyber Pakhtunkhwa, the absence of parental awareness coupled with the general lack of career guidance facilities at secondary school level make the career choice decisions a nightmare for young adolescents. Keeping in view the alarming state of affairs, the study will help students to make proper career choices according to their interests, aptitudes and knowledge of career opportunities at secondary school level. It will guide parents and teachers to select proper careers for students at secondary level. It will help in minimizing scholastic failure, drop-out and wastage of students' potentials through development of effective strategies for the solution of career choice issues at the secondary level. According to UNESCO (2002) career education needs special attention in all countries of the world. Svennungsen, (2011) suggested that career education gives a special meaning to one's life. The study will guide the policy makers for arrangement of career guidance facilities at secondary level in schools of Pakistan that will ensure effective career planning for students.

1.6 Delimitations of the Study

Due to limitations of time, financial constraints and feasibility reasons, the study was delimited to the exploration of career choices and factors affecting the career choices of public sector secondary school students in Khyber Pakhtunkhwa, Pakistan. Secondary education consists of grades 9th- 12th education (National education policy, 1998). The study only covers the career choices of higher secondary, i.e. grades 11th and 12th students because it's the stage where students select their subjects of study

by keeping their future career aspirations or choices in mind that makes them eligible for entry into their desired professional institutions of higher studies and future career development.

1.7 Definitions of Terms

The following were the operational definitions of terms used in the research study:

Career choices: The selection of careers by students from the variety of available career opportunities.

Career choice factors: The influences on the career choices of students and are the combination of personal, contextual and career outcome factors.

Secondary schools: The type of schools where there are classes from grade 9th – 12th.

Career guidance: The facility for proper career choices, career development and planning of students in secondary schools.

Personality factors: They include interest, will, aspiration, motivation, self-concept, aptitude, achievement, skills and abilities, educational and career expectations.

Parents and family factors: These include fathers, mothers, siblings, family members, guardians, parents' socioeconomic status, parental education, work experience, career information and family types.

School factors: They include the environment of the school, teachers, career guides, heads, class fellows, school fellows, career guidance facilities, subjects taught, co-curricular and vocational activities of the school.

Socio-cultural factors: These include societal needs and demands, culture, religion, ethnicity, gender stereotypes, friends, peers, role models, social media, social status and prestige.

Career outcomes: They include income, job security, working environment, authority and power, autonomy and recognition, promotions, leisure and comfort, job satisfaction, competition and career opportunities.

Career guidance needs: They include the facilities of career guidance which students need for appropriate career choices at the level of secondary schools.

Career guidance facilities: The facilities at the schools for satisfaction of the above mentioned career guidance needs of secondary schools' students.

Effective career guidance strategies: These include effective measures for the satisfaction of career guidance needs of secondary school students.

1.8 Outline of Thesis

The thesis includes five chapters.

Chapter one: It is about the introduction and statement of the research problem, objectives of the study, research questions, significance, delimitations, definitions of terms and outline of the thesis.

Chapter two: It deals with a review of the related literature about the career choices, theories of career choices, factors affecting the career choices, gender wise differences in career choices and factors influencing the career choices of students, career guidance needs, facilities of career guidance and effective strategies for the career guidance of secondary schools' students, summary of the literature review and theoretical framework of the study.

Chapter three: It is about the methodology of the study that includes the nature of the research, rationale for using Mixed methods research, the design of the study, population, sampling procedures, data collection instruments, data collection and analysis, validation and reliability of data and ethical considerations.

Chapter four: It deals with the analysis of data, its presentation, organization, tabulation and interpretation. It is further divided into two sections i.e. quantitative data analysis and qualitative data analysis.

Chapter five: It is about the findings, discussion, conclusion and recommendations of the study. It includes the key findings from quantitative and qualitative data, integration of the quantitative and qualitative findings at the discussion and their linkage with the reviewed literature, conclusion, theoretical and practical implications and recommendations for the development of effective career guidance strategies of secondary schools and identification of areas for the future researchers.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature about the career choices of secondary schools' students, theories of career development, factors affecting the career choices of secondary schools' students, gender wise differences in career choices and factors affecting the career choices of students, career guidance needs of students, facilities of career guidance and effective strategies for the career guidance of secondary schools' students. It guided the study by providing a theoretical understanding regarding the past and current status of the issue and development of procedures for the actual conduction and reporting of the study.

2.1 Organization of the Chapter

The following is the organization of the chapter:

2.2: Career Choices

2.3: Career Choices of Secondary School Students

2.3.1: Career choices of students in secondary schools of Pakistan

2.3.2: Pakistani studies on career choices of secondary school students

2.4: Theories of Career Development

2.4.1: Approaches of career development theories

2.4.2: Models of career choice decisions

2.5: Factors Affecting the Career Choices of Secondary School Students

2.5.1: Personality and the career choices of secondary school students

2.5.2: Parents and family and the career choices of secondary school students

2.5.3: School and the career choices of secondary school students

2.5.4: Socio-cultural factors and the career choices of students

2.5.5: Career outcomes and the career choices of students

2.6: Gender Differences in Career Choices and Factors Influencing Career

Choices of Students

2.7: Career Guidance Needs of Secondary School Students

2.8: Career Guidance Facilities in Secondary Schools

2.9: Effective Strategies for the Career Guidance of Secondary Schools

2.10: Link of the Literature Review with the Research Topic

2.11: Theoretical framework of the study

2.2 Career Choices

Career choice is the selection of a career for the individual from the wide array of available career opportunities or vocations. According to Borchert (2002) career choice is the selection of vocation for the individual from various vocational opportunities. Similarly, O'zbiligin et al. (2005) elaborated that career choice is the selection of a career among a wide range of occupational choices or choosing an occupation from another. Career choices are based on the availability of occupational options and personal preferences of the individuals for them. In a similar vein, Okobiah and Okorodudu (2004) highlighted that career choices are decisions in the selection of vocational activities of an individual. They are decisions in terms of selecting the opportunities of work or occupation for defining the role of the individual in society. Likewise, Olamide and Salami (2013) viewed career choice as the selection of the future occupational area from broad opportunities available to students. In the opinion of Elizabeth (2012) career choices are the processes of selecting occupations for future life of students or the process of selecting one occupational option from the other one. According to Parson (1909) career choice is the foundation of occupational development and career decision making; therefore, it is based on the information about the personality of the individual, his interests, skills, values and the knowledge about the job market. Gutteridge (1986) defines career choice as the process of awareness about one's self, opportunities, barriers, identifying career goals, work values, training and skills development and directing all these steps to achieving the career goals. So, career choice is the selection of one's career from the variety of available career opportunities on the basis of an individual's characteristics, context and outcome expectations.

2.3 Career Choices of Secondary School Students

The level of secondary schools is a terminal stage for students, where they select subjects and courses of their study that determine the future careers of students. According to Payne (2003) the career choices in secondary schools are of prime importance both for the individuals and the society. The choices which they make at

this stage not only affect their personal life, but also of those living around them because they become the future working force in shape of educated and skilled individuals. Shumba and Naong (2012) found that the foundations of future careers are laid on the level of secondary school and it determines the future careers of students. Students select subjects and courses for their study at this level and they determine the future careers of them. Selecting subjects according to the interests, aptitudes and available career opportunities at the stage of secondary school may determine right career choices for the students of secondary schools in the future (Watson et al. 2010). Career choices are critical decisions at the level of secondary schools because they affect the whole life of students in future (Olamide & Salami, 2013). Wright (2005) by considering the career choice decisions of students termed the period of secondary schools as that of transition from the world of school to that of the world of work.

Selecting the right career choices on the basis of interests, aptitudes and adequate information about the career opportunities is an important issue for the young students in secondary schools. Adolescents in secondary schools are faced with the issue of making appropriate career choice decisions that may lead them to a prosperous life. Selecting subjects, courses of study and proper career choice decisions is a difficult developmental task for the students of secondary schools (Issa & Nwalo, 2008). Salami, (2008) identified that at the level of secondary school, adolescents often make improper career choice decisions because of the influences of, lack of career information, peers, friends, parents, teachers, status connected with the job and poor career guidance facilities for the career choices in schools. The most important developmental task for the students of secondary schools is to plan for their future careers. Students in secondary schools explore career opportunities for their appropriate career choice decisions (Super, 1990).

The students of secondary schools are not equipped with the skills of making suitable career choice decisions; they usually select careers on the basis of the apparent appeal of the careers and are unaware of the requirements and demands of those careers and this results in their failure and frustration when they are not in a position to achieve their desired careers. According to Olamide and Salami (2013) career choice decisions are a nightmare for the adolescents, when they are unaware about the competitive world of work and the skills required for it. The students in secondary

schools believe that their future career exploration would be a smooth sailing and with the completion of their education in the schools, they would get their desired occupations. Most students in secondary schools plan to become doctors, engineers, lawyers, teachers and others in future. They love to enter prestigious careers like medical, engineering and other white collar jobs, where from, they may get material and financial rewards, but are unaware that the job market can only provide opportunities for the most competitive ones in future. How successfully adolescents proceed in their future desired careers, depends upon the proper career guidance and planning at the level of secondary schools. Therefore, parents, teachers and career guides must work in collaboration for career planning and development of students in secondary schools which are based on their interests, aptitudes and future prosperity.

About the career choices in secondary schools, Ohiwerei and Nwosu (2009) reported that the majority of students in secondary schools aspired to prestigious careers like medical, engineering and law though they did not have aptitudes for success in such challenging careers. The majority of students are unaware of the skills and abilities required for such challenging and competitive careers. That is the main reason that many secondary school graduates are not in a position to pursue their desired careers in the future after their graduation from schools. This attitude of students results in the frustration of youth, as they are unable to get occupations and prestige what they desired, therefore, students of secondary schools need proper career guidance at the level of secondary schools to make realistic career planning for students of secondary schools. Salami (1999) found that young students often select inappropriate careers because of high salaries, social status, power and prestige attached to the professions. Salami (2000) reported that the majority of secondary school students aspires for the careers of medical, engineering, architecture, banking, pharmacy and law because of the glamour, prestige and social recognition attached with these careers in the society but they are not equipped with the necessary skills and abilities required for such competitive careers.

In a similar vein, Okafor (2004) identified that majority of secondary school students selected the careers of medical, engineering, business administration, accounting, teaching, nursing, civil service and armed forces. He further reported the most influential factors for the selection of these careers which were; financial benefits and high salaries, influences of parents, peers and friends, career information, interests of

students, prestige and their nearest relations. The most crucial decision in the life of an individual is the making of his career choice decision. Egwuchukwu (1997) explored the career choices of secondary school students and factors affecting their choices at the level of secondary schools. The findings of the study reported Medical, Engineering, Law, Pharmacy and Accounting as the most favorite career choices of the secondary school students and the majority of students aspired for these careers. The students aspired to these careers because of high income and salaries, social recognition and prestige of these careers in society. The students aspired least for artistic, spiritual and psychological careers. Nworah (1997) explored the career choices of students and reported that male students preferred the choice of medical and geology while females preferred the careers of banking, broadcasting and teaching. The study reported that students mostly preferred these careers because of prestige, recognition and honor of such careers in the society without consideration for their personalities, intellectual abilities, interests and aptitudes.

Likewise, Onoyase and Onoyase (2009) found that secondary school students are unaware about the selection of the right type of subjects and their type of personality which suits the specific careers. Therefore, they often make an improper subject selection and aspire for careers which are not fit for their personalities. The study found students' preferred careers as medicine, law and engineering, which were not based on the traits of their personalities. This was due to social charm of these careers and the lack of career guidance in secondary schools. Salami (2008) found that the factors of personality, occupational interests, academic achievement, socioeconomic status and extended family significantly influence the career aspirations of youth in secondary schools. Kiani (2010) found that the majority of male students wanted to be doctors, engineers and officers of the armed forces while female students wanted to be doctors, teachers, lawyers and nurses in secondary schools. It is concluded that the choice of a suitable career is an important issue for the students of secondary schools, students usually make the choice of prestigious and conventional careers without knowing their interests, aptitudes and career opportunities that results in their failure to get the desired careers and leads them to frustration and wastage of their valuable potentials at the level of secondary schools.

2.3.1 Career choices of students in secondary schools of Pakistan

In secondary schools of Pakistan, the majority of students make the career choices of medical, engineering, teaching and armed forces. Students select these careers without information about themselves and the careers they opt for. According to Kiani (2010) Pakistan is a developing country and has achieved little progress in various walks of life. Though the country has made some progress in economic development, but still it is quite far away from developing the professional and vocational skills of its treasure of the human resources. There is a scarcity of skilled work force for making the economic sector of the country much more vibrant and productive. The youth of the country is an important asset to put life in the slowly progressing economic sector of the country, but they are unaware about the proper choices of careers in secondary schools according to their personalities, aptitudes and interests. Therefore, it is extremely important to guide students at the level of secondary schools for the information about their personalities, aptitudes, interests and career aspirations for selection of appropriate careers according to their personalities.

Secondary school students in Pakistan have two major areas in the selection of their career choices at the secondary level i.e. science and arts. The area of science comprises the subjects of Physics, Chemistry, Biology, Mathematics and Computer sciences and the area of arts includes the subjects of Civics, Statistics, History, languages, Physical education and theological studies. Science students go for medical, engineering, computer and information sciences and technological fields for further study in their selected careers while arts students go for accounting, banking, teaching, civil services and other social careers. In Pakistan, secondary schools allot enrolment in science subjects on the basis of academic achievement, i.e. marks obtained in the class preceding the secondary level schools and those with less marks are pushed by teachers into arts group, even if they aspire for science related subjects on the basis of their interests. Very few schools give the opportunity to study in science subjects to students who achieve less marks in the final grade of their elementary schools (Kiani, 2010).

Karim (2010) argued that secondary school education is a terminal stage for higher education. It is a stage where students select their courses of study, i.e. Science, Arts, Commerce and technical education which determine their future careers in their

desired fields. Khan (2011) identified that secondary school level is a stage where students select their subjects of study and aspire to the future careers; therefore the teachers of this level play a significant role in the career choices of students at secondary schools. Rauf (2013) identified that secondary education in Pakistan starts from class 9th and goes up to class 12th. Secondary schools' students have the subjects' choices of Science, Humanities and Technical subjects for their study. English, Mathematics, Urdu, Islamiyat and Pakistan Studies are compulsory subjects while Science students select Physics, Chemistry and Biology and the students of Humanities select General Science, Social Sciences and regional languages as their optional subjects. There are the facilities of teaching Science subjects in all urban government secondary schools of Pakistan because of well equipped laboratories while in rural areas such facilities are scarce, but the government is trying hard to overcome this disparity in the secondary level.

Kiani, Hassan and Irfan (2013) studied the vocational aspirations of secondary schools' students in their study entitled "Vocational Aspirations of High School Students". The findings of the study highlighted the vocational aspirations of secondary school students for the professions of doctor, engineer, army, teacher, and lawyer. Gender differences in career aspirations and match between vocational aspirations and occupational interests were identified. Moderate match for the occupational aspirations of doctor and teacher and no match for army, lawyer and engineer were found with the occupational interests. The career aspirations of males were more conventional and investigative while the aspirations of females were more social and artistic. Kiani, Hassan and Irfan (2013) argued that there is a scarcity of research studies on the vocational interests of Pakistani youth in secondary schools. Therefore, there is the need of studies on the exploration of vocational interest of the secondary school students in Pakistan. It is assumed that in secondary schools of Pakistan students aspire more for the careers of doctors, engineers, army, lawyer and teachers, hence there is the need for exploration of the career interests of secondary schools' students and development of effective strategies for proper career choices and subject selection of students at the secondary level. Tabassum (2012) argued that in Pakistan students at the secondary level do not have the facility of career guidance and therefore, the majority of students at this level is unable to make proper career choices for their future, they blindly follow the directions of those who comes in front

of them and are unable to achieve their desired career outcomes in future. The majority of students at the secondary school level selects traditional careers i.e. doctor, engineer and waste their potentials in pursuit of these professions even if they are not meant for them. It is concluded that in secondary schools of Pakistan, majority of students make the conventional career choices of medical, engineering, teaching, armed forces and law irrespective of their interests, aptitudes and knowledge of the job market and career opportunities and as a result very few of them are able to get their desired careers.

2.3.2 Pakistani studies on career choices of secondary level students

Usually, career choice issues at the secondary level is a least researched area in Pakistan and normally, very few studies are conducted in the area of career choices at secondary level. However, there are some studies on this issue and among them is a Ph. D level study on “Personality and Vocational Interests of High School Students” by Shoaib Kiani (2010) at the National Institute of Psychology, Centre of Excellence, Quaiide-i-Azam University, Islamabad, Pakistan. The study is about the exploration of the role of personality traits in the career choices of secondary school students, the influence of the personality in the career choice decisions and the match between personality traits and career aspirations of students. The study was conducted on a sample of 596 students, i.e. 319 male and 277 female students of secondary schools. The main findings of the study were; majority of male students wanted to be doctors, engineers and army officers while female students aspired to become doctors, teachers, lawyers and nurses. Students were influenced by their personality for their career aspirations. Parents and particularly fathers’ influences were found as significant factors in determining their career aspirations. The influence of collectivist culture, traditions and socioeconomic factors were also found on the career aspirations of students. Social prestige and recognition along with financial benefits also influenced the career aspirations of students for their desired careers. Students were found to be influenced by their demography for the choice of their careers. Gender differences were significantly found in personality and career aspirations of students. The study found agreement between the personality traits and career aspirations of students in the case of most preferred careers of students, moderate agreement for the careers of doctors and teachers of students and no agreement between personality traits and the careers of army, lawyer and engineer

aspired by students. The study recommended the authorities for the provision of career guidance facilities and appointment of trained career guides at secondary schools for the proper career choices of students at this level in Pakistan.

Karim (2010) conducted a Ph. D study on the “Need of Guidance at Secondary School Level” at the Department of Education, Jinnah University for women, Karachi, Pakistan. The sample of the study comprised 300 teachers and students of secondary level. Though the study was based on the exploration and establishment of the need of the whole guidance program for secondary schools but it also explored the need of career or vocational aspect of guidance for secondary schools and established the need of career guidance for the students of secondary schools to assist them in subjects’ selection with the purpose of planning for their future careers.

Khan (2011) conducted a study on “The role of secondary school teachers in vocational guidance of students” for his M. Phil degree research at the Qurtuba University, Peshawar, Pakistan. The study aimed at the exploration of the role played by the secondary schools’ teachers in career guidance of secondary school students and to develop an action plan for the facilitation of career guidance of students at secondary level. The study randomly selected 400 research participants, i.e. 250 students, 150 teachers and 25 heads of secondary schools. It was a mixed methods study and used both the Questionnaires and Interviews for the collection of data. The main findings of the study were that teachers play a significant role in subjects’ selection and career guidance of students at secondary level. The study established the need for formal training of teachers in the provision of career guidance and to equip them with the necessary skills for career guidance of students at secondary level in order to facilitate the students of secondary schools, in the selection of school subjects and career guidance.

Rauf (2013) conducted a study for the master degree titled “Parental Guidance for Secondary School Students in the Opinion of Educational Counselor” at the Department of Education, University of Karachi, Pakistan. The study aimed at the investigation of parental role in the career choices of secondary schools’ students. The findings of the study were that parental guidance significantly influences the selection of subjects and career choices of secondary school students. The role of family in the career planning of students at the secondary level was found crucial. Parents need to

be aware of their role in the career planning of the students. It was recommended that parents must not impose their decisions on their children, rather they must facilitate their children for independent selection of schools' subjects and career choices at secondary level.

Merchant (2008) in his master level research study on the topic "Exploring the Processes of Career Guidance and Counseling Practices in Private Education Network in Karachi" at the Agha Khan university Karachi, Pakistan. The researcher, aimed at the exploration of career guidance and counseling services at the higher secondary level of the private education network for students, challenges faced by the network in delivery of services and the strengths and weaknesses of the network. The study employed Qualitative case study method for the in-depth exploration of the issue. The main findings of the study were that the network is providing career guidance services through the provision of career information, with the help of seminars, workshops, publications, practical exposure to careers through field visits, internship and scholarship for the future studies of students in their desired careers. The study highlighted the problems of the career guidance network, as it is faced with the lack of parental support and information for the career choice decisions of students. Community involvement and effective leadership were found as the main strengths of the network.

Kiani, Hassan and Irfan (2013) studied the vocational aspirations of the secondary schools' students in their study entitled "Vocational Aspirations of High School Students". The study aimed at the exploration of vocational aspirations of secondary school students. The sample was 482 randomly selected secondary schools' students. The findings of the study highlighted the vocational aspirations of secondary school students for the professions of doctor, engineer, army, teacher, and lawyer. Gender differences in career aspirations and match between vocational aspirations and occupational interests were identified. Moderate match for the occupational aspirations of doctor and teacher and no match for the army, lawyer and engineer were found with the occupational interests. The career aspirations of males were more conventional and investigative while the aspirations of females were more social and artistic. The study recommended the facility of career guidance in government secondary schools and appointment of career guides in schools. The study also

recommended studies on the career aspirations of Pakistani youth in secondary schools for the future research area.

Khan, Murtaza and Shifa (2012) studied the role of teachers in the provision of career guidance in their study entitled “The Role of teachers in the provision of educational and career guidance to schools’ students in Gilgit Baltistan, Pakistan”. The study aimed at the exploration of the role of teachers in the provision of career guidance at the secondary level. The study found that teachers play a significant role in career guidance of students and more specifically in the selection of schools’ subjects and future career trajectories for students of secondary level. Teachers of secondary level also serve as role models for the future career aspirations of students. The study also identified career guidance as the major area of concern for the students of secondary schools.

Tabassum (2012) studied the need of career guidance at the higher secondary level in her study entitled “The need of career counseling at the higher secondary level”. The study aimed at the exploration of the need for career guidance at the higher secondary level. The sample of the study was 150 secondary level students. The study found that the students of higher secondary schools need career guidance for the selection of their appropriate schools’ subjects, courses of study and that career guidance would be helpful for the proper choice of careers in order to get an entry into the professional colleges for further study in the desired careers.

It is concluded that most Pakistani studies have focused on the role of personality, teachers and parents on the career choices of secondary schools’ students and have highlighted the need for the provision of career guidance facilities to the students of secondary level.

2.4 Theories of Career Development

Theories of career development are models of career choice decisions which have guided research studies in the area of career guidance. These theories formulate a sound theoretical background for the understanding of factors affecting the career choice decisions of students. According to Ireh (2000) these theories are; Ginzberg’s theory, Super’s theory, Holland’s theory, Gotfredson’s theory and the Social cognitive

theory of Lent, Brown and Hackett. These theories have been discussed briefly in the following lines.

A) Ginzberg's general theory of vocational choice: This theory states that career choice decisions of students are based on three factors, i.e. Reality, learning or educational experiences, emotional and personal values of the individual. The factor of reality is divided into three sub-stages, i. e. (1) Exploration (2) Crystallization (3) Specification. (1) Exploration: During this stage young students identify their career choices on the basis of their interests, likes, dislikes, skills and abilities. (2) Crystallization: At this stage actual occupational choice decision is made by students. (3) Specification: At this stage, students master skills for the achievement of their occupational goals (Ireh, 2000).

B) Super's developmental self-concept theory: This theory states that there are six stages in the life and career development of students. These stages are; Crystallization, Specification, Implementation, Stabilization, Consolidation and Readiness to retire. In view of this theory, experiences change the self-concept of the individual with the passage of time in his life. Psychological traits like interests, needs, abilities, intelligence and special aptitude pave the way for career development of students while socioeconomic factors, i.e. society, parents, family, peers and friends and job market affect the nature of occupation for students (Ireh, 2000).

C) Holland's personality theory of occupational choice: This theory assumes that the occupational interests of students are determined by their individual personalities. It identified six types of occupational interests or personality types. They are; Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). A match between the personality type and the working environment results in occupational satisfaction of the individual. This theory devised six personality types as a strategy for guiding individuals to understand their personalities and occupational interests. Therefore, it recommends personality fit careers for the satisfaction of the individual's interests. It guides people to adjust their personalities into their careers which are fit for them (Holland, 1992).

D) Gottfredson's theory of circumscription and compromise: This theory states that occupational choices are a matter of the cognitive ability. The ability of the individual to analyze and organize the information regarding careers is a matter of age

and mental abilities. Mental development is necessary for the identification of career interests and self personality for adjustment in the appropriate careers. In a nut shell, career development is the process of identifying occupations for the expression of the genetic potentials under the umbrella of culture. Gotfredson regarded career development to be the process of (1) Elimination: It is leaving one occupation for the other and (2) Compromise: It is the process of making compromises with one's obligations (Gotfredson, 2005).

E) Social cognitive career choice theory (SCCT) by Lent, Brown and Hackett (1994): This theory integrates the different theories of career choice development. The SCCT is based on the interrelationship of personal, environmental and behavioral factors for the career selection and development of the individual. There are two important personality factors, i.e. self-efficacy and outcome expectations which affects the occupational choices and career development of students. These attributes develop from learning opportunities or experiences. Self-efficacy is the belief of the individual to get occupational achievement while outcome expectations are the beliefs of the individual about the outcomes or results of doing the occupation. The SCCT model assumes that the individual will have great interests in occupations, when they consider themselves good at the required skills of the occupations. Interest will develop the occupational goals of the individual for adopting that occupation. These goals take individuals to the selection of careers. Two contextual influences have been identified in this theory that affects these factors and their relationship in this theory. They are distal influences and proximal influences. Distal influences are away from the point of the decision and shape learning experiences, social cognition and cultural socialization. Proximal influences are near to the career choice decision point and may affect the relationship between occupational interests, goals and occupational choices.

Outcome expectations are beliefs about the results of adopting a certain occupation. If there is harmony between work values and the perceived outcomes of adopting a specific occupational interest in the career has attained. Work values are beliefs or standards that an individual keep in mind for making a career choice. They may be financial or others. As these values are cognitive constructs; therefore, they have behavioral and affective aspects. Work values play a dominant role in the formulation of the occupational goals (Brown, 2002).

2.4.1 Approaches of career development theories

The approaches of career development theories are assumptions about factors affecting the career choices of students and they include psychological and sociological approaches. They have been discussed in the following lines.

A) Psychological approaches: The career development theories included in this approach are based on the assumption of adjustment of an individual's personality with his career choice and working environment in order to enhance his occupational or career satisfaction. The following theories are included in it.

(i) Frank Parson's trait factor theory (1909): This theory states that there are three steps in the process of career development. They are; (1) The ability of clear understanding about interests, abilities and potentials of the individual. (2) The exploration of career opportunities and skills required for them. (3) Adjusting self-interest and abilities into career opportunities for making the career choice decisions (Perry, 2006).

(ii) Holland's theory (1992): This theory gives six personality types for guiding individuals to comprehend the nature of their personalities and adjust them into their careers. It provides the ground for the identification of career interests based on a personality match with the occupational choice.

(iii) Schein theory of career anchors (1978): This theory classified individuals into eight career anchors or classes. They are; Technical, Security, Autonomy, Independence, Creativity, Dedication, Challenge and Lifestyle. All these are the standards of individuals for making the career choice decisions.

B) Sociological approaches: The theories included in this approach are based on the assumption of career development in terms of sociological factors. The following theories are included in it.

(i) Bandura self-efficacy theory (1977): This theory focuses on how individuals attain self-efficacy and make occupational choice decisions.

(ii) Krumboltz social learning theory (1979): This theory is focused on helping individuals to know their own personal factors which can either help them or may become obstacles in the career development of the individual.

(iii) Social cognitive career choice theory by Lent, Brown and Hackett (1994):

This theory provides a structural career development process of how individuals develop occupational interests through the interrelationship of learning experiences, self-efficacy and outcome expectations.

2.4.2 Models of career choice decisions

Models of career choice decisions are different approaches that tell us how and under what circumstances the career choice decisions are made. They have been briefly discussed in the following lines as background information for the study. Payne (2003) assumed that while making the career choice decisions individuals follow one of the three approaches or models, i.e. (1) Economic (2) Structuralist (3) Pragmatic rationality.

A) Economic model of decision making: This model is based on Becker's (1975) Human Capital Theory. This model assumes that young students make their career choice decisions on the basis of pre-determined expected economic benefits which they expect to achieve through their educational or occupational enterprise. The individuals who develop their skills for the desired occupation can get more economic benefits. So, it concludes that career choice decisions are made on the basis of economic benefits. However, very few young individuals base their career choice decisions, solely on the economic prospects of the occupations.

B) Structuralist model of decision making: According to Gambetta (1996) this model of career choice decision making is based on the assumption that career choices are made under the influence of barriers upon which adolescents have no power of control. These barriers may be cultural, economic or institutional (Payne, 2003). But it is possible that youth may not depend on cultural, economic or institutional traditions for the choice of their careers.

C) Pragmatic rationality model: According to Hodkinson et al. (1996) this model proposed that career choice decisions are based on the perceptions and learning experiences of the individual who makes the decision. He criticized the above two models because career choice decisions are often based on the process of experiences acquired through trial and error. On the other hand, careers may be based on opportunity.

D) Model of choice and decision making in education: This model is presented by Foskett and Hemsly-Brown (2001) and this model demonstrates that career choice decisions are the product of context, choice influencers, choosers and the choice. Context is the combination of family, socio-cultural and economic factors. Choice influencers include media, friends, teachers and other people. Choosers are individuals who make the decisions. Choice is the source of the relationship between the above mentioned three factors.

E) Model of decision making behavior: White (2007) developed the conceptual decisions making models for year 9 and year 11 students. This model has three stages of choice, i.e. primary, secondary and tertiary and three choice types i.e. inclusive, exclusive and default. Choices stage represents the order of the process of decisions making while choice types represent the ways of making the career choices.

2.5 Factors Affecting the Career Choices of Secondary School Students

There are many factors at the level of secondary schools which influence the career choices of students. According to Kerka (2000) the career choices in secondary schools are influenced by many factors like students' personality, interests, aptitudes, self-concept, culture, socialization, globalization, role models, family support, occupational support and material and financial facilities. Bandura (1977) identified the context of the individuals, personal abilities, societal interactions and academic achievement as significant influences in the career choice decisions of students. Salami (2008) reported that career choices are influenced by parental aspirations, academic achievement, self interest and financial rewards. Students career aspirations are influenced by ethnicity, schooling, subjects studied at the school, career outcomes, behaviors and attitude. Perrone et al. (2001) reported role models in the society to be significant influences on the career aspirations of students. Edwards and Quinter (2011) found gender, personality, career outcomes, environment, family, peers, and socio-cultural factors as important influencing factors in the career choices of secondary school students. Osakinle and Adegoroye (2008) reported gender, geography, socio-cultural setting, school curriculum and school fellows, religion and family context as the most significant factors influencing the career choice decisions of students.

According to Swift (2009) students come from diverse backgrounds, have diverse potentials and abilities, interests and aspirations, financial status, experiences and desires. Teachers, parents, peers and friends have influences on the career choice decisions of students. These decisions are not very simple in nature, but complex and involve multi faceted factors. These factors may be internal like personality, interests, aspirations, and motivations or external like finances, friends and employment opportunities. There are a number of factors which affect the career choices of adolescents which are their own personalities, interests, aptitudes and intellectual abilities, the context of life, educational achievement and self-concepts (Bandura, Barbranelli, Capara & Pastorelli, 2001). According to Swift (2009) the sources of influences on the career choice decisions of students come from family, parents, siblings, type of family, friends and peers, teachers, social media, society, culture and economy that play their influential role in the career development of the individuals. Salami (2008) reported the influence of personality types, interests, academic achievement, socioeconomic status and obligations from extended family in the educational and career aspirations of students. Kiani (2010) found that the career choices of secondary school students are influenced by multidimensional factors like their personalities, parents, cultural and socioeconomic situation, work values and aspirations of students. So, there are many factors at the stage of secondary schools that determine the career choices of students, like the personalities of the students, parents and family, schooling, socio-cultural situation and career outcomes that significantly affect the career choices of students.

2.5.1 Personality and the career choices of secondary school students

The personalities of students significantly affect the career choices of secondary schools' students. Several studies have identified the influence of personality on the career choices of secondary schools' students. Kiani (2010) found that personality is a major factor in the career determination of secondary school students. He also found a match between students' personalities and their career choice decisions. The interests and aptitude also influence the career aspirations of students. Barret (2009) identified that the personality of an individual student, significantly influence the career choices of students. When the vocational aspirations of students are based on their personality traits then they tend to be successful in achieving the goals of their desired career outcomes, therefore; many research studies have established the relationship between

personality and the career aspirations of students. Holland (1966b) identified the vocational interests of the individual to be the product of his personality and on the basis of it, he presented the six vocational types, i.e. Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC) as the different types of personality. He assumed that individuals like vocations which match their personality types. This match between personality of the individual and occupation leads individuals to success in their desired careers.

As personality is the most important factor in the career choices of secondary schools' students, therefore, it serves as an important tool in the making of proper career choices for students of this level (Borchert, 2002). Splaver (2000) found students' personalities as the most influential factor in determining the career choice decisions of students; therefore, students' interests, aptitudes and academic achievement play a major role in the career choice decisions of students. Jarlstrom (2000) reported that personality traits have a major influence on the career choice decisions and occupational development of students. Personality influences the career expectations of students. Newman et al. (1999) reported that there is a strong relationship between personality and the career determination of students.

Bacenli (2006) identified that personality variables are predictors for the career maturity and occupational development of students. Occupational development may be termed as the extension of an individual's personality. Personality influences the occupational interests, career goals and occupational identity of the individual (Hartman, 2006). Holland (1985) highlighted that people are very much productive when there is harmony between their personality and their career choice. Therefore, he proposed the choice of personality fit careers for students that may lead to prosperity in the future. The career's conscience of students develops as early as primary school level and students in elementary schools can associate their personality traits with their future careers (Nazli, 2007).

Several studies have identified the significant influence of personality on the career choice decisions of students at secondary level. Chemeli (2013) identified that personality of students significantly influences their career aspirations. The traits of personality are important guidelines for effective career guidance of students in schools. The work of Holland (1997) is of paramount importance in the field of

vocational aspirations and occupational interests. He presented his theory of the types of personality (RIASEC), i.e. Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Realistic types are people with mechanical and athletic abilities and value tangibles. Investigative are people with a scholarly bent of mind, intellectual and value science. Artistic are free, expressive, original and value aesthetic qualities. Social like to work with people, sympathetic, having teaching ability and value social and ethical activities. Enterprising are aggressive, confident, sociable and value political and economic achievement. Conventional type likes manipulation of data and records and value business and economic achievement.

Obinu and Ebunu (2010) found personality, interest and self-esteem of students as major influencing factors in the career choice decisions of students at secondary level. Gasser et al. (2004) found that those students who aspired for Medical, Engineering and Psychology and those who aspired for higher educational aspirations, significantly differed in their personality, self-efficacy and interests. Salami (2008) found that the areas of personality, interests, achievement and socio-cultural factors shape the career aspirations of students. Students with high academic achievement, better socioeconomic status and high needs and demands from extended family were found with high aspirations for their future careers.

Shumba and Naong (2012) found the influence of students' abilities, wills and aspirations in the career choices of students. Agarwala (2008) found skills, abilities and potentials of students as significant influences on the career choice decisions of students. Walsh and Ospiow (1986) viewed educational psychology to be all about the occupational choices of the individual and his success and productivity. Martin et al. (2009) argued that adjustment of personality, interest and will with career plays a significant role in the achievement of career outcomes.

According to Mau and Bikos (2000) the career aspirations of students affect their academic progress and future career choice decisions. Reyes et al. (1999) conducted a study on the career aspirations and factors affecting the career choice decisions of students. The results of the study show the impact of high academic achievement, educational and career expectations and career information on the career aspirations of students. Several research studies have established the truth of the notion that

occupational aspirations according to the personality of individuals lead to their successful careers in the future (Aziz, 2001).

Kiani, Hassan and Irfan (2013) studied the vocational aspirations of secondary schools' students and highlighted that the vocational aspirations of secondary school students for the professions of doctor, engineer, army, teacher, and lawyer. Gender differences in career aspirations and match between vocational aspirations and occupational interests were identified. Moderate match for the occupational aspirations of doctor and teacher and no match for the army, lawyer and engineer were found with the occupational interests. The career aspirations of males were more conventional and investigative while the aspirations of females were more social and artistic. According to White (2002) the occupational aspirations of students play a significant role in the career choice decisions of students (Bandura et al. 2001).

Gotfredson (2005) found that during the age of adolescence, students develop their self-concepts and future occupational perceptions which affects their career choices. Ferry et al. (2000) found that students' belief in their abilities and potentials is an important factor in the selection of science related careers by students. Roe (2006) reported the effects of students' personalities and self-concepts in shaping the career trajectories of students. Individual factors and beliefs about self, affect the career choice decisions of students. Salami and Ilesanmi (2004) found the relationship between neuroticism, extraversion, agreeableness, esteem, self-concept and work outcomes. Otta and Williams (2012) found that there is a significant influence of self-concept and vocational interests of students. Students with high self-concept aspired for scientific, literary, computational and civil services while students with low self-concept aspired for mechanical, musical and artistic careers. Gould (1972) found the influence of self-esteem on the career development of students and identified that low self-esteem and confidence lead students to career indecisions.

Ashworth and Evans (2001) found the significant influence of aptitudes on the career choices of students and students with greater ability and potentials favored science related careers. Several studies have identified academic achievement of students as a major motivating force for shaping the career choice decisions of students. Achievement is a significant factor for encouraging students towards science and technology related careers. Those students who have high academic achievement are

not afraid of such challenging careers and even female students with high achievement select careers in the fields of science and technology (Salami, 2000a). Students' belief in their intellectual abilities is an important element in career selection of students in the fields of science and technology (Salami, 2007). Hill, Ramirez and Dumka (2003) found academic achievement, skills and abilities as major influences on the career choice decisions of students. Perry (2006) identified that young students' career choice decisions are influenced by their personal attitudes and educational achievements.

Beal and Crockett (2010) found that the aspirations and expectations of adolescents affect their future educational success and pave ways for their future careers; therefore, their educational and occupational expectations affect their future career trajectories. Ali and Saunders (2009) explored the career aspirations of the secondary school students and found that educational aspirations of young students, significantly influence the occupational and vocational aspirations of students about the future.

2.5.2 Parents and family and the career choices of secondary school students

Parents and family are a major influence in the career choice decision of their children. They are a source of information and exploration for the career aspirations of their children. Parents approve the career choice decisions of their children by providing financial, moral and emotional support to the career choice decisions of their children (Salami, 2007). Keller and Whiston (2008) identified that parental support proved a significant prerequisite for the career development of adolescents; therefore, parental encouragement and career information paved the way for successful career development of children. Salami (2004) reported that students select careers on the wishes and desires of their parents and not on their own interests, aptitudes, abilities and potentials. The selection of the occupation is regarded as a step forward for fulfilling the obligations of the family instead of fulfilling the needs and demands of the individual. The traditional collectivist cultures compel individuals to make career choice decisions on the basis of aspirations of parents or elder family members instead of individual needs and demands.

Kiani (2010) reported the influence of parents and family in the career aspirations of the secondary schools' students. Students were mostly found under the influence of their fathers for the choice of their careers and their aspired career choices were

actually the extension of their fathers' aspirations for their expected future careers. Rauf (2013) found the crucial role of family in the career planning of students at secondary level. Parents need to be aware of their role in the career planning of students. According to Nurmi (2004) the career aspirations of young adolescents are the product of their parental expectations. Thachenkery (2010) found that science students are more influenced by their parents in their career choice decisions. Maharaj (2007) identified the influence of parents in the career determination of students.

Cannan (2008) identified families to be the fundamental source of guidance in the career choice decisions of secondary schools' students. Students had maximum interaction with their parents and families and found them to be much more helpful in their career selection issues. As families and parents proved to be the most influential factor in the career choice decision about students, therefore, it's the demand of the time from families to be better prepared for the guidance of their children in career choice issues. Mapfumo, Chireshe and Peresuh (2002) investigated the career perceptions and visions of the secondary school students and identified that students are affected mostly by their parents and relatives in career choice decisions at the level of secondary schools. Tang et al. (1999) found that children regarded it their duty, to act upon the traditions of their families, therefore, they based their career choice decisions on the wills and decisions of their parents and families. In a similar vein, Salami (2004) highlighted that parents and family are a source for the career aspirations and career choice decisions of children.

Howard et al. (2009) identified family as a strong support for the career development of both boys and girls. Family and parents are the most influential factors in the career choice decisions of adolescents. Biggart et al. (2004) reported that parents and family are the best and most trusted sources of career guidance for young students. They provide information, guidance and support for the career choice decisions of students. Parents set parameters and trajectories for the future careers of their children and are, therefore, the most trusted source of career related guidance for students. Salami (2007) identified that family support is a strong source for the encouragement of children in the choice of careers. The involvement of parents is a major driving force behind the career choice decisions of children because they provide material, moral and financial support to the career choice decisions of children (Salami, 2004). Yowell (2000) found the influence of friends and family in the future career choice

decisions of students. Ceja (2004) identified parents' outlook about careers as a determinant in the career planning of children.

Alfaro, Umana-Taylor and Bamaca (2006) found that male students were influenced by fathers and teachers and female students were influenced by mothers and teachers in their career choice decisions and aspirations. Agarwala (2008) found father as the most influential factor in the career choice decisions of students. Parental attachment affects the career information, exploration and career choice decisions of students (Salami & Aremu, 2007). Kiani (2010) identified the significant influence of fathers on the career aspirations of secondary school students in secondary schools' of Pakistan.

Mickleson and Velasco (1998) found mothers to be more influential in the career choice decisions and aspirations of children. Female students were found much under the influence of their mothers in their career choice decisions. Mothers serve as the best guides for the career choice decisions of their children because of greater interaction and relationship with them (Hairston, 2000). Swift (2009) identified parents as the most influential factor in career development of children. Parents affect the attitudes of children, set high targets and provide career information. Mothers were found most influential in career development for their children. Siblings were also found as significantly affecting career choices of the young ones, they were a source of fresh information for the career choices of their younger siblings. The family members other than parents were also found as an important source of motivation for the career development and aspirations of students.

Bullington and Arbonna (2001) identified parents and siblings as major influences on the career choice decisions of adolescents. Mutekwe, Modiba and Maphosa (2011) found the occupations of parents and siblings as a significant factor in the career choice decisions of girl students. Kisilu, Kimani and Kombo (2012) identified parents, family members and sibling's influences on the career determination of students. Females were more influenced by their mothers and older sisters. They were also influenced from the role models, families, teachers, peers and community. Tucker et al. (1997) identified that the career choice decisions of young students are in need of advice from some nearest relationship with similar values and siblings are a source of this. Therefore, younger children discuss their career choice aspirations with their

older siblings before the approval of their parents. As older siblings are full with fresh information regarding career opportunities, therefore, they are a better source of career guidance for young students.

The involvement of family is a key factor in the success and career choice decisions of children (Salami, 2007). Parents are a source of information and guidance for the career selection of children; therefore, parental support is an important pre-requisite for the career choice, future success and approval of the career choice decisions of children (Small & Mclean, 2002). Shumba and Naong (2012) found family as a key factor in shaping the future careers of students. Agarwala (2008) found that the size of families in which children are brought up and live also affect the career choice decisions of students. Children in families are bound to act upon the orders and advice of their elders and they are not in a position to make independent career choices based on their interests and aspirations (Schulenberg et al. 1984).

Several studies have established that parents, family and guardians play a critical role in the career choice decisions and aspirations of their children (Otto, 2000). According to Palo and Drobotb (2010) the process of career development starts with the influence of the family since early childhood, at the home by parents and family. Parents and family provide psycho-social support for the career choice decisions of students. Parents who are loving and full of emotional warmth are fully involved in the career development process and occupational maturity of their children. Parents and family are the sources of information, exploration and guidance for the future career development of children.

Fergusson and Woodward (2000) identified a strong relationship between parental socioeconomic status, career aspiration and the career choice decisions of their children. Salami (2004) found a strong link between parental socioeconomic status and the career choice decisions of children. Salami (2007) identified parental socioeconomic status as an important factor in the career choice decisions of children and it is due to this factor that children from low socioeconomic status select low profile careers such as nursing and taking care, while children from high socioeconomic status select high profile careers like science and technology.

Elizabeth (2012) reported the influence of parental socioeconomic status on the career choices of students. Herr (1996) reported that the socioeconomic status of the family

affects the career related information and exploration, occupational experiences and vocational stereotype beliefs of students and hence shape the future career development of students. The educational level and career experiences of the family also affect the career choices of students. Elizabeth (2012) found that parental socioeconomic status, aspirations, expectations, social class or ethnicity play a dominant role in the career development of students. Atienza (2006) identified that the socioeconomic status of the parents determines the future careers of students. Better financial status establishes high career aspirations of youth.

Fergusson and Woodward (2000) found that students belonging to educated and professional family study medical, engineering, science and technology as their future careers while children from un-educated or less skilled families have little participation in such careers. It identifies that parents from better socioeconomic status have sufficient information and resources for the satisfaction of proper and better career aspirations of their children (Salami, 2007). Odeja and Flores (2008) found the role of gender and parents' level of education, influencing the career aspirations of the students. Ngesi (2003) found that students from low socioeconomic parental background are not in a position to make independent career choices. The educational level, educational attainment and socioeconomic status of parents affect the career choice decisions of young students (Blau, 1992).

De Almedia et al. (1998) reported that students whose parents were employed in careers like Engineering, Law, Medicine and science were more interested in the careers of their parents. The occupations of family members affected the career choice decisions of students. Students were found under the influence of older siblings for the aspirations of such like careers.

According to Swift (2009) parents are the source of career information, emotional and psycho-social support for their children. They serve as role models for their children and ultimately influence the career choice decisions of students.

According to Salami (2007) the needs and demands of extended family set obligations for youth and influence the future careers of them. Students make their career choices for meeting the financial demands of the extended family. Youth usually selects their careers to fulfill the expectations of family. Perez and McDonough (2008) found extended family, family members, friends and school authorities as significant factors

affecting the career aspirations of students. They also identified parental information, school counselors, siblings, relatives and peers as important factors influencing the career determination of students. Salami (2008) reported that the educational and career aspirations of young students are affected by parents and members of the extended family and therefore, influence their motivation and future expectations regarding their future careers. According to Altman (1997) family members of the extended family like grandparents, uncles, aunts and cousins provide support and influence the career choice decisions of students.

2.5.3 School and the career choices of secondary school students

The environment of the school, schools' subjects, teaching methodologies, co-curricular and vocational activities significantly influence the career choice decisions of students. The overall activities of the school, pave the way for the future careers of students (Bojuwoye & Mbanjwa, 2006). Garrahy (2001) identified that schools are social agencies for materializing the career interests and aspirations of students. Maree and Beck (2004) identified that students who did not receive enough guidance from schools, are often deprived of entry into their desired careers in the future. Elizabeth (2012) reported the positive influence of school's environment, teachers and school fellows in the career development and planning of students. Kisilu, Kimani and Kombo (2012) identified the influence of the school environment in the occupational choices of the students. Schools' subjects, classmates and teachers were found as influencing agents in the career choice decisions of students.

According to Foskett et al. (2008) schools are important channels for directing the energies of students for their career development in the future. Therefore, schools were found as major influencers in the career determination of students and reported that schools shape the career aspirations of students and develop career preferences among them. Bojuwoye and Mbanjwa (2006) highlighted that schools are a significant influence on the career choices of students. They shape the attitude of male and females, according to their gender and shape their interests and occupational aspirations. Schools' subjects, teachers' attitude, curricular and co-curricular activities all shape the career choices of students. Like parents, teachers are the key stakeholders in the determination of career choice decisions of students.

Falaye and Adams (2008) reported that children from private sector schools were better prepared for future career development as compared to students of the public sector schools. Similar findings were also reported by Mudhovozi and Chireshe (2012) who found the influence of private schools in better preparation of students for future careers. Schools are very much influential in the career choice decisions of students. They influence the aspirations and expectations of students regarding their future careers. Kniveton (2004) identified that schools influence the career choice decisions of students. Teachers at school guide students in the selection of appropriate subjects' combination according to their interests, aptitudes, personalities and desired career outcomes. Denga (2004) highlighted that teachers influence the attitude of students towards careers and shape their career paths for future. The type of schools attended by students also affects the career choices of students.

In a study by Dondo (2006) reported that the culture of a school influences the career aspirations and choices of students because of schools' standards for various academic and co-curricular activities which determine the future careers of students. The guidance services and facilities of career counseling available to students at the school significantly influence the career related decisions of students. Teachers and school environment, determine the preferences of students in various subjects which influence students' decisions about their future careers. Studies have identified the role of school in the selection of careers therefore, male students aspire for science related careers while female for social and domestic sciences related careers and it is due to the role of schools which have taught them about their gender appropriate behavior. So, this situation led male students towards the selection of investigative and realistic careers and females towards the selection of social type of careers. Kithyo and Petrina (2002) in their study on the role of secondary schools in the career aspirations of secondary schools' students found that male schools were well equipped in respect of science and technology related subjects. Males in co-education schools also took interest in science subjects while the girls were found more interested in social and domestic careers because of their gender beliefs framed by the environment and teachers of the schools where they studied and brought up.

Lugulu and Kipkoech (2011) found that students in most schools prefer investigative and enterprising careers because their teachers and school fellows influenced their aspirations in favor of such careers. Therefore, schools play a major role in the

selection of realistic careers by males and social careers by females due to their concept formulation about their future gender role in the environment of the school. Chemeli (2013) that the type of school attended by students is a significant influence on the career aspirations of students. The academic work, subjects and curriculum along with the instructions from teachers give a shaping touch to the career choices of students.

Teachers are an important influence on the career choice decisions of students (Barnett, 2007). Teachers' attitude and behavior affect the opinions and outlook of students and influence their future careers and occupational aspirations. Teachers help students in the selection of schools' subjects according to their interests, abilities and aptitudes (Falaye & Adams, 2008). Shumba and Naong (2012) found a significant role of teachers in the career determination of students. Schools are social agencies in the formulation of interests, abilities and career aspirations of students. Schools' subjects, teaching methodologies, co-curricular and occupational activities are significant factors in the determination of the career choices of students. Teachers at the school help in subjects' selection of students, identify career interests and provide support for future career planning. Teachers guide students in the selection of school subjects according to their interests, abilities and aptitudes at the school which determine their future careers.

Khan (2011) found that teachers play a significant role in the subject selection and career guidance of students at secondary level. Khan, Murtaza and Shifa (2012) found that teachers play a significant role in the career guidance of students and more specifically in the selections of schools' subjects and future career trajectories for the students of secondary level. Teachers of the secondary level also serve as role models for the future career aspirations of the students.

Metheny et al. (2008) found that students are influenced by their teachers as they serve as resource persons for the career guidance of students in schools. Teachers consciously or un-consciously influence their students and pave ways for the future career paths of students. Blenkinsop et al. (2006) reported the influence of teachers' personalities in shaping the career choice decisions of students. Swift (2009) found teachers as a powerful influence in the career aspiration of students. They were role models, helped in subject selection and provided information on careers.

According to Swift (2009) Career guides in schools were also found as an important source for the career choice decisions of students, but some students were found dissatisfied with their role of career guidance. Mapfumo, Chireshe and Peresuh (2002) identified teachers to be significantly influencing the career choice decisions of secondary school students. Goard (2000) found that career guidance counselors are only helpful for a small number of students in schools because the majority of students are more confident in making career choice decisions on the advice of their parents and family. Kiani (2010) found that as in most of the Pakistani secondary schools the facilities of career guidance and trained career guides are not available therefore, the teachers of secondary schools provide informal career guidance to students of secondary schools for the selection of future careers.

Mutekwe, Modiba and Maphosa (2011) found the influence of teachers' attitude, class fellows and school friends on the career choices of students. Singaravelu et al. (2005) identified that students' interaction at the school with classmates and other students of the school, schools' activities, career guidance facilities and career workshops had a positive impact on the career development of students. Howard et al. (2009) found school fellows and teachers as an important support for the career development of students in schools.

Mutekwe, Modiba & Maphosa (2011) identified the influence of school subjects in the career determination of secondary school students. Schools' subjects determine the career trajectories of students. Students who study arts and humanities subjects aspired for the careers of law, teaching, hotel management and social services while students from pure sciences like Chemistry, Biology, Physics and Mathematics for careers of Medical, Engineering and Pharmacy. Kiani (2010) found the influence of schools' subjects in the career choices of secondary schools. The students who study science subjects aspired to become doctors, engineers and scientists while those of arts aspired for accounting, banking and teaching. In secondary schools enrollment in science is offered mostly to students with high academic achievement which provide the base for the future careers of students in these fields.

2.5.4 Socio-cultural factors and the career choices of students

Socio-cultural factors are important influences on the career choices of secondary schools' students. Several studies have established the significant influence of socio-

cultural factors on the career aspirations of students. Domenico and Jones (2007) reported the influence of socio-cultural factors, i.e. gender, socioeconomic status and cultural patterns affecting the career choices and aspirations of secondary schools' students. Singaravelu et al. (2005) identified the influence of culture and society on the career aspirations of students, as societal needs and demands shape the career patterns of the individuals. The gender of students and their ethnicity also affect the career patterns of students. Borchert (2002) found that students are affected by the people with whom they interact and therefore, their attitudes and beliefs are shaped by the ideas and suggestions of the group or society in which they live. Chovwen (2003) identified that in majority cases, females are rarely employed in science and technology related careers, but they are commonly employed in low profile careers with low salaries such as social work, nursing, teaching, care taking and marketing. The causes for this, is females under representation in education because of socio-cultural factors, norms, values and traditions, the influence of peers and lack of female role models in such careers (Ogunkola & Olatoye, 2005). Ituma and Simpson (2006) found that socio-cultural context affect the career aspirations of youth. Among these the most powerful is the extended family members who influence each other and set obligations and expectations for the youth. Socio-cultural practices influence the career choice decisions of youth and they select careers for meeting the needs and demands of the society. Therefore, youth is not free to make their career choice decisions on their own free will but their careers are determined by socio-cultural factors.

Benet and Aygun (2003) found culture to be a significant influence in the career related decisions of students. In Individualist cultures, students are free to make their career choice decisions while in collectivist cultures, students are bound to act upon the advice and suggestions of their elders. Elizabeth (2012) found that Culture plays a significant role in the career aspirations of students. Socio-cultural factors like traditions, customs, beliefs, norms and values play a significant role in the career determination of the students. Gender stereotype beliefs play a significant role in the career determination of female students. Ethnicity also plays a key role in the career determination of female students. She also found the role of social class or ethnicity, peers and friends, interact with people of the community and social role models as

important factors that play their significant role in the formulation of career aspirations of students.

Salami (2001) reported that cultural and societal beliefs, traditions and expectations affect the career aspirations of females and shape their minds that they need not to be too much serious about their future career choice decisions. They are discouraged from making the career choice decisions and are usually employed in traditional female stereotyped, lower status occupations with low salaries. They are influenced to aspire for helping their husbands and rear their children while making career choice decisions of males are considered as serious as they would become the future bread winners of the family. According to Salami (2007) young students who grow up in collectivist cultures, make career choice decisions on the advice of parents and if they make such decisions on the basis of their own free will, then it may result in unrealistic career development and emotional disturbances of students due to lack of approval and financial support which is the source of success for the career development of adolescents.

Banks et al. (1992) identified gender, ethnicity, social class and locality as important determiners for shaping the career outcomes of students. Yowell (2000) found that the career aspirations of female are more influenced by the ethnicity and that of males are more influenced by the future career concerns. Watson et al. (2010) identified that male students aspired more to the investigative careers while female students were more aspired to social careers. Sax (1994) found that male students are more influenced by the financial or monetary benefits of careers while females are more influenced by the socio-cultural aspects of careers. Young et al. (1997) found differences in the career aspiration of urban and rural secondary school students. Rural students base their career choice decisions and planning on their own learning and experiences, family guidance, gender roles and societal norms and values. Urban students were found more independent and parents and family were not very much influential in their career choice decisions. Urban students were found equipped with a rich career planning information as compared to rural students who did not possess enough information regarding their future career planning. Naidoo (1998) identified the influence of race, ethnicity, socioeconomic status, work values and gender in the career selection of students.

Elegbede (1977) identified the role of religion in the career choice decisions of the students because they showed disfavor for law due to the support of this profession in the world of crime like corruption, bribery, theft and injustice. In a similar vein, Gesnide (1991) found that parents did not permit their children to join the police and custom department because of the moral evils and bribery in both of these departments. The religion of children is a significant factor in the career determination of children (Hickman, 2000). Similarly Salami (2007) identified that religion shapes the morality of students and gives direction to the career choice decisions of students, therefore, they aspire to careers in accordance with their religion.

Salami, (2000) found that gender stereotypes affect the career roles of both male and females, therefore, there is stereotyping in female dominated careers, like, nursing and male dominated careers like engineering because career choices are made under the umbrella of sociocultural influences. Migunde, Agak and Odiwuor (2011) identified that both males and females preferred investigative careers which deals with abstract concepts and intellectual problems like Medical and Engineering and enterprising careers dealing with leading and managing, while realistic careers which needed masculinity were preferred by males and social careers like art and literature were preferred by females. This was due to their socio-cultural factors and expected future gender roles. Adolescents' future career goals are influenced by the norms and values of society (Nurmi, 2004). Mutekwe, Modiba and Maphosa (2011) identified the role of gender as a significant influence on the career choice decisions of female students because students at the level of secondary school perceive and identify their future roles on the basis of their genders, therefore, they try to adjust themselves in their expected futures, through their gender appropriate career choice decisions. Micallef and Gatt (2004) identified that female students were not encouraged to select male dominated careers, such as, Engineering and medicine. Oyebade (2003) highlighted that females were little prepared for career planning and development at the level of secondary schools because of their limited future career scope in the society.

Aguele and Agwa (2007) identified that the interest of females diminishes in science and technology related careers because of religious and sociocultural beliefs about their gender roles in the society. They also noted the inequality of opportunity at the secondary level, weak physique, order of birth, marriages and teachers' attitude towards females, which adversely affect their aspirations for science and technology

related careers, therefore, they stressed on the creation of more employment opportunities for females in order to create more role models for them in science related careers and may encourage more females to adopt science and technology as their careers. Gotfredson (2005) found that during adolescence, students shape their career planning based on the type of their gender and prestige level associated with the occupation. Therefore, females tend to aspire for a narrow range of career choices as compared with males, who aspire for a broader range of careers. In adolescence, career choices are influenced by the socio-cultural factors to which one is exposed.

Swift (2009) reported peers and friends as good sources of information on courses, careers and college options of their fellow students. They are very close to one another and influence the career patterns of each others. Students also rely on the advice, information and guidance of their friends and peers. Olamide and Salami (2013) reported friends and peers as important agents in the career development of students at secondary level. Payne (2003) pointed out that friends and peers were often found to be influencing the career choices of students. They also serve as a source of competition in the aspired careers. Kloosterman (1994) found that young students are influenced by their peers and friends as they verify the career choices of students for various careers.

Small and Mclean (2002) reported the influence of role models in the career aspirations of young students. Students usually show preferences for such careers in which they have identified role models. Role models are not only a source for the selection but also for the rejection of some careers (Scherer et al. 1989). Winston (1998) found social role models as important agents in the career choice determination of the students. De Almedia et al. (1998) found the influence of guest speakers in career guidance workshops, as role models in the career selection of students. According to Bandura's (1977) Social Learning Theory, students learn through observation of others behavior in the society. Krumboltz, Mitchells and Jones (1976) highlighted that people of the society and their activities influence the career planning and development of young students.

Willcockson and Phelps (2004) reported the influence of social media, i. e. films, T. V and internet as a major influence on the career choice decisions of students. Maharaj (2007) found the influence of television, movies and internet on the career

determination of students. Swift (2009) found the role of favorite television plays in the career choices of students. Watson and McMahon (2005) highlighted that students usually observe role models through social media like television and internet that shape the behaviors and attitudes of students and is, therefore, the source of information as well as career awareness of students. Kloosterman (1994) concluded the influence of media with television, advertisement and music and role models from the media as affecting the career choices of students. Kiani (2010) found the influence of social media and successful professional relatives as role models in the career choices of secondary schools' students.

2.5.5 Career outcomes and the career choices of students

Career outcomes, the economy and job market factors play a dominant role in the career choice decisions of students. These days there are fewer job opportunities and the job market can accommodate a less number of students, therefore, schools need to prepare students for achieving their desired career outcomes in the competitive job market. According to Finnie (2004) the world of work demands an adolescent to make career choices in order to adjust themselves in the changing socioeconomic context. The schools of today must equip students with skills and abilities at the school in order to adjust them in the future competitive economy (Sanchez, 2003). Economy, job market and employment opportunities are factors for the fulfillment of hopes and expectations of students, which affect the career aspirations of students (Salami, 2004). Several studies have identified work values and job characteristics as important elements in the occupational choices of students (Salami, 2000). Salami (2007) found job outcome expectations like social status, freedom and the spirit of serving the society that attracts the interest of students towards the selection of such careers. Moy and Lee (2002) identified the career attributes to be important influences on the career choice determination of students. These attributes include the interesting nature of the career, financial gains, job security and working conditions.

Agarwala (2008) found that financial gains from careers are the most significant factor in the career choice decisions of students. Students were also influenced by the leisure and hours of working in careers in their career choice decisions. Employment opportunities, socioeconomic status offered by the career, promotions, social status, authority, salaries and income were found as significant factors affecting the career

choice decisions of students. Obinu and Ebunu (2010) identified that economic factors like financial needs and demands, influence the career choice decisions of secondary school students. Mutekwe, Modiba and Maphosa (2011) found the aspirations of students for high income and good salaries as a significant influence in the career choice decisions of students. Thachenkery (2010) found that students are influenced by salaries, employment opportunities and job characteristics in making their career choice decisions. Bai (1998) found that students were mostly influenced by money, authority and power in career choice decisions. Auyeung and Sands (1997) identified salary, promotions, job security, recognition and authority as major influences on the career choice decisions of students.

Fleming et al. (2005) reported work values such as income, pleasant environment and working hours as influences on the selection of careers for students. Salary, income, facilities, leisure, promotion opportunities were significant factors in the career determination of students and identified financial rewards and prestige as important determiners in the career selection of students. According to Kee (2013) promotions, pleasant working conditions, responsibility, challenge, skills development, social recognition and leisure are the most important work values affecting the career choice decisions of students. The same study also found financial rewards as an important work value for influencing the occupational interests of students. The status or perception about a job also affects career choices of young students. Teo and Poon (1994) reported salary, financial benefits, work environment, relations with work colleagues, future prospects, challenge, authority, power, prestige and job security as the most influential factors in the career choice decisions of the students.

According to Foskett and Hamsley-Brown (1999) the occupations of people may be classified into three categories on the basis of intrinsic qualities. They are high profile occupations, status occupations and customary occupations. High profile occupations give high earnings and are based on special talents like the occupations of sports, acting and music. These occupations have limited the opportunities of entry to the individuals. Status occupations are typical professional careers like doctors, engineers and lawyers. They attract many individuals because of status, prestige, recognition and high income, but such careers require very high academics. Customary occupations are high in number because most people are employed in these. The

above categories of occupational choices are various alternatives of career choices for young students.

Maharaj (2007) identified working environment to be a significant factor in the career decisions of students. Students prefer works and employment opportunities with leisure and fewer working hours. Small and Mclean (2002) reported that majority of students preferred law, medicine and engineering as their careers because these careers offer status, prestige and high income. Swift (2009) found the influence of financial status on the career aspirations of students. Salami and Aremu (2007) identified that socio-cultural obligations coupled with economic conditions shape the careers of youth. Kiani (2010) highlighted that the students of secondary schools aspired for careers which offered prestige, social recognition and financial benefits for students in the future.

Ososki et al. (2006) found enthusiasm and love for facing the challenges as important influencing agents on the career determination of students. Students love teaching because it is more challenging and is a great social service as compared to other services of the society.

Olamide and Salami (2013) reported the availability of employment opportunities as a key factor in the career choice decisions of students. Rottinghaus (2005) reported that individuals who have good information about job market and career opportunities are in good position to make better career choice decisions. Thus, knowledge about the job market, confidence and adjustment to career opportunities are essential elements of successful career development. Antonio et al. (2007) highlighted that these days young students are faced with the problems of unemployment as well as under employment. The reason is that they have to compete for the very few available career opportunities because of the competitive job market.

2.6 Gender Differences in Career Choices and Factors Influencing Career

Choices of Students

Several studies have established significant gender wise differences in the career choices and factors affecting the career choices of secondary school students. Nworah (1997) explored the career choices of students and reported that male students preferred the choice of medical and geology while females preferred the careers of

banking, broadcasting and teaching. The study reported that students mostly preferred these careers because of prestige, recognition and honor of such careers in the society. Kiani (2010) found that the majority of male students wanted to be doctors, engineers and officers of the armed forces while female students wanted to be doctors, teachers, lawyers and nurses in secondary schools. Kiani, Hassan and Irfan (2013) highlighted gender differences in career aspirations of male and female students in secondary schools. Male aspired for the careers of doctors, engineers and armed forces while female students aspired to the careers of medical, law, nursing and teaching. The career aspirations of male were more conventional and investigative while the aspirations of female were more social and artistic.

Kiani (2010) found gender differences in influence of personality on the career aspirations of students. Howard et al. (2009) identified family as a strong support for the career development of both boys and girls. Alfaro, Umana-Taylor and Bamaca (2006) found that male students were influenced by father and teachers and female students were influenced by mothers and teachers in their career choice decisions and aspirations. Mickleson and Velasco (1998) found mothers to be much more influential in the career choice decisions of female students. Odeja and Flores (2008) found the role of gender in the career aspirations of the students.

Bojuwoye and Mbanjwa (2006) highlighted that schools are a significant influence on the career choices of students. They shape the attitude of male and females, according to their gender and shape their interests and occupational aspirations. In a study Dondo (2006) reported that the culture of school influence the career aspirations and choices of male and female students, therefore, male students aspire for science related careers while female for social and domestic sciences related careers and it is due to the role of schools which have taught them about their gender appropriate behavior. So, this situation led male students towards the selection of investigative and realistic careers and females towards the selection of social type of careers.

Kithyo and Petrina (2002) in their study on the role of secondary schools in the career aspirations of secondary schools' students found that male schools were well equipped in respect of science and technology related subjects. Males in co-education schools also took interest in science subjects while the girls were found more interested in social and domestic careers because of their gender beliefs framed by the

environment and teachers of the schools where they studied and brought up. Lugulu and Kipkoech (2011) found that schools play a major role in the selection of realistic careers by males and social careers by females due to their concept formulation about their future gender role in the environment of the school.

Singaravelu et al. (2005) identified that gender of students and their ethnicity also affecting the career patterns of students. Chovwen (2003) identified that in majority cases, females are rarely employed in science and technology related careers, but they are commonly employed in low profile careers with low salaries such as social work, nursing, teaching, care taking and marketing. The causes for this, is females under representation in education because of socio-cultural factors, norms, values and traditions, the influence of peers and lack of female role models in such careers (Ogukola & Olatoye, 2005). Elizabeth (2012) found gender stereotype beliefs play a significant role in the career determination of female students. Ethnicity also plays a key role in the career determination of female students.

Salami (2001) reported that cultural and societal beliefs, traditions and expectations affect the career aspirations of females and shape their minds that they need not to be too much serious about their future career choice decisions. They are discouraged from making the career choice decisions and are usually employed in traditional female stereotyped, lower status occupations with low salaries. They are influenced to aspire for helping their husbands and rear their children while making career choice decisions of males are considered as serious as they would become the future bread winners of the family. Banks et al. (1992) identified gender, ethnicity, social class and locality as important determiners for shaping the career outcomes of students.

Sax (1994) found that male students are more influenced by the financial or monetary benefits of careers while females are more influenced by the socio-cultural aspects of careers. Yowell (2000) found that the career aspirations of female are more influenced by the ethnicity and that of males are more influenced by the future career concerns. Watson et al. (2010) identified that male students aspired more to the investigative careers while female students were more aspired to social careers. Salami, (2000) found that gender stereotypes affect the career roles of both male and females, therefore, there is stereotyping in female dominated careers, like, nursing and male

dominated careers like engineering because career choices are made under the umbrella of sociocultural and socioeconomic influences.

Migunde, Agak and Odiwuor (2011) identified that both males and females preferred investigative careers which deals with abstract concepts and intellectual problems like Medical and Engineering and enterprising careers dealing with leading and managing, while realistic careers which needed masculinity were preferred by males and social careers like art and literature were preferred by females. This was due to their socio-cultural factors and expected future gender roles. Mutekwe, Modiba and Maphosa (2011) identified the role of gender as a significant influence on the career choice decisions of female students because students at the level of secondary school perceive and identify their future roles on the basis of their genders, therefore, they try to adjust themselves in their expected futures, through their gender appropriate career choice decisions. Micallef and Gatt (2004) identified that female students were not encouraged to select male dominated careers, such as, Engineering and medicine.

Oyebade (2003) highlighted that females were little prepared for career planning and development at the level of secondary schools because of their limited future career scope in the society. Aguele and Agwa (2007) identified that the interest of females diminishes in science and technology related careers because of religious and sociocultural beliefs about their gender roles in the society. They also noted the inequality of opportunity at the secondary level, weak physique, order of birth, marriages and teachers' attitude towards females, which adversely affect their aspirations for science and technology related careers, therefore, they stressed on the creation of more employment opportunities for females in order to create more role models for them in science related careers and may encourage more females to adopt science and technology as their careers. Gotfredson (2005) found that during adolescence, students shape their career planning based on the type of their gender and prestige level associated with the occupation. Therefore, females tend to aspire for a narrow range of career choices as compared with males, who aspire for a broader range of careers.

2.7 Career Guidance Needs of Secondary School Students

Students of secondary schools make the selection of their future careers; therefore, they need the facilities of career guidance for making appropriate career choice

decisions. Kiani (2010) found the need of career guidance in the secondary schools of Pakistan, as the majority of secondary schools do not have the facility of career guidance for students and they mostly rely on the information of teachers, which are often inadequate. Students in secondary schools have only the working knowledge of careers and are unaware about the skills and abilities required for achieving the desired goals in their choice careers. Karim (2010) reported the need of career guidance at secondary level. Career guidance plays a significant role in planning the future careers of students and for this purpose, career guidance must be provided to them in secondary schools. Kiani, Hassan and Irfan (2013) recommended the facility of career guidance in government secondary schools and appointment of career guides in schools for the satisfaction of students' career guidance needs.

Khan, Murtaza and Shifa (2012) studied the role of teachers in the provision of career guidance in their study and identified career guidance as the major area of concern for the students of secondary schools. Tabassum (2012) studied the need of career guidance at higher secondary level in her study entitled "The need of career counseling at the higher secondary level". The study found that students of higher secondary schools need career guidance for the selection of their appropriate schools' subjects, courses of study and that career guidance would be helpful for the proper choice of careers in order to get entry into professional colleges for further study in the desired careers. Sculli (2011) conducted a study for the identification of career guidance needs of secondary school students and reported the special need of career counseling at the level of secondary schools. Both males and female participants identified the provision of information about professional colleges, academic requirements for entry into various careers and mechanism for the integration of their interests and aptitudes with their future careers.

Borgen and Hiebert (2006) studied the career counseling needs of young students in their study on career guidance and counseling for youth: what adolescents and young students are telling us and recommended that schools' authorities should not only trust their own perceptions regarding the career guidance needs of adolescents rather they should frame their programs on the self-identified needs and aspirations of students. Career guidance interventions should be as early as possible for youth in the schools to make the adolescents confident in making their career choice decisions, adjust career guidance interventions to the career guidance needs of students and to have an

opportunity of future discourse for re-evaluating the career choice decisions of youth in the perspective of individual student's life. This makes it imperative for the career guides to formulate the career guidance programs in schools on the basis of modern context of the adolescents, instead of their old dogmatic experiences.

In a similar vein, Hiebert (2002) suggested that for the development of career guidance programs of secondary schools, it is better for the educators begin their work on students' own account of their career counseling needs, for making it more focused on the satisfaction of the career counseling needs of adolescents. Career guidance and education is compulsory for all students and must be an important element of the schools' curriculum from early education up to secondary and post secondary education (Gothard, Mignot, Offer & Ruff, 2001). According to Salami (2008) Choosing the right kind of career for students from the wide array of available career opportunities is a nightmare for the young students and it has serious implications for the future lives of students, therefore, there is the special need of career guidance and planning in order to make well informed and considered career choice decisions for the future occupational planning of students. It is the duty and responsibility of the school to help in the career development of the adolescents, on the basis of their personalities, interests, aptitudes, abilities and potentials.

According to (DFES, 2004) the majority of schools, use the following career guidance education approaches for career development of students in schools. They are career lessons, career development activities, vocational and special subjects related to careers, career guidance resource center, career workshops, career days, career seminars and study materials for guidance of students regarding careers. UNESCO (2002) defines career guidance as the facility for the provision of information about careers. Mapfumo and Chireshe (2006) highlighted that career guidance helps students to make independent decisions about their future careers based on their interests, capabilities and needs. It is a capacity building facility for the students to make realistic career choice decisions for their futures.

Merchant (2008) found that the private education network is providing career guidance services through the provision of career information, with the help of seminars, workshops, publications, practical exposure to careers through field visits, internship and scholarship for the future studies of students in their desired careers.

According to Tang (2008) school career guides may be very helpful in formulating and executing the comprehensive career guidance programs for schools in order to develop effective career choice decisions, plans with the help of practical activities inside the school in order to facilitate the career selection process of students. The majority of secondary schools lacks the facilities of career guidance and career guides and therefore, students of this level are compelled to depend on the guidance of their parents and family, cultural and traditional practices and are finding it very difficult to adjust themselves between available careers, socio-cultural needs and demands and their own potentials and abilities (Adegoke, 2003).

Osakinle and Adegoroye (2008) reported that career development guides and mentors play a significant role in coaching, motivation and skill development of students for the future careers. They devise career plans based on the interests and aptitudes of students for the desired future career choices. According to the National Frame Work for Career Education (Department for Education and Skills (DFES, 2003b) Career guidance and guides assist young students in schools, to acquire knowledge and achieve skills for making realistic career choice decisions, make choices of education for transition to the world of work in order to enable them for making appropriate career choice decisions. Craig (2012) found that career guidance is a source for the proper subjects' selection and effective career development of students and that career guides play a significant role in the provision of information regarding careers and opportunities to students and their parents. Therefore, career guides must involve parents and family for the effective career guidance of students in schools. Career guidance in schools helps students to acquire skills for making career choices and career decisions about their future.

Salami (1999) reported that though schools play a significant role in the career development of students, but the teachers in schools are neither equipped with the skills necessary for proper career guidance of students nor have the training for meeting the career guidance needs of students. As majority of teachers are ignorant of career guidance, therefore, a vast majority of students have problems in the selection of the right kind of subjects and complete their schooling without proper guidance at schools.

Olamide and Salami (2013) recommend the establishment of a mechanism for the identification of students' interests, abilities and aptitudes in order to adjust them with the future career choice decisions of students. He also proposed the use of portfolios for this purpose in order to have a critical reflection on students' interests and potentials for the selection of proper vocations at the level of secondary schools.

According to Dykeman et al. (2001) the provision of career information is an important element of the comprehensive school guidance program for assisting students and their parents for enabling them to make proper career choice decisions for children. Comprehensive guidance programs are effective tools for making well informed and considered career choice decisions in schools. They are focused on career planning and development in the schools. Several studies have established the positive impact of career guidance intervention facilities for the effective career planning and development of students (Whiston, Sexton & Lasoff, 1998). The majority of secondary school students makes inappropriate career choices because of inadequate preparation for career development due to lack of information and career exploration (Salami, 1999).

Kiani (2010) found that the curriculum of the secondary schools does not have the provision for the career guidance of students and there are no areas in the subjects which may guide the students about their appropriate future careers.

Osborn, Dikel and Sampson (2011) identified that during the past few years the use of social media in career guidance has increased and career guidance sector has realized the importance of social media for career guidance. Through its use career guides are now more competent and effective in the delivery of career guidance services to students. Those career guides, who are effective users of the internet, are more efficient in the provision of career guidance assistance and information to students. UNESCO (2002) recommended that career guidance should provide students with resources and information to make independent career choices. For this purpose career guidance centers must have books, journals, videos about careers, latest information about careers, career tests and computer based resources.

2.8 Facilities of Career Guidance in Secondary Schools

Kiani (2010) highlighted the lack of career guidance facilities in secondary schools in Pakistan and identified the need of trained career guides for the students of secondary schools in order to help them in the selection of careers according to their personalities and career aspirations. Kiani, Hassan and Irfan (2013) studied the vocational aspirations of the secondary schools' students in their study entitled "Vocational Aspirations of High School Students". The study found the lack of career guidance facilities and trained career guides in government secondary schools of Pakistan, therefore, they recommended the facility of career guidance in government secondary schools and appointment of career guides in schools. Khan, Murtaza and Shifa (2012) studied the role of teachers in the provision of career guidance and identified career guidance as the major area of concern for students of secondary schools.

Maree and Beck (2004) identified that students who receive poor or no career guidance at schools from their teachers do not have a clear vision of their future careers. Adejimola and Olufunmilayo (2009) found that students who lack career guidance at the school usually based their career choice decisions either on trial and error or poor guidance of family members, peers and friends. Jayasinghe (2001) argued that career guidance provides students with a clear understanding of self, beliefs, attitudes, interests, resources, ambitions and shortcomings and help them in adjusting in their desired careers.

Mekgwe (2010) identified the absence of career guidance facilities, trained career guides or teachers, career guidance services, no provision of the career related information and exploration by the use of social media and career workshops for the students of secondary schools. Merchant (2008) found that the private education network is providing career guidance services through the provision of career information, with the help of seminars, workshops, publications, practical exposure to careers through field visits, internship and scholarship for the future studies of students in their desired careers.

Migunde, Agak and Odiwur (2011) recommended the provision of necessary career counseling resources and trained career guides and counselors for the proper career guidance and enabling students to make informed and well aware career choice

decisions. Career days must be observed at school with the help of guest speakers who are well informed and more experienced in career opportunities. School career guide and counselor play a significant role in the career development of school students by providing information and guidance regarding the available career opportunities and enabling them to adjust to these opportunities (Rashid & Bakar, 2010).

Mapfumo, Chireshe and Peresuh (2002) recommended that teachers in secondary schools must understand their role in the career guidance of students and must play it effectively, through assistance in the selection of schools' subjects for the effective career choice decisions of secondary school students. According to Alberta learning (2000) the comprehensive school career development program demands schools to develop a systematic, organized and coordinated career guidance approach at schools to enable the students making successful career plans in the world of work or further education in their desired careers.

According to Salami (2004) the issue of making improper career choice decisions and the following of imbalance in the professional life of the students' demands for the career guidance at the level of secondary schools in order to guide them for the realistic career choice decisions because the majority of secondary school students are not mature enough to make the appropriate career choice decisions. Students usually consider the selection of the school subjects to be their career development, but are unaware of the implications of their decisions in future to come; therefore, they need proper assistance in the form of career counseling interventions at the level of secondary schools for better career plans in the future (salami, 2005).

Lamichane (2012) identified that decision about the right career choice and preparing students for achieving career goals is the key to successful career development at the level of secondary schools. Career guidance in schools helps students to make proper career choices at the level of secondary schools. Singh (2007) highlighted that every individual has a unique personality; therefore, planning career choices based on their personality is appropriate for them. For the assessment of personality assessment tests are used to know the personality, skills and the likely career outcomes for every individual.

Olamide and Salami (2013) identified the establishment of a mechanism for the identification of students' interests, abilities and aptitudes in order to adjust them with the future career choice decisions of students. They also proposed the use of portfolios for this purpose in order to have a critical reflection on students' interests and potentials for the selection of proper vocations at the level of secondary schools.

Papadopoulos (2012) found that innovative career guidance programs help students to plan for the future. Therefore, effective school career guidance programs provide practical and vocational learning opportunities, give information regarding careers, arrange career planning activities, ensure community participation, understand students' socio-cultural background, work for the identification of occupational opportunities and adjust students' potentials into the desired future career trajectories. Salami (2007) recommended that career guides in schools must arrange career guidance workshops and seminars in order to help schools' students and their parents in attaining information about career opportunities, students' interest, potentials, aptitudes, career exploration skills, outlining career plans and develop mechanisms for the future career development of students.

According to Irving and Malik (2005) there is the need of career guidance curriculum in secondary schools which will be a set of techniques and strategies that would help students in their preparation for successful life after their schooling. Its scope will also cover the life of students after secondary schools, therefore, it needs to be future oriented, must satisfy local needs and overall global obligations. Peng (1996) evaluated the influence of career guidance courses, the career attitudes and career decision making skills of students and reported that such courses developed the career maturity and career decision making skills of students.

Byshee, Hughes and Bowes (2002) reviewed the economic benefits of career guidance in schools and found that career guidance is beneficial in the development of life skills of students and their career planning because it helps in their career choice decisions which has important implications for the future successful careers of students. Therefore, they recommended the provision of career guidance curriculum at the schools and outlined procedures for its implementation. In this process, schools must focus on the learning, information and advice of the students in their choice careers which will develop career guidance curriculum at the school. Schools need to

plan the content, methodology and delivery system according to the needs and demands of students. They further elaborated that content must be adjusted with the developmental stages and experiences of students and strategies for its delivery must be students' centered and self-directed, involving learning from parents, employers and job market. This curriculum must facilitate every individual student in the selection of his or her career and should not only be for the selected few students.

The guidance and counseling curriculum in schools is based on the exploration of self knowledge, skills, information on careers and career planning (Jigau et al. 2007). Career information delivery systems are complete and accurate information packages which take data from multiple sources and dimensions regarding vocations, work values, working conditions, skills needed and education. They give facilities and opportunity to students for assessing and analyzing their interests and aptitudes and adjust themselves in the available career opportunities (Gillie, 2002). According to Tang (2008) career guidance is the facility for the proper career choices of students at the level of the school and it consists of the analysis of individual student's abilities, career opportunities and the application of individual student's abilities to the available career opportunities.

Osborn, Dikel and Sampson (2011) identified that during the past few years, the use of social media in career guidance has increased and career guidance sector has realized the importance of social media for career guidance. Through its use career guides are now more competent and effective in the delivery of career guidance services to students. Those career guides who are effective users of the internet are more efficient in the provision of career guidance assistance and information to students. UNESCO (2002) recommended that career guidance should provide students with resources and information to make independent career choices. For this purpose career guidance centers must have books, journals, videos about careers, latest information about careers, career tests and computer based resources.

2.9 Effective Career Guidance Strategies for Secondary Schools

Kiani (2010) recommended the provision of career guidance facilities in secondary schools in Pakistan and the appointment of trained career guides for the assistance of students in career choice decisions at the level of secondary schools. Cannan (2008) identified the need of comprehensive school counseling program for secondary

schools which may address the career choice issues of the students, satisfy the career planning needs of the students and prove fruitful in successful entry to their desired careers after their schooling. The American School Counselor Association (1997) provided National Standards for the school career guidance programs and recommended that school career guidance must enable students to (1) Develop skills for understanding the occupational opportunities with respect to personal attributes and make well considered career choice decisions. (2) To be able to apply strategies and techniques to achieve the desired career goals and objectives. (3) To comprehend the mutual relationship between personal attributes, academics, training and work opportunities.

Branham (2010) studied the effects of career counseling on young students and found that students with little or no career counseling had no plans for future success in various careers as compared to those who had adequate of this facility. Legum and Hoare (2004) in their study on the effects of the career interventions on career progression of students found that such interventions increased the career awareness, self-esteem, motivation and love for hard work in the classroom activities among those who received them. Dellana and Snyder (2004) identified the facility of the career counseling as an important factor in shaping the better career outlook of students for the future. The comprehensive school counseling program suggested by Gysber and Handerson (2000) is composed of competencies and skills necessary to be achieved by secondary schools' students, career guidance curriculum, career planning, student support services, and counselors' work, financial and legislative support for the full implementation of this program. This helps students in the mastery of the decision making skills by participating in the activities of career development and development of a self career plan for themselves.

Kiani, Hassan and Irfan (2013) studied the vocational aspirations of secondary schools' students and recommended the facility of career guidance and appointment of career guides in government secondary schools of Pakistan. Onoyase and Onoyase (2009) recommended the efforts of government in training and appointing trained career guides to help students in secondary schools in the selection of subjects based on their personality, intellectual abilities, interests and aptitudes and may aspire for the right type of careers. The career guides must arrange career days at the school with the help of school administrators to guide students for the right combination of

subjects that are fit to their personalities. The government must provide financial support to schools for the arrangement of such activities and school administrators must be bound for the arrangement of such facilities. Swift (2009) recommended the need for the establishing of proper formal career guidance and career education services with the appointment of trained career guides and logistic support in all schools for the young students. He further recommended that authorities must legislate for compulsory career guidance in secondary schools. The schools must bring speakers from various occupations for interaction and career information of students. Shumba (1995) recommended that the role of school career guides must be to adjust students' skills and abilities with careers and job opportunities.

Salami (2007) recommended that career planners in schools must encourage students for the better achievement motivation required for their choice careers and appropriate outlook to job market factors for making proper career choice decisions in their desired occupations. Hartman (1999) found that career guidance services in schools developed the decision making skills of students and they were fully prepared for making the career choice decisions because they fully understood their career aspirations, interests and aptitudes for making future career plans. In this context, career counselors in Canadian schools play a great role in career planning of students. They provide information about careers, training in achieving employment, decision making techniques and understanding of students' self. They also provide information to parents and students. Keeping in view these services; counselors are in need to get job market information and also locate self-employment opportunities for students.

Salami (2008) recommended that career guides in schools must identify the personality, occupational interests, academic achievement, socio-cultural, socioeconomic conditions and demands from extended families for the effective career guidance of students at the level of secondary schools. He further recommended for career development of secondary school students that they must evaluate personality factors, academic achievement and sociocultural factors plan for their suitable careers.

Mekgwe (2010) recommended the collaboration of parents and teachers for the proper career development and help of students in the career choice decisions at the level of secondary schools. He further recommended the facility of career guidance,

availability of trained career guides and teachers and career guidance units for career guidance in schools. Career guidance in schools must be focused on the immediate needs of students and the society in which they live in. Therefore, to achieve this aim of schools' career guidance, it is necessary to have collaboration between students, parents, teachers, school authorities and locals for the development of a career guidance program based on the satisfaction of the needs of students (Gothard, Mignot, Offer & Ruff, 2001). Mapfumo, Chireshe and Peresuh (2002) recommended the establishment of the systematic career counseling facilities at secondary schools for the guidance of parents and relatives for the proper help of secondary schools' students in the making of proper career choice decisions.

Shumba and Naong (2012) recommended the cooperation between parents, teachers and school authorities for addressing the career choice issues of the secondary school students. They recommended that parents and families must not force their children for the career choices against their will and interests. As teachers are the best source of guidance for the students at the school because of their knowledge about the interests, abilities and aptitudes of the students, therefore, they must guide them to take up studies based on their aptitudes and interests at the level of the secondary schools. Schools must provide career guidance programs to help students in making proper career choices at the stage of secondary schools. Rauf (2013) recommended that parents need to be aware of their role in the career planning of students. It was recommended that parents must not impose their decisions on their children rather they must facilitate their children for independent selection of schools' subjects and career choices at the secondary level.

Elizabeth (2012) recommended awareness programs for parents, community, school authorities, teachers and students for the proper career planning and development of students' careers through career workshops, seminars, parents' days and community campaigns and for this purpose books, brochures and pamphlets must be used. Otta and Williams (2012) recommended the arrangement of well planned workshops and seminars on a regular basis, a coordination committee in coordination with parents, teachers and counselors on self-concepts, interests and needs of the students. Merchant (2008) found that the private education network is providing career guidance services through the provision of career information, with the help of seminars, workshops, publications, practical exposure to careers through field visits,

internship and scholarship for the future studies of students in their desired careers. Mutekwe, Modiba and Maphosa (2011) recommended the active role of the school teachers for facilitating students regarding their career development in the school for teachers are the ones who know the interest and aptitudes of their students very well and they can effectively provide career guidance to their students.

Schools' administrators, counselors and parents must collaborate and facilitate each others for the effective career counseling of secondary school students (Harris, 2003). Bloxom et al. (2008) conducted a study on grade, 12th students' career needs and perceptions of the effectiveness of career development services within high schools and found that students in secondary schools are faced with the challenge of making the career choice decisions because of the rapidly changing socioeconomic scenario. Students do not consider career planning resources to be effective for the satisfaction of their career planning needs the schools, therefore, he recommended the need for collaboration of the stakeholders i.e. students, parents, guides and teachers for its development. He further stressed on the aspirations of students to be at the core of developing the career guidance program and that students must be treated as active participants instead of passive actors on the pre-determined decisions.

Salami (2008) recommended that in secondary schools, career guidance interventions must be focused on the career planning, identification of students' self concept, career interests and the appropriate career choice decisions to enable them for getting appropriate occupations in the future. For this purpose, he suggested career development orientations and workshops at schools where students and their parents may interact with teachers and career guides for assisting them in making realistic career choice decisions. This will help students in attaining maturity for their future career development.

Olamide and Salami (2013) recommended the establishment of a mechanism for the identification of students' interests, abilities and aptitudes in order to adjust them with the future career choice decisions of students. They also proposed the use of portfolios for this purpose in order to have critical reflection about students' interests and potentials for the selection of proper vocations at the level of secondary schools. Migunde, Agak and Odiwur (2011) in their study of career aspirations and career development barriers of adolescents recommended that career counselors and other

people who guide adolescent students must help them in the selection of careers based on their interests, aptitudes, potentials and capabilities.

Folsom and Reardon (2003) reviewed several studies on career guidance curriculum interventions and identified that such courses developed the decision making skills, career maturity, career decidedness, career development and job satisfaction of students. These days, comprehensive career guidance programs in schools are composed of guidance curriculum with major focus on the career development and career development activities, i.e. career information, exploration, planning, career workshops and observance of the career days at schools (Parsad, Alexander, Farris & Hudson, 2002). The career planning of students is the result of proper career information, exploration and decision making. Students who experience the process of career development, come to the conclusion that selection of the desired vocation needs proper academic qualification coupled with training at the level of secondary schools and for that purpose there is the need of optimum preparation at the level of the high school. Therefore, there is the need for the inclusion of career guidance subjects in the curriculum of secondary schools which may help students in preparation for career planning in the vast world of career opportunities, exploration, thinking, evaluation and decisions (Parsad, Alexander & Farris, 2002).

According to Irving and Malik (2005) there is the need of career guidance curriculum in secondary schools which will be a set of techniques and strategies that would help students in their preparation for successful life, after their schooling. Its scope will also cover the life of students after secondary schools, therefore, it needs to be future oriented, must satisfy local needs and overall global obligations. Peng (1996) evaluated the influence of career guidance courses, the career attitudes and career decision making skills of students and reported that such courses developed the career maturity and career decision making skills of students. According to Isaac and Brown (2000) career guidance is the systematic process of helping students in the career development by strategies and techniques which includes the provision of career information, clarifying career concepts, providing work related information and imparting the career guidance subjects.

Byshee, Hughes and Bowes (2002) reviewed the economic benefits of career guidance in schools and found that career guidance is beneficial in the development of

life skills of students and their career planning because it helps in their career choice decisions which has important implications for the future successful careers of students. Therefore, they recommended the provision of career guidance curriculum at the schools and outlined procedures for its implementation. In this process, schools must focus on the learning, information and advice for students in their choice careers which will develop career guidance curriculum at the school. Schools need to plan the content, methodology and delivery system according to the needs and demands of students. They further elaborated that content must be adjusted with the developmental stages and experiences of the students and strategies for its delivery must be students' centered and self-directed, involving learning from parents, employers and job market. This curriculum must facilitate every individual student, in the selection of his or her career and should not only be for the selected few students.

The study of Khan (2011) established the need for formal training of teachers in the provision of career guidance and to equip them with the necessary skills for the career guidance of students at secondary level in order to facilitate the students of secondary schools in the selection of school subjects and career guidance. Yeung (2013) conducted a study on the need of career guidance training for teachers and reported that teachers need training in career guidance for the effective career counseling of students.

UNESCO (2002) recommended that career guidance should provide students with resources and information to make independent career choices. For this purpose career guidance centers must have books, journals, videos about careers, latest information about careers, career tests and computer based resources. According to Rothwell et al. (2005) the use of technology for the career guidance of students is an established fact. Technology is an important tool for the career guides to assist students in career guidance. One such tool is the computer based vocational information system DISCOVER by the software company, International Business Machine (IBM) which has provided help to students in their career choice decisions. Interactive career guidance softwares' help career guides to make appropriate career choice decisions for students. According to Zunker (2011) the advancement in technology has provided online career guidance services available for every student. Lamichane (2012) highlighted that students can easily access online career guidance services available for every student and can make their career choice decisions

appropriate for them. Many improved versions of the computer based career guidance softwares are available in the market. Some popular software tools like Big Five Personality Tests, Career Fit Test, Career Interest Inventory, Career Planner etc. are available both in the market and online for the assistance of career guides in the career planning of students.

Kettunen, Vuorinen and Sampson (2013) found the effective influence of social media in career guidance services, therefore, recommended the development of training and support for enabling career guides to understand new technologies and social media and may use them for the effective career guidance of students. Jayasinghe (2001) states that effective career guidance programs have the facility of computer aided career guidance system. Chireshe (2012) recommended the establishment of well equipped career guidance centers in schools for career guidance, appointment of trained career guides, connecting teachers with career guidance and sound training of career guides for effective provision of career guidance in schools. A universal consensus has developed over the years that Information and Communication Technology (ICT) has to play an influential role in designing and delivering career guidance services for students.

Lugulu and Kipkoech (2011) recommended that active participation of the authorities of the government to provide resources for career guidance; appoint trained career guides for the facilitation of students in the selection of appropriate careers and career days must be observed with the help of experienced professionals in different careers. Schools must provide opportunities for subjects' selection to the students according to their own choices for all students. Career guides and teachers must help students in the selection of school subjects' options which are in accordance with their interests and are on the basis of their interests and aptitudes. Yuen (2002) highlighted that these days the governments of the world are encouraging comprehensive career guidance programs in schools; therefore, teachers will need to work in collaboration with parents and community for the effective career development of students. Keeping in view this scenario, teachers will need proper training in career guidance for effective career counseling of students in secondary schools.

2.10 Link of the Literature Review with the Research Topic

The literature review of the study highlighted the importance of career choice decisions at the level of secondary schools. This is a stage where young students of secondary schools, select their subjects of study by keeping in view their future career aspirations and outcome expectations connected with their desired careers. Making an appropriate career choice from a variety of available career opportunities is a difficult developmental task for students. It is the need of students, to make career choices on the basis of their interests, aptitudes and proper career information on the stage of secondary schools. The literature review of the study identified that the choice of careers in secondary schools is affected by the personal, environmental and behavioral factors of the individual students. The students in secondary schools make career choices on the apparent charm of careers and scanty information of their parents about careers that result in poor career selections of students at this level. This situation speaks for the of development, effective strategies for supporting the young students of secondary schools in their proper career choice decisions that may lead them to the satisfaction of their desired career aspirations and overall progress of the society. There have been studies internationally, about the career choice issues of the secondary school students and very few studies in the Pakistani context, like the study of Kiani (2010) on the personality and vocational interests of high school students, Khan (2011) about the role of teachers in career guidance of secondary school students, Rauf (2013) about parental guidance for secondary school students, Kiani, Hassan and Irfan (2013) about vocational aspirations of High school students and a study by Khan, Murtaza and Shifa (2012) about the role of teachers in the provision of career guidance in secondary schools. But these studies have only targeted the limited areas of the factors influencing the career choices of secondary school students and there are no comprehensive studies on the influence of overall career choice factors on the career choices of secondary school students in the Pakistani context. Therefore, keeping this background in mind, the researcher initiated the present study about the exploration of the career choices of secondary school students, identification of factors affecting the career choices, investigation of the influence of career choice factors, i.e. personality, parents and family, school, socio-cultural and career outcomes factors on the career choices of secondary level students and the

development of effective strategies for the career guidance of secondary school students in Khyber Pakhtunkhwa, Pakistan.

2.11 Theoretical Frame Work of the Study

The study aimed at the exploration of career choices of secondary school students, factors affecting these choices and the development of effective career guidance strategies for students of secondary schools. According to Brown et al. (2002) the choice of a career is based on two important theoretical perspectives, i.e. the psychological and the sociological. The psychological approach focus career choice decisions on factors like personality, interests, abilities, potentials and job satisfaction. This approach includes the theories of; Trait Factor Theory of Frank Parson (1909), Super's Self-concept Theory (1990), Holland's Theory of Personality (1992) and Schein's theory (1978). The sociological approaches base the career choice decisions on the demographic and environmental factors. The demographic factors include gender, ethnicity and socio-economic status of the family while the environmental factors include family members, friends, community practices, work and economic conditions. The sociological approach includes the theories of Self-efficacy by Bandura (1977), Krumboltz's Social learning Theory (1979) and the Social Cognitive Career Theory (SCCT) of Lent, Brown and Hackett (1994). Both the Psychological and the Sociological approaches guided the research study and formulated the theoretical frame work for the conduction and reporting of the study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter is about the research methodology of the study. It consists of the introduction to the nature of mixed method research, rationale for using mixed method research, design and procedure, population, sampling, data collection instruments, data collection procedure, data analysis, validity and reliability of data and ethical considerations.

3.1 Nature of the Research

The study aimed at the exploration of career choices of secondary school students and identification of factors affecting these choices. For this purpose, the study used mixed methods research that involved both quantitative and qualitative data. According to Creswell and Plano Clark (2011) a mixed methods research is a procedure for the collection, analysis and interpretation of both quantitative and qualitative data in a research study for the understanding of the research problem. The use of both quantitative and qualitative methods provides better exploration of the research problem. When used together in a single study, quantitative and qualitative methods complement each other and provide a better explanation and interpretation of the research issue (Creswell, 2011).

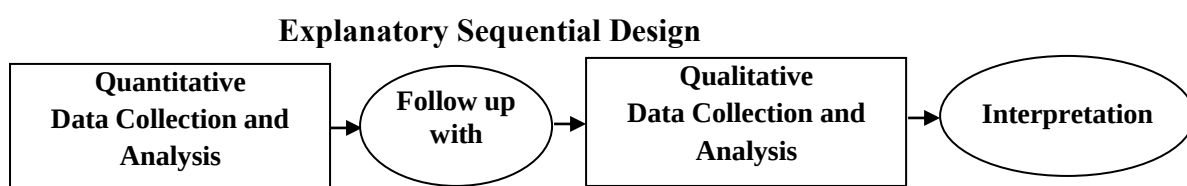
3.2 Rationale for Using Mixed Methods Research

The reason for using mixed methods study include complementarity, provision of explanation, removal of bias and the presentation of the richer picture of the issue (Creswell, 2011; Cohen, Manion & Morrison, 2007). Keeping in view these assumptions, the study collected rich quantitative data about the career choices and factors affecting the career choices of secondary school students that brought out the general picture of the issue and then a small scale qualitative data which further explained and enriched, the findings of the quantitative phase and provided a comprehensive picture of the research problem. The use of multiple methods resulted in better understanding of the research questions through generating both the quantitative and qualitative data.

3.3 Research Design

The study used Mixed Methods Explanatory Sequential Design. According to Creswell (2011) Explanatory Sequential Design is the most popular design in educational research that helps in better explanation of the phenomenon. It gathers large scale quantitative data (QUANT) in the first phase, which brings out the general description of the phenomenon and then collects small scale qualitative data (qual) in the second phase which helps in the explanation of the findings of the first phase. This design is characterized with the advantage of clearly defined quantitative and qualitative sections and is, therefore, easy for the readers and the researchers who design and conduct the study. Furthermore, it has also been used for the studies of similar nature, like, the one by Kee (2013) about the factors influencing the career choices of Bio and Chemistry graduates in Malaysia. The study collected a large scale quantitative data in the first phase through questionnaires from randomly selected respondents that provided the general description of the phenomenon and then a small scale qualitative data in the second phase through semi-structured interview guides from purposively selected respondents for the explanation of the results of quantitative data. The integration of both the data provided a richer picture of the research issue. The study used a dominant status paradigm and sequentially collected the data (Quant→ qual). Figure 3.1 elaborates the design of the study.

Figure 3.1 Design of the Study



Source: Adapted from Creswell (2011, p. 541)

3.4 Population of the Study

The population of the study was all the students, parents, teachers, and heads of Higher secondary schools in Khyber Pakhtunkhwa. According to the Educational Management Information System (EMIS) Annual Statistical Report (2013), administratively, Khyber Pakhtunkhwa, is divided into seven (07) Divisions i.e. Bannu, D.I Khan, Kohat, Peshawar, Hazara, Mardan and Malakand Divisions and

there are 345 Higher secondary schools. Among these, 231 are for boys and 114 are for girls. Sixty (60) schools are situated in urban areas and 285 are in rural areas.

There are 41325 students in the Higher secondary schools of Khyber Pakhtunkhwa. In it, 24393 are males and 16932 are female students. There are 3214 teachers in these schools in which 2125 are males and 1089 are female teachers. There are three hundred and forty five (345) principals of these schools, among them 231 are males and 114 are female heads.

3.5 Sample of the Study

Khyber Pakhtunkhwa is geographically a vast area, therefore, through Multistage Cluster Sampling technique; the researcher randomly selected five divisions, i.e. D. I Khan, Peshawar, Hazara, Mardan and Malakand divisions for the study. When the area is geographically dispersed, then cluster sampling is the appropriate procedure for the selection of sample (Best & Kahn, 2008). From every division one (01) district was randomly selected. These districts were, D. I Khan, Peshawar, Mansehra, Mardan and Swat. From every district, four (04) schools, i.e. two (02) male and two (02) female schools were randomly selected. A total of 20 schools was selected and a sample of 61 respondents, i.e. 50 students, five (05) parents, five (05) teachers and one (01) head was selected from each school.

The sample of the quantitative data of phase one of the study was randomly selected through a cluster sampling technique and its size was 1220 i.e. 1000 students (500 males and 500 female students), 100 parents (50 of males and 50 of female students), 100 teachers (50 males and 50 female teachers) and 20 heads (10 males and 10 female heads) of the schools. The sample of the qualitative data of phase two was selected through purposive sampling and its size was 50 research participants, i.e. 20 students, ten (10) parents, ten (10) teachers and ten (10) heads for the collection of qualitative data.

Table 3.1**Sampling Procedure for the Study**

Phases of the study	Nature of data	Sampling technique	Size of the sample
Phase one	Quantitative	Cluster random sampling	1220
Phase two	Qualitative	Purposive sampling	50

3.6 Data Collection Instruments

The following were the instruments of data collection for the study:

3.6.1 Questionnaires

The researcher used self constructed Likert type Questionnaires (Appendix- B-E) for the collection of quantitative data of phase one of the study regarding the career choices and factors affecting the career choices of secondary school students. The questionnaires had seven parts. Part one was about the demographic information of the respondents, part two was about the career choices of students, part three was about the factors affecting the career choices of students, part four was about the influence of personality, parents and family, school, socio-cultural and career outcomes factors on the career choices of secondary school students, part five was about the career guidance needs of students, part six was about the evaluation of career guidance facilities in schools and part seven was about the effective strategies for the career guidance of secondary level. The questionnaires were developed through expert opinion of the supervisor, faculty members and fellow researchers of the department to adjust the difficulty level and the suitability. The suggestions and recommendations were incorporated into the questionnaires. The refined versions of the questionnaires were translated into Urdu language which is the national language of Pakistan and is easily understandable for all, with the purpose to facilitate the respondents in interpreting the questions of the questionnaires. The researcher himself administered the questionnaires to 100 students, i.e. 50 male and 50 female students, 20 parents, i.e. 10 of male students and 10 of female students, 20 teachers, i.e. 10 male and 10 female teachers and 10 heads, i.e. (5) five male and (5) female heads for

the piloting of the instruments. The respondents in the sample for piloting were not included in the original sample of the study. The data from the piloting of the questionnaires were fed into the Statistical Package for Social Sciences (SPSS) to determine their co-efficient of reliability through Cronbach's alpha. The values of reliability were 0.824 for students' questionnaire, 0.745 of parents' questionnaire, 0.768 for teachers' questionnaire and 0.732 for heads' questionnaire. According to Law (2004) if the coefficient of reliability is 0.80 then it is excellent and if it is from 0.60 to 0.79 then it is adequate. Furthermore, De villis (1991) recommended 0.5 as an acceptable value of reliability. According to Gliem and Gliem (2003), George and Mallery (2006) and Robson (2002) there is no fixed acceptable value of Alpha. All the questionnaires were reliable because they were, according to the parameters of the experts. Therefore, the data collected was reliable and consistent. Table 3.3 represents the reliability coefficient of the questionnaires.

Table 3.2

The Coefficient of Reliability (Cronbach's Alpha) for the Instruments of the Study

S. No	Name of the instruments	No. of items	Cronbach's Alpha
01	Students' Questionnaire	96	0.824
02	Parents' Questionnaire	96	0.745
03	Teachers' Questionnaire	107	0.768
04	Heads' Questionnaire	109	0.732

3.6.2 Interviews

The researcher prepared Semi-structured Interview guides (Appendix F-I) for the collection of qualitative data. The analysis of the quantitative data of the questionnaires provided areas for further exploration and explanation and they were used for the development of the interview guides. Before, the conduction of the actual interviews, the interview guides were pilot tested on two students, two parents, two teachers and two heads. From the data of these interviews, transcripts were prepared, codes were identified and themes were developed. This helped in the adjustment of the interview guides and planning for the actual interviews of the research study.

3.7 Data Collection Procedure

The researcher himself administered the questionnaires in two sample districts and in three sample districts the task of data collection was assigned to focal persons for the collection of the large scale quantitative data of the first phase of the study. Before the administration of the questionnaires, the aims of the research were explained to the research participants and informed consent was sought with the help of the covering letter that accompanied the questionnaires. The researcher received 961 students' questionnaires, 93 parents' questionnaires, 97 teachers' questionnaires and 20 heads' questionnaires. The rate of return for students' questionnaire was (96.1%), for parents' questionnaire was (93%), for teachers' questionnaire was (97%) and for heads' questionnaire was (100%). Iarossi (2006) identified that in self administration; more than 80% return rate is appropriate. The return rate was well above this criterion.

For the collection of the qualitative data of the second phase, in order to explore the quantitative findings of the first phase, the researcher used semi-structured interview guides. The individual interviews were conducted from 42 respondents, i.e. 17 students, 08 parents, 10 teachers and 07 heads of secondary schools. The researcher selected 50 respondents for the collection of qualitative data through interviews, but could not conduct the interviews of 08 respondents due to feasibility reasons. Initially, the researcher established the rapport with the respondents through meetings and informing them about the interview and objectives of the actual conduction of the interviews. Then research participants were ensured about their anonymity and confidentiality of their information. During the conduction of the interviews, the interview guides were not followed strictly and proper probing were made to encourage respondents for eliciting in-depth responses. The interviews were recorded on the data sheets and at the end of the interviews, the researcher used to repeat the recorded interview before the interviewees in order to check the accuracy of the recorded information. If any information had been left, then additional information were sought from the respondents and in the same manner corrections were also made for the misinterpreted information.

3.8 Data Analysis

In Mixed Methods Explanatory Sequential Design, first quantitative data are analyzed, followed by qualitative data analysis and then both the data are interpreted together (Creswell, 2011). The quantitative data from questionnaires were put into the SPSS software and analyzed with the help of version 19 of the package. The data were presented in tables and interpreted through the use of percentages and Chi-square test of significance. According to Creswell (2011) and Cohen et al. (2007) the use of Chi-square test is appropriate for the interpretation of the data when the data is categorical. As the data from the Likert type questionnaires were categorical, therefore, Chi-square statistics was used for its interpretation.

The qualitative data were analyzed through transcribing the interview data from the data sheets, thorough reading for the identification of codes and development of themes for the exploration and interpretation of the quantitative findings of the first phase.

3.9 Validity and Reliability within Mixed Methods Design

In mixed methods research, the questions of reliability for the quantitative data and validity of the qualitative data are important. For the reliability of the quantitative data, the study established the reliability of the data through the use of Cronbach's Alpha for getting reliable and consistent data through the questionnaires which has already been discussed in the section of data collection instruments. For the validity of the qualitative data, a rapport was established with the interviewees and enough time was allocated to get rich information in a conducive environment. The triangulation of the interview transcripts was also made through comparison of the interview transcripts from the respondents to check the degree of its accuracy. The interviewees were also provided with the interview transcripts to check the accuracy of the information. After the interpretation of the interview data, two fellow Ph. D scholars were also asked to check the accuracy of information from the interviews and accordingly, omissions and commissions were made. Creswell (2011) suggested the methods of triangulation, members checking and external audit for establishing the validity of the qualitative data.

3.10 Ethical Considerations

Research Ethics are guidelines for conducting studies ethically in relation with research participants, societal and professional issues (Johnson & Christensen, 2008). Ethical guidelines were observed during the conduction and reporting of the research study. Before the administration of the questionnaires and the interviews permissions were sought from the respondents, the purpose of the study was clarified, informed consents were obtained, the anonymity of the research participants and confidentiality of data were maintained.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter is about the presentation, analysis and interpretation of data. It is comprised of two parts, part one is about the presentation, analysis and interpretation of the quantitative data of the study and part two is about the presentation, analysis and interpretation of the qualitative data.

Part - 1

4.1 Quantitative Data Analysis

The quantitative data were collected through five point Likert type questionnaires from a large sample of respondents. The response categories were, 1= Strongly Disagree 2= Disagree 3= Un-decided 4= Agree 5= Strongly Agree. The first two parts of the questionnaire had the response categories, 1= Yes and 2= No. The collected questionnaire were examined systematically and then the response categories were combined into, Strongly Disagree and Disagree into Disagree and Agree and Strongly Agree into Agree while un-decided remained on its own place. Thus the following response categories, i.e. 1= Disagree 2= Un-decided 3= Agree and 1= Yes 2= No, were put into the Statistical Package for Social Sciences (SPSS) version 19. Frequencies and percentages were counted and the Chi-square test of significance was applied for determining the statistical significance of the results.

The formula for the Chi-square Test is:

$$\chi^2 = \sum \left(\frac{(f_o - f_e)^2}{f_e} \right)$$

Σ = Sum of

f_o = Observed frequencies.

f_e = Expected frequencies

df = Degree of freedom

α = Level of significance = 0.05

P-value = Level of probability

(Best & Kahn, 2008)

4.1.1 Tabulation, Presentation and Analysis of Quantitative Data

The data were arranged in tables and presented in four parts, i.e. part one presents the data analysis and interpretation of the students' questionnaires, part two presents the data analysis and interpretation of the parent questionnaires, part three presents the data analysis and interpretation of the teachers' questionnaires and part four presents the data analysis and interpretation of the heads questionnaires.

Table 4.1

Demographic Information of the Respondents for Quantitative Data

S.NO	Respondents	Frequency	Gender		Location	
			Male	Female	Urban	Rural
1	Students	961	483	478	482	479
2	Parents	93	48	45	44	49
3	Teachers	97	49	48	48	49
4	Heads	20	10	10	10	10
5	Total	1171	590	581	584	587

Table 4.1 illustrates the demographic information of the respondents from whom the researcher collected the quantitative data about the research problem through the Questionnaires. There were 961 secondary school students in which 483 were male and 478 female students, among them 482 students were from urban areas and 479 from rural areas. There were 93 parents in which 48 were male and 45 female students' parents, among them 44 were from urban areas and 49 from rural areas. There were 97 teachers of the secondary schools in which 49 were male and 48 female teachers, among them 48 teachers were from urban areas and 49 from rural areas. There were 20 heads i.e. Principals of secondary schools in which 10 were male and 10 female principals, among them 10 were from urban areas and 10 from rural areas.

4.1.2 Data Analysis of Students' Questionnaires

Table 4.2

Career Choices of the Secondary School Students

Career Choices	Frequency	Percentage	Chi-square Value	P-value
Agriculture	19	2.0	1178.51	.000
Armed Forces	70	7.3		
Business	42	4.4		
Civil Service	62	6.5		
Computer and IT	28	2.9		
Engineering	88	9.2		
Law	31	3.2		
Medical	341	35.5		
Teaching	262	27.3		
Any Other	18	1.9		
Total	961	100		
df=9		Chi-square Table Value= 16.919		

Table 4.2 demonstrates that 35.5% students made the career choice of Medical, 27.3% Teaching, 9.2% Engineering, 7.3% Armed forces and 6.5% Civil service. On the other hand, as for the minor career choices of the secondary schools' students, 2% made the career choice of Agriculture, 2.9% Computer and information technology, 3.2% Law and 4.4% Business.

It identified Medical, Teaching, Engineering, Armed forces and Civil service as prominent career choices of secondary schools' students and Agriculture, Computer and information technology, Law and Business as the least prominent career choices of students at the stage of secondary schools. On application of the Chi-square test, the findings was found statistically significant.

Table 4.3**Gender wise Comparison of Students Career Choices**

Career Choices	Responses by Gender		Chi-square value	P-value
	Male (%)	Female (%)		
Agriculture	3.9	0	258.58	.000
Armed Forces	13.3	1.3		
Business	7.7	1.0		
Civil Service	5.4	7.5		
Computer and IT	5.6	.2		
Engineering	17.2	1		
Law	1.7	4.8		
Medical	28.8	42.3		
Teaching	14.9	39.7		
Any other	1.7	2.1		
Total	100	100		
df= 9		Chi-square Table value = 16.919		

Table 4.3 presents that 28.8% male students made the career choice of Medical, 17.2% Engineering 14.9% Teaching and 13.3% Armed forces while 42.3% female students made the career choice of Medical, 39.7% Teaching and 7.5% Civil service.

It demonstrated Medical, Engineering and Teaching as the prominent career choices of male students and Medical, Teaching and Civil service as prominent careers of female students. The career choices of males are distributed among the careers of Medical, Engineering, Teaching and Armed forces while female career choices are mostly clustered around Medical and Teaching. On application of the Chi-square test, the difference in the career choices of male and female students was found statistically significant.

Table 4.4**Factors Affecting the Career Choices of Secondary School Students**

Career Choice Factors	Responses		Chi-square value	P-value
	Total= 961 (100%)			
	Yes (%)	No (%)		
Personality	66	34	18.19	.033
Parents	57	43	63.38	.000
Family	29.4	70.6	42.81	.000
Teachers	23.5	76.5	16.18	.063
School Counselor	2.7	97.3	46.65	.000
School Fellows	19.6	80.4	34.75	.000
Peers and Friends	18.9	81.1	27.14	.001
Socioeconomic status	36	64	37.95	.000
Job market	18.4	81.6	26.04	.002
Any other	10.6	89.4	26.67	.002
df= 9		Chi-square Table value= 16.919		

Table 4.4 identifies that 66% students were under the influence of personalities in the choice of their careers, 57% under the influence of parents, 36% under the influence of their socio-economic status 29.4% under the influence of families, 23.5% under the influence of teachers, 19.6% under the influence of school fellows, 2.7% under the influence of school counselor, 10.6% under the influence of others, 18.4% under the influence of job market and 18.9% under the influence of peers and friends,.

It highlighted students' personalities, parents, socioeconomic status, families and school fellows as major factors and school counselor, other factors, job market and peers and friends as minor factors affecting the career choices of students in secondary schools. On application of the Chi-square test, the findings were found statistically significant, except for the influence of teachers.

Table 4.5**Gender wise Comparison of Factors Affecting the Career Choices of Secondary School Students**

Career Choice Factors	Responses by Gender				Chi- square value	P- Value
	Total =961					
	Male		Female			
	483 (50.3%)		478 (49.7%)			
	Yes (%)	No (%)	Yes (%)	No (%)		
Personality	76.6	23.4	55.2	44.8	48.89	.000
Parents	51.6	48.4	62.6	37.4	11.86	.001
Family	17.4	82.6	41.6	58.4	67.95	.000
Teachers	22.8	77.2	24.3	75.7	.30	.585
School Counselor	2.5	97.5	2.9	97.1	.18	.671
School Fellows	17.4	82.6	21.8	78.2	2.91	.088
Peers and Friends	18.2	81.8	19.7	80.3	.33	.567
Socioeconomic status	40.6	59.4	31.4	68.6	8.82	.003
Job market	20.5	79.5	16.3	83.7	2.79	.095
Any other	11.4	88.6	9.8	90.2	.61	.434

df= 1

Chi-square Table value=3. 841

Table 4.5 illustrates that 17.4% male and 41% female students were under the influence of families, 76.6% male and 55.2% female students under the influence of personalities, 51.6% male and 62.6% female students under the influence of parents 40.6% male and 31.4% female students under the influence of socioeconomic status in their career choice decisions.

The findings displayed personality, parents and socioeconomic status as significant factors affecting the career choices of male students while parents, personality and family as significant factors affecting the career choices of female students. On application of the Chi-square test, the difference was found statistically significant. No significant difference was found for the influence of teachers, counselors, school fellows, peers and friends, job market and other factors on the career choices of male and female students.

Table 4.6**The Influence of Personality on the Career Choices of Secondary School Students**

Statements	Responses Total=961 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Interest affected your career choice	27.5	8.1	64.4	32.60	.019
Personal will affected your career choice	23.9	9.2	66.9	36.42	.006
Aspiration affected your career choice	30.5	14.7	54.8	33.58	.014
Motivation affected your career choice	23.4	12.2	64.4	43.35	.001
Self-concept/esteem affected your career choice	24.6	9.4	66	42.34	.001
Aptitude affected your career choice	19.8	11.7	68.6	52.88	.000
Academic achievement/grades affected your career choice	24.6	12.6	62.8	50.87	.000
Personal skills and abilities affected your career choice	13.6	7.2	79.2	30.51	.033
Self-educational expectations affected your career choice	24.7	9.8	65.6	46.88	.000
Personal career expectations affected your career choice	28	8.5	63.5	43.15	.001
df= 18	Chi-square Table Value= 28.869				

Table 4.6 presents that regarding, skills and abilities of students, 79.2% students agree that skills and abilities affected their career choices. As for aptitude, 68.6% students agree that aptitudes affected their career choices. In view of 66.9% students, they agree that personal wills affected their career choices. Likewise, 66% students agree that self-concepts affected their career choices. Concerning educational expectations, 65.6% students agree that the educational expectations affected their career choice. As regards personal career expectations of students, 63.5% students agree that career

expectations affected their career choices. Similarly, 64.4% students agree that motivations affected their career choices. According to 64.4% students they agree that interests affected their career choices. About the influence of academic grades, 62.8% students agree that academic grades affected their career choices. In the opinion of 54.8% students they agree that aspirations influenced their career choices.

The findings identified the significant influence of personality related factors, i.e. personal skills and abilities, aptitudes, wills, self-concepts, self educational expectations, career expectations, motivations, interests, academic achievements or grades, and aspirations on the career choices of secondary school students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.7**Gender wise Comparison in the Influence of Personality on the Career Choices of Secondary School Students**

Statements	Responses Total=961 (100%)						Chi-square value	P-value
	Male (M) =483			Female (F) =478				
	Disagree (%)		Un-decided (%)		Agree (%)			
	M	F	M	F	M	F		
Interest affected your career choice	29	29.9	8.3	7.9	62.7	66.1	1.26	.530
Personal will affected your career choice	23.6	24.3	9.3	9	67.1	66.7	.08	.963
Aspiration affected your career choice	28.8	32.2	13.7	15.7	57.6	52.1	2.91	.233
Motivation affected your career choice	14.9	32	11.4	13	73.7	55	43.52	.000
Self-concept/esteem affected your career choice	26.3	22.8	9.5	9.4	64.2	67.8	1.67	.435
Aptitude affected your career choice	15.5	24.1	11.4	11.9	73.1	64	11.78	.003
Academic achievement/grades affected your career choice	27.1	22	11.8	13.4	61.1	64.6	3.57	.168
Personal skills and abilities affected your career choice	3.5	23.8	5.8	8.6	90.7	67.6	91.63	.000
Self-educational expectations affected your career choice	29.2	20.1	9.5	10	61.3	69.9	10.85	.004
Personal career expectations affected your career choice	36.2	19.7	8.1	9	55.7	71.3	33.06	.000
df= 2		Chi-square Table Value= 5.991						

Table 4.7 demonstrates that 90.7% male and 67.6% female students agree that skills and abilities affected their career choices. As for the influence of motivation, 73.7%

male and 55% female students agree that motivations affected their career choices. About the statement of career expectations 55.7% male and 71.3% female agree that career expectations affected their career choices. About the aptitude, 73.1% male and 64% female students agree that aptitude affected their career choices. On the basis of educational expectations, 61.3% male and 69.9% female students agree that the educational expectations affected their career choices.

The findings illustrated that skills and abilities, motivations and aptitudes significantly influenced the career choices of male students while educational expectations significantly influenced the career choices of female students. The factors of personality significantly influenced the career choices of male students. On application of the Chi-square test, the findings were found statistically significant. No significant differences were found in the influence of interests, will, aspirations, self-concepts and academic grades on the career choices of students.

Table 4.8**The Influence of Parents and Family on the Career Choices of Secondary School Students**

Statements	Responses Total=961 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Father influenced your career choice	37.8	7.6	54.6	55.62	.000
Mother influenced your career choice	32.3	6.6	61.6	60.89	.000
Siblings influenced your career choice	29.6	8.9	61.5	33.77	.013
Family members (other than parents) influenced your career choice	47.6	5.4	47	123.98	.000
Guardians influenced your career choice	59.4	5	35.6	114.86	.000
Parents' socioeconomic status influenced your career choice	43.9	5.7	50.4	42.97	.001
Parents' level of education influenced your career choice	57	5.8	37.1	79.52	.000
Parents' work experience influenced your career choice	66.5	6.6	27	48.36	.000
Parents' career information influenced your career choice	51	5.2	43.8	62.10	.000
Family type(Extended/Nuclear) influenced your career choice	27.4	7	65.7	55.67	.000
df= 18		Chi-square Table Value= 28.869			

Table 4.8 illustrates that about the influence of family types on career choices, 65.7% students agree that their family types influenced their career choices. In view of 61.6% students, they agree that mothers affected their career choices. In the opinion of 61.5% students they agree that siblings influenced their career choices. According to 54.6% students they agree that fathers influenced their career choices. As for the

socioeconomic status of parents, 50.4% students agree that parents' socioeconomic status influenced their career choices.

This demonstrated that family types, mothers, siblings, fathers and parents' socioeconomic status significantly influence the career choices of students. Family members, guardians, parents' education, work experiences and career information were not found as major influences on the career choices of students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.9

Gender wise Comparison in the Influence of Parents and Family on the Career Choices of Secondary School Students

Statements	Responses						Chi-square value	P-value
	Total=961 (100%)							
	Male (M) =483		Female (F) =478					
	Disagree (%)		Un-decided (%)		Agree (%)			
	M	F	M	F	M	F		
Father influenced your career choice	41.4	34.1	7.7	7.5	50.9	58.4	5.83	.054
Mother influenced your career choice	40.8	23.6	6.6	6.5	52.6	69.9	33.64	.000
Siblings influenced your career choice	34	25.1	6.6	11.3	59.4	63.6	12.91	.002
Family members influenced your career choice	57.3	37.7	4.8	6.1	37.9	56.3	37.62	.000
Guardians influenced your career choice	37.7	45	5.6	4.4	20.7	50.6	94.50	.000
Parents’ socioeconomic status influenced your career choice	48	39.7	4.3	7.1	47.6	53.1	8.42	.015
Parents’ level of education influenced your career choice	67.9	46	5.6	6.1	26.5	47.9	49.91	.000
Parents’ work experience influenced your career choice	64.6	68.4	6.8	6.3	28.6	25.3	1.59	.453
Parents’ career information influenced your career choice	53.4	48.5	6	4.4	40.6	47.1	4.63	.099
Family type (Extended/Nuclear) influenced your career choice	38.3	16.3	6	7.9	55.7	77.7	58.42	.000
df= 2			Chi-square Table Value= 5.991					

Table 4.9 indicates that in view of 20.7% male and 50.6% female students, they agree that guardians influenced their career choices. As regards family types, 55.7% male

and 77.7% female students agree that family types influenced their career choices. As for the level of parents' education, 67.9% male and 46% female disagree that parents' level of education influenced their career choices. About the influence of family members on the career choices of the students, 37.9% male and 56% female students agree that family members influenced their career choices. Regarding the influence of mothers on the career choices of students, 52.6% male and 69.9% female students agree that mothers influenced their career choice decisions. Concerning the influence of siblings on the career choices of students, 56.4% male and 63.6% female students agree that siblings influenced their career choices. In the opinion of 47.6% males and 53.1% females they agree that the socioeconomic status of parents influenced their career choices. Among the students, 50.9% male and 58.4% female agree that fathers influenced their career choices.

The comparison highlighted a significant difference in the influence of guardians, family types, parental education, family members, mothers, siblings, parents' socioeconomic status and fathers and that these factors significantly influenced the career choices of female students in secondary schools. On application of the Chi-square test, the findings were found statistically significant. The difference in the influence of parents' work experience and career information was not found significant.

Table 4.10**The Influence of School on the Career Choices of Secondary School Students**

Statements	Responses Total=961 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
School's environment determined your career choice	13.9	4.8	81.3	46.03	.000
Teachers determined your career choice	12.3	5.5	82.2	50.74	.000
School's Career Guide/ Counselor determined your career choice	88.5	6.1	5.4	28.75	.052
School's Principal/Head determined your career choice	75.1	5.1	19.8	23.18	.184
Class fellows determined your career choice	36.8	5.5	57.6	36.07	.007
School fellows determined your career choice	30.4	10.6	59	53.31	.000
Career guidance facilities in school determined your career choice	84.2	6.7	9.2	56.05	.000
School's subjects determined your career choice	21.6	6.6	71.8	48.22	.000
School's Co-curricular activities determined your career choice	78.8	6.2	15	33.62	.014
School's Vocational activities determined your career choice	85.1	5.9	8.9	34.87	.010
df= 18		Chi-square Table Value= 28.869			

Table 4.10 highlights that regarding the influence of teachers on the career choices of students, 82.2% students agree that teachers determined their career choices. About the influence of the school environment on the career choices of students, 81.3% students agree that the environment of the school determined their career choices. In connection with the influence of schools' subjects, 71.8% students agree that schools'

subjects determined their career choices. In view of students, 59% students agree that schools' fellows determined their career choices. In the opinion of students, 57.6% students agree that class fellows determined their career choices.

The above findings illustrated that schools' teachers, schools 'environment, schools' subjects, school fellows and class fellows significantly influenced the career choices of students. Schools' career guides, schools' principals, career guidance facilities of the school, schools' curricular and vocational activities were not found as major influences on the career choices of students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.11

**Gender wise Comparison in the Influence of School on the Career Choices of
Secondary School Students**

Statements	Responses						Chi-square value	P-value
	Total=961 (100%)							
	Male (M) =483		Female (F) =478					
	Disagree (%)		Un-decided (%)		Agree (%)			
	M	F	M	F	M	F		
School’s environment determined your career choice	18.2	9.6	4.8	4.8	77	85.6	14.89	.001
Teachers determined your career choice	13.5	11.1	6	5	80.5	83.9	1.85	.397
School’s Career Guide/ Counselor determined your career choice	91.7	85.1	3.3	9	5	5.9	14.16	.001
School’s Principal/Head determined your career choice	76.4	73.8	4.8	5.4	18.8	20.7	.849	.654
Class fellows determined your career choice	38.3	35.4	5.8	5.2	55.9	59.4	1.22	.543
School fellows determined your career choice	36	24.7	10.4	10.9	53.6	64.4	14.99	.001
Career guidance facilities in school determined your career choice	83.2	85.1	7	6.3	9.7	8.6	.664	.717
School’s subjects determined your career choice	26.7	16.5	6.2	6.9	67.1	76.6	14.69	.001
School’s Co-curricular activities determined your career choice	80.1	77.4	6	6.5	13.9	16.1	1.12	.572
School’s Vocational activities determined your career choice	84.7	85.6	6.4	5.4	8.9	9	.413	.814
df= 2			Chi-square Table Value= 5.991					

Table 4.11 demonstrates that in view of students, 53.6% male and 64.4% female students agree that schools' fellows determined their career choices. About the influence of the school environment on the career choices of students, 77% male and 85.6% female students agree that the environment of the school determined their career choices. In connection with the influence of schools' subjects, 67.1% male and 76.6% female students agree that schools' subjects determined their career choices. As for the career guide of the school, 91.7% male and 85.1% female students disagree that career guides determined their career choices.

This identified significant differences in the influence of school related factors among male and female students. Schools' fellows, school environment and schools' subjects significantly influenced female students in their career choice decisions. On application of the Chi-square test, the difference was found statistically significant. No significant difference was found in the influence of teachers, principal or head, school fellows, career guidance facilities of school, co-curricular and vocational activities on the career choices of students.

Table 4.12

The Influence of Socio-cultural Factors on the Career Choices of Secondary School Students

Statements	Responses Total=961 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Societal needs and demands affected your career choice	18.8	6.6	74.6	54.8	.000
Culture affected your career choice	22	7.7	70.3	61.77	.000
Religion affected your career choice	26.4	7.5	66.1	129.70	.000
Ethnicity affected your career choice	44	8.3	47.7	124.17	.000
Social gender stereotype affected your career choice	44.3	6.5	49.2	137.73	.000
Friends affected your career choice	31.2	10.2	58.6	80.19	.000
Peers affected your career choice	28.9	8.4	62.6	44.92	.000
Social role models affected your career choice	20.6	7.6	71.8	49.48	.000
Social media affected your career choice	23.5	5.8	70.7	68.05	.000
Social status and prestige affected your career choice	25.5	8.5	66	77.12	.000
df= 18	Chi-square Table Value= 28.869				

Table 4.12 exhibits that regarding the influence of societal needs and demands on the career choices of students, 74.6% students agree that societal needs and demands influenced their career choices. About the influence of social role models, 71.8% students agree that social role models affected their career choices. Likewise, 70.7% students agree that social media affected their career choices. About the influence of

culture on the career choices of students, 70.3% students agree that culture affected their career choices. Concerning the effect of religion on the career choices of students, 66.1% students agree that religion affected their career choices. In view of students, 66% students agree that social status affected their career choices. In connection with the effect of peers on the career choices of students, 62.6% agree that peers affected their career choices. In response to the effect of friends on the career choices of students, 58.6% agree that friends affected their career choices. As for the influence of ethnicity on the career choices of students, 47.7% students agree that ethnicity affected their career choices. In relation to the influence of social gender stereotypes, 49.2% students agree that social gender stereotypes affected their career choices.

The table revealed that societal needs and demands, social role models, social media, culture, religion, social status and prestige, peers, friends, ethnicity and social gender stereotypes significantly influenced the career choices of students in secondary schools. On application of the Chi-square test, the findings were found statistically significant.

Table 4.13

Gender wise Comparison in the Influence of Socio-cultural factors on the Career Choices of Secondary School Students

Statements	Responses						Chi-square value	P-value
	Total=961 (100%)							
	Male (M) =483			Female (F) =478				
	Disagree (%)		Un-decided (%)		Agree (%)			
	M	F	M	F	M	F		
Societal needs and demands affected your career choice	19	18.6	6	7.1	74.9	74.3	.489	.783
Culture affected your career choice	31.1	12.8	7.2	8.2	61.7	79.1	47.20	.000
Religion affected your career choice	37.7	15.5	7.2	7.7	55.5	76.8	59.70	.000
Ethnicity affected your career choice	68.1	19.7	9.3	7.3	22.6	73	257.55	.000
Social gender stereotype affected your career choice	74.9	13.4	4.8	8.2	20.3	78.5	374.79	.000
Friends affected your career choice	39.8	22.6	10.1	10.3	50.1	67.2	34.58	.000
Peers affected your career choice	35.6	22.2	6	10.9	58.4	66.9	24.57	.000
Social role models affected your career choice	23.6	17.6	7.2	7.9	69.2	74.5	5.34	.069
Social media affected your career choice	25.7	21.3	5.8	5.9	68.5	72.8	2.54	.281
Social status and prestige affected your career choice	32.9	18	4.1	4.8	58	74.1	30.80	.000
df= 2		Chi-square Table Value= 5.991						

Table 4.13 displayed that in relation to the influence of social gender stereotypes, 74.9% male disagree and 78.5% female students agree that social gender stereotypes affected their career choices. As for the influence of ethnicity on the career choices of students, 68.1% male students disagree and 73% female students agree that ethnicity affected their career choices. Concerning the effect of religion on the career choices of students, 55.5% male and 76.8% female students agree that religion affected their career choices. About the influence of culture on the career choices of students, 61.7% male and 79.1% female students agree that culture affected their career choices. In response to the effect of friends on the career choices of students, 50.1% male and 67.2% female agree that friends affected their career choices. In view of students, 58% male and 74% female students agree that social status affected their career choices. In connection with the effect of peers on the career choices of students, 58.4% male and 66.9% female agree that peers affected their career choices.

The findings from the table identified significant differences in the influence of social gender stereotypes, ethnicity, religion, culture, friends, social status and prestige and peers on the career choices of male and female students and these factors significantly influenced the career choices of female students. It illustrated that socio-cultural factors significantly influenced the career choices of female in secondary schools. On application of the Chi-square test, the difference was found statistically significant. No significant difference was found in the influence of societal needs and demands, social role models and social media on the career choices of male and female students.

Table 4.14

The Influence of Career outcomes on the Career Choices of Secondary School Students

Statements	Responses Total=961 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Income/Salary/pay influenced your Career Choice	22.3	3.7	74	91.49	.000
Job security influenced your career Choice	13.5	7	79.5	36.44	.006
Working environment influenced your career choice	21.5	10.2	68.3	37.01	.005
Authority and power influenced your career choice	28.4	5.4	66.2	38.60	.003
Autonomy and recognition influenced your career choice	20.6	4.9	74.5	97.81	.000
Future Promotions influenced your career choice	17.7	6.9	75.4	34.12	.012
Leisure and comfort influenced your career choice	25.3	4.5	70.2	35.15	.009
Job satisfaction influenced your career choice	18.1	7.2	74.7	101.61	.000
Competition /challenge influenced your career choice	35	5.9	59.1	44.90	.000
Career opportunities influenced your career choice	35.7	7.7	56.6	114.26	.000
df= 18			Chi-square Table Value= 28.869		

Table 4.14 demonstrates that in connection with the influence of job security, 79.5% students agree that job security influenced their career choices. Likewise, about the influence of job satisfaction, 74.7% students agree that job satisfaction influenced their career choices. About the influence of autonomy and recognition, 74.5% students agree that autonomy and recognition influenced their career choices. As for influence of future promotions, 75.4% students agree that future promotions influenced their career choices. In response to the influence of income, 74% students

agree that income from careers influenced their career choices. Concerning the working environment, 68.3% students agree that the working environment of careers affected their career choices. Regarding the influence of authority and power, 66.2% students agree that authority and power influenced their career choices. In the opinion of students, 59.1% students agree that competition and challenge affected their career choices. Similarly, about the influence of career opportunities, 56.6% students agree that career opportunities influenced their career choices.

The data from the table illustrated that career outcomes, i.e. job security, job satisfaction, authority and power, autonomy and recognition, future promotions, income, leisure and comfort, working environment, authority and power, competition and career opportunities significantly influenced the career choices of the students in secondary schools. On application of the Chi-square test, the findings were found statistically significant.

Table 4.15

Gender wise Comparison in the Influence of Career outcomes on the Career Choices of Secondary School Students

Statements	Responses Total=961 (100%)						Chi-square value	P-value
	Male (M) =483			Female (F) =478				
	Disagree (%)		Un-decided (%)		Agree (%)			
	M	F	M	F	M	F		
Income/Salary/pay influenced your Career Choice	30.6	13.8	3.5	4	65.8	82.2	39.82	.000
Job security influenced your career Choice	14.9	12.1	6.8	7.1	78.3	80.8	1.58	.454
Working environment influenced your career choice	27.3	15.7	7.5	13	65.2	71.3	23.60	.000
Authority and power influenced your career choice	39.5	17.2	5.4	5.4	55.1	77.4	60.50	.000
Autonomy and recognition influenced your career choice	25.1	16.1	4.6	5.2	70.4	78.7	11.75	.003
Future Promotions influenced your career choice	20.3	15.1	5.4	8.4	74.3	76.6	6.99	.030
Leisure and comfort influenced your career choice	35.5	16.9	4.6	4.4	71.9	78.7	35.78	.000
Job satisfaction influenced your career choice	22.4	13.8	6.4	7.9	71.2	78.2	12.08	.002
Competition /challenge influenced your career choice	40.6	29.3	5.2	6.7	54.2	64	13.58	.001
Career opportunities influenced your career choice	50.7	20.5	7.7	7.7	41.6	71.8	100.04	.000
df= 2		Chi-square Table Value= 5.991						

Table 4.15 shows that about the influence of career opportunities, 41.6% male and 71.8% female students agree that career opportunities influenced their career choices. Regarding the influence of authority and power, 55.1% male and 77.4% female students agree that authority and power influenced their career choices. In response to the influence of income, 65.8% male and 82.2% female students agree that income from careers influenced their career choices. In relation to the influence of leisure and comfort, 71.9% male and 78.7% female students agree that leisure and comfort influenced their career choices. Concerning working environment, 65.2% male and 71.3% female students agree that the working environment of careers affected their career choices. In the opinion of students, 54.2% male and 64% female students agree that competition and challenge affected their career choices. Likewise, about the influence of job satisfaction, 71.2% male and 78.2% female students agree that job satisfaction influenced their career choices. About the influence of autonomy and recognition, 70.4% male and 78.7% female students agree that autonomy and recognition influenced their career choices. As for the influence of future promotions, 74.3% male and 76.6% female students agree that future promotions influenced their career choices.

The findings from the table highlighted significant differences in the influence of career opportunities, authority and power, income, leisure and comfort, working environment, competition and challenge, job satisfaction, autonomy and recognition and future promotions on the career choices of male and female students and these factors significantly influenced the career choices of female students in secondary schools. On application of the Chi-square test the difference in the influence of the career outcomes on the career choices of male and female students was found statistically significant. No significant difference was found in the influence of job security on the career choices of male and female students.

Table 4.16**Career Guidance Needs of Secondary School Students**

Statements	Responses Total=961 (100%)			Chi-square value	P-value
	Un- important (%)	Somewhat Important (%)	Very Important (%)		
Provision of career guidance/ counseling facilities at the school	10	8.3	81.1	1011.45	.000
Availability of trained career guides and counselor at the school	10.2	8	81.7	1016.09	.000
Help in the selection of school subjects by teachers/ guides	8.4	7.3	84.3	1122.96	.000
Guidance in career choice decisions of students at school	8.5	8.4	83	1068.41	.000
Support in career planning of students at the school	9.9	7	83.1	1074.11	.000
Mechanism for identification of students' interest and abilities	9.5	5.2	85.3	1171.72	.000
Integration of students' interests and abilities with career choices	10.6	7.7	81.7	1012.27	.000
Provision of information regarding career opportunities	9.2	6.5	84.4	1128.4	.000
Incorporating Career guidance subjects in the school's curriculum	7.7	4.5	87.8	1285.60	.000
Use of library and Internet for career guidance in the school	9.5	3.4	87.1	1255.25	.000
df= 2			Chi-square Table Value= 5.991		

Table 4.16 identifies that about the need for the provision of career guidance facilities in schools, for 81.1% students it is very important. Regarding the availability of trained career guides in schools for 81.7% students it is very important. As for the help in selection of schools' subjects by teachers and career guides at the school, 84.3% students considered it very important. Concerning guidance in career choice decisions of students at schools, 83% students considered it very important. In the opinion of 83.1% students, it is very important to support students in career planning at the schools. In view of 85.3% students, the mechanism for identification of

students' interest and abilities in the school is very important. In connection to the integration of students, abilities with the career choice decisions, 81.7% students considered it very important. In response to the provision of information regarding the job market and the career opportunities, 84.4% students regarded it very important. Likewise, about the incorporation of career guidance subjects in schools' curriculum, 87.8% students considered it very important. Similarly, regarding the use of library and internet for the career guidance at school, 87.1% students considered it very important.

The provision of career guidance facilities, availability of trained career guides, help in selection of schools' subjects by teachers and career guides, guidance in career choice decisions, support in career planning, mechanism for identification of students' interests and abilities, integration of interests and abilities with career choice decisions, provision of information about job market and career opportunities, incorporation of career guidance subjects in schools' curriculum and the use of library and internet are the significant career guidance needs of secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.17

Evaluation of Career Guidance Facilities Available to Secondary School Students

Statements	Responses Total=961 (100%)			Chi-square value	P-value
	Not Available (%)	Ordinary (%)	Good (%)		
Availability of career guidance/ counseling facilities at the school	83.6	7	9.5	1091.80	.000
Services of trained career guide/ counselor at the school	87.6	5.3	7.1	1274.76	.000
Provision of help in subjects selection by teachers/counselor at the school	76.2	14	9.8	796.19	.000
Guidance in career choice decisions of students at the school	76.1	10.9	13	790.34	.000
Support in career planning of students at the school	83.2	10.1	6.7	1079.09	.000
Mechanism for identification of students' interests and abilities	81.3	11.9	6.9	997.31	.000
Integration of students' interests and abilities with career choice decisions	84.6	7.5	7.9	1136.59	.000
Provision of information about career opportunities and job market	85	7.9	7.1	1155.20	.000
Availability of Career guidance subjects in school's curriculum	87.5	4.6	7.9	127.03	.000
Use of library and Internet for career guidance in the school	87.4	4.9	7.7	1265.70	.000
df= 2	Chi-square Table Value= 5.991				

Table 4.17 evaluates the career guidance facilities available to students of secondary schools. In view of students about the availability of career guidance facilities, 83.6% students replied that facilities of career guidance are not available to them at schools. In the opinion of students regarding the availability of the services of trained career guides at schools, 87.6% replied that the services of trained career guides are not available to them at school. About the provision of help in subjects' selection by teachers and guides at school, 76.2% students replied that it is not available.

Regarding guidance of students in the career choice decisions at school, 76.1% viewed that it is not available to them. As for the support of students in career planning of the students at school, 83.2% students opined that it is not available to them at schools. Concerning the availability of mechanism for identification of students' interests and abilities, 81.3% students replied that such mechanism is not available to them. In relation to the integration of students' interests and abilities with the career choice decisions, 84.6% students replied that such integration of their interests and career choice decisions is not available to them. In connection with the provision of information regarding job market and career opportunities, 85% students replied that it is not available to them at schools. In response to the availability of career guidance subjects in the schools' curriculum, 87.5% students replied that this facility is not available to them. Similarly, about the use of library and internet for the career guidance of the students at schools, 87.4% replied that this facility is not available to them.

The findings of the table pinpointed that career guidance facilities, services of trained career guides, provision of help in subjects' selection by teachers and guides, guidance in career choice decisions, support in career planning, mechanism for identification of students' interests, abilities, integration of interests and abilities with career choice decisions, information about career opportunities and job market, career guidance subjects in schools' curriculum and the facility of library and internet for career guidance are not available to secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.18**Effective Strategies for the Career Guidance of Secondary School Students**

Statements	Responses Total=961 (100%)			Chi-square value	P-value
	Un- important (%)	Somewhat Important (%)	Very Important (%)		
Provision of Career guidance facilities for career planning at the school	7.7	7.3	85	1155.12	.000
Appointing trained career guides to facilitate students in career development	9.2	11.1	79.7	930.62	.000
Collaboration of parents, teachers for support of students in career choices	10.9	5.3	83.8	1104.51	.000
Career orientations for students to know information about career opportunities	12.9	7.7	79.4	921.48	.000
Career workshops for promoting awareness regarding career guidance	10.6	8.2	81.2	990.23	.000
Identification of students' interests, abilities and integration with careers	10.7	5.3	84	1113.27	.000
Incorporation of career guidance subjects in school's curriculum	11.4	7.7	80.9	978.5	.000
Developing career guidance as an integral part of teacher education	9.8	6.1	84.1	1115.53	.000
The use of books, brochures and social media for career guidance	13.1	5.6	81.3	1001.81	.000
The active role of policy makers for providing resources to help establish career guidance facilities at school	9.2	8.4	82.4	104.82	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.18 highlights in view of students regarding the provision of career guidance facilities for career planning at the school, 85% termed them very important. In the opinion of students about the appointing of trained career guides to facilitate students in career development, 79.7% opined that it is very important. About the collaboration of parents, teachers and schools' authorities for support of students in career choice decisions, 83.8% considered it very important. Regarding career orientations for students to know information about career opportunities and job market, 79.4%

termed it very important. As for career workshops for the promotion of awareness regarding career guidance among students, 81.2% students replied that it is very important. Concerning the assessment mechanism for identification of students' interest, abilities and their integration with the career choice decisions, 84% students viewed it very important. In relation to the incorporation of career guidance subjects in the schools' curriculum, 80.9% students considered it very important. In connection to developing career guidance as an integral part of teacher training programs, 84.1% students replied that it is very important. Similarly, in response to the use of books, brochures and social media for the career guidance of the students at school, 81.3% students responded that it is very important. Likewise, about the active role of policy makers for the provision of material and financial resources to help establish career guidance facilities in schools, 82.4% students responded that it is very important.

The findings of the table identified the provision of career guidance facilities for career planning of students in schools, the appointing of trained career guides to facilitate students in career development, collaboration of parents, teachers and schools' authorities for support of students in career choice decisions, career orientations for students to know information about careers and job market, career workshops for awareness regarding career guidance among students, assessment mechanism for the identification of students' interests, abilities and their integration with the career choice decisions, incorporation of career guidance subjects in schools' curriculum, developing career guidance as an integral part of teachers' education, the use of books, brochures and social media for the career guidance of students and the active role of the policy makers for the provision of material and financial resources for establishment of career guidance facilities in schools as the most effective strategies for career guidance of secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

4.1.3 Data Analysis of Parents' Questionnaires

Table 4.19

Career Choices of the Secondary School Students

Career Choices	Frequency	Percentage	Chi-square Value	P-value
Agriculture	3	3.2	89.61	.000
Armed Forces	11	11.8		
Business	2	2.2		
Civil Service	3	3.3		
Computer and IT	2	2.2		
Engineering	21	22.6		
Law	1	1.1		
Medical	31	33.3		
Teaching	18	19.4		
Any Other	1	1.1		
Total	93	100		
df=9		Chi-square Table Value= 16.919		

Table 4.19 demonstrates the career choices of secondary schools' students in the light of the views of their parents. As for the major career choices of the secondary schools' students, 33.3% parents viewed the career choice of Medical, 22.6% Engineering, 19.4 % Teaching and 11.8% Armed forces as major career choices of the secondary schools' students. On the other hand, as for the minor career choices of secondary schools' students, 1% parents viewed Law, 2% Business, 2% Computer and information technology, 3% Agriculture and 3% Civil service as the minor career choices of students.

It identified Medical, Engineering, Teaching and Armed forces as the prominent career choices of the secondary schools' students and Law, Business, Computer and information technology and Agriculture as the least prominent career choices of the students in view of their parents at the stage of secondary schools. On application of the Chi-square test, the findings were found statistically significant.

Table 4.20**Factors Affecting the Career Choices of Secondary School Students**

Career Choice Factors	Responses Total= 93		Chi-square value	P-value
	Yes (%)	No (%)		
Personality	35.5	64.5	7.84	.005
Parents	68.8	31.2	7.89	.004
Family	44.1	55.9	1.30	.254
Teachers	25.8	74.2	21.77	.000
School Counselor	3.2	96.8	81.39	.000
School Fellows	17.2	82.8	40.01	.000
Peers and Friends	19.4	80.6	40.01	.000
Socioeconomic status	29	71	16.36	.000
Job market	15.1	84.9	45.43	.000
Any other	2.2	97.8	85.17	.000
df= 1		Chi-square Table value= 3.841		

Table 4.20 identifies that 68.8% parents regarded parents as a major factor, 35.5% considered the influence of students' personality, 29% parents viewed the influence of socioeconomic status and 25.8% parents saw the influence of teachers and 19.4% viewed the influence of peers and friends on the career choices of students.

The data of the table demonstrated parents, students' personalities, socioeconomic status, their teachers and peers and friends as major factors affecting the career choices of students at secondary level. The influences of other factors, school counselor, job market and schoolfellows were viewed as minor. On application of the Chi-square test, the findings were found statistically significant except for the influence of family.

Table 4.21

The Influence of Personality on the Career Choices of Secondary School Students

Statements	Responses Total=93 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Interest affected the career choice of your child	24.7	5.4	69.9	61.16	.000
Personal will affected the career choice of your child	21.5	5.4	73.1	69.87	.000
Aspiration affected the career choice of your child	28	10.8	61.3	36.84	.000
Motivation affected the career choice of your child	24.7	15.1	60.2	31.55	.000
Self-concept/esteem affected the career choice of your child	18.3	7.5	74.2	71.48	.000
Aptitude affected the career choice of your child	22.6	8.6	68.8	55.42	.000
Academic achievement/grades affected the career choice of your child	22.6	8.6	68.8	55.42	.000
Personal skills and abilities affected the career choice of your child	22.6	5.4	72	66.84	.000
Self-educational expectations affected the career choice of your child	19.4	7.5	73.1	68.19	.000
Personal career expectations affected the career choice of your child	28	7.5	64.5	46.52	.000
df= 2			Chi-square Table Value= 5.991		

Table 4.21 presents that according to 69.9% parents, they agree that children's interests affected their career choice. In view of 73.1% parents, they agree that the personal wills of children affected their career choices. In the opinion of 61.3% parents, they agree that children's aspirations influenced their career choices. Similarly, 60.2% parents agree that children's motivations affected their career choices. Likewise, 74.2% parents agree that self-concepts of children affected their career choices. As for aptitude, 68.8% parents agree that children's aptitudes affected their career choices. About the influence of academic grades, 68.8% parents agree that children's academic grades affected their career choices. Regarding the skills and

abilities of students, 72% parents agree that children's skills and abilities affected their career choices. Concerning the educational expectations, 72% parents agree that children's educational expectations affected their career choice. As regards the personal career expectations of students, 73.1 % parents agree that their children's career expectations affected their career choices.

The findings from the table identified that the factors of personality, i.e. students' interests, wills, aspirations, motivations, self-concepts, aptitudes, academic grades, personal skills and abilities, educational and career expectations significantly influenced the career choices of students at secondary level. On application of the Chi-square test, the findings were found statistically significant.

Table 4.22

The Influence of Parents and Family on the Career Choices of Secondary School Students

Statements	Responses Total=93 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Father influenced the career choice of your child	31.2	9.7	59.1	34.32	.000
Mother influenced the career choice of your child	25.8	7.5	66.7	51.16	.000
Siblings influenced the career choice of your child	21.5	8.6	69.9	58.26	.000
Family members influenced the career choice of your child	52.7	2.2	45.2	41.8	.000
Guardians influenced the career choice of your child	49.5	11.8	38.7	20.97	.000
Parents' socioeconomic status influenced the career of your child	26.9	9.7	63.4	42.07	.000
Parents' level of education influenced the career choice of your child	55.9	8.6	35.5	31.42	.000
Parents' work experience influenced the career choice of your child	76.3	7.5	16.1	78.45	.000
Parents' career information influenced the career choice of your child	47.3	8.6	44.1	25.74	.000
Family type (Extended/Nuclear) influenced the career of your child	20.4	11.8	67.7	50.58	.000
df= 2			Chi-square Table Value= 5.991		

Table 4.22 illustrates that according to 59.1% parents, they agree that fathers influenced the career choices of children. In view of 66.7% parents, they agree that their children's mothers affected their career choices. In the opinion of 69.9% parents, they agree that their children's siblings influenced their career choices. As for the socioeconomic status of parents, 63.4% parents agree that parents' socioeconomic status influenced the career choices of their children. As regards the influence of

family types on the career choices of students, 67.7% parents agree that the types of families influenced their children's career choices.

The findings of the table demonstrated that the factors of parents and family, i.e. fathers, mothers, siblings, parents' socioeconomic status and family types significantly influenced the career choices of students. Family members, guardians, parents' education, work experience and career information were not found as major influencing factors on the career choices of students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.23**The Influence of School on the Career Choices of Secondary School Students**

Statements	Responses Total=93 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
School's environment determined the career choice of your child	15.1	5.4	79.6	90.77	.000
Teachers determined the career choice of your child	15.1	6.5	78.5	86.39	.000
School's Career Guide determined the career choice of your child	94.6	1.1	4.3	157.36	.000
School's Principal/Head determined the career choice of your child	74.2	5.4	20.4	73.03	.000
Class fellows determined the career choice of your child	26.9	9.7	63.4	42.07	.000
School fellows determined the career choice of your child	30.1	12.9	57	27.55	.000
Career guidance facilities in school determined the career of your child	81.7	9.7	8.6	98.00	.000
School's subjects determined the career choice of your child	19.4	7.5	73.1	68.19	.000
School's Co-curricular activities determined the career of your child	77.4	6.5	16.1	62.65	.000
School's Vocational activities determined the career of your child	82.8	5	10.8	102.65	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.23 highlights that 79.6% parents agree that the environment of their child's school determined their career choices. Regarding the influence of teachers on the career choices of students, 78.5 % parents agree that their children's teachers determined their career choices. In the opinion of parents, 63.4% parents agree that their children's class fellows determined their career choices. In view of the parents, 57% parents agree that their children's schools' fellows determined their career

choices. In connection with the influence of the schools' subjects, 73.1% parents agree that their children's schools' subjects determined their career choices.

The data of the table illustrated that the factors of school, i.e. school environment, teachers, class fellows, school fellows and schools' subjects significantly influenced the career choices of students. The influence of schools' career guides, principal or heads, career guidance facilities, co-curricular and vocational activities was not prominent on the career choices of students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.24

The influence of Socio-cultural Factors on the Career Choices of Secondary Schools' Students

Statements	Responses Total=93 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Societal needs and demands affected the career choice of your child	15.1	6.5	78.5	86.39	.000
Culture affected the career choice of your child	15.1	5.4	79.6	90.77	.000
Religion affected the career choice of your child	19.4	4.3	76.3	80.58	.000
Ethnicity affected the career choice of your child	48.4	6.5	45.2	30.39	.000
Social gender stereotype affected the career choice of your child	45.2	3.2	51.6	38.52	.000
Friends affected the career choice of your child	30.1	4.3	65.6	52.84	.000
Peers affected the career choice of your child	30.1	4.2	65.6	52.84	.000
Social role models affected the career choice of your child	15.1	5.4	79.6	90.77	.000
Social media affected the career choice of your child	20.4	2.2	77.4	86.00	.000
Social status and prestige affected the career choice of your child	14	3.2	82.8	104.00	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.24 exhibits that 78.5% parents agree that societal needs and demands influenced their children's career choices. About the influence of culture on the career choices of students, 79.6% parents agree that their children's culture affected their career choices. Concerning the effect of religion on the career choices of students, 76.3% parents agree that their children's religion affected their career choices. In relation to the influence of social gender stereotypes, 51.6% parents agree that social gender stereotypes affected their children's career choices. In response to the effect of

friends on the career choices of students, 65.6% parents agree that their children's friends affected their career choices. In connection with the effect of peers on the career choices of students, 65.6% parents agree that their children's peers affected their career choices. Similarly, about the influence of social role models, 79.6% parents agree that social role models affected their children's career choices. Likewise, 77.4% parents agree that social media affected their children's career choices. In view of parents, 82.8% parents agree that social status affected their children's career choices.

The findings of the table revealed that socio-cultural factors, i.e. societal needs and demands, culture, religion, social gender stereotypes, friends, peers, social role models, media and social status significantly influenced the career choices of students in secondary schools. The influence of ethnicity on the career choices of students was not found influential. On application of the Chi-square test, the findings were found statistically significant.

Table 4.25

The Influence of Career outcomes on the Career Choices of Secondary School Students

Statements	Responses Total=93 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Income/Salary/pay influenced the career choice of your child	21.5	2.2	75.3	135.17	.000
Job security influenced the career choice of your child	8.6	4.3	87.1	121.23	.000
Working environment influenced the career choice of your child	22.6	3.2	74.2	75.10	.000
Authority and power influenced the career choice of your child	28	6.5	65.6	50.00	.000
Autonomy and recognition influenced the career choice of your child	21.5	2.2	76.3	82.65	.000
Future Promotions influenced the career choice of your child	20.4	2.2	77.4	86.00	.000
Leisure and comfort influenced the career choice of your child	23.7	3.2	73.1	72.07	.000
Job satisfaction influenced the career choice of your child	19.4	4.3	76.3	80.58	.000
Competition /challenge influenced the career choice of your child	41.9	4.3	53.8	37.23	.000
Career opportunities influenced the career choice of your child	44.1	7.4	48.4	28.13	.000
df= 2			Chi-square Table Value= 5.991		

Table 4.25 demonstrates that 75.3% parents agree that income from careers influenced their children's career choices. In connection with the influence of job security, 87.1% parents agree that job security influenced their children's career choices. Concerning the working environment, 74.2% parents agree that the working environment of the career affected their children's career choices. Regarding the influence of authority and power, 65.6% parents agree that authority and power influenced their children's career choices. About the influence of autonomy and

recognition, 76.3% parents agree that autonomy and recognition influenced their children's career choices. As for the influence of future promotions, 77.4% parents agree that future promotions influenced the choice of their children's careers. In relation to the influence of leisure and comfort, 73.1% parents agree that leisure and comfort influenced their children's career choices. Likewise, about the influence of job satisfaction, 76.3% parents agree that job satisfaction influenced their children's career choices. In the opinion of parents, 53.8% parents agree that competition and challenge affected their children's career choices. Similarly, about the influence of career opportunities, 48.4% parents agree that career opportunities influenced their children's career choices.

The table illustrated that career outcome, i.e. income, job security, working environment, authority and power, autonomy and recognition, future promotions, leisure and comfort, job satisfaction, competition and career opportunities significantly influenced the career choices of students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.26**Career Guidance Needs of Secondary School Students**

Statements	Responses Total=93 (100%)			Chi-square value	P-value
	Un- important (%)	Somewhat Important (%)	Very Important (%)		
Provision of career guidance/ counseling facilities at the school	6.5	8.6	84.9	111.59	.000
Availability of trained career guide and counselor at the school	6.5	6.5	87.1	120.97	.000
Help in the selection of school subjects by teachers/ counselors	8.6	4.3	87.1	121.23	.000
Guidance in career choice decisions of students at the school	3.2	9.8	87	121.55	.000
Support in career planning of students at the school	5.4	4.3	90.3	135.94	.000
Mechanism for identification of students' interest and abilities	3.2	5.6	91.4	141.16	.000
Integration of students' interests and abilities with their career choices	7.5	6.5	86	116.19	.000
Provision of information regarding job market and career opportunities	6.5	7.5	86	116.19	.000
Incorporating Career guidance subjects in the school's curriculum	6.5	3.2	90.3	136.07	.000
Use of library and Internet for career guidance in the school	9.7	2.2	88.2	126.65	.000
df= 2			Chi-square Table Value= 5.991		

Table 4.26 identifies that about the need for the provision of career guidance facilities in schools, for 84.9% parents it is very important. Regarding the availability of the

trained career guides in schools for 87.1% parents it is very important. As for the help in selection of schools' subjects by teachers and career guides at the school, 87.1% parents considered it very important. Concerning guidance in career choice decisions of students at the schools, 87% parents considered it very important. In the opinion of 90.3% parents, it is very important to support students in career planning at the schools. In view of 91.4% parents, the mechanism for identification of students' interests and abilities in the school is very important. In connection to the integration of students, abilities with the career choice decisions, 86% parents considered it very important. In response to the provision of information regarding job market and career opportunities, 86% parents regarded it very important. Likewise, about the incorporation of career guidance subjects in schools' curriculum, 90.3% parents considered it very important. Similarly, regarding the use of library and internet for the career guidance at school, 88.2% parents considered it very important.

The table highlighted that the provision of career guidance facilities, availability of trained career guides, help in selection of schools' subjects by teachers and career guides, guidance in career choice decisions, support in career planning, mechanism for the identification of students' interests and abilities, integration of interests, abilities with career choice decisions, provision of information about job market and career opportunities, incorporation of career guidance subjects in schools' curriculum and the use of library and internet are significant career guidance needs of students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.27

Evaluation of Career Guidance Facilities Available to Secondary School Students

Statements	Responses Total=93 (100%)			Chi-square value	P-value
	Un-available (%)	Ordinary (%)	Good (%)		
Availability of career guidance/ counseling facilities at the school	84.9	5.4	9.7	111.74	.000
Services of trained career guide/ counselor at the school	92.5	4.3	3.2	146.39	.000
Provision of help in subjects selection by teachers/counselor at the school	78.5	17.3	4.2	87.68	.000
Guidance in career choice decisions of students at the school	83.9	10.8	5.4	107.29	.000
Support in career planning of students at the school	89.2	7.5	3.2	131.10	.000
Mechanism for identification of interests and abilities at the school	86	9.8	4.2	116.58	.000
Integration of students' interests and abilities with their career choices	89.2	6.5	4.3	130.90	.000
Provision of information about career opportunities and job market	87.1	7.5	5.4	121.03	.000
Availability of Career guidance subjects in school's curriculum	89.5	6.5	4	130.90	.000
Use of library and Internet for career guidance at the school	88.2	7.5	4.3	126.00	.000
df= 2	Chi-square Table Value= 5.991				

Table 4.27 evaluates that 84.9% parents replied that the facilities of career guidance are not available to their children at the schools. Regarding availability of the services of trained career guides at schools, 92.5% replied that the services of trained career guides are not available to their children at schools. About the provision of help in subjects' selection by teachers and guides at school, 78.5% parents replied that it is not available. Regarding guidance of students in career choice decisions at the school, 83.9% parents viewed that it is not available to their children at the school. As for the support of students in career planning of students at the school, 89.2% parents opined

that it is not available to their children at schools. Concerning the availability of mechanism for identification of students' interests and abilities, 86% parents replied that such mechanism is not available to their children at schools. In relation to the integration of students' interests and abilities with the career choice decisions, 89.2% parents replied that such integration of interests, abilities and career choice decisions is not available to their children at the school. In connection to the provision of information regarding job market and career opportunities, 87.1% parents replied that it is not available to their children at the schools. In response to the availability of career guidance subjects in the schools' curriculum, 89.5% parents replied that this facility is not available to their children at the school. Similarly, about the use of library and internet for the career guidance of students at the schools, 87.4% parents replied that this facility is not available to their children at the school.

The table pinpointed that the important career guidance facilities, services of trained career guides, provision of help in subjects' selection by teachers and guides, guidance in career choice decisions, support in career planning, mechanism for identification of students' interests, abilities, integration of interests and abilities with career choice decisions, information about career opportunities and job market, career guidance subjects in schools' curriculum and the facility of library and internet for career guidance are not available to students in secondary schools. On application of the Chi-square test, the findings were found statistically significant.

Table 4.28**Effective Strategies for the Career Guidance of Secondary School Students**

Statements	Responses Total=9 (100%)			Chi-square value	P-value
	Un- important	Somewhat Important	Very Important		
Provision of Career guidance facilities for career planning at the school	8.6	3.2	88.2	126.26	.000
Appointing trained career guide to facilitate students in career development	5.4	5.4	89.2	130.84	.000
Collaboration of parents, teachers for support of students in career choices	4.3	2.2	93.5	151.81	.000
Career orientations for students to know information about career opportunities	6.5	5.4	88.2	125.87	.000
Workshops for promoting awareness regarding career guidance in students	8.6	8.5	82.9	102.39	.000
Identification of students' interests and abilities and integration with the careers	5.4	3.2	91.4	141.16	.000
Incorporation of career guidance subjects in school's curriculum	6.5	6.3	87.3	120.97	.000
Developing career guidance as integral part of teacher education/training	6.4	9.8	83.9	107.03	.000
The use of books, brochures and social media for career guidance at school	7.5	3.2	89.2	131.10	.000
Active role of the policy makers for the provision resources to help establish career guidance facilities at the school	3.2	4.2	92.5	151.74	.000
df= 2			Chi-square Table Value= 5.991		

Table 4.28 highlights that in view of parents regarding the provision of career guidance facilities for career planning at the school, 88.2% termed them very important. In the opinion of parents about the appointing of trained career guides to facilitate students in career development, 89.2% opined that it is very important. About the collaboration of parents, teachers and schools' authorities in support of students in the career choice decisions, 93.5% parents considered it very important. Regarding career orientations for students to know information about career opportunities and job market, 88.2% parents termed it very important. As for career

workshops for the promotion of awareness regarding career guidance among students, 82.9% parents replied that it is very important. Concerning the assessment mechanism for identification of students' interest, abilities and their integration with the career choice decisions, 91.4% parents viewed it very important. In relation to the incorporation of the career guidance subjects in the schools' curriculum, 87.3% parents considered it very important. In connection to developing career guidance as an integral part of teacher training programs, 83.9% parents replied that it is very important. Similarly, in response to the use of books, brochures and social media for the career guidance of the students at the school, 89.2% parents responded that it is very important. Likewise, about the active role of policy makers for the provision of material and financial resources to help establish career guidance facilities in schools, 92.5% parents responded that it is very important.

The table identified the effective career guidance strategies, i.e. the provision of career guidance facilities for career planning in schools, the appointment of trained career guides to facilitate students in career development at schools, collaboration of parents, teachers and schools' authorities for support of students in career choice decisions, career orientations for students to know information about careers and job market, career workshops for awareness regarding career guidance among students, assessment mechanism for the identification of students' interests, abilities and their integration with the career choice decisions, incorporation of career guidance subjects in schools' curriculum, developing career guidance as an integral part of teachers' education, the use of books, brochures and social media for the career guidance of students and the active role of the policy makers for the provision of material and financial resources for establishment of career guidance facilities in schools as significant strategies for the effective career guidance of students in secondary schools. On application of the Chi-square test, the findings were found statistically significant.

4.1.4 Data analysis of Teachers' Questionnaires

Table 4.29

Career Choices of Secondary School Students

Career Choices	Responses Total= 97 (100%)		Chi-square value	P-value
	Yes (%)	No (%)		
Agriculture	6.2	93.8	74.49	.000
Armed Forces	33	67	11.23	.000
Business	15.5	84.5	46.28	.000
Civil Service	12.4	87.6	54.94	.000
Computer and IT	21.6	78.4	31.19	.000
Engineering	50.5	49.5	42.32	.000
Law	15.5	84.5	46.27	.000
Medical	84.5	15.5	46.28	.000
Teaching	75.3	24.7	24.75	.000
Any Other	5.2	94.8	78.03	.000
df= 1		Chi-square Table value= 3.841		

Table 4.29 demonstrates that 84.5% teachers viewed the career choice of Medical as a major career choice, 75.3% viewed Teaching as a major career choice, 50.5% considered Engineering as a major career choice and 33% teachers viewed Armed forces as the major career choice of students. From the teachers, 6.2% rated Agriculture as the minor career choice, 12.4% teachers viewed Civil service as a minor career choice, and 15.5% termed Law and Business as minor career choices of students at secondary level.

This identified Medical, Teaching, Engineering and Armed forces as the prominent career choices and Agriculture, Civil service, Law and Business as the least prominent career choices of the students in view of their teachers at secondary level. On application of the Chi-square test, the findings were found statistically significant.

Table 4.30**Factors Affecting the Career Choices of Secondary School Students**

Career Choice Factors	Responses Total= 97 (100%)		Chi-square value	P-value
	Yes (%)	No (%)		
Personality	72.2	27.8	19.06	.000
Parents	77.3	22.7	28.96	.000
Family	54.6	45.4	.84	.361
Teachers	48.5	51.5	.093	.761
School Counselor	4.1	95.9	81.66	.000
School Fellows	20.6	79.4	33.50	.000
Peers and Friends	17.5	82.5	40.92	.000
Socioeconomic status	58.8	41.2	2.98	.084
Job market	18.6	81.4	38.36	.000
Any other	8.2	91.8	67.64	.000
df= 1		Chi-square Table value= 3.841		

Table 4.30 identifies that 77.3% teachers regarded parents as the most significant factor, 72.2% regarded personality, 20.6% regarded school fellows, 18.6% regarded job market and 17.5% regarded peers and friends as the most significant factors affecting the career choices of students. As for the least significant factors, 4.1 considered school counselor and 8.2% considered other factors as the least significant factors affecting the career choices of the students.

It demonstrated parents, students' personalities, school fellows, job market and peers and friends as the most significant factors and school counselor and others as the least prominent factors affecting the career choices of students in secondary schools. On application of the Chi-square test, the findings were found statistically significant except for the factors of family, teachers and socioeconomic status.

Table 4.31**The Influence of Personality on the Career Choices of Secondary School Students**

Statements	Responses Total = 97 (100%)			Chi-square	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Interest affected the career choices of your students	30.9	13.4	55.7	26.25	.000
Personal will affected the career choices of your students	35.1	6.2	58.8	40.35	.000
Aspiration affected the career choices of your students	23.7	13.4	62.9	39.67	.000
Motivation affected the career choices of your students	25.8	9.3	64.9	47.59	.000
Self-concept/esteem affected the career choices of your students	19.6	11.3	69.1	56.74	.000
Aptitude affected the career choices of your students	18.6	8.2	73.2	70.91	.000
Academic achievement/grades affected the career choices of your students	22.7	12.4	64.9	45.18	.000
Personal skills and abilities affected the career choices of your students	23.7	9.3	67	52.54	.000
Self-educational expectations affected the career choices of your students	25.8	12.4	61.9	38.12	.000
Personal career expectations affected the career choices of your students	20.6	9.3	70.1	60.89	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.31 presents that according to 55.7% teachers; they agree that students' interests affected their career choice. In view of 58.8% teachers, they agree that personal wills of students affected their career choices. In the opinion of 62.9% teachers, they agree that students' aspirations influenced their career choices. Similarly, 64.9% teachers agree that students' motivations affected their career choices. Likewise, 69.1% teachers agree that self-concepts of students affected their

career choices. As for aptitude, 73.2% teachers agree that students' aptitudes affected their career choices. About the influence of academic grades, 64.9% teachers agree that students' academic grades affected their career choices. Regarding skills and abilities of the students, 67% teachers agree that their students' skills and abilities affected their career choices. Concerning the educational expectations, 61.9% teachers agree that their students' educational expectations affected their career choices. As regards the personal career expectations of students, 70.1 % teachers agree that students' career expectations affected their career choices.

The findings of the table identified that personality related factors, i.e. students' interests, wills, aspirations, motivations, self-concepts, aptitudes, academic grades, personal skills and abilities, educational and career expectations significantly influenced the career choices of students in secondary schools. On application of the Chi-square test, the findings were found statistically significant.

Table 4.32**The Influence of Parents and Family on the Career Choices of Secondary School Students**

Statements	Responses Total=97 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Fathers influenced the career choices of your students	28.9	4.1	67	58.41	.000
Mothers influenced the career choices of your students	24.8	7.2	68	57.05	.000
Siblings influenced the career choices of your students	30.9	8.2	60.8	40.47	.000
Family members influenced the career choices of your students	63.9	7.2	28.9	47.65	.000
Guardians influenced the career choices of your students	70.1	6.2	23.7	63.49	.000
Parents' socioeconomic status influenced the careers of your students	24.7	11.3	63.9	43.44	.000
Parents' level of education influenced the career choices of your students	52.6	10.3	37.1	26.62	.000
Parents' work experience influenced the career choices of your students	53.6	15.5	30.9	21.42	.000
Parents' career information influenced the career choices of your students	48.5	9.3	42.3	25.81	.000
Family type (Extended/Nuclear) influenced the careers of your students	24.7	14.4	60.8	34.54	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.32 illustrates that according to 67% teachers, they agree that students' fathers influenced their career choice. In view of 68% teachers, they agree that students' mothers affected their career choices. In the opinion of 60.8% teachers, they agree that students' siblings influenced their career choices. As for the socioeconomic status of parents, 63.9% teachers agree that parents' socioeconomic status influenced the

career choices of their students. As regards the influence of family types on the career choices of students, 60.8% teachers agree that the types of students' families influenced their career choices.

This demonstrated that in view of teachers, the factors of parents and family, i.e. fathers, mothers, siblings, parents' socioeconomic status and family types significantly influenced the career choices of students in secondary schools. The influence of family members, guardians, parents' education, work experience and career information was found least prominent. On application of the Chi-square test, the findings were found statistically significant.

Table 4.33**The Influence of School on the Career Choices of Secondary School Students**

Statements	Responses Total= 97 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
School's environment determined the career choices of your students	19.6	5.2	75.3	79.75	.000
Teachers determined the career choices of your students	27.8	6.2	66	53.34	.000
School's Career Guide determined the career choices of your students	82.5	6.1	11.3	105.79	.000
School's Principal/Head determined the career choices of your students	76.3	4.1	19.6	84.02	.000
Class fellows determined the career choices of your students	24.7	14.4	60.8	34.54	.000
School fellows determined the career choices of your students	40.2	12.4	47.4	19.94	.000
Career guidance facilities in school determined the careers of your students	69.1	18.6	12.4	56.31	.000
School's subjects determined the career choices of your students	30.9	11.3	57.7	31.57	.000
School's Co-curricular activities determined the careers of your students	67	10.3	22.7	51.73	.000
School's Vocational activities determined the careers of your students	62.9	11.3	25.8	41.16	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.33 highlights that about the influence of the school environment on the career choices of students, 75.3% teachers agree that the environment of the school determined the career choices of students. Regarding the influence of teachers on the career choices of students, 66 % teachers agree that teachers determined the career choices of students. In the opinion of teachers, 60.8% teachers agree that class fellows

determined the career choices of students. In view of teachers, 47.4% teachers agree that schools' fellows determined the career choices of students. In connection with the influence of schools' subjects, 57.7% teachers agree that schools' subjects determined the career choices of students.

The findings of the table illustrated that school environment, teachers, class fellows, school fellows and schools' subjects significantly influenced the career choices of secondary schools' students. The influence of schools' career guides, principals or heads, career guidance facilities, co-curricular and vocational activities of the school was found least influential. On application of the Chi-square test, the findings were found statistically significant.

Table 4.34

The Influence of Socio-cultural Factors on the Career Choices of Secondary School Students

Statements	Responses Total= 97 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Societal needs and demands affected the career choices of your students	34	14.4	51.5	20.06	.000
Culture affected the career choices of your students	19.6	15.5	64.9	43.88	.000
Religion affected the career choices of your students	23.7	19.6	56.7	24.08	.000
Ethnicity affected the career choices of your students	30.9	9.3	59.8	37.38	.000
Social gender stereotype affected the career choices of your students	33	6.2	60.8	43.44	.000
Friends affected the career choices of your students	29.9	12.4	57.7	30.45	.000
Peers affected the career choices of your students	24.7	6.2	69.1	60.76	.000
Social role models affected the career choices of your students	19.6	16.5	63.9	40.97	.000
Social media affected the career choices of your students	27.8	15.5	56.7	26.06	.000
Social status and prestige affected the career choices of your students	29.9	10.3	59.8	36.14	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.34 exhibits that 51.5% teachers agree that societal needs and demands influenced the career choices of students. About the influence of culture, 64.9% teachers agree that culture affected the career choices of students. Concerning the effect of religion, 56.7% teachers agree that religion affected the career choices of students. As for the influence of ethnicity, 59.8 % teachers agree that ethnicity affected the career choices of students. In relation to the influence of social gender

stereotypes, 60.8% teachers agree that social gender stereotypes affected students' career choices. In response to the effect of friends on the career choices of students, 57.7% teachers agree that friends affected the career choices of students. In connection with the effect of peers on the career choices of students, 69.1% teachers agree that peers affected the career choices of students. Similarly, about the influence of social role models, 63.9% teachers agree that social role models affected their students' career choices. Likewise, 56.7% teachers agree that social media affected their students' career choices. In view of teachers, 59.8% teachers agree that social status affected students' career choices.

In the light of teachers' responses the table revealed the significant influence of societal needs and demands, culture, religion, ethnicity, social gender stereotype, friends, peers, social role models, social media and social status on the career choices of secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.35**The Influence of Career outcomes on the Career Choices of Secondary School Students**

Statements	Responses Total= 97 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Income/Salary/pay influenced the career choices of your students	18.6	6.2	75.3	78.95	.000
Job security influenced the career choices of your students	19.6	11.3	69.1	56.74	.000
Working environment influenced the career choices of your students	22.7	9.3	68	55.20	.000
Authority and power influenced the career choices of your students	26.8	8.2	64.9	48.64	.000
Autonomy and recognition influenced the career choices of your students	28.9	14.4	56.7	26.87	.000
Future Promotions influenced the career choices of your students	28.8	6.2	67	55.69	.000
Leisure and comfort influenced the career choices of your students	41.3	8.2	50.5	28.72	.000
Job satisfaction influenced the career choices of your students	28.9	14.4	56.7	26.87	.000
Competition /challenge influenced the career choices of your students	27.8	12.4	59.8	34.04	.000
Career opportunities influenced the career choices of your students	29.9	13.4	56.7	27.79	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.35 demonstrates that 75.3% teachers agree that income from the career influenced their students' career choices. In connection with the influence of job security, 69.1% teachers agree that job security influenced students' career choices.

Concerning the working environment, 68% teachers agree that the working environment of careers affected students' career choices. Regarding the influence of authority and power, 64.9% teachers agree that authority and power influenced students' career choices. About the influence of autonomy and recognition, 56.7% teachers agree that autonomy and recognition influenced students' career choices. As for influence of future promotions, 67% teachers agree that future promotions influenced the career choices of students. In relation to the influence of leisure and comfort, 50.5% teachers agree that leisure and comfort influenced students' career choices. Likewise, about the influence of job satisfaction, 56.7% teachers agree that job satisfaction influenced their students' career choices. In the opinion of the teachers, 59.8% teachers agree that competition and challenge affected their students' career choices. Similarly, about the influence of career opportunities, 56.7% teachers agree that career opportunities influenced students' career choices.

In view of teachers the table illustrated the significant influence of career outcomes, i.e. income, job security, working environment, authority and power, autonomy and recognition, future promotions, leisure and comfort, job satisfaction, competition and career opportunities on the career choice decisions of secondary school students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.36**Career Guidance Needs of Secondary School Students**

Statements	Responses Total= 97 (100%)			Chi-square value	P-value
	Un- important (%)	Somewhat Important (%)	Very Important (%)		
Provision of career guidance/ counseling facilities at the school	20.6	17.5	61.9	35.65	.000
Availability of trained career guide and counselor at the school	21.6	10.3	68	54.45	.000
Help in the selection of school subjects by teachers/ guides	26.8	17.5	55.7	23.03	.000
Guidance in career choice decisions of students at school	28.9	7.2	63.9	47.65	.000
Support in career planning of students at the school	26.8	8.2	64.9	48.64	.000
Mechanism for identification of students' interest and abilities	24.7	9.3	66	50.00	.000
Integration of students' interests and abilities with their careers	23.7	15.5	60.8	33.98	.000
Provision of information regarding career opportunities	14.4	10.3	75.3	76.97	.000
Incorporating Career guidance subjects in the school's curriculum	32	10.3	57.7	32.80	.000
Use of library and Internet for career guidance in the school	28.9	8.2	62.9	44.31	.000
df= 2	Chi-square Table Value= 5.991				

Table 4.36 identifies that about the need for the provision of career guidance facilities in schools for 61.9% teachers it is very important. Regarding the availability of trained career guides in schools for 68% teachers, it is very important. As for help in selection of schools' subjects by teachers and career guides at the school, 55.7% teachers considered it very important. Concerning guidance in career choice decisions of students at the schools, 63.9% teachers considered it very important. In the opinion of 64.9% teachers, it is very important to support students in career planning at the schools. In view of 66% teachers, the mechanism for identification of students' interest and abilities in the school is very important. In connection to the integration of students, abilities with the career choice decisions, 60.8% teachers considered it very important. In response to the provision of information regarding job market and career opportunities, 75.3% teachers regarded it very important. Likewise, about the incorporation of career guidance subjects in schools' curriculum, 57.7% teachers considered it very important. Similarly, regarding the use of library and internet for the career guidance at the school, 62.9% teachers considered it very important.

The table highlighted in the opinion of teachers about the significant career guidance needs of secondary schools' students. The provision of career guidance facilities, availability of trained career guides, help in selection of schools' subjects by teachers and career guides, guidance in career choice decisions, support in career planning, mechanism for the identification of students' interests and abilities, integration of interests and abilities with career choice decisions, provision of information about job market and career opportunities, incorporation of career guidance subjects in schools' curriculum and the use of library and internet are the significant career guidance needs of secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.37

Evaluation of Career Guidance Facilities Available to Secondary School Students

Statements	Responses Total= 97 (100%)			Chi-square value	P-value
	Not Available (%)	Ordinary (%)	Good (%)		
Availability of career guidance/ counseling facilities at the school	74.2	10.3	15.5	73.38	.000
Services of trained career guide/ counselor at the school	72.2	11.3	16.5	66.21	.000
Provision of help in subjects selection by teachers/counselor at the school	63.9	13.4	22.7	42.08	.000
Guidance in career choice decisions of students at the school	70.1	13.3	16.5	59.16	.000
Support in career planning of students at the school	77.3	7.2	15.5	85.44	.000
Mechanism for identification of students' interests and abilities	77.3	9.3	13.4	84.70	.000
Integration of students' interests and abilities with their career choices	75.3	9.3	15.4	77.28	.000
Provision of information about career opportunities and job market	71.1	13.4	15.5	62.43	.000
Availability of Career guidance subjects in school's curriculum	70.1	6.2	23.7	63.49	.000
Use of library and Internet for career guidance in the school	74.2	6.2	19.6	75.61	.000
df= 2	Chi-square Table Value= 5.991				

Table 4.37 demonstrates that in view of teachers about the availability of career guidance facilities, 74.2% teachers replied that the facilities of career guidance are not available to their students at schools. Regarding the availability of services of trained career guides at the schools, 72.2% teachers replied that the services of trained career guides are not available to their students at the school. About the provision of help in subjects' selection by teachers and guides at the school, 63.9% teachers replied that it

is not available. Regarding guidance of students in career choice decisions at the school, 70.1% teachers viewed that it is not available to their students. As for the support of students in career planning of the students at the school, 77.3% teachers opined that it is not available to their students. Concerning the availability of mechanism for identification of students' interests and abilities, 77.3% teachers replied that such mechanism is not available to their students. In relation to the integration of students' interests and abilities with the career choice decisions, 75.3% teachers replied that such integration of interests and career choice decisions is not available to their students. In connection with the provision of information regarding job market and career opportunities, 71.1% teachers replied that it is not available to their students. About the availability of career guidance subjects in schools' curriculum, 70.1% teachers replied that this facility is not available to their students. Similarly, about the use of library and internet for the career guidance of students at schools, 74.2% teachers replied that this facility is not available to their students at school.

From the responses of teachers the table pinpointed that the important career guidance facilities, services of trained career guides, provision of help in subjects' selection by teachers and guides, guidance in career choice decisions, support in career planning, mechanism for identification of students' interests, abilities, integration of interests and abilities with career choice decisions, information about career opportunities and job market, career guidance subjects in schools' curriculum and the facility of library and internet are not available to secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.38**Effective Strategies for Career Guidance of Secondary School Students**

Statements	Responses Total= 97 (100%)			Chi-square value	P-value
	Un-important (%)	Somewhat Important (%)	Very Important (%)		
Provision of Career guidance facilities for career planning at the school	17.5	10.3	72.2	66.58	.000
Appointing trained career guide to facilitate students in career development	20.6	10.3	69.1	57.30	.000
Collaboration of parents, teachers and for support of students in career choice	20	18.1	61.9	35.65	.000
Career orientations for students to know information about career opportunities	17.5	16.5	66	46.54	.000
Career workshops for promoting awareness regarding career guidance	19	14.1	66.9	50.50	.000
Identification of interests and abilities and their integration with careers	19.6	14.4	66	46.91	.000
Incorporation of career guidance subjects in school's curriculum	21.6	11.3	67	51.05	.000
Developing career guidance as an integral part of teachers' education	20.6	17.5	61.9	35.90	.000
The use of books, brochures and social media for career guidance in the school	23.7	13.4	62.9	39.67	.000
Active role of the policy makers for provision resources to help establish career guidance facilities at the school	11.3	20.6	68	53.84	.000
df= 2		Chi-square Table Value= 5.991			

Table 4.38 highlights that in view of teachers regarding the provision of career guidance facilities for career planning at school, 72.2% termed them very important. In the opinion of teachers about the appointing of trained career guides to facilitate students in career development, 69.1% opined that it is very important. About the collaboration of parents, teachers and schools' authorities in support of students in career choice decisions, 61.9% teachers considered it very important. Regarding career orientations for students to know information about career opportunities and

job market, 66% teachers termed it very important. As for career workshops for the promotion of awareness regarding career guidance among students, 66.9% teachers replied that it is very important. Concerning the assessment mechanism for identification of students' interest, abilities and their integration with the career choice decisions, 66% teachers viewed it very important. In relation to the incorporation of career guidance subjects in schools' curriculum, 67% teachers considered it very important. In connection to developing career guidance as an integral part of teacher training programs, 61.9% teachers replied that it is very important. Similarly, in response to the use of books, brochures and social media for career guidance of students at the school, 62.9% teachers responded that it is very important. Likewise, about the active role of policy makers for the provision of material and financial resources to help establish career guidance facilities in schools, 68% teachers responded that it is very important.

In the light of views of the teachers, the table identified the provision of career guidance facilities, the appointing of trained career guides, collaboration of parents, teachers and schools' authorities, career orientations, career workshops, assessment mechanism for the identification of students' interests and abilities and their integration with the career choice decisions, incorporation of career guidance subjects in schools' curriculum, developing career guidance as an integral part of teachers' education, the use of books, brochures and social media for the career guidance and the active role of policy makers in the provision of material and financial resources for the establishment of career guidance facilities in schools as the most effective strategies for the career guidance of secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

4.1.5 Data Analysis of Heads' Questionnaires

Table 4.39

Career Choices of Secondary School Students

Career Choice Factors	Responses		Chi-square value	P-value
	Total= 20 (100%)			
	Yes (%)	No (%)		
Agriculture	25	75	5.00	.025
Armed Forces	45	55	.20	.655
Business	20	80	7.20	.007
Civil Service	35	65	1.80	.180
Computer and IT	30	70	3.20	.074
Engineering	65	35	16.83	.000
Law	20	80	7.20	.007
Medical	90	10	12.80	.000
Teaching	80	20	10.20	.000
Any Other	10	90	3.73	.065
df= 1		Chi-square Table value= 3.841		

Table 4.39 demonstrates that 90% heads viewed the career choice of Medical as major career choice, 80% termed Teaching and 65% considered Engineering as a major career choice of students. From the heads, 20% rated Law and Business as minor career choices and 25% heads viewed Agriculture as the minor career choices of secondary school students.

It identified Medical, Teaching and Engineering as the prominent career choices of secondary schools' students and Law, Business, and Agriculture as the least prominent career choices of students in view of their schools' heads at the stage of the secondary schools. On application of the Chi-square test, the findings were found statistically significant, except for the civil service and any other career choices.

Table 4.40**Factors Affecting the Career Choices of Secondary School Students**

Career Choice Factors	Responses Total= 20 (100%)		Chi-square value	P-value
	Yes (%)	No (%)		
Personality	65	35	9.80	.000
Parents	90	10	12.80	.000
Family	60	40	8.62	.000
Teachers	45	55	.80	.371
School Counselor	10	90	12.80	.000
School Fellows	30	70	3.20	.074
Peers and Friends	20	80	7.20	.007
Socioeconomic status	55	45	13.64	.000
Job market	45	55	.200	.655
Any other	15	85	9.80	.002
df= 1		Chi-square Table value= 3.841		

Table 4.40 identifies that 90% heads regarded parents as the most significant factor in the career choices of students at secondary level. Among the heads, 65% regarded personality as a major factor affecting the career choices of students. In heads, 60% considered the influence of family in the career choices decision of the students. Similarly, 55% heads viewed the influence of socioeconomic status on the career choices of students.

It demonstrated that parents, personality, family and socioeconomic status significantly affect the career choices of students at secondary level. On application of the Chi-square test, the findings were found statistically significant, except for the effects of teachers, school fellows and job market in the career choices of students.

Table 4.41**The Influence of Personality on the Career Choices of Secondary School Students**

Statements	Responses Total = 20 (100%)			Chi-square	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Interest affected the career choices of your students	35	5	60	9.10	.011
Personal will affected the career choices of your students	35	10	55	6.10	.047
Aspiration affected the career choices of your students	20	10	70	12.40	.002
Motivation affected the career choices of your students	35	10	55	6.10	.047
Self-concept/esteem affected the career choices of your students	35	5	60	9.10	.011
Aptitude affected the career choices of your students	30	10	60	7.60	.022
Academic achievement/grades affected the career choices of your students	35	15	50	9.10	.011
Personal skills and abilities affected the career choices of your students	30	10	60	6.10	.047
Self-educational expectations affected the career choices of your students	35	15	50	12.10	.002
Personal career expectations affected the career choices of your students	15	15	70	6.10	.007
df= 2		Chi-square Table Value= 5.991			

Table 4.41 presents that according to 60% schools' heads; they agree that students' interests affected their career choices. In view of 55% schools' heads, they agree that personal wills of students affected their career choices. In the opinion of 70% schools' heads, they agree that students' aspirations influenced their career choices. Similarly, 55% schools' heads agree that students' motivations affected their career choices. Likewise, 60% schools' heads agree that self-concepts of students affected their career choices. As for aptitude, 60% schools' heads agree that students' aptitudes

affected their career choices. About the influence of academic grades, 50% schools' heads agree that students' academic grades affected their career choices. Regarding the skills and abilities of students, 60% schools' heads agree that students' skills and abilities affected their career choices. Concerning the educational expectations, 50% schools' heads agree that students' educational expectations affected their career choices. As regards the personal career expectations of students, 70% schools' heads agree that students' career expectations affected their career choices.

The findings identified that student' interests, wills, aspirations, motivations, self-concepts, aptitudes, academic grades, personal skills and abilities, educational and career expectations as prominent factors of personality which significantly influenced the career choices of students in secondary schools. On application of the Chi-square test, the findings were found statistically significant.

Table 4.42**The Influence of Parents and Family on the Career Choices of Secondary School Students**

Statements	Responses Total=20 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Fathers influenced the career choices of your students	35	10	55	6.10	.047
Mothers influenced the career choices of your students	60	5	35	9.10	.011
Siblings influenced the career choices of your students	45	10	45	4.9	.086
Family members influenced the career choices of your students	55	10	35	6.10	.047
Guardians influenced the career choices of your students	75	5	20	16.30	.000
Parents' socioeconomic status influenced the careers of your students	35	5	60	9.10	.011
Parents' level of education influenced the career choices of your students	65	5	30	10.90	.004
Parents' work experience influenced the career choices of your students	70	5	25	13.30	.001
Parents' career information influenced the career choices of your students	35	10	55	6.10	.047
Family type (Extended/Nuclear) influenced the careers of your students	45	15	40	6.10	.047
df= 2		Chi-square Table Value= 5.991			

Table 4.42 illustrates that according to 55% schools' heads, they agree that students' fathers influenced their career choice. As for the socioeconomic status of parents, 60% schools' heads agree that parents' socioeconomic status influenced the career choices of their students. Concerning the career information of parents, 55% schools' heads agree that parental career information influenced the career choices of students.

This demonstrated that in view of schools' heads, fathers, parents' socioeconomic status and parents' career information significantly influenced the career choices of students. The influence of mothers, family members, guardians, siblings, parents' education, work experience and family types was found less influential. On application of the Chi-square test, the findings were found statistically significant.

Table 4.43**The Influence of School on the Career Choices of Secondary School Students**

Statements	Responses Total= 20 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
School's environment determined the career choices of your students	25	5	70	13.30	.001
Teachers determined the career choices of your students	30	15	55	6.70	.035
School's Career Guide determined the career choices of your students	80	5	15	19.90	.000
School's Principal/Head determined the career choices of your students	70	10	20	12.40	.002
Class fellows determined the career choices of your students	40	15	45	10.9	.004
School fellows determined the career choices of your students	35	25	40	3.70	.157
Career guidance facilities in school determined the careers of your students	70	20	10	12.10	.002
School's subjects determined the career choices of your students	35	10	55	9.10	.011
School's Co-curricular activities determined the careers of your students	75	5	20	16.30	.000
School's Vocational activities determined the careers of your students	60	15	25	6.70	.035
df= 2		Chi-square Table Value= 5.991			

Table 4.43 highlights that 70% schools' heads agree that the environment of schools determined the career choices of their students. Regarding the influence of teachers, 55 % schools' heads agree that teachers determined the career choices of students. In the opinion of the schools' heads, 45% heads agree that class fellows determined the career choices of students. In connection with the influence of schools' subjects, 55% schools' heads agree that students' schools' subjects determined their career choices.

The findings of the table illustrated that school environment, teachers, class fellows, schools' subjects significantly influenced the career determination of secondary school students. The influence of career guides, heads, career guidance facilities, co-curricular and vocational activities was found less influential. On the application of the Chi-square test, the findings were found statistically significant, except for the influence of school fellows on the career choices of students.

Table 4.44**The Influence of Socio-cultural factors on the Career Choices of Secondary School Students**

Statements	Responses Total= 20 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Societal needs and demands affected the career choices of your students	40	5	55	14.10	.002
Culture affected the career choices of your students	30	10	60	7.60	.022
Religion affected the career choices of your students	35	5	60	9.10	.011
Ethnicity affected the career choices of your students	65	10	25	9.70	.008
Social gender stereotype affected the career choices of your students	25	10	65	12.8	.003
Friends affected the career choices of your students	50	15	35	7.90	.019
Peers affected the career choices of your students	40	20	40	7.90	.019
Social role models affected the career choices of your students	35	10	55	6.10	.047
Social media affected the career choices of your students	20	15	65	9.10	.011
Social status and prestige affected the career choices of your students	30	5	65	10.90	.004
df= 2		Chi-square Table Value= 5.991			

Table 4.44 exhibits that 55% schools' heads agree that societal needs and demands influenced their students' career choices. About the influence of culture on the career choices, 60% schools' heads agree that culture affected the career choices of their students. Concerning the effect of religion on the career choices, 60% schools' heads agree that religion affected the career choices of the students. In relation to the influence of social gender stereotypes, 65% schools' heads agree that social gender stereotypes affected their students' career choices. Similarly, about the influence of the social role models, 55% schools' heads agree that social role models affected their

students' career choices. Likewise, 65% schools' heads agree that social media affected the career choices of students. In view of schools' heads, 65% heads agree that social status affected their students' career choices.

In the light of schools' heads responses the table revealed the significant influence of societal needs and demands, culture, religion, social gender stereotypes, social role models, social media and social status on the career choices of students. The influence of ethnicity, friends and peers was found less influential. On application of the Chi-square test, the findings were found statistically significant.

Table 4.45

The Influence of Career outcomes on the Career Choices of Secondary School Students

Statements	Responses Total= 20 (100%)			Chi-square value	P-value
	Disagree (%)	Un-decided (%)	Agree (%)		
Income/Salary/pay influenced the career choices of your students	35	5	60	9.10	.011
Job security influenced the career choices of your students	40	10	50	5.20	.074
Working environment influenced the career choices of your students	40	5	55	7.90	.019
Authority and power influenced the career choices of your students	45	10	45	7.90	.019
Autonomy and recognition influenced the career choices of your students	40	5	55	11.30	.023
Future Promotions influenced the career choices of your students	35	20	45	1.90	.387
Leisure and comfort influenced the career choices of your students	45	10	45	4.90	.086
Job satisfaction influenced the career choices of your students	35	10	55	6.10	.047
Competition /challenge influenced the career choices of your students	45	10	45	4.90	.086
Career opportunities influenced the career choices of your students	30	10	60	7.60	.022
df= 2			Chi-square Table Value= 5.991		

Table 4.45 demonstrates that 60% schools' heads agree that income from career influenced their students' career choices. Concerning the working environment, 55% schools' heads agree that the working environment of careers affected their students' career choices. Regarding the influence of authority and power, 45% schools' heads agree that authority and power influenced their students' career choices. About the influence of autonomy and recognition, 55% schools' heads agree that autonomy and recognition influenced their students' career choices. Likewise, about the influence of

job satisfaction, 55% schools' heads agree that job satisfaction influenced their students' career choices. Similarly, about the influence of career opportunities, 60% schools' heads agree that career opportunities influenced their students' career choices.

In view of schools' heads the table illustrated the significant influence of career outcomes, i.e. income, working environment, authority and power, autonomy and recognition, job satisfaction and career opportunities on the career choice decisions of secondary school students. The influence of job security, future promotions, leisure and comfort and competition was found less influential. On application of the Chi-square test, the findings were found statistically significant.

Table 4.46**Career Guidance Needs of Secondary School Students**

Statements	Responses Total= 20 (100%)			Chi-square value	P-value
	Un- important (%)	Somewhat Important (%)	Very Important (%)		
Provision of career guidance/ counseling facilities at the school	20	10	70	12.40	.002
Availability of trained career guide and counselor at the school	30	5	65	10.90	.004
Help in the selection of school subjects by teachers/ guides	35	5	60	10.9	.004
Guidance in career choice decisions of students at the school	20	10	70	12.40	.002
Support in career planning of students at the school	30	10	60	7.60	.022
Mechanism for identification of students' interest and abilities	35	10	55	6.10	.047
Integration of students' interests and abilities with their careers	25	5	70	13.30	.001
Provision of information regarding career opportunities	20	20	60	6.40	.041
Incorporating Career guidance subjects in the school's curriculum	25	10	65	9.70	.008
Use of library and Internet for career guidance in the school	20	15	65	9.10	.011
df= 2			Chi-square Table Value= 5.991		

Table 4.46 identifies that about the need for the provision of career guidance facilities in schools for 70% schools' heads it is very important. Regarding the availability of trained career guides in schools for 65% schools' heads, it is very important. As for the help in selection of schools' subjects by teachers and career guides at the school,

60% schools' heads considered it very important. Concerning guidance in the career choice decisions of students at the schools, 70% schools' heads considered it very important. In the opinion of 60% teachers, it is very important to support students in career planning at the schools. In view of 55% schools' heads, the mechanism for identification of students' interest and abilities in the school is very important. In connection with the integration of students' interests and abilities with the career choice decisions, 70% schools' heads considered it very important. In response to the provision of information regarding job market and career opportunities, 60% schools' heads regarded it very important. Likewise, about the incorporation of career guidance subjects in schools' curriculum, 65% schools' heads considered it very important. Similarly, regarding the use of library and internet for the career guidance at the school, 65% schools' heads considered it very important.

The table highlighted that the provision of career guidance facilities, availability of trained career guides, help in selection of schools' subjects by teachers and career guides, guidance in career choice decisions, support in career planning, mechanism for the identification of students' interests and abilities, integration of students' interests and abilities with career choice decisions, provision of information about job market and career opportunities, incorporation of career guidance subjects in schools' curriculum and the use of library and internet are the significant career guidance needs of secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.47

Evaluation of Career Guidance Facilities Available to Secondary School Students

Statements	Responses			Chi-square value	P-value
	Total= 20 (100%)				
	Not Available (%)	Ordinary (%)	Good (%)		
Availability of career guidance/ counseling facilities at the school	70	5	15	12.10	.002
Services of trained career guide/ counselor at the school	75	10	15	15.70	.000
Provision of help in subjects selection by teachers/counselor at the school	70	20	10	12.10	.002
Guidance in career choice decisions of students at the school	80	15	10	19.90	.000
Support in career planning of students at the school	75	10	15	15.70	.000
Mechanism for identification of students’ interests and abilities	70	10	20	12.10	.002
Integration of students’ interests and abilities with their career choices	75	15	15	12.13	.002
Provision of information about career opportunities and job market	65	25	10	9.70	.008
Availability of Career guidance subjects in school’s curriculum	75	10	15	15.70	.000
Use of library and Internet for career guidance in the school	75	5	20	5.00	.025
df= 2	Chi-square Table Value= 5.991				

Table 4.47 demonstrates that 70% heads replied that the facilities of career guidance are not available to their students at schools. Regarding the availability of services of trained career guides at the schools, 75% replied that the services of trained career guides are not available to their students at the school. About the provision of help in the subjects' selection by teachers and guides at the school, 70% schools' heads replied that it is not available. Regarding guidance of students in career choice decisions at the school, 80% schools' heads viewed that it is not available to their

students at the school. As for the support of students in the career planning of students at the school, 75% schools' heads opined that it is not available to their students at the schools. Concerning the availability of mechanism for identification of students' interests and abilities, 70% schools' heads replied that such mechanism is not available to their students at the school. In relation to the integration of students' interests and abilities with the career choice decisions, 75% schools' heads replied that such integration of interests and abilities with career choice decisions is not available to their students at schools. In connection with the provision of information regarding job market and career opportunities, 65% schools' heads replied that it is not available to their students at the schools. In response to the availability of career guidance subjects in the schools' curriculum, 75% schools' heads replied that this facility is not available to their students at the school. Similarly, about the use of library and internet for the career guidance of students at the schools, 75% schools' heads replied that this facility is not available to their students at the school.

From the responses of schools' heads the table pinpointed that the important career guidance facilities, services of trained career guides, provision of help in subjects' selection by teachers and guides, guidance in career choice decisions, support in career planning, mechanism for identification of students' interests and abilities, integration of interests and abilities with career choice decisions, information about career opportunities and job market, career guidance subjects in schools' curriculum and the facility of library and internet are not available to secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

Table 4.48**Effective Strategies for the Career Guidance of Secondary School Students**

Statements	Responses Total= 20 (100%)			Chi-square value	P-value
	Un- important (%)	Somewhat Important (%)	Very Important (%)		
Provision of Career guidance facilities for career planning at the school	25	10	65	9.70	.008
Appointing trained career guide to facilitate students in career development	20	15	65	9.10	.011
Collaboration of parents, teachers in support of students in career choices	25	10	65	9.70	.008
Career orientations for students to know information about career opportunities	15	15	70	12.10	.002
Career workshops for promoting awareness regarding career guidance	20	15	65	9.10	.011
Identification of student's interests, abilities and its integration with careers	25	10	65	16.30	.000
Incorporation of career guidance subjects in school's curriculum	20	10	70	12.40	.002
Developing career guidance integral part of teacher education/training programs	25	10	65	9.70	.008
The use of books, brochures and social media for career guidance at school	15	5	80	19.90	.000
Active role of policy makers for the provision of resources to help establish career guidance facilities at the school	30	5	65	10.9	.004
df= 2		Chi-square Table Value= 5.991			

Table 4.48 highlights that regarding the provision of career guidance facilities for career planning at the school, 65% termed them very important. In the opinion of schools' heads about the appointing of trained career guides to facilitate students in career development, 65% opined that it is very important. About the collaboration of parents, teachers and schools' authorities for support of students in the career choice decisions, 65% schools' heads considered it very important. Regarding career orientations for students to know information about career opportunities and job

market, 70% schools' heads termed it very important. As for career workshops for the promotion of awareness regarding career guidance among students, 65% schools' heads replied that it is very important. Concerning the assessment mechanism for identification of students' interest and abilities and their integration with the career choice decisions, 65% schools' heads viewed it very important. In relation to the incorporation of the career guidance subjects in schools' curriculum, 70% schools' heads considered it very important. In connection to developing career guidance as an integral part of teacher training programs, 65% schools' heads replied that it is very important. Similarly, in response to the use of books, brochures and social media for the career guidance of the students at the school, 80% schools' heads responded that it is very important. Likewise, about the active role of policy makers for the provision of material and financial resources to help establish career guidance facilities in schools, 65% schools' heads responded that it is very important.

In the light of the views of the schools' heads, the table identified the provision of career guidance facilities for career planning in schools, the appointing of trained career guides to facilitate students in career development at schools, collaboration of parents, teachers and schools' authorities for support of students in career choice decisions, career orientations for students to know information about careers and job market, career workshops for awareness regarding career guidance among students, assessment mechanism for the identification of students' interests and abilities and their integration with the career choice decisions, incorporation of career guidance subjects in the schools' curriculum, developing career guidance as an integral part of teachers' education, the use of books, brochures and social media for the career guidance of students and the active role of policy makers for the provision of material and financial resources for the establishment of career guidance facilities in schools as the most effective strategies for career guidance of secondary schools' students. On application of the Chi-square test, the findings were found statistically significant.

4.1.6 Summary of Quantitative Findings of the study

The analysis of quantitative findings demonstrated, Medical, Teaching, Engineering, Armed forces and Civil service as prominent career choices of secondary schools' students and Agriculture, Computer and information technology, Law and Business as the least prominent career choices of students at the stage of secondary schools. On

the basis of gender wise comparison, Medical, Engineering and Teaching are the prominent career choices of male students and Medical, Teaching and Civil service are the prominent careers of female students. The career choices of males are distributed among the careers of Medical, Engineering, Teaching and Armed forces while female career choices are mostly clustered around Medical and Teaching.

The findings identified students' personalities, parents, socioeconomic status, families and school fellows as major factors and school counselor, other factors, job market and peers and friends as minor factors affecting the career choices of the students in secondary schools. On the gender wise comparison, the findings displayed personality, parents and socioeconomic status as significant factors affecting the career choices of male students while parents, personality and family as significant factors affecting the career choices of female students.

The factors of personality related factors, i.e. Personal skills and abilities, aptitudes, wills, self-concepts, self educational expectations, career expectations, motivations, interests, academic achievements or grades, and aspirations significantly influenced the career choices of secondary school students. Regarding gender wise comparison, the findings illustrated that skills and abilities, motivations and aptitudes significantly influenced the career choices of male students while educational expectations significantly influenced the career choices of female students. The factors of personality significantly influenced the career choices of male students. No significant differences were found in the influence of interests, will, aspirations, self-concepts and academic grades on the career choices of students.

The family types, mothers, siblings, fathers, parents' socioeconomic status significantly influenced the career choices of students. Family members, guardians, parents' education, work experiences and career information were not found as major influences on the career choices of students. The gender wise comparison highlighted a significant difference in the influence of guardians, family types, parental education, family members, mothers, siblings, parents' socioeconomic status and fathers and that these factors significantly influenced the career choices of female students in secondary schools. The difference in the influence of parents' work experience and career information was not found significant.

The findings illustrated that schools' teachers, schools' environment, schools' subjects, school fellows and class fellows significantly influenced the career choices of students. Schools' career guides, schools' principals, career guidance facilities of the school, schools' curricular and vocational activities were not found as major influences on the career choices of students. Gender wise comparison identified, schools' fellows, school environment and schools' subjects significantly influenced female students in their career choice decisions. No significant difference was found in the influence of teachers, principal or head, school fellows, career guidance facilities of school, co-curricular and vocational activities on the career choices of students.

About the influence of socio-cultural factors, the findings revealed that societal needs and demands, social role models, social media, culture, religion, social status and prestige, peers, friends, ethnicity and social gender stereotypes significantly influenced the career choices of students in secondary schools. Regarding differences with respect to gender, the findings identified significant differences in the influence of social gender stereotypes, ethnicity, religion, culture, friends, social status and prestige and peers on the career choices of male and female students and these factors significantly influenced the career choices of female students. It illustrated that socio-cultural factors significantly influenced the career choices of female students in secondary schools. No significant difference was found in the influence of societal needs and demands, social role models and social media on the career choices of male and female students.

The findings illustrated that career outcomes, i.e. job security, job satisfaction, authority and power, autonomy and recognition, future promotions, income, leisure and comfort, working environment, authority and power, competition and career opportunities significantly influenced the career choices of students in secondary schools. The gender wise comparison, highlighted significant differences in the influence of career opportunities, authority and power, income, leisure and comfort, working environment, competition and challenge, job satisfaction, autonomy and recognition and future promotions on the career choices of male and female students and these factors significantly influenced the career choices of female students in secondary schools. No difference was found in the influence of job security in the career choices of male and female students.

The findings illustrated, the provision of career guidance facilities, availability of trained career guides, help in selection of schools' subjects by teachers and career guides, guidance in career choice decisions, support in career planning, mechanism for identification of students' interests and abilities, integration of interests and abilities with career choice decisions, provision of information about job market and career opportunities, incorporation of career guidance subjects in schools' curriculum and the use of library and internet as the significant career guidance needs of secondary schools' students.

The analysis of data pinpointed that career guidance facilities, services of trained career guides, provision of help in subjects' selection by teachers and guides, guidance in career choice decisions, support in career planning, mechanism for identification of students' interests, abilities, integration of interests and abilities with career choice decisions, information about career opportunities and job market, career guidance subjects in schools' curriculum and the facility of library and internet for career guidance are not available to secondary schools' students.

The data identified the provision of career guidance facilities for career planning of students in schools, the appointing of trained career guides to facilitate students in career development, collaboration of parents, teachers and schools' authorities for support of students in career choice decisions, career orientations for students to know information about careers and job market, career workshops for awareness regarding career guidance among students, assessment mechanism for the identification of students' interests, abilities and their integration with the career choice decisions, incorporation of career guidance subjects in schools' curriculum, developing career guidance as an integral part of teachers' education, the use of books, brochures and social media for the career guidance of students and the active role of the policy makers for the provision of material and financial resources for establishment of career guidance facilities in schools as the most effective strategies for career guidance of secondary schools' students.

Part - 2

4.2 Qualitative Data Analysis

For the exploration of themes developed during the quantitative phase of the study, qualitative data were collected from the research participants, i.e. students, parents, teachers and heads of secondary schools about the career choices, factors affecting these choices, career guidance needs, evaluation of career guidance facilities in schools and the development of effective strategies for the satisfaction of career guidance needs of secondary schools' students through semi-structured Interview guides. The Interviews were recorded on the data sheets and then were transcribed from the data sheets. Codes were identified, categories were made and themes were developed for further exploration of the findings of the quantitative phase of the research through qualitative data to further explore the areas of research. The qualitative data were analyzed and interpreted under the headings of the main areas of the research. Table 4.49 shows the demographic information of the respondents, from whom the researcher collected the qualitative data.

Table 4.49

Demographic Information of the Respondents for Qualitative Data

S. No	Respondents	Gender		Location		Total
		Male	Female	Urban	Rural	
1	Students	10	07	08	09	17
2	Parents	05	03	03	05	08
3	Teachers	05	05	05	05	10
4	Heads	05	02	03	04	07
Total		25	17	19	23	42

Table 4.49 indicates the demographic information of the respondents from whom the researcher collected the qualitative data for the exploration of the results obtained from the quantitative phase of the study. There were 17 students of secondary schools in which 10 were male and 07 female students. Among them, 08 were urban and 09 rural area students. There were 08 parents of secondary schools' students, in which 05 were male and 03 female parents. Among them, 03 were from urban areas and 05 from rural areas. There were 10 secondary school teachers, in which 05 were male

and 05 female teachers. Among them, 05 teachers were from urban areas and 05 from rural areas. There were 08 heads of secondary schools in which 05 were male and 03 female heads of secondary schools. Among them, 03 were from urban areas and 05 from rural areas. The total number of the respondents for the qualitative data was 42. Initially the researcher selected a sample of 50 respondents for the collection of qualitative data through interviews, but could not take the interviews of 08 respondents due to feasibility reasons. The male students were assigned the code (MS), female students (FS), male parents (MP), female parents (FP), male teachers (MT), female teachers (FT), male heads (MH) and female heads (FH).

Career Choices of Secondary School students

The choice of a career is an important obligation for the students of secondary schools. The major career choices of the secondary schools' students are Medical, Engineering, Teaching and Armed forces. Male students aspire for the careers of Medical, Engineering, Teaching and Armed forces while female students for the careers of Medical and Teaching. The reason for the choice of careers of students are financial, the spirit of social service, prestige and honor, authority and power, leisure and comfort and spiritual satisfaction. About the career choices of male students, one of the male schools' heads (MH1) told the researcher in the following words:

"It is very much clear and you know as well that we offer the subjects options of Medical, Engineering and Humanities at our school, therefore, in the similar fashion, the first priority of students is Medical, second Engineering and then Teaching and others".

The major career choices of females are Medical and Teaching. The Medical career choice of females is further subdivided into Nursing and Lady Health Visitors (LHVs) which are further sub categories of the Medical career. In this respect a female head (FH1) replied to the question of the researcher:

"The female students of our school want to become doctors, teachers and nurses, therefore, they intend to join the careers of Medical, Teaching, Nursing and Lady Health Visitors (LHVs) in the future after their intermediate".

Female students want to become doctors and they make the career choices of Medical to serve females in the society, their parents and teachers. About the career choices of females, one of the female students (FS1) told the researcher about her career:

“I have taken Biology and want to become a doctor, though I liked Mathematics but then my elder sister who is a nurse in a government hospital told me that Mathematics is good for boys and then I started liking Biology and Mathematics and through it I can serve the people and especially the females of our neighborhood who are poor and ignorant and who cannot tell their illness to the male doctors and who also have no money to give the fee of doctors and Medical is good, for it will give facility to my sisters and mothers and one of my teachers also told me that through it you can serve your family, teachers and the poor people of the society, who will pray for you and it will be the highest virtue of all.”

Male students want to become doctors in order to facilitate people, have social service, get money and financial benefits and achieve satisfaction. In the context of the career choices of male students one of the male students (MS1) told the researcher about the choice of his career in this manner:

“I want to become a doctor because we will have the facility and people will have the facility and I will be available to people all the time and I will charge very nominal fee from patients and it is a social service and gives money and there is also pleasure.”

Male students want to be engineers because of the spirit of patriotism, quality life and financial gains. About this a male student (MS2) who wanted to be an Engineer told about his career choice in the following words:

“Engineering is my choice and it will provide me an opportunity to make my country stronger in the field of defense and I will also have a good life and money will also be there.”

Students want to become teachers with the aims of removing illiteracy, social justice, income, honor, social respect and the spirit of patriotism. A student who was male (MS3) and wanted to become a teacher told the researcher about the choice of his career:

“I want to be a teacher, so that I may eradicate ignorance of the society and may give justice to people and there is no development without good education and it is good for equality and it will give me good income and it will give me respect like it has given to our teachers and they have a very good life style and I will also be able to serve my country.”

The students of secondary schools make their career choice of Medical because it offers high income, social prestige and respect, Engineering offers good salaries abroad and teaching is a career with locally based jobs, free time and good social status. On this, one of the heads (MH2) commented in this manner:

“It is evident that everybody wants to have power and money and respect and status along with honor, so Medical offers high income with respect and honor, so it is the dream of every student to become a doctor in order to gain high income and honor. About Engineering, it is second after Medical because the majority of people who go to foreign countries as in our areas most people go the Saudi Arabia, therefore, they get good salaries over there abroad, so Engineering is good in that sense. As for the teaching, it is locally available, there are vacations, free time and status, and it is better than the police and other services, therefore, students love to become teachers”.

The major career choice of male students in Medical due to financial status and honor in society, Engineering for economic benefits and if students remain from the first two mentioned careers, then they come to teach because it is easily available and there are economic benefits and social status. About the career choices of students in their school a male teacher (MT1) commented in this style:

“Our students want to become doctors, engineers and teachers and majority of students want to be doctors because it gives money and respect in society and Engineering is good when you get a government job or go abroad because in government sector, there are high commissions for engineers and in foreign they get a lot of money and on the third place if our students remain from the first two careers, they want to become teachers because it is easily available but these days due to good status of teachers and high salaries students want to be teachers because there is honor and economic benefits.”

Most male students want to be doctors, some want to be Engineers and a small number of them want to become teachers only at the secondary level, due to honor in the society. A male teacher (MT2) replied in this regard:

“The world is a place of greed and as a part of this greedy world, majority of our students want to become doctors to get money and have social status and their parents also shape their minds to think and act like that, the rest of them want to be engineers to get money and very few of them want to be teachers and in teaching they want to be the teachers of secondary schools not of the primary or elementary schools because they love to have the social status like their teachers.”

Students want to be doctors and engineers because of finances and social status, teachers because of the influence of teachers and their life style and Army officers because of their love for power and authority. In this connection, a male teacher (MT3) told the researcher about the career choices of his students in the following way:

“The students in our school want to be doctors, engineers, teachers and armed forces officers. They want to be doctors because money speaks and it offers good money and social status, as for engineering they want to go abroad and get the money and about teaching, the students are impressed by the personalities of their teachers and the attractive lifestyle of the teachers and as in the armed forces they love the power and authority of the military and their heroism and want to be heroes like them and have power upon the people.”

The choice of career by the students of secondary school is affected by the spirit of social service, financial benefits and social prestige. About this aspect one of the male parents (MP1) told the researcher:

“My son is going to become a doctor and he is studying Biology and I want him and he himself also wants to serve his people and to get money and good future and may get a high status in the society”.

Similarly, another female parent (FP1) told the researcher:

“We want to make our child an Engineer because we want him to have a good future, earn money and may have a good life and if he becomes good, then the whole of our

family will become good and poverty is not good and it is money which speaks in the society”.

Students want to become teachers because it’s a prophetic profession, spirit of serving the nation and success in this world and the hereafter. On this, one of the male parents (MP2) told about the career choice of his child and the reasons for it:

“I want to make my child a teacher because teaching is a prophetic profession and the prophet of Allah [Muhammad SAW] was also a teacher, therefore, I want that my son may spread the light of knowledge and may serve the nation by removing the ignorance, the money is not the actual aim but the real aim is that he may get the success both in this world and the hereafter and may produce good students who may further continue his mission by spreading the light of knowledge to the poor and needy people.”

As for the reasons of females’ choice of teaching as a career choice, it’s a career in which there is no interaction with the male gender, religious spirit, locally available jobs, social service and females can also enjoy their family life because of free time. A female parent (FP3) told the researcher about this in the following manner:

“I want my daughter to become a teacher, for teaching is good for her and in teaching there is no relation with male and it is according to the teachings of our religion Islam and she will have job near to our home and it is good to teach the daughters of other people and it is also a virtue to give education and this profession does not affect the life of female and allows her to enjoy the family life.”

The female students want to be doctors because of the spirit of social service and respect in the society and teaching because of local duty, leisure and according the culture and traditions and about this aspect a female head (FH2) replied to the question of the researcher:

“The obvious reason behind is that there is shortage of female doctors and through Medical profession our girls can serve their sisters in the field of health, they can also fulfill their desires and have social respect which this career offers.”

About the career choices of female students, a female head (FH1) responded:

Our girls want to be teachers because it is the job of the home; I mean the duty of it is available at the local station. It's a prophetic profession, there are vacations, it can be done with family life, it has good salaries and there is no interaction with males".

About the question of the career choices of female students, a female teacher (FT1) replied to the question of the researcher in the following words:

"The students of our school want to become doctors and if they fail to become, then they want to be nurses because Medical gives money, social status and good life. Similarly, our students also want to become teachers because teaching is an ideal job and society gives a lot of respect and it is the profession of peace and one can also do the work of the family and an educated mother, I mean a teacher can train her children very well as compared to others and it is also Islamic in spirit."

It is concluded that the major career choices of the secondary schools' students are Medical, Engineering, Teaching and Armed forces. The major careers of male students are Medical, Engineering, Teaching and Armed forces and of females are Medical and Teaching. The further subcategories of the females Medical career are; Nursing and Lady Health Visitors (LHVs). Male students want to become doctors because of financial benefits, honor, social status and the opportunity of social service due to this career in the society. They want to be Engineers because of the financial benefits and the spirit of patriotism. They want to be teachers because of the social status of the teachers in the society and the influence of their teachers upon them and Army officers due to their love for authority, power and heroism for the nation. Female students want to be doctors because of their spirit of social service and financial benefits. They also have aspirations for the careers of Nursing and Lady Health visitors (LHVs). Female students want to become teachers because in this career there is no contact with male gender, it is according to their culture, religion, traditions, its jobs are locally available, have vacations and does not adversely affect the family life of females.

Factor Affecting the career Choices of Secondary School Students

The most influential factors which affect the career choices of the students at secondary level are parents, students' personalities, socioeconomic status, family and society. Parents guide their children for the future careers, influence their outlook for

careers and provide support for the career aspirations of students. Personality determines the likeness of the students in their desired career choices and influences their overall performance. The socioeconomic status serves as a support mechanism and a source of inspiration to overcome poverty. The family inspires and provides a support mechanism for the career determination of the students. The society set the trends for the career choices and is a source of inspiration.

As for the influence of parents, they are a source of guidance, inspiration, financial support, emotional warmth and motivation. About this, one of the male (MS4) students told the researcher in these words:

“My parents guide me and tell me what to do and they told me to become a doctor because if I become a doctor, I will have a good life and people will respect me and my parents are very kind who takes great care of mine and spend money on my books and clothes and they love me too much and I love to make them happy and how can I make them happy only if I complete their dream of becoming a doctor.”

Parents affect the career expectations of children and make their minds for the future careers. In this respect one of the female students (FS3) told the researcher about her career choice in this manner:

“ I want to become a teacher and my parents told me to become a teacher because it is good for me as the service of the teacher is easy, there is no contact with males and it is according to the teachings of Islam and the traditions of the Pathans.”

Similarly, one of the male parents (MP4) told the researcher that:

“I tell my child to become a doctor because he is intelligent and can become and I know medical is good for getting income and if my child is unable to get a government job, then he can also establish his own clinic and he will also have respect in the society.”

The wishes of parents affect the career choices of students because they are the first role models and their career choices are the products of the wills of their parents and for this they often force their children. In this regard, two of the male teachers (MT4, MT5) about the influence of parents on the career choices of the students replied:

“The desires of parents influence the career choice of students, parents love to select careers for the children, which has a high income and have less effort, parents are the real role models for their children, they spend money upon children and tell them what to do and therefore, the career choice of children is usually the extension of the expectations of their parents. Parents also impose their will upon their children and normally compel them to adopt the career choices, whether they like or not or fit for them or not and they have to obey.”

Parents influence students' love for careers and they try to achieve success in those careers to satisfy the expectations of their parents. In this context, one of the male heads (MH1) told:

“You know that the parents usually express their preferences and love for the careers and usually the same becomes the life goal of their children to get, therefore, parents determine the interests of students for various careers and normally students make their career choices in the light of the expectations of their parents because it is the dream of every student to make his parents happy, therefore, parents are a significant influence on the career choices of our students.”

Female students are guided both by their parents and family in the career choices. In this regard a female head (FH1) replied:

“Our girls are usually supported by their parents and families and they also make career choices for them and parents are the sources of guidance and support for them”.

The personality of students is also an influential factor in the career choices of the students. Personality determines the career choice of the child and in this respect one of the male student (MS8) who wanted to be an Army officer told the researcher in this manner:

“My personality fits for army as I am having a good body, I am tall, I have the ambition to serve the nation and defend my country and for the satisfaction of that I am going to be an Army officer.”

The personality, interest and ability of students affect their career choices. About this a female student (FS6) told that:

“My personality fits for Medical because I am very intelligent and usually get good marks in the exam which made my mind to become a doctor and my interest is to treat the poor patient and this aspiration gives me the courage to become a doctor.”

The factors of personality like intelligence, ability, aptitude and health significantly affect the career choices of students. On this, one of the male teachers (MT4) told the researcher in the following words:

“The personality of a child plays a significant role in his career choice, so, if a student wants to be a doctor then he needs to have good mental power, similarly, if a student wants to become an Army officer, so he needs to have a good physique and these things the ability, aptitude and health play an important role in the career choices of children in our school.”

The socioeconomic status of students significantly influences the career choices of students. It enables the students to pursue their choice careers and if they are poor, then they are not in a position to pursue their choice careers and instead remain at the mercy of the situations. In this connection one of the heads (MH5) expressed in this manner:

“There are many students in our school who are intelligent and are able to get good marks, but as they belong to poor families who cannot afford their high fee for their education, so, in future they may not be able to go to their choice careers though they are fit for them, and the previous year such a problem came with one of our students, who though got admission in the medical college but his parents were unable to give him an education at the medical college, so, he could not join and remained.”

The family is an important factor for the career determination of students at the level of secondary schools. The members of the family influence the career aspirations of the young students and shape their attitudes for careers. In this respect one of the male teachers (MT3) told the researcher:

“Family members, cousins, uncles, grandparents, etc. influence the career attitudes of our students and students whose uncles or cousins are doctors they also try to become the same and those whose older brothers are teachers try to become teachers, like them.”

The society is also a significant influence on the career choices of students. The attitude of people in society, their honor for various careers and the spirit of competition among people in society significantly affect the career choices of students in secondary schools. In this regard a male head (MH2) commented:

“It is clear that students live in society and in society, there is competition and respect for some professions and less respect for others, so, students take inspiration from people and the trends of the society in which they live and in this way want to become like others in society in order to get respect and honor like them and it paves the way for the careers of students.”

Likewise, the spirit of social service, the norms, values and traditions of society also affect the career choices of students. In this respect a female head (FH2) told:

“Our students want to serve their sisters in health and education and as you know a male doctor can not treat a female effectively, therefore, they want to serve their sisters and mothers through becoming doctors and nurses and as teaching is a profession where there is no contact with males and it is according to our culture and religion that is why these societal norms affect and influence the careers of our students.”

From the views of the respondents, it is concluded that the most influential factors affecting the career choices of the secondary schools' students are their parents, their own personalities, socioeconomic status of students, family members, society and its traditions and they significantly affect the career choices of students. As for the influence of parents, they are the source of guidance for career choices and their attitude, expectations and socioeconomic status influence the career choices of students. They are a source of emotional and financial support for students. The personality of the students also affects their career choices. The interests, abilities, aptitudes and aspirations of students are important influences on the career choices of students and serve as the foundation for their future careers. The socioeconomic status of students also affects the career choices of students. Students with good socioeconomic status can pursue their career aspirations and those with low socioeconomic status are unable to fulfill their desired career aspirations. The family and siblings also influence the career choices of students because they are a source of guidance, financial support and are role models for the young ones of the family and

they follow them in the choice of their careers. The society also affects the career choices of students. The attitudes, trends, culture, traditions, religion, norms and values of the society significantly affect the career choices of students.

Influence of Student Personality on the Career Choices of Secondary School students

The personality of the students' is an important influence on the career choices of the students. The interests, will, aspirations, motivation, self-concept, aptitude, academic grades, personal skills and abilities, educational and career expectations significantly affect the career choices of the students in secondary schools. The factors of personality serve as the foundation for the career determination of students and set the stage for their future careers at the stage of secondary schools. The future success of students in their desired careers is mostly dependent upon their personality and therefore, when students come to the stage of secondary schools, then their personalities are kept in mind when the selection of courses is made for them and in this manner the foundations of their future careers are laid.

Regarding the effect of personality on the career choices of secondary schools' students, one of the female students who wanted to be a doctor (FS5) told the researcher in the following manner:

"I have my interest in the field of Medical, I have got good marks in grade 10th, I have the aspiration to become a doctor, I am motivated to work hard and expect that I will be able to realize my dream."

Another student who was male (MS5) and wanted to be an engineer, replied to the question of the researcher about the effects of personality factors on the career choices of the students:

"The effect of my personality on my career choice is 90% and my interest is in engineering because I score high in Mathematics and love to be engineer and it is my wish to become so and I believe that through my hard work, one day I will achieve what I have desired and my ability is good for success in my career."

A female student (FS4) who wanted to be a teacher commented on the effects of personality on her choice:

“I want to become a teacher and my interest is in it and I am intelligent and can become a good teacher because my mind will work very well in it.”

In the context of the impacts of personality related factors on the career choices of the students, one of the male parents (MP3) whose child has made the career choice of engineering informed the researcher in this manner:

“We had left the career choice of our child to his own free will and we knew that his interest was in engineering and therefore, we allowed him to make that career, his choice for the future and he is able to become so, and will fulfill the aspirations of himself and ours by becoming an engineer.”

In connection with the effect of personality on the career choices of students a male teacher (MT5) told the researcher in the following words:

“The interests of our students in the school play a major role in their career choices, their aptitude, mental ability and exam grades pave the way for admission in the professional colleges of their choice and realization of their dreams. Their abilities are the fundamentals for their success in their future careers and they have therefore, made their career choices on the basis of their abilities.”

In the similar vein a male head (MH3) replied:

“In most cases, parents select careers for students, but it is not good to compel students for some careers and that is why their personalities become an important element for the career choices, now as for the students of our school are concerned, the interests, motivation and grades of our students are important factors of personality which worked on the selection of their careers. Interests made their motivations and their grades enabled them to take admission in subjects of their choice to get their desired future careers.”

In the same style a female head (FH1) said about the influence of personality factors on the career choices of students:

“The personality of our student is an important factor in their career choices. How much they are able, their interests, aspirations and academic achievements highly influence their career choices and it also determines their success in their desired careers.”

From the opinion of the respondents, it is illustrated that the personalities of students are an important factor in the career choices of students and serve as the foundation for the future careers of secondary schools' students. The interests, abilities, wills, aptitudes, self-esteem, motivation, academic grades, expectations, wishes and desires are the key factors in the career choices of students, therefore, at the stage of secondary schools, they are considered in the career determination of students and moreover, they also determine the future success in the selected career choices.

Influence of Parents and Family on the Career Choices of Secondary School Students

Parents and family are the key players in career determination of students at secondary level. They satisfy the needs of their children, give them education and tell them about the careers which the students should select. In the real sense, the career choices of students are actually the extension of the wishes and desires of their parents and families, therefore, fathers, mothers, siblings, parental socioeconomic status and family types are important influences on the career choices of students at secondary level.

About the influence of the parents and family on the career choices of students, a male student (MS3) told the researcher about the influence of his parents and family on his career choice:

“My parents both mother and father have a role in my career choice, my father is a teacher, therefore, I want to be a teacher, my mother prays for me all the time and serves me at home, my maternal uncles are also teachers and my older brothers give me the money and as we live in a joint family, so my uncles work in the field and I am free to my education and with their help and support, I will become what I desire.”

In the similar vein a female student (FS2) who wanted to be a doctor told the researcher:

“My elder sister who is a school teacher has a significant effect upon my career choice, she is the one, who guides me about my career and arranges the expenditures of my education, my uncle also helps me and the money of my parents come on my work, when I need for my education and career.”

About the role of parents and family in the career choices of students, one of the male parents (MP5) told the researcher in this manner:

“I have a significant influence on the career choice of my child and his mother also guided him in education, but in the choice of career he is more influenced by my guidance and I know what things are good for him and what are not and his older sister also guides him in education and his career and we spend money, so that, he may become engineers and his maternal uncles are also engineers and they also inspired him to become engineer”

Another male parent (MP1) told in these words about the role of parents and family in the career choices of children:

“My role is greater as compared to the role of my wife, I mean his mother and I want him to become a doctor and he is also inspired by my father, who is his grandfather and who had advised him to become a doctor to serve the family and the poor people of the neighborhood and the other poor who need treatment.”

About the effects of parents and family on the career choices of students at the level of secondary schools, one of the male teachers (MT1) told the researcher in the following manner:

“The parents significantly affect the career choices of our students; the father is the financial support for the careers of our students while mothers are the emotional support for the careers of our students. The older brothers and sisters are the planners for the careers of their younger brothers and guide them about preparation for the careers and they also serve as role models for the careers of the students. Similarly, the joint families’ students have also the benefit of their uncles and other elders who not only provide inspiration, but also guidance about the careers to our students.”

About the influence of parents and family on the career choices of students, a male head (MH4) commented:

“Parents are the support of our students and they satisfy the needs of their children. In this manner their attitudes towards careers, their information and socioeconomic status determine the career of children. If parents are educated then their influences

on the career choices of students are more and important, and if illiterate then they do not influence the careers of the children. Similarly, brothers and sisters also influence the careers of their younger brothers and sisters and they guide their brothers and sisters and we observe that if older brothers are teachers, the young also follows the same direction and become teachers, so, the siblings set the trends of the younger siblings and shape their future careers. As for the socioeconomic status of parents, it is very much involved in the career choices of children, because in our school, students who are from economically well off families and their parents are rich, they compel their children to become doctors because they can arrange tuition and facilities which students need when they want to be doctors and poor parents cannot afford the high expanses of medical colleges, so, they want to be teachers which needs less resources as compared to medical. The type of family also affects the career choices of students. Those students who belong to joint families are more in competitions with children in the family and due to elders in the family, they are not responsible to work for the family and they have more free time to study, therefore, such family is more helpful to provide an environment for the choice careers of students.”

Similarly a female head (FH1) replied:

“As I have told you earlier that parents and family are important influences on the career choices of our students. Parents determine their careers, provide them with money and tell them to do various careers. As for the influence of fathers and mothers, I think father is more important because he is the bread winner and also interact with people in the society and have good experience, so is a significant guide for the career choices of students and if the mother is educated then she is definitely very good to guide her daughter for careers but unfortunately, most of them are uneducated and have no knowledge of career choices. On the other hand, older brothers and sisters, if are educated, have a good role in the career choices and education of their younger sisters and guide them like their parents. In the case of family type, so, the family is always a strong influence on the career choices of females and they can only adopt careers which the elders of the family allow and this influence is more in families where there are joint families and less where family is separate.”

Parents and family of the students significantly affect the career choices of students. Fathers, mothers, siblings and family members significantly affect the career choice of the secondary schools' students. Parents are more influential when they are educated. Fathers provide financial support and help in the selection of career for children. They are more experienced and have good information about careers as compared to mothers. Mothers are the sources of guidance and emotional support for the career choices of students. Siblings serve as planners and role models for the career choices of their younger brothers and sisters. Parents' socioeconomic statuses are a support for the career choices of students. As for the influence of families, students from joint families are more supported by the members of their families and they are also a strong support base for the career choices of the students. The careers of females are more influenced by the parents, siblings, family members and family types because of their dependency on parents and family for the approval of their careers.

Influence of School on the Career Choices of Secondary School Students

Schools where the students get education are also an important influence on the career determination of students at the level of secondary schools. The environment of the school, its teachers, class and school fellows and the subjects taught by teachers at the school significantly influence the career choices of students. The school shapes the personality of the students for the future careers; the teacher's guide and inspire for careers, the class and school fellows advises and inspire for careers, make competitions and the subjects of the school lay the foundations of the desired careers of students.

About the role of school in the career choices of students, one of the male students (MS10) said so, to the question of the researcher about the effects of school related factors, on the career choices of students:

“The influence of the school on our career choices is very high and we are very much under the control of our school, for the choice of our careers. The teachers guide us and tell us how to get good marks and make ourselves fit for the career of Medical and they give us information about the entry test examination of the medical and my class fellows guide me, how to prepare ourselves for the future competition and the

subject of Biology which I am learning at the school, is going to help me for becoming a doctor and it also inspires me to go to Medical and work as a doctor in future.”

A female student (FS7) expressed her views in these words:

“The environment of the school affects our career choices, the teachers in our school take care of us like our own parents and give us guidance for how to get our career goals, and they tell us, what are the requirements for becoming a teacher and what we should work upon for becoming teachers. Our class fellows and school mates also discuss with us the careers and tell us what we have to do as students and this makes our minds for the future careers. The subjects of our school enable us to go to our desired careers and prepare our minds for them.”

One of the male parents (MP4) replied about the role of school in the career determination of children:

“The school is playing a significant role in the career choice of my child, his teachers are role models for him, and they guide him about his career and teach him to get his desired career in the future. The class fellows help him in his studies and guide him for the career. The subjects of school will enable him for entry into the Medical College.”

A male teacher (MT5) commented in these words:

“ We prepare our students for the careers, in which they are interested and tell them what they should do to become and what are the requirements for the entry into the careers of Medical, Engineering and Teaching and what are the tests for the entry into the professional colleges and how to prepare themselves for those and get entry into their desired future careers and the students of the class and school inspire them through the spirit of competition and create an environment for the hard work which is the first pre-requisite for any career and the subjects of t school make their minds and prepare them for entry into the professional colleges of their desired careers.”

Similarly, a male head (MH1) commented:

“The school is the second home for our students and the people of the school, I mean teachers, students and authorities are like parents and brothers for the students and they all play a major role in the shaping of future careers for our students. The most

influential of all these, is the influence of teachers. They are guides, role models and resource persons for the career guidance of students, students ask them and they themselves give information about careers and the requirements for these careers, which prepares the minds of students for future careers. Similarly, the students of the class and the school discuss the information and their love for various careers which influence the career choices of other students. Likewise, the subjects which the students study at the school also prepares students, for the future careers, in this connection those who study Biology, make the career choice of Medical and those who study Mathematics, love to become engineers while those who study Humanities or Arts subjects, make the career choice of teachers and others.”

In the similar way a female head (FH2) replied:

“The school is very important for the career choices of our students and our teachers are the sources of support for the career choices of students. The teachers teach them and guide them for careers and the students compete with one another and this competition affects their career choices. Students also influence the aspirations of each others. The subjects taught at the school, shape the future careers of our students.” (FH2)

The schools where students study is an important influence on the career choices of students. The environments of schools prepare students for their future careers. The teachers of the schools are the source of guidance, inspirations, role models, and careers’ inform and prepare students for their future careers and entry into their desired professional colleges. The school fellows and class fellows are the source of guidance and healthy competition for the students to achieve future career goals and the subjects which they study at school prepare the minds of students for their expected future careers.

Influence of Socio-cultural Factors on the Career Choices of Secondary school Students

The socio-cultural factors like, societal needs and demands, culture, religion, ethnicity, gender stereotypes, friends, peers, social role models, social media and social status and prestige are important factors at the level of the secondary school which influence the career choices of secondary schools’ students and their shape the

attitudes of students for careers which they want. The socio-cultural factors shape the inspirations of the students and make their minds for selection of careers. These factors also bring the spirit of competition in students, which ultimately affect their career choices. The influences of socio-cultural factors are more evident in the career choices of female students and therefore; culture, traditions, religion, role models, social media and social gender stereotype significantly influence their career choices.

About the influence of socio-cultural factors on the career choices of students, one of the female students (FS6) told the researcher:

“The needs and demands of the society have affected my career choice. The female in our area is uneducated and do not know about health care and I want to become a doctor to educate them about health care and will treat the poor patients who will pray for me and the services of the humanity is also the teachings of our religion. Through it, I will make my Allah and the people very happy. She further told about the role models that she had observed a female doctor in Peshawar hospital and from that day onwards, she wanted to serve and treat patients in the similar fashion and when on T.V or in film, I watch a female doctor, I get very much inspired.”

Social status, religion, friends and peers also influence the career choices of students. Friends and peers tell each other about the choice of their careers and take inspirations from one another. Social status also inspires students' beliefs for the choice of careers. Regarding this a female student (FS4) commented in this way:

“I want to become a teacher and it is according to our culture, there is no contact with a male and I know that it is fit for females. It is the career of social status and it is according to our religion because teaching is the profession of prophets. My friends and peers also told me to become a teacher because it is Islamic. I am also impressed by our Urdu teacher who is a model for me and I want to be a teacher like her.”

Social role models and social media also significantly influence the career choices of students. A male student (MS8) replied to the question of the researcher about the influence of social role models and social media on his career choice in this manner:

“I want to become an Army officer and when I see them, I get inspired and when I watch films about them, I get inspired and want to join the Army.”

Another student (MS10) who wanted to be a doctor told the researcher:

"I want to be a doctor and we all friends work hard together, to become doctors and share notes with one another and help each other and we all want to help the poor people through our careers."

Societal needs and demands influence the career patterns of students and they go for careers to satisfy the demands of society. One of the male parents (MP4) commented on this as:

"The real aim behind the career choice for our children is to serve the society and fulfill the needs and demands of the society. As for the career choice of my child, I want him to become a doctor because there is no doctor in our area and the people have difficulty in getting doctors and he will also serve the poor people, which is the teaching of our religion, Islam and good for my child."

Socio-cultural factors like culture, religion, values, norms, traditions and social gender stereotypes are significant influences on the career choices of female students. Female students are more affected by socio-cultural factors in the choice of their careers. About the role of sociocultural factors in the career choices of females, a female teacher (FT2) commented:

"The students are social beings and therefore, they live in the society and as you know that females are more under the influence of religion, culture, traditions, values norms and the social gender stereotypes, so, it becomes natural for them to go for careers which do not violate the socio-cultural factors and they are more under its power, as compared to males, so, our students mostly want to become teachers, because it is according to their socio-cultural norms."

Similarly a male teacher (MT5) told the researcher in the following words:

"Socio-cultural factors are important for the career determination of students, the needs and demands of society, the values and traditions, the social role models and social media significantly affect the career choices of students. These factors set the trends for the future careers of students and they are inspired to get the same, so students normally look at their surroundings, in which they live and try to become the same like the society, in which they live. All the above mentioned factors shape the

mind of our students for their careers. In this context, you know why the majority of students want to be doctors, because those who are doctors are usually provided with much respect by society and it is because of social prestige that students want to be doctors and their parents compel them, to do the same.”

In the similar vein a female head (FH1) told:

“Very big is the influence of sociocultural factors on the career choices of male and female students. Students are the children of the society and as such the values, norms, traditions and religion affect the career choices of the female students and therefore, they like to go for careers in which there is purdah [veil].”

Likewise, another female head (FH2) replied:

“To a great extent, the social role models influence the students and they wish to adopt the same careers in which the like of their model is, therefore, push them towards that career, similarly, the social media, also influences the career choices of our students and shape their attitudes towards various careers.” (FH2)

The socio-cultural factors, i.e. societal needs and demands, culture, religion, ethnicity, gender stereotypes, friends and peers, role models, social media, status and prestige significantly influence the career choices of students. Socio-cultural factors set the trends for the inspirations of students and they usually like careers with good social status. The female students are more influenced by the socio-cultural factors, i.e. culture, religion and social gender stereotypes in their career choices and go for careers which do not violate socio-cultural norms because they have to observe the social cultural norms in their expected future careers.

Influence of Career outcomes on the Career Choices of Secondary School Students

Career outcomes, i.e. income, job security, working environment, authority and power, autonomy and recognition, promotions, leisure and comfort, job satisfaction, the spirit of competition and career opportunities to significantly influence the career choices of students in secondary schools. The expectations of careers shape the career preferences of students and take them to their career choice decisions.

Talking about the influence of career outcomes, one of the male students (MS6) told the researcher that he wants to become a doctor because it offers good income and money gives honor in the society, he commented on the following words:

“I want to be a doctor and doctors get good income and because of that they are respected and with the money, they also have the power and respect in the society.”

A male student (MS7) told the researcher about the influence of career outcomes on his career choice in the following words:

“Income is the main thing in the choice of my career, I want to be a teacher and I have made my career choice because it will give me a good income, as we need food to live so, we need income to get and there are also vacations in the teaching and therefore, I want to be a teacher.”

About the effect of career outcomes on the career choices of students a female student (FS1) said in this manner to the researcher:

“As for the choice of my career, I want to get a lot of money through it and as we do not have a good house, so, I want to get a large and beautiful house with that and wish to have every luxury in that and I wish to have power and authority and free time for taking rest.”

Regarding the role of career outcomes in the career choices, one of the male parents (MP1) told the researcher that, as everybody wants money through his career, therefore, the influence of his child is affected by income and other career outcomes and he further explained in the following words:

“Income is the most important thing in the choice of career because up to some extent money is something; therefore, money is the basic aim of the profession. The love of power, honor and authority and the free time, all things we considered in the choice of the career of our child.”

Another male parent (MP5) replied in these words:

“Though we kept the money that my son will get from his profession, but they should come in the right manner and there will be an authority and there is job security and

the working hours are less and more free time, the conditions of the work will be good and everything will be O.K.”

Income, free time, vacations, job opportunities, job security, promotions, tension free environment and careers with high income and power are the favorite careers of both students and their parents. It is followed by the careers with good salaries, job security, vacations, status and opportunities as favorite careers of the students. Among the teachers one male teacher (MT2) replied about this in the following manner:

“Students look to salary and income, free time, I mean vacations, job opportunity, job security, promotion, power and no depression, then students love those careers and the parents of our students usually tell their children to become doctors and engineers and these two have high income and power and if they cannot become so, then they become teachers and in teaching there are good salaries, job security, vacations and status and there are more opportunities of teaching, so these things make the career of teaching, the third most favorite career choice of our students.”

In the similar vein, one of the male heads (MH3) told the researcher:

“Career outcomes are important factors for the career choices of the students. It’s actually money and income which the students want from their expected careers and it is due to this reason that they want to be doctors because doctors earn a lot of money and money determines the status and guarantee quality of life in the society. Similarly, the careers which offer good environment, promotions and free time, are the favorite of students and those students who want to be teachers, have in mind that it has job security, promotions, free time and even social status and those students who love to get power, they usually love to become Army officers because it offers power and authority.”

Similarly, vacations, free time, leisure and comfort significantly affect the career choices of female students, in this regard, one of the female heads (FH2) reported:

“Career outcomes like income, job security and free time are important factors for female students, when they make the choice of their careers. Females want to join careers in which there is more free time, to allow her to remain at home for the maximum time and may manage the domestic affairs and in similar fashion, our

students want to be teachers because their parents believe they will have no problems in future adjustment in their families, when they marry and start a family life.”

The career outcomes, i.e. income, job security, working environment, leisure and comfort, job satisfaction, promotions, the spirit of competition and career opportunities to significantly affect the career choices of students. Male students offer careers which offer high income and power and female students prefer careers with the leisure and comfort and free time.

Career Guidance Needs of Secondary school Students

For the selection of proper career choices which are based on students’ interests, aptitudes and proper knowledge of career opportunities, the students of secondary schools need the facilities of career guidance, trained career guides, help in the selection of the schools’ subjects, guidance in career choice decisions, support in career planning, mechanism for the identification of students’ interests and abilities and the integration of interests and abilities with their career choice decisions, information about careers, career guidance subjects and the facility of library and internet for the career guidance at the level of secondary schools for effective career guidance services at schools.

Students need the facility of career guidance and career guides to show proper careers and may select a suitable career for them. About the question of career guidance needs of students, one of the female students (FS7) told the researcher in the following manner:

“We need the facility of career guidance at the school and we need a special teacher for this purpose that may make us understand in the real sense that what careers are good for us and what are not and what subjects are right for us and what are not.”

Guidance and the availability of career guides will guide students according to their abilities and will enable them to go for proper careers. Another female student (FS5) expressed her views on this in the following manner:

“The guidance for careers in our school is necessary for all the students and it will make everyone fit for her career and everyone will have a career, according to her

mental ability and for this a guide is most and we are blind and guide will show us the right path to careers.”

The students of secondary schools need career guidance, career guides and support in their career planning to save students from the trial and error in their career choices. One of the male students (MS9) commented in this context:

“In the school, we need proper career guidance, there is the need of a trained guide who may know our ability and interest and may give us the information about the careers which are suitable for us and which are not and what subjects are fit for us and may help us in the planning of our careers, though we all want to become doctors and our teacher says that every one cannot become a doctor and it makes us worry that if we could not become doctors then what will we do, but my class fellows say that if we could not become doctors then we will become teachers and I am not happy on this because I want to be a doctor only.”

Among the parents one of the male parents (MP4) told the researcher about the career guidance needs of the students at secondary schools:

“Our children need guidance for the future careers and it will be good for the identification of the interests of students and for their help to achieve their goals in life. The students need a trained career guide, who may bring out what is there in the hearts and brain of the students and may suggest fitting careers for them, on the basis of the wishes of their hearts and mind. It will make them go on the right path and they will achieve their desires.”

Students need career guidance because students and their parents usually look at others for their careers and do not consider the personality of the student. Therefore, need the proper career guidance from teachers and facilities of books and internet for the career guidance. Regarding the career guidance needs of secondary schools' students, one of the male teachers (MT4) commented in the following manner:

“The career guidance is must for our students in the school. As the parents are not aware of the ability of their children and the teachers have no time, so in this case the proper decision power of the students is very weak and they often make their career choice at the apparent charm of the career. The teachers also need to know the ability of the students and may guide them in the proper choice of the subjects. The students

also need books in library for career guidance and internet facility for the information of careers.”

In the similar vein a female teacher (FT3) viewed that career guidance is necessary for the proper career selection of the students and their future prosperity. In this context, she replied:

“My female students need the facility of guidance for the suitable career choices. Through this the students will be able to know what careers are fit for them and what are not and it will get them to prosper in the future and they will be happy in life.”

Students need a proper mechanism for the identification of their interests and abilities and selection of careers on the basis of these. They need information about careers and subjects of career guidance to make them aware about proper careers. About the career guidance needs of the students, one of the male heads (MH5) told the researcher in the following words:

“The choice of right career choices is an issue at our school, now the first thing in this regard, is the selection of right subjects which are based on the aptitudes and interests of the students and career guidance at our school. We need to train guides with system to know the abilities of our students and may suggest proper careers to our students. We also need subjects of career guidance for the awareness of students about future careers.”

In the similar way a female head (FH2) replied:

“In the present time, we need the facility of career guidance at our school and for this purpose; we need career guide and a system which may guide us for the proper career choices of the students. We also need study materials to guide our students.”

The provision of career guidance, services of career guides, help in subjects' selection, guidance in career planning, mechanism for the identification of students' interests and their integration with career choices, career guidance subjects, career information and the use of library and internet are the important career guidance needs of the secondary schools' students. These needs are important, for the satisfaction of these will provide assistance to students in selection of proper careers,

and their potentials will not be wasted because of career selections on the basis of trial and error and if they are satisfied, it will lead to their future prosperity.

Evaluation of Career Guidance facilities Available to the Students of Secondary Schools

About the evaluation of the available career guidance facilities available to the students of secondary schools, most of the students, parents, teachers and heads told the researcher that the facilities of career guidance, services of trained career guides, help in selection of school subjects, planning for future careers, mechanism for identification of students' interests and their integration with the career choices decisions, career guidance subjects and the facility of library and internet is not available to the students of secondary schools. The impacts of this is that potentials of most of the students is wasted and every student wants to become a doctor and usually they go for careers on the basis of trial and error without clearly chalked out plan, which often results in wastage of valuable potentials of the students at secondary schools and the future loss for the nation.

About the facilities of career guidance in schools, one of the female students (FS6) commented:

“There is no facility of career guidance in our school and we don't know what to do. We do not have career guides and we have no information about proper careers for ourselves.”

Students in secondary schools do not have the facility of career guidance, they do not know about their interests and have no information of careers fit for them, therefore, the majority of students want to be doctors, irrespective of the knowledge of their interests and abilities. About this a male student (MS9) commented in the following manner:

“There is no guidance for us and we do not know our interests and abilities and we have no information about careers. We are getting an education and the majority of our students in the class want to become doctors and engineers and we have no information that what we need for becoming doctors and getting admission into the college of doctors and how much money is required for that.”

Students of secondary schools usually live in the dream world and they consider that their future careers will be a smooth sailing because of the lack of knowledge of self and their abilities. In this connection a male student (MS4) replied to the question of the researcher:

“ We do not know how much ability we are and what careers are fit for our ability and we are just studying and have the hope to become doctors but do not know what it will become in future.”

Parents make the career choices of their children but have no knowledge of what is right for their children. About the available facilities of career guidance in schools, a male parent (MP3) told the researcher:

“I know that those who become doctors usually have a good life and money and people respect them, therefore, I told my son to become a doctor and as I know he is intelligent but I am not sure whether I have made a right decision for him or not.”

Parents are unaware of the career choices of the students and have no care for them and have no contact with the school of their children and even if they fail, they don't care and love to send them abroad instead of their good education. In this context, one of the parents (MP5) replied in the following manner:

“My son is studying Arts subjects and I do not know what he is going to be and if he becomes a teacher, it will be good and if he could not then I will send him to Saudi Arabia, to get wealth for us and himself because it is money that works and I have no contact with the teachers and people of the school where my child is studying.

Mostly, parents select the careers of students on the basis of their poor information, teachers have no role and the students are unaware about the information about careers. Therefore, students first want to become doctors, engineers, and if they fail, then they come to teach and this is the wastage of students' potentials. Regarding the availability of the career guidance facilities for students one of the female teachers (FT3) told:

“No facilities of guidance for career choices of the students are available at our school. The students usually make their career choice decisions on the basis of the information of their parents and our teachers have no place in that and parents do not contact with us and we ourselves also have very little information about the careers of

the students and in most cases the students of our school want to become doctors and if they fail to become, so, then they want to be teachers. We do not have any career guide and any system of the career guidance of the students at school and this is wasting the talented students of our school, who run after the career of medical.”

In schools, students only have the guidance of their teachers, but the problem is that they do not take guidance from teachers but rely on the poor information on their parents. In this regard a male teacher (MT9) expressed his views:

“For the students of our school, the service of career guidance and trained career guides are not available. They only have the guidance of their teachers but the problem is that when students come to school, they already have made their decision about the careers and their such decisions are based on the inadequate information of parents and the students usually go for Medical as a career because they see the charm in it, but it just wastes the potential of the students, because every student cannot become a doctor and there is no facility of career guidance to stop this issue and save the potentials of the students from being wasted.”

There are no facilities of career guidance in schools and students have no clear career plans based on their interests and aptitudes and career selections is a matter of chance for them and usually make wrong subject selections for them. About the available facilities of the career guidance in schools, a male head (MH4) replied:

“We do not have the facilities of career guidance at our school for the proper career choices of the students and due to this reason majority of the students want to be doctors, but fail to become because they generally have no preparation for that in terms of aptitudes and competencies. Due to this reason, the majority of our students makes their career choices on trial and error basis and have unclear picture about their future careers. The only ray of hope in this situation is our teachers, who provide guidance in this regard, but they have little time and they are also not well aware of all the careers and therefore, our students have nearly no career guidance and usually base their careers on the poor and scanty information of their parents.”

In the similar vein, a female head (FH2) commented:

“We only have our teachers and they are guides for the career choices of the students. They tell them what to become but as teachers cannot guide every student, therefore

most of our students make wrong subject combinations, which cannot guarantee their proper career choices and as career guidance facilities are not with us, so many a talented students are wasting every year because of this.”

The facilities of career guidance, trained career guides, help in the selection of subjects, guidance in career planning, mechanism for the identification of students' interests and abilities and their integration with the career choices, career guidance subjects, career information and facilities of library and internet are not available to the students of secondary schools and due to this reason they usually select careers on the poor information of their parents, they make their career plans on the basis of trial and error and they have no clear chalked out plans for their future careers.

Effective Strategies for the Career guidance of Secondary School Students

Regarding the effective strategies of career guidance for the students of the secondary schools i.e. the provision of career guidance facilities, the services of the trained career guides, the cooperation of parents, teachers and schools' authorities, career orientations, workshops for career information, the mechanism for the identification of the interests and abilities of the students and their integration with the career choice decisions, career guidance subjects in schools' curriculum, making career guidance as integral part of teachers' education, the use of books, brochures and social media for the career guidance of the students and the active role of policy makers for the provision of the resources to establish the career guidance facilities in the schools, the respondents commented that these strategies will help a lot for the proper career selection of the students and will minimize the wastage of the valuable potentials at the level of secondary schools.

Commenting on the effective strategies of the career guidance at the school, one of the female students (FS2) told the researcher in this manner:

“In our school, we girls need the career guidance services and the career guide who will tell us about our ability and interest and will select careers for us on the basis of that.”

A male student (MS3) replied:

“For the career guidance of the students, the cooperation of our parents and our teachers is very much compulsory. We also need seminars and workshops to know about careers’ information. The government should give money to our school to facilitate us in career guidance.”

In the similar vein a male student (MS7) told the researcher:

“The facility of career guidance in school will help us for proper careers and our potentials will be saved from being wasted and we will become successful and will make our parents happy and will help the people of our country.”

The facility of career guidance will help students to know themselves and careers fit for them. For this parent and school must cooperate and communicate and government authorities must allocate funds and outline procedure for the establishments of career guidance facilities in schools. About the strategies of career guidance, one of the male parents (MP4) replied:

“The facility of career guidance is good; it will help in knowing the tendencies of the students and will help in the selection of proper career choices for them. For this purpose, parents and school must cooperate and the government must help through the provision of funds and legislation to make this facility available at schools.”

In the similar vein, another parent (MP2) said:

“The guidance on careers is must for children in the schools, it will help them to select careers fit for them and for this, there should be a good system at the school, to achieve this purpose because children are the future builders of our nation.”

For the career guidance of students at secondary level, there must be the provision of career guidance facilities, appointment of trained career guides, workshops, seminars and orientations, system for knowing the interests and abilities and their integration with the career choices, cooperation of home with school, career guidance training for teachers, career guidance subjects in schools’ curriculum, use of books and social media for career guidance and the active role of the policy makers for the provision of financial and legislative assistance for establishment of career guidance facilities in

schools. Regarding effective strategies of career guidance, one of the male teachers (MT3) commented:

“For the career guidance of students, career guidance must be established in the schools. There should be the appointment of trained career guides, workshops, seminars and orientations, proper system for knowing the ability and interests of the students and cooperation of home and schools. As the teacher is the key player in the choice of proper careers for students, therefore, his training must be based on a proper basis to give him the skills in guiding students for proper career choices. The schools’ curriculum should have subjects of career guidance and books on career information and internet facility to facilitate students. To overcome the hurdles in the establishment of career guidance in schools, the policy makers must legislate and should give funds to give facilities of career guidance to the schools.”

Similarly a male head (MH5) told:

“Our students need the facility of career guidance to help in the proper selection of careers; similarly, there is the need of trained career guides to guide our students for proper career choices. We need the cooperation of parents to help us and our teachers, for the proper career planning of our students at the school. There is the need of workshops, seminars for students to have information about careers and we need facilities from government to provide us the necessary facility of career guidance to help our students in planning for better and fit careers.”

Likewise a female head (FH1) replied:

“For the career guidance of our students, we need the facility of career guides at our school. We need the cooperation of parents with teachers and we need resources allocation to schools for the establishment of system to select careers for students on the basis of their abilities.”

It is concluded that the effective strategies of career guidance for the students of the secondary schools are; the provision of career guidance facilities, appointment of trained career guides, cooperation between parents and teachers, workshops, seminars, orientations for career information, mechanism for the identification of students’ interests, abilities and their integration with the career choices, development of teachers skills through incorporation of career guidance subjects in teachers’

education programs, career guidance subjects in schools' curriculum, use of books and social media and the active role of the policy makers for the provision of resources for establishment of career guidance in schools. These strategies are effective because these will help in their proper career selection and there will be no wastage of students' potentials at the level of secondary schools. This will help students to have well considered and thought out career plans based on their interests, aptitudes and knowledge of career opportunities.

4.2.1 Summary of Qualitative findings of the study

The qualitative findings demonstrated the careers of Medical, Engineering, Teaching and Armed forces as the major careers of the students in secondary schools. The major careers of male students are Medical, Engineering, Teaching and Armed forces and of the female are Medical and Teaching. The subcategories of females' medical career are Nursing and Lady Health Visitors (LHVs). Male students want to become doctors because of financial benefits, honor, social status and the opportunity of social service for society. They want to be Engineers because of the financial benefits and the spirit of patriotism. They want to be teachers because of the social status of teachers in society and the influence of their teachers upon them and Army officers due to their love for authority, power and heroism for the nation. Female students want to be doctors because of their spirit for the social service and financial benefits. Female students want to become teachers because in this career there is no contact with male gender, it is according to the culture, religion, traditions, local jobs, vacations and does not adversely affect the family life of females.

The most influential factors affecting the career choices of the secondary schools' students are their parents, their own personalities, socioeconomic status of students, family members, society and its traditions and they significantly affect the career choices of students. As for the influence of parents, they are the source of guidance for career choices and their attitude, expectations and socioeconomic status influence the career choices of students. They are a source of emotional and financial support for the students. Female students are more under the influence of their parents. The personality of the students also affects their career choices. The interests, abilities, aptitudes and aspirations of students are important influences on the career choices of students and serve as the foundation for their future careers. The socioeconomic status

of students also affects the career choices of students. Students with good socioeconomic status can pursue their career aspirations and those with low socioeconomic status are unable to fulfill their desired career aspirations. The family and siblings also influence the career choices of the students because they are a source of guidance, financial support and are role models for the young ones of the family and they follow them in the choice of their careers. The society also affects the career choices of the students. The attitude, trends, culture, traditions, religion, norms and values of the society significantly affect the career choices of students.

The personalities of the students are an important influence on the career choices of students and serve as a foundation for the future careers of the secondary schools' students. The interests, abilities, will, aptitudes, self-esteem, motivation, academic grades, expectations, wishes and desires are the key factors in the career choices of students, therefore, at the stage of secondary schools, they are considered in the career determination of the students.

Parents and family of the students significantly affect the career choices of students. Fathers, mothers, siblings and family members significantly affect the career choice of the secondary schools' students. Parents are more influential when they are educated. Fathers provide financial support and help in the selection of careers for children. They are more experienced and have good information about careers as compared to mothers. Mothers are the sources of guidance and emotional support for the career choices of students. Siblings serve as planners and role models for the career choices of their younger brothers and sisters. Parents' socioeconomic statuses are a support for the career choices of students. As for the influence of families, students from joint families are more supported by the members of their families and they are also a strong support base for the career choices of students. The careers of females are more influenced by parents, siblings, family members and family types.

The schools where students study is an important influence on the career choices of students. The environments of the schools prepare students for their future careers. The teachers of the schools are the source of guidance, inspirations, role models, and careers' inform and prepare students for their future careers and entry into their desired professional colleges. The school fellows and class fellows are the source of guidance and healthy competition for the students to achieve future career goals and

the subjects whom they study at the school prepare the minds of the students for their expected future careers.

The socio-cultural factors, i.e. societal needs and demands, culture, religion, ethnicity, gender stereotypes, friends and peers, role models, social media, status and prestige significantly influence the career choices of students. Socio-cultural factors set the trends for the cultural inspirations of the students and they usually like careers with good social status. The female students are more influenced by sociocultural factors, i.e. culture, religion and social gender stereotypes in their career choices and they usually go for careers which do not violate sociocultural norms.

The career outcomes, i.e. income, job security, working environment, leisure and comfort, job satisfaction, promotions, the spirit of competition and career opportunities significantly affect the career choices of students. Male students offer careers which offer high income and power and female students prefer careers with the leisure and comfort and free time.

The provision of career guidance, services of career guides, help in subjects' selection, guidance in career planning, mechanism for the identification of students' interests and their integration with career choices, career guidance subjects, career information and the use of library and internet are the important career guidance needs of secondary schools' students. These needs are important, for the satisfaction of these will provide assistance to students in selection of proper careers and their potentials will not be wasted because of career selections on the basis of trial and error and if they are satisfied, it will lead to their future prosperity.

The facilities of career guidance, trained career guides, help in the selection of subjects, guidance in career planning, mechanism for the identification of students' interests and abilities and their integration with the career choices, career guidance subjects, career information and facilities of library and internet are not available to the students of secondary schools and due to this reason they usually select careers on the poor information of their parents, they make their career plans on the basis of trial and error and they have no clear chalked out plans for their future careers.

It is concluded that the effective strategies of the career guidance for the students of the secondary schools are; the provision of career guidance facilities, appointment of

trained career guides, cooperation between parents and teachers, workshops, seminars, orientations for career information, mechanism for the identification of students' interests, abilities and their integration with the career choices, development of teachers skills through incorporation of career guidance subjects in teachers' education programs, career guidance subjects in schools' curriculum, use of books and social media and the active role of policy makers in the provision of resources for establishment of career guidance in schools. These strategies will help in their proper career selection and there will be no wastage of students' potentials at the level of secondary schools. This will help students to have well considered and thought out career plans based on their interests, aptitudes and knowledge of the career opportunities.

CHAPTER 5

FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings, discussion, conclusion and recommendations of the study.

5.1 Findings of the study

This section deals with the main findings of the study. It is divided into two sections. Section one deals with the quantitative findings of the study while section two deal with the qualitative findings of the study.

5.1.1 Quantitative Findings

Career choices of Secondary School Students

1. As for the major career choices of secondary schools' students:

According to the respondents, 35.5% students, 33.3% parents, 84.5% teachers and 90% heads viewed Medical, 27.3% students, 19.4% parents, 24.7% teachers and 80% heads, considered Teaching, 9.2% students, 22.6% parents, 49.5% teachers and 65% heads, viewed Engineering, 7.3% students, 11.8% parents, 33% teachers and 45% heads, regarded Armed forces and 6.5% students, 3.3% parents, 12.4% teachers and 35% heads, opined that Civil service is the major career choice of secondary schools' students. [Table 4.2, 4.19, 4.29, 4.39]

2. About the minor career choices of secondary schools' students:

On the basis of responses, 2% students, 3.2% parents, 6.2% teachers and 25% heads, considered Agriculture, 2.9% students, 2.2% parents, 21.6% teachers and 30% heads, viewed Computer and Information technology, 3.2% students, 1.1% parents, 15.5% teachers and 20% heads, opined Law and 4.4% students, 2.2% parents, 15.5% teachers and 20% heads, opined that Business is the minor career choice of secondary schools' students. [Table 4.2, 4.19, 4.29, 4.39]

3. Regarding gender wise differences in the career choices of male and female students:

As for the major career choices of male students; 28.8% considered Medical, 17.2% Engineering, 14.9% teaching and 13.3% Armed forces as their major career choices. On the other hand regarding the career choices of female students, 42.3% considered Medical, 39.7% Teaching and 7.5% Civil service as their major career choices. [Table 4.3]

Factors Affecting the Career Choices of Secondary School Students

4. In connection to the major factors affecting the career choices of secondary schools' students:

According to 66% students, 35.5% parents, 72.2% teachers and 65% heads, the personalities of the students are a major factor affecting the career choices of students. In view of 57% students, 68.8% parents, 77.3% teachers and 90% heads, parents are the major factor affecting the career choices of students. In the opinion of 36% students, 29% parents, 58.8% teachers and 55% heads, socioeconomic status are a major factor affecting the career choices of students. According to the responses of 29.4% students, 44.1% parents, 54.6% teachers and 60% heads, family are a major factor affecting the career choices of students. [Table 4.4, 4.20, 4.30, 4.40]

5. In relation to gender wise comparison in the effect of career choice factors on the career choices of secondary schools' students:

The major factors affecting the career choices of male students, 76.6% considered their personality, 51.6% parents and 40.6% socioeconomic status as major factors affecting their career choices. As for the major factors affecting the career choices of female students, 62.2% considered their parents, 55.2% personality and 41.6% family as major factors affecting the career choices of female students. [Table 4.5]

The Influence of Personality on the Career Choices of Secondary School Students

6. About the influence of personality related factors on the career choices of students; 79.2% students, 72% parents, 67% teachers and 60% heads agree that personal skills and abilities affected the career choices of students. A considerable number of the respondents, 68.6% students, 68.8% parents, 73.2% teachers and 60% heads agree that aptitudes affected the career choices of students. A large number of respondents, 66.9% students, 73.1% parents, 58.8% teachers and 55% heads agree that personal wills affected the career choices of students. A substantial number of the respondents, 66% students, 74.2% parents, 69.1% teachers and 60% heads agree that self-concepts affected the career choices of students. A considerable number of respondents, 65.6% students, 73.1% parents, 61.9% teachers and 50% heads agree that self-educational expectations affected the career choices of students. The majority of the respondents, 64.4% students, 69.9% parents, 55.7% teachers and 60% heads agree that interests affected the career choices of students. A considerable number of respondents, 64.4% students, 60.2% parents, 64.9% teachers and 55% heads agree that motivations affected the career choices of students. With the opinion of the majority of respondents, 63.5% students, 64.5% parents, 70.1% teachers and 70% heads agree that personal careers' expectations of the students affected the career choices of students. A large number of respondents, 62.8% students, 68.8% parents, 64.9% teachers and 50% heads agree that academic grades of the students affected the career choices of students. The majority of the respondents, 54.8% students, 61.3% parents, 62.9% teachers and 70% heads agree that aspirations affected the career choices of students. [Table 4.6, 4.21, 4.31, 4.41]

7. In the context of gender wise comparison in the influence of personality on the career choices of secondary schools' students:

Among male students, 90.7% agree that personal skills and abilities affected their career choices, 73.7% agree that motivations affected their career choices and 73.1% agree that aptitudes affected their career choices. As for the female students, 71.3% agree that personal career expectations affected their career choices and 69.9% agree that self-educational expectations affected their career choices. [Table 4.7]

The Influence of Parents and Family on the Career Choices of Secondary School Students

8. With reference to the influence of parents and family on the career choices of students, 65.7% students, 67.7% parents and 60.8% teachers agree that family types influenced the career choices of students. A considerable number of respondents, 61.6% students, 66.7% parents and 68% teachers agree that mothers influenced the career choices of students. With the opinion of the majority of the respondents, 61.5% students, 69.9% parents and 60.8% teachers agree that siblings influenced the career choices of students. A large number of respondents, 54.6% students, 59.1% parents, 67% teachers and 55% heads agree that fathers influenced the career choices of students. The majority of the respondents, 50.4% students, 63.4% parents, 63.9% teachers and 60% heads agree that parents' socioeconomic status influenced the career choices of students. [Table 4.8, 4.22, 4.32, 4.42]

9. In connection to the gender wise comparison in the influence of parents and family on the career choices of students:

Among male students, 59.4% agree that siblings influenced their career choices, 55.7% agree that family types influenced their career choices, 52.6% agree that mothers influenced their career choices and 50.9% agree that their fathers influenced their career choices. In females, 77.1% agree that family types influenced their career choices, 69.9% agree that mothers influenced their career choices, 63.6% agree that siblings influenced their career choices, 58.4% agree that fathers influenced their career choices, 56.3% agree that family members influenced their career choices, 53.1% agree that parents' socioeconomic status influenced their career choice while 50.6% agree that guardians influenced their career choices. [Table 4.9]

The Influence of School on the Career Choices of Secondary School Students

10. In relation to the influence of school related factors on the career choices of secondary schools' students:

The majority of the respondents, 82.2% students, 78.5% parents, 66% teachers and 55% agree that teachers determined the career choices of students. A considerable number of respondents, 81.3% students, 79.6% parents, 75.3 % teachers and 70% heads agree that school environment determined the career choices of students. With

the opinion of the majority of the respondents, 71.8% students, 73.1% parents, 57.7% teachers and 55% heads agree that schools' subjects determined the career choices of the secondary schools' students. A large number of respondents, 59% students, 57% parents, and 47.4% teachers agree that schools' fellows determined the career choices of the secondary schools' students. The majority of the respondents, 57.6% students, 57% parents, 60.8% teachers and 45% heads agree that class fellows determined the career choices of the secondary schools' students. [Table 4.10, 4.23, 4.33, 4.43]

11. In relation to gender wise comparison in the influence of school on the career choices of students:

Among male students, 77% agree that their school environment determined their career choices, 67.1% agree that their schools' subjects determined their career choices and 53.6% agree that their schools' fellows determined their career choices. In females, 85.6% agree that their school environment determined their career choices, 76.6% agree that their schools' subjects determined their career choices and 64.4% agree that their schools' fellows determined their career choices. [Table 4.11]

The Influence of Socio-cultural Factors on the Career Choices of Secondary School students

12. In connection with the influence of social-cultural factors on the career choices of students:

The majority of the respondents, 74.6% students, 78.5% parents, 51.6% teachers and 55% heads agree that societal needs and demands affected the career choices of students. A considerable number of the respondents, 71.8% students, 79.6% parents, 63.9% teachers and 55% heads agree that social role models affected the career choices of students. A large number of respondents, 70.7% students, 77.4% parents, 56.7% teachers and 65% heads agree that social media affected the career choices of students. A substantial number of the respondents, 70.3% students, 79.6% parents, 64.9% teachers and 60% heads agree that culture affected the career choices of students. A considerable number of respondents, 66.1% students, 76.3% parents, 56.7% teachers and 60% heads agree that religion expectations affected the career choices of students. The majority of the respondents, 66% students, 82.8% parents, 59.8% teachers and 65% heads agree that social status and prestige affected the career

choices of students. A considerable number of respondents, 62.6% students, 65.6% parents and 69.1% teachers agree that peers affected the career choices of students. With the opinion of the majority of the respondents, 58.6% students, 65.6% parents and 57.7% teachers agree that friends affected the career choices of students.

[Table 4.12, 4.24, 4.34, 4.44]

13. About the gender wise comparison in the influence of sociocultural factors on the career choices of secondary schools' students:

Among male students, 61.7% agree that culture affected their career choices, 58.4% agree that peers affected their career choices, 58% agree that social status and prestige affected their career choices, 55.5% agree that religion affected their career choices and 50.1% agree that friends affected their career choices. As for the female students, 79.1% agree that culture affected their career choices, 78.5% agree that social gender stereotypes affected their career choices, 76.8% agree that religion affected their career choices, 74.1% agree that social status and prestige affected their career choices, 73% agree that ethnicity affected their career choices, 67.2% agree that friends affected their career choices and 66.9% agree that peers affected their career choices. [Table 4.13]

The Influence of Career outcomes on the Career Choices of Secondary School Students

14. Concerning the influence of career outcomes on the career choices of students:

The majority of the respondents, 79.5% students, 87.1% parents, 69.1% teachers and 50% heads agree that job security influenced the career choices of students. A considerable number of the respondents, 75.4% students, 77.4% parents and 67% teachers agree that future promotions influenced the career choices of students. A large number of respondents, 74.7% students, 76.3% parents, 56.7% teachers and 55% heads agree that job satisfaction influenced the career choices of students. A substantial number of the respondents, 74.5% students, 76.3% parents, 56.7% teachers and 55% heads agree that autonomy and recognition influenced the career choices of students. A considerable number of respondents, 74% students, 75.3% parents, 75.3% teachers and 60% heads agree that income influenced the career choices of students. The majority of the respondents, 70.2% students, 73.1% parents and 50.5% teachers

agree that leisure and comfort influenced the career choices of students. A considerable number of respondents, 68.3% students, 74.2% parents, 68% teachers and 55% heads agree that the working environment influenced the career choices of students. With the opinion of the majority of the respondents, 66.2% students, 65.6% parents and 64.9% teachers agree that authority and power influenced the career choices of students. A large number of respondents, 59.1% students, 53.8% parents and 59.8% teachers agree that competition influenced the career choices of students. The majority of the respondents, 56.6% students, 48.4% parents, 56.7% teachers and 60% heads agree that career opportunities influenced the career choices of students. [Table 4.14, 4.25, 4.35, 4.45]

15. Regarding gender wise comparison in the influence of career outcomes on the career choices of secondary schools' students:

Among male students, 74.3% agree that future promotions influenced their career choices, 71.9% agree that leisure and comfort influenced their career choices, 71.2% agree that job satisfaction influenced their career choices, 70.4% agree that autonomy and recognition influenced their career choices, 65.8% agree that income and salary influenced their career choices, 65.2% agree that working environment influenced their career choices, 55.1% agree that authority and power influenced their career choices and 54.2% agree that competition influenced their career choices. As for the female students, 82.2% agree that income influenced their career choices, 78.7% agree that autonomy and recognition, leisure and comfort influenced their career choices, 78.2% agree that job satisfaction influenced their career choices, 77.4% agree that authority and power influenced their career choices, 76.6% agree that future promotions influenced their career choices, 71.8% agree that career opportunities influenced their career choices, 71.3% agree that working environment influenced their career choices and 64% agree that competition influenced their career choices. [Table 4.15]

Career Guidance Needs of Secondary School Students

16. About the career guidance needs of secondary schools' students:

Majority of the respondents, 81.1% students, 84.9% parents, 61.9 % teachers and 70% heads considered the provision of career guidance facilities in schools as a very

important career guidance need of the students. A considerable number of the respondents, 81.7% students, 87.1% parents, 68% teachers and 65% heads regarded the availability of trained career guides at the schools as a very important career guidance need of students. A large number of respondents, 84.3% students, 87.1% parents, 55.7% teachers and 60% heads viewed the help in selection of the schools subjects by teachers and guides as a very important career guidance need of students. A substantial number of the respondents, 83% students, 87% parents, 63.9% teachers and 70% heads regarded guidance in the career choice decisions of the students at the schools as a very important career guidance need of students. A considerable number of respondents, 83.1% students, 90.3% parents, 64.9% teachers and 60% heads opined that support in the career planning of students at the school is a very important career guidance need of students. Majority of the respondents, 85.3% students, 91.4% parents, 66% teachers and 55% heads termed the mechanism for the identification of students' interests and abilities in the schools as a very important career guidance need of students. A considerable number of respondents, 81.7% students, 86% parents, 60.8% teachers and 70% viewed the integration of students' interests and abilities with their career choice decisions at the schools as a very important career guidance need of students. In the opinion of the majority of the respondents, 84.4% students, 86% parents, 75.3% teachers and 60% heads regarded that the provision of information about job market and career opportunities is a very important career guidance need of students. A large number of respondents, 87.8% students, 90.3% parents, 57.7% teachers and 65% heads considered the incorporation of career guidance subjects in the schools' curriculum as a very important career guidance need of students. Majority of the respondents, 87.1% students, 88.2% parents, 62.9% teachers and 65% heads viewed the use of library and Internet for the career guidance of students in schools as a very important career guidance need of the students.

[Table 4.16, 4.26, 4.36, 4.46]

Evaluation of Career guidance facilities Available to Secondary School Students

17. Regarding the evaluation of career guidance facilities, available to students of secondary schools:

The majority of the respondents, 83.6% students, 84.9% parents, 74.2% teachers and 70% heads responded that the facilities of career guidance are not available to

students. A considerable number of the respondents, 87.6% students, 92.5% parents, 72.2% teachers and 75% heads viewed that the services of trained career guides are not available to students. A large number of respondents, 76.2% students, 78.5% parents, 63.9% teachers and 70% heads opined that the provision of help in the selection of the schools' subjects by teachers and guides is not available to students. A substantial number of the respondents, 76.1% students, 83.9% parents, 70.1% teachers and 80% heads regarded that guidance in the career choice decisions of the students at the schools is not available to students. A considerable number of respondents, 83.2% students, 89.2% parents, 77.3% teachers and 75% heads opined that support in the career planning of students at the school is not available to students. The majority of the respondents, 81.3% students, 86% parents, 77.3% teachers and 70% heads replied that the mechanism for the identification of students' interests and abilities in the schools is not available to students. A considerable number of respondents, 84.6% students, 89.2% parents, 75.3% teachers and 75% heads viewed the integration of students' interests and abilities with their career choice decisions in the schools is not available to students. In the opinion of the majority of the respondents, 85% students, 87.1% parents, 71.1% teachers and 65% heads regarded that the provision of information about job market and career opportunities is not available to students. A large number of respondents, 87.5% students, 89.5% parents, 70.1% teachers and 75% heads considered that the career guidance subjects in the schools' curriculum are not available to students. The majority of the respondents, 87.4% students, 88.2% parents, 74.2% teachers and 75% heads viewed the facility of library and Internet for the career guidance of students in schools is not available to students.

[Table 4.17, 4.27, 4.37, 4.47]

Effective Strategies for the Career Guidance of Secondary School Students

18. Concerning the effective strategies for the career guidance of secondary schools' students:

The majority of the respondents, 85% students, 88.2% parents, 72.2% teachers and 65% heads considered the provision of career guidance facilities in the career planning of students in schools as very important. A considerable number of the respondents, 79.7% students, 89.2% parents, 69.1% teachers and 65% heads regarded the appointment of trained career guides to facilitate students in career development

as very important. A large number of respondents, 83.8% students, 93.5% parents, 61.9% teachers and 65% heads viewed the collaboration of parents, teachers and schools' authorities for the support of students in the career choice decisions as very important. A substantial number of the respondents, 79.4% students, 88.2% parents, 66% teachers and 70% heads regarded that career orientations for students to know about career opportunities and job market at schools as very important. A considerable number of respondents, 81.2% students, 82.9% parents, 66.9% teachers and 65% heads opined that career workshops for promoting awareness regarding career guidance among students are very important. The majority of the respondents, 84% students, 91.4% parents, 66% teachers and 65% heads regarded that the assessment mechanism for the identification of students' interests and abilities and their integration with the career choice decisions of the students at the schools is very important. A considerable number of respondents, 80.9 % students, 87.3% parents, 67% teachers and 70% viewed the incorporation of career guidance subjects in the curriculum of the school as very important. In the opinion of the majority of the respondents, 84.1% students, 83.9% parents, 61.9% teachers and 65% heads opined that the development of career guidance as an integral part of the teachers' education/training programs is very important. A large number of respondents, 81.3% students, 89.2% parents, 62.9% teachers and 80% heads considered that the use of books, brochures and social media for the facilitation of students in career guidance as very important. The majority of the respondents, 82.4% students, 92.5% parents, 68% teachers and 65% heads viewed the active role of the policy makers for the provision of material and financial resources to help establish career guidance facilities in schools is very important. [Table 4.18, 4.28, 4.38, 4.48]

5.1.2 Qualitative findings

Career Choices of the Secondary School Students

The major career choices of the secondary schools' students are Medical, Engineering, Teaching and Armed forces. The major careers of male students are Medical, Engineering, Teaching and Armed forces. Male students want to become doctors because of financial benefits, honor, social status and the opportunity of social service due to this career in the society. They want to be Engineers because of the financial benefits and the spirit of patriotism. They want to be teachers because of the

social status of teachers in the society and the influence of their teachers upon them and Army officers because of their love for authority, power and heroism for the nation. The major careers of female students are Medical and Teaching. The further subcategories of the females' Medical career are Nursing and Lady Health Visitors (LHVs). Female students want to be doctors because of their spirit for the social service and financial benefits. Female students want to become teachers because in teaching, there is no contact with male gender, it is according to the culture, religion, traditions, local jobs, vacations and does not adversely affect the family life of the females.

Factors Affecting the Career Choices of Secondary School Students

The most influential factors affecting the career choices of secondary schools' students are their parents, their own personalities, socioeconomic status, family members, society and its traditions and they significantly affect the career choices of students. As for the influence of parents, they are the source of guidance for career choices of the students and their attitudes, expectations and socioeconomic status influence the career choice decisions of students. They are a source of emotional and financial support for the students. Female students are more under the influence of their parents. The personalities of the students also affect their career choices. The interests, abilities, aptitudes and aspirations of students are important influences on the career choices of students and serve as the foundation for their future careers. Males are more influenced by their personalities. The socioeconomic status of students also affects the career choices of students. Students with good socioeconomic status can pursue their career aspirations and those with low socioeconomic status are unable to fulfill their desired career aspirations. The family and siblings also influence the career choices of students because they are a source of guidance, financial support and are role models for the young ones of the family and they follow them in the choice of their careers. The society also affects the career choices of the students. The attitude, trends, culture, traditions, religion, norms and values of the society significantly affect the career choices of the students.

Influence of Personality on the Career Choices of Secondary School Students

The personalities of the students are an important factor in the career choices of the students and serve as the foundation for the future careers of the secondary schools' students. The interests, abilities, will, aptitudes, self-esteem, motivation, academic grades, expectations, wishes and desires are the key factors in the career choices of students, therefore, at the stage of secondary schools, they are considered in the career determination of students.

Influence of Parents and Family on the Career Choices of Secondary school Students

Parents and family of the students significantly affect the career choices of students. Fathers, mothers, siblings and family members significantly affect the career choice of secondary schools' students. Parents are more influential when they are educated. Fathers provide financial support and help in the selection of career for children. They are more experienced and have good information about careers as compared to mothers. Mothers are the sources of guidance and emotional support for the career choices of students. Siblings serve as planners and role models for the career choices of their younger brothers and sisters. Parents' socioeconomic statuses are a support for the career choices of the students. As for the influence of families, students from joint families are more supported by the members of their families and they are also a strong support base for the career choices of students. The careers of females are more influenced by parents, siblings, family members and family types.

Influence of School on the Career Choices of Secondary School Students

The schools where students study is an important influence on the career choices of students. The environments of the schools prepare students for their future careers. The teachers of the schools are the source of guidance, inspirations, role models, and careers' inform and prepare students for their future careers and entry into their desired professional colleges. The school fellows and class fellows are the source of guidance and healthy competition for the students to achieve future career goals and the subjects whom they study at the school prepare the minds of students for their expected future careers.

Influence of Socio-cultural Factors on the Career Choices of Secondary School Students

The socio-cultural factors, i.e. societal needs and demands, culture, religion, ethnicity, gender stereotypes, friends and peers, role models, social media, status and prestige significantly influence the career choices of students. Socio-cultural factors set the trends for the cultural inspirations of the students and they usually like careers with good social status. The female students are more influenced by the socio-cultural factors, i.e. culture, religion and social gender stereotypes in their career choices and go for careers which do not violate socio-cultural norms.

Influence of Career outcomes on the Career Choices of Secondary School students

The career outcomes, i.e. income, job security, working environment, leisure and comfort, job satisfaction, promotions, the spirit of competition and career opportunities to significantly affect the career choices of the students. Male students select careers which offer high income and power and female students prefer careers with the leisure and comfort and free time.

Career Guidance Needs of Secondary School Students

The provision of career guidance facilities, services of trained career guides, help in subjects' selection, guidance in career planning, mechanism for the identification of students' interests and their integration with career choices, career guidance subjects, career information and the use of library and internet for career guidance are the important career guidance needs of secondary schools' students. These needs are important because the satisfaction of these will provide assistance to students in selection of proper careers and their potentials will not be wasted because of career selections on the basis of trial and error and if they are satisfied, it will lead to their future prosperity.

Evaluation of Career Guidance Facilities Available to Students in Secondary Schools

The facilities of career guidance, trained career guides, help in the selection of subjects, guidance in career planning, mechanism for the identification of students'

interests and abilities and their integration with the career choices, career guidance subjects, career information and facilities of library and internet are not available to students of secondary schools and due to this reason, they usually select careers on the poor information of their parents, they make their career plans on the basis of trial and error and they have no clear chalked out plans for their future careers.

Effective Strategies for the Career Guidance of Secondary School Students

The effective strategies of the career guidance for the students of secondary schools are; the provision of career guidance facilities, appointment of trained career guides, cooperation between parents and teachers, workshops, seminars, orientations for career information, mechanism for the identification of students' interests, abilities and their integration with the career choices, development of teachers skills through incorporation of career guidance subjects in teachers' education programs, career guidance subjects in schools' curriculum, use of books and social media and the active role of the policy makers for the provision of resources for establishment of career guidance in schools. They will provide a support mechanism to the students of secondary schools, will help in their proper career selection and there will be no wastage of students' potentials at the level of secondary schools. This will help students to have well considered and thought out career plans based on their interests, aptitudes and knowledge of the career opportunities.

5.2 Discussion

This section is based on the integration and analysis of the quantitative and qualitative data and their comparison with the reviewed literature on the study. As it is a Mixed Method Explanatory Sequential study, with a large scale quantitative data in phase one and small scale qualitative data in phase two, therefore, the findings from the quantitative data are further explained, elaborated and discussed with the help of themes developed through the analysis of the qualitative data. The findings from both the data sets have also been compared and linked with the reviewed literature. The discussion is made with the help of the research questions about the study.

The following were the research questions which guided the research study.

1. What career choices are made by the Secondary School students?

2. What are the factors that determine the career choices and how much is their influence on the career choice decisions of the Secondary level students?
3. What is the difference in the influence of career choice factors on the career choices of male and female students at Secondary level?
4. What are the career guidance needs of students and what facilities are available for the satisfaction of these needs in Secondary Schools?
5. What are the effective strategies for the career guidance of Secondary level?

Career Choices of Secondary School Students

To explore the career choices of the secondary schools' students, the first research question, "What career choices are made by the Secondary School students?" guided the research study.

The quantitative findings provided, Medical, Teaching, Engineering, Armed forces and Civil services as the prominent career choices and Agriculture, Computer and Information Technology, Law and Business as the least prominent career choices of secondary schools' students. Furthermore, on the basis of gender wise comparison, the findings demonstrated Medical, Engineering, Teaching and Armed forces as the major career choices of male students and Medical, Teaching as the major career choices of female students. The findings from the qualitative data further explained the findings of the quantitative phase of the study. Male students want to join the career of Medical because of financial benefits, honor, social status and the spirit of social service for the society. They want to become Engineers because of financial gains and the spirit of patriotism. They want to become teachers because of the social status of teachers in the society and the influence of their teachers upon them. They want to become Army officers because of their love for authority, power and heroism for the nation. Female students want to join Medical as a career because of the spirit of social service and financial benefits. They also have aspirations for Nursing and Lady Health Visitors (LHVs) which are the further subcategories of Medical career. They want to become teachers because in teaching there is no contact with males, it is according to their culture, religion, traditions and its jobs are locally available and moreover, it does not adversely affect the family life of females.

It identified that students made the career choices of the most popular and prestigious careers. The Male students' career choices are distributed among the variety of

careers and female students' career choices are clustered around Medical and Teaching, which show that females' career options are much more limited in the context of the society in which the study was conducted. Males mostly made career choices under the socioeconomic influences and female career choices are mostly made under the socio-cultural influences.

The findings of the study are in conformity with the findings of Kiani, Hassan and Irfan (2013) that highlighted the vocational aspirations of the secondary schools' students for the professions of doctor, engineer, army, teacher, and lawyer and that the career aspirations of males were more conventional and investigated while that of females were more social and artistic. Similarly, Tabassum (2012) also reported that in Pakistan, the majority of students at the secondary school level select traditional careers i.e. doctor, engineer. In the similar vein Kiyani (2010) found that the majority of the male students wanted to be doctors, engineers and officers of the armed forces while female students wanted to be doctors, teachers, lawyers and nurses in secondary schools of Pakistan. Likewise, the studies of Olamide and Salami (2013); Salami (2000); Okafor (2004); Nworah (1997) and Onoyase and Onoyase (2009) have also identified similar findings about the career choices of students. The Social Cognitive Career Theory by Lent, Brown and Hackett (1994) also proposed that individuals usually go for careers, having the work values in harmony with the outcome expectations of them. As the career choices of Medical, Teachings, Engineering, Armed forces and Civil service have the appealing work values, therefore, they match the outcome expectations of the students and in this context, the students of secondary schools have made their career choices.

Factors Affecting the Career Choices of Secondary School Students

For the identification of factors determining the career choices of secondary schools' students, investigation of the influence of career choice factors in the career choice decisions of students and the comparison of the effects of career choices factors on the career choice decisions of male and female students, the second and third research questions of the research, "What are the factors that determine the career choices and how much is their influence on the career choice decisions of the Secondary level students?" and "What is the difference in the influence of career choice factors on the career choices of male and female students at Secondary level?" guided the study.

The quantitative findings of the study demonstrated students' personalities, parents, socioeconomic status and their families as major factors affecting the career choices of students at secondary level. Moreover, on the basis of gender wise comparison, the findings displayed personality, parents and socioeconomic status as major factors influencing the career choices of male students while parents, personality and family as major factors affecting the career choices of female students in secondary schools. The qualitative findings further enriched the quantitative findings and highlighted that the most influential factors affecting the career choices of the secondary schools' students are their parents, their own personalities, socioeconomic status of students, family members, society and its traditions. As for the influence of parents, they are the source of guidance for the career choices of students and their attitude, expectations and socioeconomic status influence the career choice decisions of students. They are a source of emotional and financial support for the students. Female students are more under the influence of their parents. The personalities of the students also affect their career choices. The interests, abilities, aptitudes and aspirations of students are important influences on the career choices of students and serve as foundations for their future careers. Males are more influenced by their personalities. The socioeconomic status of students also affects the career choices of students. Students with good socioeconomic status can pursue their career aspirations and those with low socioeconomic status are unable to fulfill their desired career aspirations. The family and siblings also influence the career choices of students because they are a source of guidance, financial support and are role models for the young ones of the family and they follow them in the choice of their careers. The society also affects the career choices of students. The attitude, trends, culture, traditions, religion, norms and values of the society significantly affect the career choices of the students. Females are more influenced by the values of society.

This demonstrated that major factors affecting the career choices of the students are their parents, their own personalities, their families and their socioeconomic status. Parents are the role models and a source of inspiration for the career choices of the students. The personalities of the students are the determinants for the future careers of the students. Families are a strong support base for the careers of the students and the socioeconomic status ensures the fulfillment of their desired career aspirations. Male students are more influenced by their personalities and socioeconomic status in

the choice of their careers because they are comparatively more independent as compared to females in making their career choice decisions and they are also the supposed future bread winners for their families. Females are more influenced by their parents and family because they are more dependent on their parents and families as compared to males and moreover, they have to keep the values of the family in the selection of their future careers.

Similar findings have also been reported by the studies of other researchers like Kiani (2010) who highlighted students' personalities, parents, socioeconomic status and social prestige as significant factors in the career determination of secondary level students. Similarly, Salami (2008) found the factors of personality, socioeconomic status and extended family significantly influencing the career aspirations of youth in secondary schools. Such findings have also been reported by Kerka (2001); Edwards and Quinter (2011) and Swift (2009) who identified personality, family, parents, siblings, type of family, society, culture and economy which play their influential role in the career development of the individuals. Such findings were also found in the study of Salami (2008) that reported the influence of personality types, interests, academic achievement, socioeconomic status and obligations from extended family in the educational and career aspirations of the students. The Social Cognitive Career Choice Theory (SCCT) by Lent, Brown and Hackett (1994) is also based on the interrelationship of personal, environmental and behavioral factors for the career selection and development of the individual. Model of Choice and Decision Making in Education presented by Foskett and Hemsly-Brown (2001) also demonstrated that career choice decisions are the product of context, choice influencers, choosers and the choice. Similarly, Bandura (1977) identified the context of the individuals, personal abilities and societal interactions as significant influences on the career choice decisions of the students.

The study did not identify the major influence of teachers, schools' career guides, school fellows, peers and friends and job market on the career choices of students, which are against the findings of the studies by Howard et al. (2009) who identified school fellows and teachers as significant influencers on the career choices of the students. Osakinle and Adegrooye (2008) who found the significant role of career guides in the career choices of the students. Staurt (2000) identified the significant influences of peers and friends on the career choices of students. Thackenery (2010)

found the significant influence of career opportunities in the career choices of the students. The findings of the study may be due to the fact that when teachers, school fellows, peers and friends influences on the career choices are compared with that of parents than parents are considered as more influential than others. As for the career guides, so, there are no career guides in schools for students. As for the influence of job market, so, the students of secondary schools are yet not fully aware of the career opportunities.

The Influence of Personality on the Career Choices of Secondary School Students

Keeping in view the research questions, two and three which are about the identification of the factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, the study investigated the influence of personality on the career choices of students

The findings from quantitative data identified the effect of students' personal skills and abilities, aptitudes, wills, self-concept, self educational expectations, interests, career expectations and academic achievement or grades, motivation and aspirations as prominent factors of personality which significantly affect the career choice of the students at the secondary level. Regarding gender wise comparison, the findings further illustrated males are more influenced by their skills and abilities, motivation and aptitudes while females are more influenced by their career expectations and educational expectations in their career choices. The qualitative findings further explained that the personalities of students are an important factor in the career choices of the students and serve as the foundation for the future careers of secondary schools' students. The interests, abilities, will, aptitudes, self-esteem, motivation, academic grades, expectations, wishes and desires are the key factors in the career choices of the students, therefore, at the stage of secondary schools, they are considered in the career determination of the students. Male students are more influenced by the factors of personality in the choice of their careers as they are more independent to decide and females usually depend on the approval of parents and family for their career choices.

It identified the significant influence of students' personality related factors, i.e. interests, abilities, wills, aptitudes, self-esteem, motivation, academic grades, expectations and aspirations on the career choices of the students. Male students are more under the influence of their personalities for the career choice decisions as compared to female students. The factors of personality serve as the foundation for the future careers of the students and they are a key to success for the future careers of the students. Male students are more influenced by their personality factors because they are more open in their approach towards their career choice decisions and females are more restricted to the approval of others in their career choice decisions in the context of this research.

The above findings have also been identified by other research studies and in this context; Kiani (2010) found that personality is a major factor in the career determination of the secondary school students. In the same manner, Kerka (2001) identified that career choices in secondary schools are influenced by many factors like students' personality, interests, aptitudes, and self-concept. Similarly, Salami (2008) reported the influence of personality types, interests and academic achievement, in the educational and career aspirations of the students. Holland (1985) also highlighted that people are very much productive when there is harmony between their personality and the career choice. Therefore, he proposed the choice of personality fit careers for students that may lead to prosperity in the future. Super's Developmental Self-concept Theory also assumes that psychological traits like interests, needs, abilities, intelligence and special aptitude pave the way for the career development of the students (Ireh, 2000). Likewise, the studies of Beal and Crockett (2010); Ferry et al. (2000); Agarwala (2008) and Reyes et al. (1999) also identified similar findings. The Social Cognitive Career Choice Theory (SCCT) by Lent, Brown and Hackett (1994) assumes that individuals' beliefs about their self-efficacy and outcome expectations significantly influence their career choices and individuals will have great interests in occupations, when they consider themselves good at the required skills of the occupations. Interest will develop the occupational goals of the individual for adopting that occupation. These goals take the individuals to the selection of the careers. Frank Parson's Trait Factor Theory (1909) is also based on the clear understanding of the interests, abilities and potentials of the individual, the exploration of career opportunities and skills required for them and adjusting self

interest and abilities into the career opportunities for making the career choice decisions.

Influence of Parents and Family on the Career Choices of Secondary School Students

Keeping in view the research questions, two and three which are about the identification of factors affecting the career choices of students, their influence on the career choice decisions of students and the investigation of their influence on the career choice decisions of male and female students, the study investigated the influence of parents and family on the career choices of the students.

The quantitative findings of the study demonstrated that there is a significant influence of family types, mothers, siblings, fathers and parents' socioeconomic status on the career choices of the students which significantly affect the career choice decisions of the secondary schools' students. Moreover, about gender wise comparison, the study highlighted that female students are more under the influence of their guardians, family type, parental education, family members, mothers, siblings, parents' socioeconomic status and fathers in the career choice decisions as compared to male students. The qualitative findings further explained that parents and family of the students significantly affect their career choices. Fathers, mothers, siblings and family members significantly affect the career choices of the secondary schools' students. Parents are more influential when they are educated. Fathers provide financial support and help in the selection of career for the children. They are more experienced and have good information about careers as compared to mothers. Mothers are the sources of guidance and emotional support for the career choices of students. Siblings serve as planners and role models for the career choices of their younger brothers and sisters. Parents' socioeconomic statuses are a support for the career choices of students. As for the influence of families, students from joint families are more supported by the members of their families and they are also a strong support base for the career choices of the students. The careers of females are more influenced by parents, siblings, family members and family types.

It illustrated the significant effect of parents and family related factors on the career choices of the secondary schools' students. Fathers, mothers, siblings, parents' socioeconomic status and family types are the significant factors of parents and

family, which influence the career choice decisions of the students. Parents shape the attitudes of children for their future careers and siblings and family members provide a support mechanism to the careers of the students. Female students are more affected by their fathers, mothers, siblings, family members and family types in the choice of careers as compared to males. It is due to the necessary approval of parents and family for the career choices of female and they usually make the career choices which are according to the traditions of family and will of their parents.

The findings of the study have also been demonstrated by other studies of the similar nature, as Nurmi (2004) reported that the career aspirations of the young adolescents are the product of the parental expectations. Similarly, Cannan (2008) identified families to be the fundamental source of guidance in the career choice decisions of the secondary schools' students. Students had maximum interaction with their parents and families and found them to be much more helpful in their career selection issues. (Salami & Aremu, 2007). The findings have also been reported by the study of Salami (2007); Kiani (2010); Mickleson and Velasco (1998) and Kisilu, Kimani and Kombo (2012) who identified parents, family members and sibling's influences on the career determination of the students. The influence of socioeconomic status has also been identified by Ferguson and Woodward (2000) who identified a strong relationship between parental socioeconomic status, career aspiration and the career choice decisions of their children. Similarly, Salami (2007) identified parental socioeconomic status as an important factor in the career choice decisions of the children. The findings of the study have also been reported by the study of Perez and McDonough (2008) that found extended family, siblings and family members as significant factors affecting the career aspirations of the students. The Social Cognitive Career Choice Theory (SCCT) by Lent, Brown and Hackett (1994) identified two contextual influences, i.e. distal influences and proximal influences. They shape learning experiences, social cognition and cultural socialization and ultimately the career choices. These influences also include parents and family, which influence the career choices of the individuals. Model of Choice and Decision Making in Education by Foskett and Hemsly-Brown (2001) demonstrates that career choice decisions are the product of context, choice influencers, choosers and the choice. Context is the combination of family, socio-cultural and economic factors.

The study did not find the major influence of guardians, parental education, work experience and career information. The reason for this might be that most students in the Pakistani context live with their parents or families. As for the education of parents and work experience and career information, so the context to which the students belong is an agrarian one and most people work in the fields as farmers, therefore, the majority of the parents are illiterate or less educated, having no opportunity to work in the careers of their children and have no or poor information regarding the career choices of their children. These findings are against the findings of the studies by Ferguson and Woodward (2000) and De Almedia et al. (1998) who identified parental education, work experience and career information as significant factors affecting the career choices of the students.

Influence of School on the Career Choices of Secondary School Students

Keeping in view the research questions, two and three which are about the identification of the factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, the study investigated the influence of school on the career choices of the students.

The quantitative findings illustrated the significant influence of schools' teachers, Schools 'environment, schools' subjects, school fellows and class fellows on the career determination of the secondary school students. On the basis of gender wise comparison, the findings further identified that female students are more under the influence of the schools' fellows schools' environment and schools' subjects in their career choices as compared to male students. The qualitative findings of the study revealed that schools where students study is an important influence on the career choices of students. The environments of the schools prepare the students for their future careers. The teachers of the schools are the sources of guidance, inspirations, role models, and careers' inform and prepare students for their future careers and entry into their desired professional colleges. The school fellows and class fellows are the sources of guidance and healthy competition for the students to achieve future career goals and the subjects whom they study at the school prepare the minds of the students for their expected future careers.

It showed that the school environment, teachers, subjects taught in the schools, school fellows and class fellows are significant factors of the school, which significantly influence the career choices of students in secondary schools. The teachers are the career guides and source of inspiration for the career choice decisions of the students, the environment of the schools are the preparation grounds for the future careers, the subjects taught at the schools are the sources of mental preparations for the future careers and the schools' fellows and class fellows are the source of guidance and healthy competition to excel one another in the pursuit of desired future careers. Female students are more influenced by the environment of the schools, their schools' fellows and subjects of the school because they are more keen and friendly than male students towards their female schools' fellows, school environments and the subjects of the school.

The findings of the study have also been highlighted by other research studies, Bojuwoye and Mbanjwa (2006) found that the environment of the school, schools' subjects, teaching methodologies, co-curricular and vocational activities significantly influence the career choice decisions of the students. Similarly, Garrahy (2001); Maree (2004) and Shumba and Naong (2012) found a significant role of teachers and schools' subjects, in the career determination of students. Teachers guide students in the selection of school subjects according to their interests, abilities and aptitudes at the school which determine their future careers. Similarly, Khan (2011) and Khan, Murtaza and Shifa (2012) found that teachers play a significant role in the subject selection and career guidance of the students at the secondary level. Likewise, Singaravelu et al. (2005) and Elizabeth (2012) reported the positive influence of school's environment, teachers and school fellows in the career development and planning of the students. The influence of the schools' subjects have also been reported by a number of other studies, about the effect of schools' subjects, Kiani (2010) and Mutekwe, Modiba & Maphosa (2011) found the influence of the schools' subjects in the career choices of the secondary schools. The students who study science subjects aspired to become doctors, engineers and scientists while those of arts aspired for accounting, banking and teaching. The Social Cognitive Theory by Lent, Brown & Hackett (1994) also assumes that the learning opportunities and experiences of the individual shape his self-efficacy and outcome expectations which further develop his career interests and finally his career choice decision. This

accounts for the significant role of schools and its related factors in the career development of the students.

The study did not find the major influence of the schools' career guides, principals, facilities of career guidance, co-curricular and vocational activities of the school on the career choices of the students. These findings might be due to the non-availability of career guides and guidance facilities in schools where the study was conducted. As for the principal, so students have very little or no interaction with the principal of the schools. As for the co-curricular and vocational activities, so such activities are rarely arranged for the students of secondary schools, where the study was conducted. These findings are contrary to the findings of the study by Dondo (2006) who reported the significant influence of schools' career guidance facilities, guides, heads, co-curricular and vocational activities on the career choices of students.

Influence of Socio-cultural Factors on the Career Choices of Secondary School Students

Keeping in view the research questions, two and three which are about the identification of factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, the study investigated the influence of socio-cultural factors on the career choices of the students.

The quantitative findings revealed the significant influence of societal needs and demands, social role models, social media, culture, religion, social status and prestige, peers, friends, ethnicity and social gender stereotypes on the career choices of students. On the basis of gender wise comparison, the study further identified that female students are more under the influence of social gender stereotypes, ethnicity, religion, culture, friends, social status and prestige and peers as compared to male students of the secondary schools. The qualitative findings revealed that social-cultural factors, i.e. societal needs and demands, culture, religion, ethnicity, gender stereotypes, friends and peers, role models, social media, status and prestige significantly influence the career choices of the students. Socio-cultural factors set the trends for the cultural inspirations of the students and they usually like careers with good social status. The female students are more influenced by the socio-cultural

factors, i.e. culture, religion and social gender stereotypes in their career choices and go for careers which do not violate socio-cultural norms.

It demonstrated that socio-cultural factors, i.e. societal needs and demands, culture, religion, ethnicity, gender stereotypes, friends and peers, social role models, social media, status and prestige are significant socio-cultural factors affecting the career choices of secondary schools' students. The socio-cultural factors set the standards for the careers in the society and inspire the students for careers with good socio-cultural status and prestige in the society. Females are more influenced by the socio-cultural factors as compared to males because females are more under the influence of culture, religion and social gender stereotypes for the choice of their careers. The reason is that females are more careful in observing the socio-cultural norms of the society and they make careers on the basis of their future expected roles in the society.

The findings of the study are in agreement with the findings of previous research studies, as Singaravelu et al. (2005) identified the influence of society in the career aspirations of the students as societal needs and demands shape the career patterns of the individuals. Domenico and Jones (2007) reported the influence of socio-cultural factors, i.e. gender, socioeconomic status and cultural patterns affecting the career choices and aspirations of the secondary school students. Brown (2002) demonstrates the influence of the context, i.e. socio-cultural factors and choice influencers, i.e. media, friends and peers that significantly influence the career choices of the students. Similarly, Benet & Aygun (2003); Elizabeth (2012) and Salami (2001) reported that cultural and societal beliefs, traditions and expectations affect the career aspirations of students and that female are more influenced by culture and gender stereotype beliefs. Likewise, Elegbede (1977) and Salami (2007) identified that religion shapes the careers of students. Staurt (2000) and Payne (2003) found the influence of peers and friends as a significant influence on the career choice decisions of the students. They are very close to one another and influence the career patterns of each others. Students also rely on the advice, information and guidance of their friends and peers. Olamide and Salami (2013) reported friends and peers as important agents in the career development of the students at the secondary level. The effect of social role models has also been reported by other studies, like Winston (1998) found social role models as important agents in the career choice determination of the students. De Almedia et al. (1998) and Small and Mclean (2002) found the influence of the guest speakers in

career guidance workshops as role models in the career selection of the students. According to Bandura's (1977) Social Learning Theory, students learn through observation of others' behavior in the society. Maharaj (2007) found the influence of the television, movies and internet on the career determination of the students. Willcockson and Phelps (2004) and Kiani (2010) reported the influence of social media i.e. films, T. V and internet as a major influence on the career choice decisions of the students. John (2009) found the role of favorite television plays in the career choice of students. The Social Cognitive Career Choice Theory (SCCT) by Lent, Brown and Hackett (1994) is based on the interrelationship of personal, environmental and behavioral factors for the career selection and development of the individual. This theory assumes that contextual or socio-cultural influences determine the learning experiences, social cognition and cultural socialization of the individuals which formulates their self-efficacies and outcome expectations and ultimately lead them to the realization of their career choices decisions.

Influence of Career Outcomes on the Career Choices of Secondary School Students

Keeping in view the research questions, two and three which are about the identification of the factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, the study investigated the influence of the career outcomes of the career choices of the students.

The quantitative findings illustrated the significant influence of career outcomes, i.e. job security, future promotions, job satisfaction, authority and power, autonomy and recognition, income, leisure and comfort, working environment, competition and career opportunities on the career choice decisions of the secondary school students. Regarding gender differences in the influence of career outcomes, the findings further highlighted that female students are more influenced by the career opportunities, authority and power, income, leisure and comfort, working environment, competition and challenge, job satisfaction, autonomy and recognition, future promotions and job security. The qualitative data showed that career outcomes, i.e. income, job security, working environment, leisure and comfort, job satisfaction, promotions, the spirit of competition and career opportunities significantly affect the

career choices of the students. Students want to have financial benefits with authority and power and leisure and comfort from their careers. Male students select careers which offer high income and power and female students prefer careers with the leisure and comfort and free time.

It revealed that career outcomes, i.e. income, job security, working environment, leisure and comfort, job satisfaction, promotions, authority and power, autonomy and recognition, competition and career opportunities significantly influence the career choices of secondary schools' students. Male students prefer careers with good financial status and power in the society while female like careers with good working conditions, vacations and free time. It is due to the expected future roles of the males as heads of the families and bread winners in the social context and the supporting role of females in the services and overall welfare of the family.

Several other studies have also identified the influence of career outcomes on the career choices of the students. Thachenkery (2010) found that students are influenced by salaries, employment opportunities and job characteristics in making their career choice decision. Several studies have identified work values and job characteristics as important elements in the occupational choices of the students (Salami, 2000). Bai (1998) and Auyeung and Sands (1997) identified salary, promotions, job security, recognition and authority as major influences on the career choice decisions of the students. Agarwala (2008); Maharaj (2007) and Fleming et al. (2005) found employment opportunities, socioeconomic status offered by the career, promotions, social status, authority, salaries and income were found as significant factors affecting the career choice decisions of the students. Moy and Lee (2002) identified the career attributes to be the important influences on the career choice determination of the students. These attributes include the interesting nature of the career, financial gains, job security and the working conditions. Similarly, Teo and Poon (1994) reported salary, financial benefits, work environment, relations with work colleagues, future prospects, challenge, authority, power, prestige and job security as the most influential factors in the career choice decisions of the students. The findings of many other studies are also in conformity with the findings of the study. Similar to the findings of the study, Kee (2013) found promotions, pleasant working conditions, responsibility, challenge, skills development, social recognition and leisure as the most important work values affecting the career choice decisions of the students.

Kiani (2010) highlighted that the students of secondary schools aspired for careers which offered prestige, social recognition and financial benefits for the students in the future.

Social Cognitive Career Choice Theory (SCCT) by Lent, Brown and Hackett (1994) identified that outcome expectations is the beliefs for the career selection of the individuals and when there is harmony between the outcome expectations and proposed career outcomes then the individuals take interest in those careers and make their career choice decisions. Therefore, work values or career outcomes play a significant role in the career choice decisions of the students (Brown, 2002). Frank Parson's Trait Factor Theory (1909) also recommends the adjustment of individuals' personalities into the career opportunities. Economic Model of Decision Making which is based on Becker's (1975) Human Capital Theory expected economic benefits influence career choices which individuals expect to achieve through their educational or occupational enterprise.

Career Guidance Needs of Secondary School Students

For highlighting the career guidance needs of the secondary school students and evaluating the facilities of career guidance available to the students of secondary schools, the research question four of the studies, "What are the career guidance needs of students and what facilities are available for the satisfaction of these needs in Secondary Schools?" guided the study.

The quantitative findings of the study highlighted the significant career guidance needs of the secondary schools' students. The provision of career guidance facilities, availability of trained career guides, help in selection of schools' subjects by teachers and career guides, guidance in career choice decisions, support in career planning, mechanism for the identification of students' interests and abilities, integration of interests, abilities with career choice decisions, provision of information about job market and career opportunities, incorporation of career guidance subjects in schools' curriculum and the use of library and internet for career guidance as the important career guidance needs of the secondary schools' students. The qualitative findings of the study further revealed that these needs are important because the satisfaction of these will provide assistance to students in selection of proper careers and their

potentials will not be wasted because of the career selections on the basis of trial and error and if they are satisfied, it will lead to their future prosperity.

It established the facilities of career guidance, services of trained career guides, help in subjects' selection, guidance in career planning, mechanism for the identification of students' interests and abilities and their integration with the career choice decision, career guidance subjects, career information and the facility of library and Internet as significant career guidance needs of the secondary schools' students. These needs are important because they will enable the students to select proper careers based on their interests, aptitudes and knowledge of career opportunities.

Many other studies have also identified the career guidance needs of the secondary schools' students. Kiani (2010) found the need of career guidance in the secondary schools of Pakistan. Karim (2010) reported the need of career guidance at the secondary level. Sculli (2011) reported the special need of career counseling at the level of the secondary school. Salami (2008) identified the special need of career guidance and planning at secondary level. Khan, Murtaza and Shifa (2012) identified career guidance as the major area of concern for the students of the secondary schools' students. Kiani, Hassan and Irfan (2013) recommended the facility of career guidance and appointment of trained career guides in government secondary schools of Pakistan. Tabassum (2012) found the students of higher secondary schools need career guidance for the selection of their appropriate schools' subjects and courses of study. Osakinle and Adegrooye (2008) reported that career development guides and mentors play a significant role in coaching, motivation and skill development of students for the future careers. He also devised career plans based on the interests and aptitudes of students for the desired future career choices. Merchant (2008) found career guidance services through the provision of career information, with the help of seminars, workshops, publications, practical exposure to careers through field visits, internship and scholarship for the future studies of students in their desired careers. Kiani (2010) also found the absence of career guidance subjects in secondary schools and therefore, recommended career guidance subjects for the students of secondary schools. Marshal et al. (2007) also reported that Internet is the main source and choice of the majority of students for the information regarding the career choices at the schools. Osborn, Dikel and Sampson (2011) also identified that during the use of social media for career guidance. Holland's Personality Theory of Occupational

Choice (1992) recommended the adjustment of students' personalities into their careers for the satisfaction of the interest of the individuals. The Social Cognitive Career Choice Theory (SCCT) by Lent, Brown and Hackett (1994) also recommended the need for the harmony between personal, environmental and behavioral factors for the career choice decisions of the individuals. Frank Parson's Trait Factor Theory (1909) proposed the understanding of the personality of the individuals for proper career choices. Krumboltz Social Learning Theory (1979) also identified the need of help for the students to know their personalities and may make appropriate career choices based on their personalities.

Evaluation of Career Guidance Facilities Available to Students of Secondary Schools

For evaluating the facilities of career guidance available to the students of secondary schools, the research question four of the study, "What are the career guidance needs of students and what facilities are available for the satisfaction of these needs in Secondary Schools?" guided the study.

The quantitative findings pinpointed the important career guidance facilities, services of trained career guides, provision of help in subjects' selection by teachers and guides, guidance in career choice decisions, support in career planning, mechanism for identification of students' interests and abilities, integration of interests and abilities with career choice decisions, information about career opportunities and job market, career guidance subjects in schools' curriculum and the facility of library and internet are not available to majority of the secondary schools' students. The qualitative findings illustrated that the facilities of career guidance, trained career guides, help in the selection of subjects, guidance in career planning, mechanism for the identification of students' interests and abilities and their integration with the career choices, career guidance subjects, career information and facilities of library and internet are not available to students of secondary schools and due to this reason they usually select careers on the poor information of their parents, they make their career plans on the basis of trial and error and they have no clear chalked out plans for their future careers.

It identified that in Pakistani context, career guidance facilities are not available to students of secondary schools and majority of them blindly go for Medical and

Engineering and neither they nor their parents have the appropriate information about their own personalities and the careers they select. There are no career guides in schools and little or no guidance is provided by teachers to students in the selection of careers. There is no guidance and help in the career choice decisions and career development in schools. There is no mechanism for the identification of interests and abilities and their integration with the career choice decisions of students. There is the lack of information about career opportunities in schools and there are no subjects of career guidance in the curriculum of schools. As there are no career guidance facilities in schools so there are no facilities of libraries and Internet for the career guidance of students. It is due to lack of career guidance facilities that students of secondary schools usually make their career choice decisions on trial and error basis and have no guided plans in this regard.

The lack of career guidance facilities have also been reported by many other studies, like Kiani (2010) discovered the absence of career guidance facilities in secondary schools of Pakistan. Kiani, Hassan and Irfan (2013) found the lack of proper career guidance and trained career guides in government secondary schools in Pakistan. Khan, Murtaza and Shifa (2012) identified career guidance as the major area of concern for the students of the secondary schools in the Pakistani context. Mekgwe (2010) also identified the absence of career guidance facilities, trained career guides or teachers, career guidance services, no provision of the career related information and exploration by the use of social media and career workshops for the students of secondary schools. Maree (2009) and Adejimola and Olufunmilayo (2009) also found that students who lack career guidance at the school usually based their career choice decisions either from trial and error or poor guidance family members, peers and friends.

Effective Strategies for the Career Guidance of Secondary School Students

For the development of effective strategies for the career guidance of the secondary schools' students, the research question number five, "What are the effective strategies for the career guidance of Secondary level?" guided the study.

The quantitative findings identified the provision of career guidance facilities for career planning in schools, the appointing of trained career guides to facilitate students in career development at schools, collaboration of parents, teachers and

schools' authorities for support of students in career choice decisions, career orientations for students to know information about careers and job market, career workshops for awareness regarding career guidance among students, assessment mechanism for the identification of students' interests, abilities and their integration with the career choice decisions, incorporation of career guidance subjects in the schools' curriculum, developing career guidance as an integral part of teachers' education, the use of books, brochures and social media for the career guidance of students and the active role of the policy makers for the provision of material and financial resources for the establishment of career guidance facilities in schools as the most effective strategies for the career guidance of secondary schools' students. The qualitative findings of the study presented the effective strategies of career guidance for the students of secondary schools which are; the provision of career guidance facilities, appointment of trained career guides, cooperation between parents and teachers, workshops, seminars, orientations for career information, mechanism for the identification of students' interests, abilities and their integration with the career choices, development of teachers skills through incorporation of career guidance subjects in teachers' education programs, career guidance subjects in schools' curriculum, use of books and social media and the active role of the policy makers for the provision of resources for establishment of career guidance in schools. They will provide a support mechanism to the students of secondary schools, will help in their proper career selection and there will be no wastage of students' potentials at the level of secondary schools. This will help students to have well considered and thought out career plans based on their interests, aptitude and knowledge of career opportunities.

It demonstrated that effective strategies for the career guidance of the secondary schools' students are; the provision of career guidance facilities, appointment of trained career guides, cooperation between parents and teachers, workshops, seminars, orientations for career information, mechanism for the identification of students' interests, abilities and their integration with the career choices, development of teachers skills through incorporation of career guidance subjects in teachers' education programs, career guidance subjects in schools' curriculum, use of books and social media and the active role of the policy makers for the provision of resources for establishment of career guidance in schools. They will ensure a proper mechanism for effective career guidance of the secondary schools' students, will

enable them to select proper career choices and there will be no wastage of students' potentials at the level of secondary schools. This will help students to have well considered and thought out career plans based on their interests, aptitude and knowledge of the career opportunities.

The findings of the study have also been highlighted by many other studies. In this connection, Kiani (2010) recommended the provision of career guidance facilities in the secondary schools and the appointment of trained career guides for the assistance of students in career choice decisions at the level of secondary schools in Pakistan. Cannan (2008) identified the need of comprehensive school guidance program for the secondary schools. Kiani, Hassan and Irfan (2013) recommended the facility of career guidance in government secondary schools and appointment of career guides in secondary schools of Pakistan. The findings regarding the collaboration of parents, teachers and school authorities have also been found by many other studies. Mekgwe (2010); Mapfumo, Chireshe and Peresuh (2002) and Elizabeth (2012) recommended the collaboration of parents and teachers in the proper career development and help of students in the career choice decisions at the level of the secondary schools. Likewise, Otta and Williams (2012) recommended the arrangement of well planned workshops and seminars on a regular basis, a coordinating committee for coordination with parents, teachers and counselors on the self-concepts, interests and needs of the students. The findings of the study about the establishment of a mechanism for the identification of students' interests and abilities and their integration with the career choice decision of the students are also in agreement with the findings of Olamide and Salami (2013) recommended the establishment of a mechanism for the identification of students' interests, abilities and aptitudes in order to adjust them with the future career choice decisions of the students. Like the findings of the study, the study of Khan (2011) established the need for formal training of teachers in the provision of career guidance and to equip them with the necessary skills for the career guidance of students at secondary level in order to facilitate the students of secondary schools in the selection of school subjects and career guidance. Incorporation of career guidance subjects in the curriculum of school for the career choices of the students have also been reported by other studies. Folsom and Reardon (2003) reviewed several studies on career guidance curriculum interventions and identified that such courses developed the decision making skills, career maturity, career decidedness, career

development and job satisfaction. The provision of proper career information for effective career guidance of students has also been identified by Parsad, Alexander & Farris (2002). The provision of career information and the use of books, brochure and social media have also been recommended for the career guidance for students by UNESCO (2002); Rothwell et al. (2005) and Lamichane (2012) also highlighted that the use of technology and social media for the career guidance of students is an established fact. Similar to the findings of the study about the active role of the policy makers for the provision resources for the establishment of a career guidance facility in schools, other studies have also recommended the same strategy. Lungulu and Kipkoech (2011) recommended that the active participation of the authorities of the government to provide resources for career guidance and appoint trained career guides for the facilitation of students in selection of appropriate careers. Swift (2009) recommended that authorities must legislate for compulsory career guidance in secondary schools. Holland's Personality Theory of Occupational Choice (1992) recommended the adjustment of students' personalities into their careers for the satisfaction of the interest of the individuals. Social Cognitive Career Choice Theory (SCCT) by Lent, Brown and Hackett (1994) also recommended the need for the harmony between personal, environmental and behavioral factors in the career choice decisions of the individuals. Frank Parson's Trait Factor Theory (1909) proposed the understanding of personality of the individuals, i.e. their interests, abilities and potentials, the career opportunities available and then matching their personality related factors with the career choices. Krumboltz Social Learning Theory (1979) also identified the need of help for the students to know their personalities and may make appropriate career choices based on their personalities.

5.3 Conclusion

This section deals with the main conclusions of the study. As it is a Mixed Method Explanatory study, therefore, the quantitative data provided the general description of the issue and the qualitative data further explained the findings of the quantitative data. Keeping in view the objectives, research questions and main findings of the study, the following conclusions were drawn by the researcher.

Career Choices of Secondary School Students

The first objective of the study was, “To explore the career choices of Secondary School students.” and for the achievement of this objective, the first research question of the study, “What career choices are made by the Secondary School students?” guided the study for the exploration of career choices of students.

The study explored, Medical, Teaching, Engineering, Armed forces and Civil services as the major career choices and Agriculture, Computer and Information Technology, Law and Business as the minor career choices of the secondary schools’ students. Furthermore, on the basis of gender wise comparison, the study demonstrated Medical, Engineering, Teaching and Armed forces as the major career choices of male students and Medical, Teaching as the major career choices of female students.

Male students want to join the career of Medical because of financial benefits, honor, social status and the spirit of social service for the society. They want to become Engineers because of financial gains and the spirit of patriotism. They want to become teachers because of the social status of teachers in the society and the influence of their teachers upon them. They want to become Army officers because of their love for authority, power and heroism for the nation. Female students want to join Medical as a career because of the spirit of social service and financial benefits. They also have aspirations for Nursing and Lady Health Visitors (LHVs) which are the further subcategories of the Medical career. They want to become teachers because in teaching there is no contact with males, it is according to their culture, religion, traditions and its jobs are locally available and moreover, it does not adversely affect the family life of the females.

The students in secondary schools made the career choices of the most popular and prestigious careers. The Male students’ career choices are distributed among the variety of careers and female students’ career choices are clustered around Medical and Teaching, which show that females’ career options are much more limited in the Pakistani context. Males mostly made career choices under socioeconomic influences and females mostly made under socio-cultural influences.

Factors Affecting the Career Choices of Secondary School Students

The second and third objectives of the study were “To identify factors determining career choices and investigate their influence on the career choice decisions of the Secondary level students.” and “To compare the effects of career choice factors on male and female students of Secondary Schools.” For the achievement of these objectives, the second and third research questions of the research, “What are the factors that determine the career choices and how much is their influence on the career choice decisions of Secondary level students?” and “What is the difference in the influence of career choice factors on the career choices of male and female students at Secondary level?” guided the study for the identification of factors affecting the career choices of secondary schools’ students.

The study highlighted the significant effect of students’ parents, personalities, Socio-economic status, their families, society and its traditions, as major factors affecting the career choices of students at secondary level. Furthermore, on the basis of gender wise comparison, the findings displayed personality, parents and socio-economic status as the major factors influencing the career choices of male students while parents, personality and family as major factors affecting the career choices of female students in secondary schools.

As for the influence of parents, they are the source of guidance for career choices of the students and their attitudes, expectations and socioeconomic status influence the career choice decisions of students. They are a source of emotional and financial support for the students. Female students are more under the influence of their parents. The personalities of the students also affect their career choices. The interests, abilities, aptitudes and aspirations of students are important influences on the career choices of students and serve as the foundation for their future careers. Males are more influenced by their personalities. The socioeconomic status of the students also affects the career choices of students. Students with good socioeconomic status can pursue their career aspirations and those with low socioeconomic status are unable to fulfill their desired career aspirations. The family and siblings also influence the career choices of the students because they are a source of guidance, financial support and are role models for the young ones of the family and they follow them in the choice of their careers. The society also affects the career choices of the students.

The attitudes, trends, culture, traditions, religion, norms and values of the society significantly affect the career choices of the students. Female students are more influenced by the norms of the society.

The Influence of Personality on the Career Choices of Secondary School Students

Keeping in view the second and third objectives of the study, which were about the identification of the factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, for the achievement of these objectives the second and third research questions of the study, “What are the factors that determine the career choices and how much is their influence on the career choice decisions of Secondary level students?” and “What is the difference in the influence of career choice factors on the career choices of male and female students at Secondary level?” guided the study for the investigation of the influence of personality related factors on the career choices of students.

The study identified the significant effects of students’ personal skills and abilities, aptitudes, wills, self-concept, self educational expectations, interests, career expectations and academic achievement or grades, motivation and aspirations as prominent factors of personality which significantly affect the career choice of students at secondary level. Moreover, on the basis of gender wise comparison, males are more influenced by their skills and abilities, motivation and aptitudes while females are more influenced by their career expectations and educational expectations in their career choices.

The factors of personality serve as the foundation for the future careers of students and they are a key to success for the future careers of the students. Male students are more under the influence of their personalities for the career choice decisions as compared to female students because they are more open in their approach towards their career choice decisions and females are more restricted to the approval of parents and family in their career choice decisions.

Influence of Parents and Family on the Career Choices of Secondary School Students

Keeping in view the second and third objectives of the study, which were about the identification of the factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, for the achievement of these objectives the second and third research questions of the study, “What are the factors that determine the career choices and how much is their influence on the career choice decisions of Secondary level students?” and “What is the difference in the influence of career choice factors on the career choices of male and female students at Secondary level?” guided the study for the investigation of the influence of parents and family related factors on the career choices of students.

The study illustrated the significant effect of parents and family related factors on the career choices of secondary schools’ students. Fathers, mothers, siblings, parents’ socioeconomic status and family types are the significant factors of parents and family, which affect the career choice decisions of students. Parents shape the attitudes of children for their future careers, siblings, parental socioeconomic status determine the future prospects of students in their desired careers and family members provide a support mechanism to the career choices of students. Furthermore, on the basis of gender wise comparison, female students are more affected by their fathers, mothers, siblings, family members and family types in the choice of careers as compared to males. It is due to the necessary approval of parents and family for the career choices of female and they usually make career choices which are according to the traditions of the family.

Influence of School on the Career Choices of Secondary School Students

Keeping in view the second and third objectives of the study, which were about the identification of factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, for the achievement of these objectives the second and third research questions of the study, “What are the factors that determine the career choices and how much is their influence on the career choice decisions of Secondary level students?” and “What is the difference in the influence

of career choice factors on the career choices of male and female students at Secondary level?” guided the study for the investigation of the influence of school related factors on the career choices of students.

The study showed that the school environment, teachers, subjects taught in the schools, school fellows and class fellows are significant factors of the school which affect the career choices of students in secondary schools. The teachers are the career guides and sources of inspiration for the career choice decisions of the students, the environment of the schools is the preparation grounds for the future careers of students, the subjects taught at the schools are the sources of mental preparations for the future careers and the schools’ fellows and class fellows are the source of guidance and healthy competition to excel one another in the pursuit of desired future careers. Moreover, on the basis of gender wise comparison, female students are more influenced by the environment of the schools, their schools’ fellows and subjects of the school because they are more keen and friendly than male students towards their female schools’ fellows, school environments and the subjects of the school.

Influence of Socio-cultural Factors on the Career Choices of Secondary School Students

Keeping in view the second and third objectives of the study, which were about the identification of the factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, for the achievement of these objectives the second and third research questions of the study, “What are the factors that determine the career choices and how much is their influence on the career choice decisions of Secondary level students?” and “What is the difference in the influence of career choice factors on the career choices of male and female students at Secondary level?” guided the study for the investigation of the influence of socio-cultural related factors on the career choices of students.

The study demonstrated that socio-cultural factors, i.e. societal needs and demands, culture, religion, ethnicity, gender stereotypes, friends and peers, social role models, social media, status and prestige are significant socio-cultural factors affecting the career choices of secondary schools’ students. The socio-cultural factors set the standards for the careers in the society and inspire the students for careers with good

socio-cultural status and prestige in the society. Furthermore, on the basis of gender wise comparison, females are more influenced by the socio-cultural factors as compared to males because females are more under the influence of culture, religion and social gender stereotypes for the choice of their careers. The reason is that females are more careful in observing the socio-cultural norms of the society and they like careers which do not violate these norms of society.

Influence of Career Outcomes on the Career Choices of Secondary School Students

Keeping in view the second and third objectives of the study, which were about the identification of the factors affecting the career choices of the students, their influence on the career choice decisions of the students and the investigation of their influence on the career choice decisions of male and female students, for the achievement of these objectives the second and third research questions of the study, “What are the factors that determine the career choices and how much is their influence on the career choice decisions of Secondary level students?” and “What is the difference in the influence of career choice factors on the career choices of male and female students at Secondary level?” guided the study for the investigation of the influence of career outcomes on the career choices of students

The study revealed that career outcomes, i.e. income, job security, working environment, leisure and comfort, job satisfaction, promotions, authority and power, autonomy and recognition, competition and career opportunities significantly influence the career choices of secondary schools’ students. Moreover, on the basis of gender wise comparison, male students prefer careers with good financial status and power in the society while females like careers with good working conditions, vacations and free time. It is due to the expected future roles of the males as the heads of the family and bread winners in the social context and the supporting role of the females in the services and overall welfare of the family.

Career Guidance Needs of Secondary School Students

The fourth objective of the study was “to highlight the career guidance needs of students and evaluate the facilities of career guidance available to them in Secondary Schools.” For the achievement of this objective, the fourth research question of the

study, “What are the career guidance needs of students and what facilities are available for the satisfaction of these needs in Secondary Schools?” guided the study for the identification of the career guidance needs of secondary schools’ students.

The study established the facilities of career guidance, services of trained career guides, help in subjects’ selection, guidance in career planning, mechanism for the identification of students’ interests and abilities and their integration with the career choice decision, career guidance subjects, career information and the facility of library and Internet as significant career guidance needs of the secondary schools’ students. These needs are important because they will enable the students to select proper careers based on their interests, aptitudes and knowledge of career opportunities.

Evaluation of Career Guidance Facilities Available to Students in Secondary Schools

The fourth objective of the study was “to highlight the career guidance needs of students and evaluate the facilities of career guidance available to them in Secondary Schools.” For the achievement of this objective of the study, the fourth research question of the study, “What are the career guidance needs of students and what facilities are available for the satisfaction of these needs in Secondary Schools?” guided the evaluation of career guidance facilities available to the students of secondary schools.

The study identified that the facilities of career guidance, services of trained career guides, help in the selection of subjects at the schools, guidance in career planning, mechanism for the identification of students’ interest and abilities and their integration with the career choices of the students, career guidance subjects in schools’ curriculum, career information and the facility of library and Internet for the career guidance of the students are not available to the students of secondary schools and they usually rely on the inadequate information of their parents and family without proper planning for their career choice decisions and usually are on the mercy of trial and error for the choice of their careers, which often results in the poor career choice decisions of students.

Effective Strategies for the Career Guidance of Secondary School Students

The fifth objective of the study was, “to develop strategies for effective career guidance at the Secondary level.” For the achievement of this objective of the study, the fifth research question of the study, “What are the effective strategies for the career guidance of Secondary level?” guided the study for the identification of effective strategies for the career guidance of secondary schools.

The study demonstrated that the effective strategies for the career guidance of secondary schools’ students are; the provision of career guidance facilities, appointment of trained career guides, cooperation between parents and teachers, workshops, seminars, orientations for career information, mechanism for the identification of students’ interests, abilities and their integration with the career choices, development of teachers skills through making career guidance as an integral part of teachers’ education programs, incorporation of career guidance subjects in schools’ curriculum, use of books, brochures and social media and the active role of the policy makers for the provision of resources for establishment of career guidance facilities in schools. These will ensure a proper mechanism for effective career guidance of the secondary schools’ students, will enable them to select proper career choices and there will be no wastage of students’ potentials at the level of secondary schools. This will help students to have well considered and thought out career plans based on their interests, aptitudes and knowledge of the career opportunities.

Implications of the study

The study has both theoretical and practical implications.

Theoretical implications

As career choice issues are a least researched area in Pakistani educational institutions in general, and secondary level schools in particular, therefore, the study will have important theoretical implications. It will serve as an important addition to the available literature about the career choices and guidance issues in secondary schools of Pakistan and furthermore, it will arouse the interest of future researchers and will encourage them to conduct similar studies in the area of career guidance in the Pakistani context that will generate local literature for the solution of career guidance issues in secondary schools of the country.

Practical implications

The findings and recommendations of the study will also have important practical implications. The study will help the authorities of the secondary schools, to understand the process of career choices, of the secondary schools' students, the factors affecting these choices, identification of the career guidance needs of secondary schools' students and development of effective strategies for the career guidance of students at this level. It will help in planning better career guidance interventions for sound preparation of the students in secondary schools to achieve their desired future careers' goals. It will also help parents, teachers and educators to have well planned career development of students. It will also arouse the special interest of the policy makers and authorities of the government, for the provision of career guidance facilities to the secondary schools of Pakistan.

5.4 Recommendations

This section deals with the recommendations of the study. It is composed of two parts, part one is about the recommendations regarding career guidance at the level of the secondary level schools and part two is about the recommendations in the areas of future research. Keeping in view the objectives and findings of the study, the researcher made the following recommendations.

Part - 1

Recommendations for the career guidance of the secondary schools

1. The study recommends the provision of career guidance facilities for the effective career planning of the students in secondary schools. As the career guidance facilities are not available in secondary schools, therefore, it is very difficult for the students of secondary schools to select appropriate subjects of their study at this level, which are based on their interests, aptitudes and knowledge of the career opportunities. Kiyani (2010) also recommended the provision of career guidance facilities in the secondary schools of Pakistan. The National education policy of Pakistan (2009) recommended the same for addressing the career choice concerns of the students at secondary level. Cannan (2008) also recommended comprehensive career guidance programs for secondary schools. The American

Schools' Counselor Association (1997) also recommended the same for t secondary schools.

2. The government must appoint trained career guides to facilitate students in career development at the level of secondary schools. These guides will help students in the identification of their interests and abilities, provision of information about job market and career opportunities and the appropriate career choice decisions. Kiyani (2010) and Kiyani, Hassan and Ifan (2013) have also recommended the appointment of the trained career guides in the secondary schools of Pakistan. John (2009) also recommended the appointment of trained career guides for the secondary schools.
3. There must be collaboration between parents, teachers and schools' authorities for the support of students in career choice decisions. As a friendly relation between home and school is compulsory for making conducive environment regarding career choice decisions of students, therefore, it will help the teachers and parents to know the interests and abilities of the students for making proper subject selections that may lead them to their desired future destinations. Mekgwe (2010) and Kol and Bowen (2009) also recommended the collaboration of parents, teachers and school administrators for the better career development of students in secondary schools.
4. As parents are the major players in career choices of secondary school students, therefore, there could be training lessons provided by career guides to parents in the proper planning of future careers of their children. Moreover, there may be crash courses for parents in career planning and preparation of children for future vocations. Harris, B., & Jones, S. (1997) proposed a crash course in career planning for parents in order to equip parents with the skills of planning for the careers of their children.
5. Information about the job market and career opportunities is an essential element for the better career choice decisions of the students; therefore, the study recommends career orientations, workshops and career days for the students and their parents at secondary schools, for awareness and to know information regarding the career opportunities and job market. Elizabeth (2012) also recommended awareness programs for parents, community, schools' authorities,

teachers and students through career orientations, workshops, seminars, parents' days and community campaigns.

6. For the effective career guidance of the students, there is the need to know the interests and aptitudes of the students in secondary schools. Therefore, the study recommends the establishment of assessment mechanisms for identification of students, interests and aptitudes and the integration of these with the career choice decisions of students. Olamide and Salami (2010) also recommended the establishment of assessment mechanisms for identification of students' interests and aptitudes in order to adjust them with the career choice decisions of students and they further suggested the use of students' portfolios for this purpose.
7. In order to prepare the students of secondary schools for the future careers in an effective manner, there is the need for provision of information about the future requirements and terms and conditions for entry into the desired professional colleges. The study recommends the incorporation of career guidance subjects in the schools' curricula for the provision of career information and knowing the requirements for the entry into the professional colleges. Folsom and Reardon (2003) also identified career guidance curriculum as an effective tool in the career information, exploration and career planning of the secondary schools' students.
8. Teachers are the key players in the subjects' selection and career choice decisions of the students in secondary schools. The students at this level have maximum interaction with their teachers. So, keeping in view the role of teachers in the context of career planning of students in secondary schools; the study recommends the development of career guidance, as an integral part of teachers' education/training programs to equip them with the required skills and know how about the career guidance of students. Khan (2011) also recommended the development of career guidance skills of teachers for the provision of career guidance to students in secondary schools of Pakistan.
9. Career guidance in secondary schools needs the provision of books, brochures and social media. Therefore, the schools must be provided with books, brochures and Internet facility for the facilitation of students, in career guidance. UNESCO (2002) also recommended the provision of information and resources to students for making independent career choice decisions, through books, brochures,

journals, videos, Internet and Computer assisted resources. Lamichane (2012) also highlighted the role of Information and Communication Technology (ICT) for the career guidance of students.

10. A website could be designed for helping students, parents and teachers in the determination of careers. The website will have all the resources, i.e. books, brochures and lectures about the ways and means for effective career guidance. This website will help multiple schools through open access to the materials and resources about careers and career guidance.
11. The study also recommends the active role and involvement of the policy makers, governmental authorities and community for the provision of material and financial resources to help establish the facilities of career guidance in secondary schools. Swift (2009) also recommended the active role of the government authorities in the provision of legislative and financial facilities for the establishment of career guidance in secondary schools.

Part - 2

Areas for further research

1. The study recommends future research on the career choices of students in the institutions of Higher education and Universities of Pakistan. In this connection studies may be conducted on the factors affecting the career choices of Medical, Engineering, Physics, Mathematics, Chemistry, Agriculture, Social Sciences, Humanities and Literature and Management Sciences students. A comparison of these faculties in respect of factors affecting the career choices of students may also be a potential area for the future researchers.
2. Future studies may also be based on the opinions of experts or people who have already achieved their desired careers that how various factors affected their career choices and what they suggest for those who want to enter into these careers.
3. Due to limitations of the resources, time constraints and feasibility reasons, the study was delimited to the career choices of public sector secondary schools'

students only, therefore, one potential area for the future researchers might be the study of career choices in private sector secondary schools.

4. Another area can be the comparison of the career choices of public and private sector secondary schools. Still another potential area may be the study of the career choices of higher secondary level students available in the public sector colleges of Pakistan. Another potential area might be the comparison of the career choices of students in public and private sector colleges of Pakistan.
5. Such studies may also be conducted in other provinces of Pakistan and internationally to identify the factors affecting the career choices of students at secondary level.

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Appendix- A
Covering Letter for the Questionnaires

Dear Respondent, Asslam-o-alikum!

The researcher is a Ph. D Scholar at the Institute of Education and Research (IER), University of Peshawar and is conducting his doctoral study on the “FACTORS AFFECTING THE CAREER CHOICES OF SECONDARY SCHOOL STUDENTS IN KHYBER PAKHTUNKHWA, PAKISTAN”.

The choice of a career is an important outcome of the secondary education; therefore, the selection of a career, according to students’ interests, aptitudes and available career opportunities is an important issue for the students of secondary schools. The general lack of parental awareness coupled with the lack of career counseling facilities at the schools make the career choice decisions a nightmare for the secondary school students of Pakistan in general and Khyber Pakhtunkhwa in particular. This alarming state of affairs leads students to the selection of unsuitable careers which results in their scholastic failure, dropout and brain drain in the long run. Therefore, the study aims to explore the career choices and factors affecting the career choice decisions of secondary school students in Khyber Pakhtunkhwa, Pakistan.

Your participation in the survey will be highly appreciated as it will help in the exploration of the issue and development of effective strategies for the solution of the problem at the secondary school level. The participation in the survey is confidential, voluntary and anonymity of the research participants will be strictly observed.

The Researcher

Alam Zeb

Email: alamzebbs@gmail.com

Appendix- B

QUESTIONNAIRE FOR STUDENTS

Section A: Demographic information

1-Name (optional) _____

2- Gender: a- Male ☐ b- Female ☐

3-Name of the Institution: a-School _____ b-College _____

4- Locality: a- Urban ☐ b- Rural ☐

5 - Grade: a- 11th ☐ b-12th ☐

6- Subject: a- Medical ☐ b- Engineering ☐

c- General Science ☐ d- Humanities ☐ e- Any other ☐

Section B: Which one of the following career choices have you made? (Please encircle any one of the following)

Career Choices	
Agriculture	
Armed forces	
Business	
Civil service	
Computer and IT	
Engineering	
Law	
Medical	
Teaching	
Any other (please specify)	

Section C: Which of the following factors influenced your career choice? (Please encircle those factors).

Career Choice factors	
Personality	
Parents	
Family	
Teachers	
School Counselor	
School fellows	
Peers and friends	
Socio-economic status	
Job market	
Any other (please specify)	

Section D: The Influence of Career Choice Factors on the Career Choices of Secondary School Students.

Encircle the appropriate option i.e. 1= Strongly Disagree (SD) 2= Disagree (D) 3= Un-decided (UD) 4= Agree (A) 5= Strongly Agree (SA)

S.No.	Personality	SD	D	UD	A	SA
1	Interest affected your career choice	1	2	3	4	5
2	Personal will affected your career choice	1	2	3	4	5
3	Aspiration affected your career choice	1	2	3	4	5
4	Motivation affected your career choice	1	2	3	4	5
5	Self-concept/esteem affected your career choice	1	2	3	4	5
6	Aptitude affected your career choice	1	2	3	4	5
7	Academic achievement/grades affected your career choice	1	2	3	4	5
8	Personal skills and abilities affected your career choice	1	2	3	4	5
9	Self-educational expectations affected your career choice	1	2	3	4	5
10	Personal career expectations affected your career choice	1	2	3	4	5

S.No.	Parents and Family	SD	D	UD	A	SA
1	Father influenced your career choice	1	2	3	4	5
2	Mother influenced your career choice	1	2	3	4	5
3	Siblings influenced your career choice	1	2	3	4	5
4	Family members (other than parents) influenced your career choice	1	2	3	4	5
5	Guardians influenced your career choice	1	2	3	4	5
6	Parents' socio-economic status influenced your career choice	1	2	3	4	5
7	Parents' level of education influenced your career choice	1	2	3	4	5
8	Parents' work experience influenced your career choice	1	2	3	4	5
9	Parents' career information influenced your career choice	1	2	3	4	5
10	Family type (Extended/Nuclear) influenced your career choice	1	2	3	4	5

S.No.	School	SD	D	UD	A	SA
1	School's environment determined your career choice	1	2	3	4	5
2	Teachers determined your career choice	1	2	3	4	5
3	School's Career Guide/ Counselor determined your career choice	1	2	3	4	5
4	School's Principal/Head determined your career choice	1	2	3	4	5
5	Class fellows determined your career choice	1	2	3	4	5
6	School fellows determined your career choice	1	2	3	4	5
7	Career guidance facilities in school determined your career choice	1	2	3	4	5
8	School's subjects determined your career choice	1	2	3	4	5
9	School's Co-curricular activities determined your career choice	1	2	3	4	5
10	School's Vocational activities determined your career choice	1	2	3	4	5

S.No.	Socio-cultural	SD	D	UD	A	SA
1	Societal needs and demands affected your career choice	1	2	3	4	5
2	Culture affected your career choice	1	2	3	4	5
3	Religion affected your career choice	1	2	3	4	5
4	Ethnicity affected your career choice	1	2	3	4	5
5	Social gender stereotype affected your career choice	1	2	3	4	5
6	Friends affected your career choice	1	2	3	4	5
7	Peers affected your career choice	1	2	3	4	5
8	Social role models affected your career choice	1	2	3	4	5
9	Social media affected your career choice	1	2	3	4	5
10	Social status and prestige affected your career choice	1	2	3	4	5

S.No.	Career Outcomes	SD	D	UD	A	SA
1	Income/Salary/pay influenced your Career Choice	1	2	3	4	5
2	Job security influenced your career Choice	1	2	3	4	5
3	Working environment influenced your career choice	1	2	3	4	5
4	Authority and power influenced your career choice	1	2	3	4	5
5	Autonomy and recognition influenced your career choice	1	2	3	4	5
6	Future Promotions influenced your career choice	1	2	3	4	5
7	Leisure and comfort influenced your career choice	1	2	3	4	5
8	Job satisfaction influenced your career choice	1	2	3	4	5
9	Competition /challenge influenced your career choice	1	2	3	4	5
10	Career opportunities influenced your career choice	1	2	3	4	5

Section: E. Career Guidance Needs of Secondary School students

Encircle the appropriate option i.e. 1= Not at all important (NAI) 2= Not too important (NTI) 3= Somewhat important (SWI) 4= Very important (VI) 5= Extremely important (EI)

S.No.	Career Guidance Needs	NAI	NTI	SWI	VI	EI
1	Provision of career guidance facilities at the school	1	2	3	4	5
2	Availability of trained career guide at the school	1	2	3	4	5
3	Help in selection of school's subjects by teachers/ counselors at the school	1	2	3	4	5
4	Guidance in career choice decisions of students at the school	1	2	3	4	5
5	Support in career planning of students at the school	1	2	3	4	5
6	Mechanism for identification of students' interest and abilities at the school	1	2	3	4	5
7	Integration of students' interests and abilities with their career choice decisions at the school	1	2	3	4	5
8	Provision of information regarding job market and career opportunities at the school	1	2	3	4	5
9	Incorporating Career guidance subjects in school's curriculum	1	2	3	4	5
10	Use of library and Internet for career guidance at the school	1	2	3	4	5

Section: F. Evaluation of Career Guidance Facilities in Secondary Schools
Encircle the appropriate option i.e. 1= Not available (NA) 2= Poor (P)
3= Ordinary (O) 4= Good (G) 5= Excellent (E)

S.No.	Evaluation of Career Guidance Facilities	NA	P	O	G	E
1	Availability of career guidance facilities at the school	1	2	3	4	5
2	Services of trained career guide at the school	1	2	3	4	5
3	Provision of help in subjects selection by teachers/counselor at the school	1	2	3	4	5
4	Guidance in career choice decisions of students at the school	1	2	3	4	5
5	Support in career planning of students at the school	1	2	3	4	5
6	Mechanism for identification of students' interests and abilities at the school	1	2	3	4	5
7	Integration of students' interests and abilities with their career choice decisions at the school	1	2	3	4	5
8	Provision of information about career opportunities and job market at the school	1	2	3	4	5
9	Availability of Career guidance subjects in school's curriculum	1	2	3	4	5
10	Use of library and Internet for career guidance at the school	1	2	3	4	5

Section: G. Strategies for Effective Career Guidance at Secondary Level
Encircle the appropriate option i.e. 1= Not at all important (NAI) 2= Not too important (NTI) 3= Somewhat important (SWI) 4= Very important (VI)
5= Extremely important (EI)

S.No.	Effective Career Guidance Strategies	NAI	NTI	SWI	VI	EI
1	Provision of Career guidance facilities for career planning at the school	1	2	3	4	5
2	Appointing trained career guide to facilitate students in career development at the school	1	2	3	4	5
3	Collaboration of parents, teachers and school authorities for support of students in career choice decisions at the school	1	2	3	4	5
4	Career orientations for students to know information about career opportunities and job market at the school	1	2	3	4	5
5	Career workshops for promoting awareness regarding career guidance among students at the school	1	2	3	4	5
6	Assessment mechanism for identification of students' interests and abilities and their integration with the career choice decisions of students at the school	1	2	3	4	5
7	Incorporation of career guidance subjects in school's curriculum	1	2	3	4	5
8	Developing career guidance as an integral part of teacher education/training programs	1	2	3	4	5
9	The use of books, brochures and social media for the facilitation of students in career guidance at the school	1	2	3	4	5
10	Active role of the policy makers for the provision of material and financial resources to help establish career guidance facilities at the school	1	2	3	4	5

Thank You for the participation!

Appendix- C

QUESTIONNAIRE FOR PARENTS

Section A: Demographic information

- 1-Name (optional) _____
- 2- Gender: a- Male ☐ b- Female ☐
- 3-Name of the Institution at which your child study:
a- School _____ b-College _____
- 4- Locality: a- Urban ☐ b- Rural ☐
- 5 – Grade at which your child study: a- 11th ☐ b-12th ☐
- 6- Subject your child study: a- Medical ☐ b- Engineering ☐
c- General Science ☐ d- Humanities ☐ e- Any other ☐

Section B: Which one of the following career choices has been made by your child? (Please encircle any one of the following)

Career Choices	
Agriculture	
Armed forces	
Business	
Civil service	
Computer and IT	
Engineering	
Law	
Medical	
Teaching	
Any other (please specify)	

Section C: Which of the following factors influenced the career choice of your child? (Please encircle those factors).

Career Choice factors	
Personality	
Parents	
Family	
Teachers	
School Counselor	
School fellows	
Peers and friends	
Socio-economic status	
Job market	
Any other (please specify)	

Section D: The Influence of Career Choice Factors on the Career Choices of Secondary School Students. Encircle the appropriate option i.e. 1= Strongly Disagree (SD) 2= Disagree (D) 3= Un-decided (UD) 4= Agree (A) 5= Strongly Agree (SA)

S.No	Personality	SD	D	UD	A	SA
1	Interest affected the career choice of your child	1	2	3	4	5
2	Personal will affected the career choice of your child	1	2	3	4	5
3	Aspiration affected the career choice of your child	1	2	3	4	5
4	Motivation affected the career choice of your child	1	2	3	4	5
5	Self-concept/esteem affected the career choice of your child	1	2	3	4	5
6	Aptitude affected the career choice of your child	1	2	3	4	5
7	Academic achievement/grades affected the career choice of your child	1	2	3	4	5
8	Personal skills and abilities affected the career choice of your child	1	2	3	4	5
9	Self-educational expectations affected the career choice of your child	1	2	3	4	5
10	Personal career expectations affected the career choice of your child	1	2	3	4	5

S. No	Parents and Family	SD	D	UD	A	SA
1	Father influenced the career choice of your child	1	2	3	4	5
2	Mother influenced the career choice of your child	1	2	3	4	5
3	Siblings influenced the career choice of your child	1	2	3	4	5
4	Family members (other than parents) influenced the career choice of your child	1	2	3	4	5
5	Guardians influenced the career choice of your child	1	2	3	4	5
6	Parents' socio-economic status influenced the career choice of your child	1	2	3	4	5
7	Parents' level of education influenced the career choice of your child	1	2	3	4	5
8	Parents' work experience influenced the career choice of your child	1	2	3	4	5
9	Parents' career information influenced the career choice of your child	1	2	3	4	5
10	Family type (Extended/Nuclear) influenced the career choice of your child	1	2	3	4	5

S. No	School	SD	D	UD	A	SA
1	School's environment determined the career choice of your child	1	2	3	4	5
2	Teachers determined the career choice of your child	1	2	3	4	5
3	School's Career Guide/ Counselor determined the career choice of your child	1	2	3	4	5
4	School's Principal/Head determined the career choice of your child	1	2	3	4	5
5	Class fellows determined the career choice of your child	1	2	3	4	5
6	School fellows determined the career choice of your child	1	2	3	4	5
7	Career guidance facilities in school determined the career choice of your child	1	2	3	4	5
8	School's subjects determined the career choice of your child	1	2	3	4	5
9	School's Co-curricular activities determined the career choice of your child	1	2	3	4	5
10	School's Vocational activities determined the career choice of your child	1	2	3	4	5

S.No	Socio-Cultural	SD	D	UD	A	SA
1	Societal needs and demands affected the career choice of your child	1	2	3	4	5
2	Culture affected the career choice of your child	1	2	3	4	5
3	Religion affected the career choice of your child	1	2	3	4	5
4	Ethnicity affected the career choice of your child	1	2	3	4	5
5	Social gender stereotype affected the career choice of your child	1	2	3	4	5
6	Friends affected the career choice of your child	1	2	3	4	5
7	Peers affected the career choice of your child	1	2	3	4	5
8	Social role models affected the career choice of your child	1	2	3	4	5
9	Social media affected the career choice of your child	1	2	3	4	5
10	Social status and prestige affected the career choice of your child	1	2	3	4	5

S.No	Career Outcomes	SD	D	UD	A	SA
1	Income/Salary/pay influenced the career choice of your child	1	2	3	4	5
2	Job security influenced the career choice of your child	1	2	3	4	5
3	Working environment influenced the career choice of your child	1	2	3	4	5
4	Authority and power influenced the career choice of your child	1	2	3	4	5
5	Autonomy and recognition influenced the career choice of your child	1	2	3	4	5
6	Future Promotions influenced the career choice of your child	1	2	3	4	5
7	Leisure and comfort influenced the career choice of your child	1	2	3	4	5
8	Job satisfaction influenced the career choice of your child	1	2	3	4	5
9	Competition /challenge influenced the career choice of your child	1	2	3	4	5
10	Career opportunities influenced the career choice of your child	1	2	3	4	5

Section: E. Career Guidance Needs of Secondary School Students

Encircle the appropriate option i.e. 1= Not at all important (NAI) 2= Not too important (NTI) 3= Somewhat important (SWI) 4= Very important (VI) 5= Extremely important (EI)

S.No	Career Guidance Needs	NAI	NTI	SWI	VI	EI
1	Provision of career guidance facilities at the school	1	2	3	4	5
2	Availability of trained career guide at the school	1	2	3	4	5
3	Help in selection of school's subjects by teachers/ Career guides at the school	1	2	3	4	5
4	Guidance in career choice decisions of students at the school	1	2	3	4	5
5	Support in career planning of students at the school	1	2	3	4	5
6	Mechanism for identification of students' interest and abilities at the school	1	2	3	4	5
7	Integration of students' interests and abilities with their career choice decisions at the school	1	2	3	4	5
8	Provision of information regarding job market and career opportunities at the school	1	2	3	4	5
9	Incorporating Career guidance subjects in school's curriculum	1	2	3	4	5
10	Use of library and Internet for career guidance at the school	1	2	3	4	5

Section: F. Evaluation of Career Guidance Facilities in Secondary Schools

Encircle the appropriate option i.e. 1= Not available (NA) 2= Poor (P)

3= Ordinary (O) 4= Good (G) 5= Excellent (E)

S.No.	Evaluation of Career Guidance Facilities	NA	P	O	G	E
1	Availability of career guidance facilities at the school	1	2	3	4	5
2	Services of trained career guide at the school	1	2	3	4	5
3	Provision of help in subjects selection by teachers/counselor at the school	1	2	3	4	5
4	Guidance in career choice decisions of students at the school	1	2	3	4	5
5	Support in career planning of students at the school	1	2	3	4	5
6	Mechanism for identification of students' interests and abilities at the school	1	2	3	4	5
7	Integration of students' interests and abilities with their career choice decisions at the school	1	2	3	4	5
8	Provision of information about career opportunities and job market at the school	1	2	3	4	5
9	Availability of Career guidance subjects in school's curriculum	1	2	3	4	5
10	Use of library and Internet for career guidance at the school	1	2	3	4	5

Section: G. Strategies for effective Career Guidance at Secondary Schools

Encircle the appropriate option i.e. 1= Not at all important (NAI) 2= Not too important (NTI) 3= Somewhat important (SWI) 4= Very important (VI)

5= Extremely important (EI)

S.No.	Effective Career Guidance Strategies	NAI	NTI	SWI	VI	EI
1	Provision of Career guidance facilities for career planning at the school	1	2	3	4	5
2	Appointing trained career guide to facilitate students in career development at the school	1	2	3	4	5
3	Collaboration of parents, teachers and school authorities for support of students in career choice decisions at the school	1	2	3	4	5
4	Career orientations for students to know information about career opportunities and job market at the school	1	2	3	4	5
5	Career workshops for promoting awareness regarding career guidance/counseling among students at the school	1	2	3	4	5
6	Assessment mechanism for identification of students' interests and abilities and their integration with the career choice decisions of students at the school	1	2	3	4	5
7	Incorporation of career guidance subjects in school's curriculum	1	2	3	4	5
8	Developing career guidance and counseling as an integral part of teacher education/training programs	1	2	3	4	5
9	The use of books, brochures and social media for the facilitation of students in career guidance at the school	1	2	3	4	5
10	Active role of the policy makers for the provision of material and financial resources to help establish career guidance facilities at the school	1	2	3	4	5

Thank You for the participation!

Appendix- D

QUESTIONNAIRE FOR TEACHERS

Section A: Demographic information

- 1-Name (optional) _____
- 2- Gender: a- Male ☐ b- Female ☐
- 3- Designation:_____ 4- Qualification:_____
- 5- Name of the Institution: a-School_____ b-College_____
- 6- Locality: a- Urban ☐ b- Rural ☐
- 7 – Grade to which you teach: a- 11th ☐ b-12th ☐
- 8 - Subject you teach: _____

Section B: Which of the following career choices have been made by your students? (Please encircle those choices).

Career Choices	
Agriculture	
Armed forces	
Business	
Civil service	
Computer and IT	
Engineering	
Law	
Medical	
Teaching	
Any other (please specify)	

Section C: Which of the following factors influenced the career choices of your students? (Please encircle those factors).

Career Choice factors	
Personality	
Parents	
Family	
Teachers	
School Counselor	
School fellows	
Peers and friends	
Socio-economic status	
Job market	
Any other (please specify)	

Section D: The Influence of Career Choice Factors on the Career Choices of Secondary School students. Encircle the appropriate option i.e. 1= Strongly Disagree (SD) 2= Disagree (D) 3= Un-decided (UD) 4= Agree (A) 5= Strongly Agree (SA)

S.No	Personality	SD	D	UD	A	SA
1	Interest affected the career choices of your students	1	2	3	4	5
2	Personal will affected the career choices of your students	1	2	3	4	5
3	Aspiration affected the career choices of your students	1	2	3	4	5
4	Motivation affected the career choices of your students	1	2	3	4	5
5	Self-concept/esteem affected the career choices of your students	1	2	3	4	5
6	Aptitude affected the career choices of your students	1	2	3	4	5
7	Academic achievement/grades affected the career choices of your students	1	2	3	4	5
8	Personal skills and abilities affected the career choices of your students	1	2	3	4	5
9	Self-educational expectations affected the career choices of your students	1	2	3	4	5
10	Personal career expectations affected the career choices of your students	1	2	3	4	5

S.No	Parents and Family	SD	D	UD	A	SA
1	Fathers influenced the career choices of your students	1	2	3	4	5
2	Mothers influenced the career choices of your students	1	2	3	4	5
3	Siblings influenced the career choices of your students	1	2	3	4	5
4	Family members (other than parents) influenced the career choices of your students	1	2	3	4	5
5	Guardians influenced the career choices of your students	1	2	3	4	5
6	Parents' socio-economic status influenced the career choices of your students	1	2	3	4	5
7	Parents' level of education influenced the career choices of your students	1	2	3	4	5
8	Parents' work experience influenced the career choices of your students	1	2	3	4	5
9	Parents' career information influenced the career choices of your students	1	2	3	4	5
10	Family type (Extended/Nuclear) influenced the career choices of your students	1	2	3	4	5

S.No	School	SD	D	UD	A	SA
1	School's environment determined the career choices of your students	1	2	3	4	5
2	Teachers determined the career choices of your students	1	2	3	4	5
3	School's Career Guide/ Counselor determined the career choices of your students	1	2	3	4	5
4	School's Principal/Head determined the career choices of your students	1	2	3	4	5
5	Class fellows determined the career choices of your students	1	2	3	4	5
6	School fellows determined the career choices of your students	1	2	3	4	5
7	Career guidance facilities in school determined the career choices of your students	1	2	3	4	5
8	School's subjects determined the career choices of your students	1	2	3	4	5
9	School's Co-curricular activities determined the career choices of your students	1	2	3	4	5
10	School's Vocational activities determined the career choices of your students	1	2	3	4	5

S.No	Socio-Cultural	SD	D	UD	A	SA
1	Societal needs and demands affected the career choices of your students	1	2	3	4	5
2	Culture affected the career choices of your students	1	2	3	4	5
3	Religion affected the career choices of your students	1	2	3	4	5
4	Ethnicity affected the career choices of your students	1	2	3	4	5
5	Social gender stereotype affected the career choices of your students	1	2	3	4	5
6	Friends affected the career choices of your students	1	2	3	4	5
7	Peers affected the career choices of your students	1	2	3	4	5
8	Social role models affected the career choices of your students	1	2	3	4	5
9	Social media affected the career choices of your students	1	2	3	4	5
10	Social status and prestige affected the career choices of your students	1	2	3	4	5

S.No	Career Outcomes	SD	D	UD	A	SA
1	Income/Salary/pay influenced the career choices of your students	1	2	3	4	5
2	Job security influenced the career choices of your students	1	2	3	4	5
3	Working environment influenced the career choices of your students	1	2	3	4	5
4	Authority and power influenced the career choices of your students	1	2	3	4	5
5	Autonomy and recognition influenced the career choices of your students	1	2	3	4	5
6	Future Promotions influenced the career choices of your students	1	2	3	4	5
7	Leisure and comfort influenced the career choices of your students	1	2	3	4	5
8	Job satisfaction influenced the career choices of your students	1	2	3	4	5
9	Competition /challenge influenced the career choices of your students	1	2	3	4	5
10	Career opportunities influenced the career choices of your students	1	2	3	4	5

Section: E. Career Guidance Needs of Secondary School students

Encircle the appropriate option i.e. 1= Not at all important (NAI) 2= Not too important (NTI) 3= Somewhat important (SWI) 4= Very important (VI) 5= Extremely important (EI)

S.No.	Career Guidance Needs	NAI	NTI	SWI	VI	EI
1	Provision of career guidance/ counseling facilities at the school	1	2	3	4	5
2	Availability of trained career guide and counselor at the school	1	2	3	4	5
3	Help in selection of school's subjects by teachers/ counselors at the school	1	2	3	4	5
4	Guidance in career choice decisions of students at the school	1	2	3	4	5
5	Support in career planning of students at the school	1	2	3	4	5
6	Mechanism for identification of students' interest and abilities at the school	1	2	3	4	5
7	Integration of students' interests and abilities with their career choice decisions at the school	1	2	3	4	5
8	Provision of information regarding job market and career opportunities at the school	1	2	3	4	5
9	Incorporating Career guidance subjects in school's curriculum	1	2	3	4	5
10	Use of library and Internet for career guidance at the school	1	2	3	4	5

Section: F. Evaluation of Career Guidance Facilities in Secondary Schools**Encircle the appropriate option i.e. 1= Not available (NA) 2= Poor (P)****3= Ordinary (O) 4= Good (G) 5= Excellent (E)**

S.No.	Evaluation of Career Guidance Facilities	NA	P	O	G	E
1	Availability of career guidance facilities at the school	1	2	3	4	5
2	Services of trained career guide at the school	1	2	3	4	5
3	Provision of help in subjects selection by teachers/counselor at the school	1	2	3	4	5
4	Guidance in career choice decisions of students at the school	1	2	3	4	5
5	Support in career planning of students at the school	1	2	3	4	5
6	Mechanism for identification of students' interests and abilities at the school	1	2	3	4	5
7	Integration of students' interests and abilities with their career choice decisions at the school	1	2	3	4	5
8	Provision of information about career opportunities and job market at the school	1	2	3	4	5
9	Availability of Career guidance subjects in school's curriculum	1	2	3	4	5
10	Use of library and Internet for career guidance at the school	1	2	3	4	5

Section: G. Strategies for Effective Career Guidance at Secondary Schools**Encircle the appropriate option i.e. 1= Not at all important (NAI) 2= Not too important (NTI) 3= Somewhat important (SWI) 4= Very important (VI)****5= Extremely important (EI)**

S.No.	Effective Career Guidance Strategies	NAI	NTI	SWI	VI	EI
1	Provision of Career guidance facilities for career planning at the school	1	2	3	4	5
2	Appointing trained career guide to facilitate students in career development at the school	1	2	3	4	5
3	Collaboration of parents, teachers and school authorities for support of students in career choice decisions at the school	1	2	3	4	5
4	Career orientations for students to know information about career opportunities and job market at the school	1	2	3	4	5
5	Career workshops for promoting awareness regarding career guidance/counseling among students at the school	1	2	3	4	5
6	Assessment mechanism for identification of students' interests and abilities and their integration with the career choice decisions of students at the school	1	2	3	4	5
7	Incorporation of career guidance and subjects in school's curriculum	1	2	3	4	5
8	Developing career guidance and counseling as an integral part of teacher education/training programs	1	2	3	4	5
9	The use of books, brochures and social media for the facilitation of students in career guidance at the school	1	2	3	4	5
10	Active role of the policy makers for the provision of material and financial resources to help establish career guidance facilities at the school	1	2	3	4	5

Thank You for the participation!

Appendix- E

QUESTIONNAIRE FOR PRINCIPALS (HEADS)

Section A: Demographic information

- 1-Name (optional) _____
- 2- Designation _____
- 4- Gender: a- Male ☐ b- Female ☐
- 3-Qualification: _____
- 5-Name of the Institution: a-School _____ b-College _____
- 6- Locality: a- Urban ☐ b- Rural ☐
- 7- Subjects taught at your school: a- Medical ☐ b- Engineering ☐
 c- General Science ☐ d- Humanities ☐ e- Any other ☐

Section B: Which of the following career choices have been made by your school's students? (Please encircle those choices).

Career Choices	
Agriculture	
Armed forces	
Business	
Civil service	
Computer and IT	
Engineering	
Law	
Medical	
Teaching	
Any other (please specify)	

Section C: Which of the following factors influenced the career choices of your school's students? (Please encircle those factors).

Career Choice factors	
Personality	
Parents	
Family	
Teachers	
School Counselor	
School fellows	
Peers and friends	
Socio-economic status	
Job market	
Any other (please specify)	

Section D: The Influence of Career Choice Factors on the Career Choices of Secondary School Students.

Encircle the appropriate option i.e. 1= Strongly Disagree (SD) 2= Disagree (D) 3= Un-decided (UD) 4= Agree (A) 5= Strongly Agree (SA)

S.No.	Personality	SD	D	UD	A	SA
1	Interest affected the career choices of your students	1	2	3	4	5
2	Personal will affected the career choices of your students	1	2	3	4	5
3	Aspiration affected the career choices of your students	1	2	3	4	5
4	Motivation affected the career choices of your students	1	2	3	4	5
5	Self-concept/esteem affected the career choices of your students	1	2	3	4	5
6	Aptitude affected the career choices of your students	1	2	3	4	5
7	Academic achievement/grades affected the career choices of your students	1	2	3	4	5
8	Personal skills and abilities affected the career choices of your students	1	2	3	4	5
9	Self-educational expectations affected the career choices of your students	1	2	3	4	5
10	Personal career expectations affected the career choices of your students	1	2	3	4	5

S.No.	Parents and Family	SD	D	UD	A	SA
1	Fathers influenced the career choices of your students	1	2	3	4	5
2	Mothers influenced the career choices of your students	1	2	3	4	5
3	Siblings influenced the career choices of your students	1	2	3	4	5
4	Family members (other than parents) influenced the career choices of your students	1	2	3	4	5
5	Guardians influenced the career choices of your students	1	2	3	4	5
6	Parents' socio-economic status influenced the career choices of your students	1	2	3	4	5
7	Parents' level of education influenced the career choices of your students	1	2	3	4	5
8	Parents' work experience influenced the career choices of your students	1	2	3	4	5
9	Parents' career information influenced the career choices of your students	1	2	3	4	5
10	Family type (Extended/Nuclear) influenced the career choices of your students	1	2	3	4	5

S.No.	School	SD	D	UD	A	SA
1	School's environment determined the career choices of your students	1	2	3	4	5
2	Teachers determined the career choices of your students	1	2	3	4	5
3	School's Career Guide/ Counselor determined the career choices of your students	1	2	3	4	5
4	School's Principal/Head determined the career choices of your students	1	2	3	4	5
5	Class fellows determined the career choices of your students	1	2	3	4	5
6	School fellows determined the career choices of your students	1	2	3	4	5
7	Career guidance facilities in school determined the career choices of your students	1	2	3	4	5
8	School's subjects determined the career choices of your students	1	2	3	4	5
9	School's Co-curricular activities determined the career choices of your students	1	2	3	4	5
10	School's Vocational activities determined the career choices of your students	1	2	3	4	5

S.No.	Socio-Cultural	SD	D	UD	A	SA
1	Societal needs and demands affected the career choices of your students	1	2	3	4	5
2	Culture affected the career choices of your students	1	2	3	4	5
3	Religion affected the career choices of your students	1	2	3	4	5
4	Ethnicity affected the career choices of your students	1	2	3	4	5
5	Social gender stereotype affected the career choices of your students	1	2	3	4	5
6	Friends affected the career choices of your students	1	2	3	4	5
7	Peers affected the career choices of your students	1	2	3	4	5
8	Social role models affected the career choices of your students	1	2	3	4	5
9	Social media affected the career choices of your students	1	2	3	4	5
10	Social status and prestige affected the career choices of your students	1	2	3	4	5

S.No.	Career Outcomes	SD	D	UD	A	SA
1	Income/Salary/pay influenced the career choices of your students	1	2	3	4	5
2	Job security influenced the career choices of your students	1	2	3	4	5
3	Working environment influenced the career choices of your students	1	2	3	4	5
4	Authority and power influenced the career choices of your students	1	2	3	4	5
5	Autonomy and recognition influenced the career choices of your students	1	2	3	4	5
6	Future Promotions influenced the career choices of your students	1	2	3	4	5
7	Leisure and comfort influenced the career choices of your students	1	2	3	4	5
8	Job satisfaction influenced the career choices of your students	1	2	3	4	5
9	Competition /challenge influenced the career choices of your students	1	2	3	4	5
10	Career opportunities influenced the career choices of your students	1	2	3	4	5

Section: E. Career Guidance Needs of Secondary School students

Encircle the appropriate option i.e. 1= Not at all important (NAI) 2= Not too important (NTI) 3= Somewhat important (SWI) 4= Very important (VI) 5= Extremely important (EI)

S.No.	Career Guidance Needs	NAI	NTI	SWI	VI	EI
1	Provision of career guidance facilities at the school	1	2	3	4	5
2	Availability of trained career guide and counselor at the school	1	2	3	4	5
3	Help in selection of school's subjects by teachers at the school	1	2	3	4	5
4	Guidance in career choice decisions of students at the school	1	2	3	4	5
5	Support in career planning of students at the school	1	2	3	4	5
6	Mechanism for identification of students' interest and abilities at the school	1	2	3	4	5
7	Integration of students' interests and abilities with their career choice decisions at the school	1	2	3	4	5
8	Provision of information regarding job market and career opportunities at the school	1	2	3	4	5
9	Incorporating Career guidance subjects in school's curriculum	1	2	3	4	5
10	Use of library and Internet for career guidance at the school	1	2	3	4	5

Section: F. Evaluation of Career Guidance Facilities in Secondary Schools
Encircle the appropriate option i.e. 1= Not available (NA) 2= Poor (P)
3= Ordinary (O) 4= Good (G) 5= Excellent (E)

S.No.	Evaluation of Career Guidance Facilities	NA	P	O	G	E
1	Availability of career guidance facilities at the school	1	2	3	4	5
2	Services of trained career guide at the school	1	2	3	4	5
3	Provision of help in subjects selection by teachers/career guides at the school	1	2	3	4	5
4	Guidance in career choice decisions of students at the school	1	2	3	4	5
5	Support in career planning of students at the school	1	2	3	4	5
6	Mechanism for identification of students' interests and abilities at the school	1	2	3	4	5
7	Integration of students' interests and abilities with their career choice decisions at the school	1	2	3	4	5
8	Provision of information about career opportunities and job market at the school	1	2	3	4	5
9	Availability of Career guidance subjects in school's curriculum	1	2	3	4	5
10	Use of library and Internet for career guidance at the school	1	2	3	4	5

Section: G. Strategies for Effective Career Guidance at Secondary Schools
Encircle the appropriate option i.e. 1= Not at all important (NAI) 2= Not too important (NTI) 3= Somewhat important (SWI) 4= Very important (VI)
5= Extremely important (EI)

S.No.	Effective Career Guidance Strategies	NAI	NTI	SWI	VI	EI
1	Provision of Career guidance facilities for career planning at the school	1	2	3	4	5
2	Appointing trained career guide to facilitate students in career development at the school	1	2	3	4	5
3	Collaboration of parents, teachers and school authorities for support of students in career choice decisions at the school	1	2	3	4	5
4	Career orientations for students to know information about career opportunities and job market at the school	1	2	3	4	5
5	Career workshops for promoting awareness regarding career guidance/counseling among students at the school	1	2	3	4	5
6	Assessment mechanism for identification of students' interests and abilities and their integration with the career choice decisions of students at the school	1	2	3	4	5
7	Incorporation of career guidance subjects in school's curriculum	1	2	3	4	5
8	Developing career guidance as an integral part of teacher education/training programs	1	2	3	4	5
9	The use of books, brochures and social media for the facilitation of students in career guidance at the school	1	2	3	4	5
10	Active role of the policy makers for the provision of material and financial resources to help establish career guidance facilities at the school	1	2	3	4	5

Thank You for the participation

Appendix- F

Semi-structured Interview Guide for Students

- 1- What career choice have you made?
- 2- What factors determined your career choice?
- 3- How much is the influence of your personality in your career choice?
- 4- To what extent do you see the influence of your parents and family in your career choice?
- 5- What is the effect of your School on your career choice?
- 6- How much is the role of socio-cultural factors in your career choice?
- 7- What is the role of career outcomes in your career choice?
- 8- What are your career guidance needs at the school?
- 9- Do you have the career guidance facilities at the school?
- 10- What would you recommend to facilitate students in career choice decisions at the school?

Appendix- G

Semi-structured Interview Guide for Parents

- 1- What career choice your child has made?
- 2- What factors determined the career choice of your child?
- 3- How much is the influence of your child's personality in his career choice?
- 4- To what extent do you see the influence of parents and family in the career choice of your child?
- 5- What is the effect of school on the career choice of your child?
- 6- How much is the role of socio-cultural factors in the career choice of your child?
- 7- What is the role of career outcomes in the career choice of your child?
- 8- What are the career guidance needs of your child at the school?
- 9- Are the career guidance facilities available to your child at the school?
- 10- What would you recommend to facilitate students in career choice decisions at the school?

Appendix- H

Semi-structured Interview Guide for Teachers

- 1- What career choices your students have made?
- 2- What factors determined the career choices of your students?
- 3- How much is the influence of your students' personalities in their career choices?
- 4- To what extent do you see the influence of parents and family in the career choices of your students?
- 5- What is the effect of school on the career choices of your students?
- 6- How much is the role of socio-cultural factors in the career choices of your students?
- 7- What is the role of career outcomes in the career choices of your students?
- 8- What are the career guidance needs of your students at the school?
- 9- Are the career Guidance facilities available to your students at the school?
- 10- What would you recommend to facilitate students in career choice decisions at the school?

Appendix- I

Semi-structured Interview Guide for Principals (Heads)

- 1- What career choices your school's students have made?
- 2- What factors determined the career choices of your school's students?
- 3- How much is the influence of student's personalities in their career choices?
- 4- To what extent do you see the influence of parents and family in the career choices of your school's students?
- 5- What is the effect of school on the career choices of your school's students?
- 6- How much is the role of socio-cultural factors in the career choices of your school's students?
- 7- What is the role of career outcomes in the career choices of your school's students?
- 8- What are the career guidance needs of your school's students at the school?
- 9- Are the career guidance facilities available to your school's students at the school?
- 10- What would you recommend to facilitate the students of your school in career choice decisions at the school?

Appendix- J**List of the Selected Schools**

- 1- Government Higher Secondary School Khwaza Khela Swat
- 2- Government Higher Secondary School No 2 Mingora Swat
- 3- Government Girls Higher Secondary School Matta Swat
- 4- Government Girls Centennial Model Higher Secondary School Saidu Sharif Swat
- 5- Government Higher Secondary School Tehkal Peshawar
- 6- Government Higher Secondary School No 2 Peshawar Cantt Peshawar
- 7- Government Girls Higher Secondary School Mathra Peshawar
- 8- Government Girls Higher Secondary School University Town Peshawar
- 9- Government Higher Secondary School Daraban Khurd D. I Khan
- 10- Government Higher Secondary School No 2 Islamia D. I Khan
- 11- Government Girls Higher Secondary School Paroa D. I Khan
- 12- Government Girls Higher Secondary School No 2 D. I Khan
- 13- Government Higher Secondary School Fatma Mardan
- 14- Government Higher Secondary School Baghdada Mardan
- 15- Government Girls Higher Secondary School Katlang Mardan
- 16- Government Girls Higher Secondary School Shah Dand Mardan
- 17- Government Higher Secondary School Mansehra City Mansehra
- 18- Government Higher Secondary School Dodhial Mansehra
- 19- Government Girls Higher Secondary School No 2 Mansehra
- 20- Government Girls Higher Secondary School Garhi Habibullah Mansehra

Appendix- K

Reliability Statistics of the Instruments

A) Reliability Statistics of Students' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.824	96

B) Reliability Statistics of Parents' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.745	96

C) Reliability Statistics of Teachers' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.768	107

D) Reliability Statistics of Heads' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.732	109

Appendix- L

Sample Interview Transcript from Male Heads Interview (MH 1)

Q. What career choices have the students of your school made?

Ans. It is very much clear and you know as well that we offer the subjects options of Medical, Engineering and Humanities at our school, therefore, in the similar fashion, the first priority of the students is Medical, second Engineering and then Teaching and others.

Q. O. k Sir! Now why Medical is the first priority of the students, Engineering second and Teaching third?

Ans. It is evident that everybody wants to have power and money and respect and status along with honor, so Medical offers high income with respect and honor, so, it is the dream of every student to become a doctor in order to gain high income and honor. About the Engineering, it is second after the Medical because the majority of the people who go to foreign countries as in our areas most people go the Saudi Arabia, therefore, they get good salaries over there abroad, so Engineering is good in that sense. As for the teaching, it is locally available, there are vacations, free time and status, and it is better than the police and other services, so, therefore, students love to become teachers.

Q. Right Sir! In your opinion, what are the factors which influenced the career choices of your students at the school?

Ans. The most important, influential factors are parents and society on the career choices of the students in our schools.

Q. Right Sir! How parents and society are the most important factors on the career choices of the students?

Ans. You know that the parents usually express their preference and love for the careers and usually the same becomes the life goal of the children to get, therefore, Parents determine the interests of the students for various careers and normally students make their career choices in the light of the expectations of their parents

because it is the dream of every student to make his parents happy, therefore, parents are a significant influence on the career choices of our students.

Q. O. k Sir! Now in what manner society influences the career choices of your students?

Ans. It is clear that students live in society and in society, there is competition and respect for some professions and less respect for others, so, students take inspiration from people and the trends of the society, in which they live and in this way want to become like others in society in order to get respect and honor and it paves the way to the career of students.

Q. You know sir that the personality of a student is also an important factor in the career choices of the students, so, how it influenced the career choices of your students?

Ans. In most cases, parents select careers for students, but it is not good to compel students for some careers and that is why his personality becomes an important element for the career choices, now as for the students of our school are concerned, the interests, motivation and grades of our students are important factors of personality which worked in the selection of their careers. Interests made their motivation and their grades enabled them to take admission in the subject of their choice and may get their desired future careers.

Q. Right Sir! We also have and you have already mention parents as an important factor in the career choices of students at your school, so please, tell me how parents and family influence the career choices of students in your school?

Ans. Parents are the support of our students and they satisfy the needs of their children. In this manner their attitudes towards careers, their information and socioeconomic status determine the career of the children. If parents are educated then their influence on the career choice of students is more and important, and if illiterate then they do not influence the career of children. Similarly, brothers and sisters also influence the careers of their younger brothers and sisters and they guide their brothers and we observe that if the elder brothers are teachers the young also follows the same direction and become teachers so the siblings set the trends for the young and shape their future careers. As for the socio-economic status of the parents it is

very much involved in the career choices of the children because in our school students who are from economically well off families and their parents are rich, they compel their children to become doctors because they can arrange tuition and facilities which students need when they want to be doctors and poor parents cannot afford the high expenses of the medical colleges so they on want to be teachers which needs less resources as compared to medical. The type of family also affects the career choices of the students. Those students who belong to joint families are more in competitions with the children in the family and due to elders in the family they are not responsible to work for the family and they have more free time to study therefore, such family is more helpful to provide environment for the choice career of the students.

Q. O.K Sir! Apart from parents and family school is also an important influence on the career choices of the students, so how for you see the influence of your school in the career choices of your students?

Ans. The school is the second home for our students and the people of the school, I mean teachers, students and authorities are like parents and brothers for the students and they all play a major role in the shaping of future careers for our students. The most influential of all these is the influence of the teachers. They are guides, role models and resource persons for the career guidance of the students, students ask them and they themselves give information about careers and the requirements for these careers which prepare the minds of the students for future careers. Similarly, the students of the class and school discuss the information and their love for various careers which influence the career choices of others students. Likewise, the subjects which the students study at the school also prepare students for the future careers in this connection those who study Biology make the career choice of Medical and those who study Mathematics love to become engineers while those who study Humanities or Arts subjects make the career choice of teaching and others.

Q. Right Sir! Now as you know that socio-cultural factors also affect the career choices of the students, so how they influence the career choices of your students?

Ans. Socio-cultural factors are important for the career determination of children, the needs and demands of the society, the values and traditions, the social role models and social media significantly affect the career choices of the students. These factors set

the trends for the future careers of the students and they are inspired to get the same, so students normally look at their surrounding in which they live and try to become the same like the society in which they live. All the above mentioned factors shape the mind of our students for the careers. In this context you know why majority of students want to be doctors because those who are doctors are usually provided with much respect by the society and it is because of social prestige that students want to be doctors and their parents compel them to do the same.

Q. O. K Sir! Now as you know that career outcomes, I mean income, job security, power and leisure are also important influences on the future careers of the students, how far and to what extent they influenced the career choices of your students.

Ans. Career outcomes are important factors for the career choices of the students. Its actually money and income which the students want from their expected careers and it is due to this reason that they want to be doctors because doctors earn a lot of money and money determines the status and guarantee quality life in the society. Similarly the careers which offer good environment, promotions and free time so they are the favorite of the students and those students who want to be teachers have in mind that it has job security, promotions, free time and even social status and those students who love to get power they usually love to become Army officers because it offers power and authority.

Q. Right Sir! Indeed the choice of career is an important issue at the level of the secondary school, because it can make or destroy the future of the students, now keeping in view this context what the important career guidance needs of the students in your school?

Ans. The choice of right career choices is an issue at our school, now the first thing in this regard is the selection of right subjects which are based on the aptitude and interests of the students and the proper information of the job market and for this purpose there is the need for the facility of career guidance at our school. We need trained guides with system to know the abilities of our students and may suggest proper careers to our students. We also need subject of career guidance for the awareness of students about future careers.

Q. O.K Sir! You told that there is the need of career guidance facilities at your school for the proper career guidance of your students; do you have these facilities and if not then what are its impacts on the career selection of the students?

Ans. We do not have the facilities of career guidance at our school for the proper career choices of the students and due to this reason majority of the students want to be doctors but fail to become because they generally have no preparation for that in terms of aptitude and competency. Due to this reason majority of our students make their career choices on trial and error basis and have unclear picture about their future careers. The only ray of hope in this situation is our teachers who provide guidance in this regard but they have little time and they are also not well aware from all the careers and therefore, our students have nearly no career guidance and usually base their careers on the poor and scanty information of their parents.

Q. Right Sir! As you know the career guidance needs of your students, so keeping in view these what strategies would you suggest for the career guidance of the students in your school?

Ans. Our students need the facility of career guidance to help in the proper selection of careers; similarly, there is the need of trained career guides to guide our students for proper career choices. We need the cooperation of parents to help us and our teachers for the proper career planning of our students at the school. There is the need of workshops, seminars for students to have information of careers and we need facilities from government to provide us the necessary facility of career guidance to help our students in planning for better and fit careers.