EXPECTATIONS OF STUDENTS
AND CAREER COUNSELORS
ABOUT CAREER COUNSELING SERVICE

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A thesis submitted in partial fulfillment of the requirements for the degree of

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Thesis Supervisor:

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Approval Sheet

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Accepted by the Department of Behavioral Sciences (DBS)

School of Social Sciences & Humanities (S^{3}H), National University of

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DECLARATION

I certify that this research work titled "Expectations of Students and Career Counselors about Career Counseling Service" is my own work. The work has not been presented elsewhere for assessment. The material that has been used from other sources it has been properly acknowledged/referred.

Muhammad Ahmer Khan

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LANGUAGE CORRECTNESS CERTIFICATE

This thesis has been read by an English expert and is free of typing, syntax, semantic, grammatical and spelling mistakes. Thesis is also according to the format given by the university.

Muhammad Ahmer Khan

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ABSTRACT

The study assessed the expectations of Advanced Level (A – Level) students and career counselors about career counseling service among private higher secondary schools in Islamabad. Career counseling service is an on campus or online support to individuals or group of students in understanding their situation to study or work on issues leading towards solutions and successful careers. The objectives of the study were to assess the expectations of students and career counselors about career counselors and counseling service; to compare the expectations of students across gender; to examine the difference; and the relationship between the expectations of students and career counselors about career counseling service. From Islamabad, 8 schools offering A – level education, participated in the study. Data was collected from the 372 students and 16 career counselors. The data was collected using purposive and convenient sampling techniques. The Expectation About Career Counseling (EACC) was used to assess the expectations of students (boys and girls) and career counselors. The data were analyzed using frequency, percentage, mean, t-test, analysis of variance (ANOVA), Product-moment correlation coefficient (r) and chi-square (χ^2) through Statistical Package for Social Sciences (SPSS-XX). Results show that gender has an influence on expectations about career counseling service. Girls have higher expectations than boys about career counselor and career counseling service. Overall expectations of students on realism were relatively low. Career counselors reported high expectations about career counseling service.

Key Words: Expectations, Expectations of Career Counselors, Expectations of Students, Career Counseling, Career Counselor, Career Counseling Service

LIST OF ABBREVIATIONS

A – Level   Advanced Level

App   Appendix

Annex   Annexure

ASCA   American School Counselor Association

CCR   Career Counselor Responsibility

CR   Client Responsibility

CSGCDP   Canadian Standards & Guidelines for Career Development

EACC   Expectation About Career Counseling

ELGPN   European Lifelong Guidance Policy Network

GCE   General Certificate of Education

GDI   Gender Development Index

GGGR   Global Gender Gap Report

HEC   Higher Education Commission

ICT   Information and Communication Technology

ILO   International Labour Organization

IT   Information Technology

LSBE   Life Skills-Based Education

LUMS   Lahore University of Management Sciences

NISTE   National Institute of Science and Technical Education

NACE   National Association of Colleges and Employers

PIERA   Private Educational Institutions Regulatory Authority

QO   Quality Outcome

R   Realism

SPSS   Statistical Package for Social Sciences

STEM   Science, Technology, Engineering and Maths

TVET   Technical and Vocational Education and Training

UCAS   University and College Application System

US   United States

YBT   Youth Bulge Theory

LIST OF STATISTICAL NOTIONS

%	Percentage
<	Less than
>	Greater than
$\pm$	Plus or minus
ANOVA	Analysis of Variance
Asymp. Sig.	Asymptotic Significance
χ^2	Chi-square
CC	Continuity Correction
df	degree of freedom
f	Frequency
F	*F*-ratio
M	Mean
Max	Maximum
Min	Minimum
Mod.	Moderate
N	Number of scores; Number of valid cases;
No.	Number
p	probability
r	Pearson product–moment coefficient of correlation
SD	Standard Deviation
SE	Standard Error
t	Value of the *t*-Test

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CHAPTER 1: INTRODUCTION

1.1 Introduction

Ever since its beginning career counseling service has evolved to encounter the challenges and demands of the labor market. Career counseling has taken into various models, trends and economic conditions to meet the needs of society and educational institutions (Dey & Cruzvergara, 2014). Career counseling service passed by a process of evolution where it emerged from the concept of vocational guidance to career services.

The faculty and teachers took the responsibility of guiding their students when there was no such formal career guidance and counseling services available in colleges (Herr, Rayman, & Garis, 1993). The first vocational guidance center can be traced in the early 1900s with the establishment of the Vocational Bureau (Neukrug & Remley, 2015, p. 411) which assisted in the settlement of new immigrants in the United States (US) (Vinson, Reardon, & Bertoch, 2011). This center is also considered as the first career center by Frank Parson.

The post–World War-I era (1920 – 1930) produced a massive inclusion of baby boomer students that created a demand for more educational and vocational guidance centers specifically for teachers and educators (Vinson et al., 2011), which later moved the faculty away from their roles to mentoring their students. By the end of the 1930, more than half of the higher educational institutes in the US did not have vocational guidance centers (Pope, 2000).

In the post-World War-II era (1940 to 1950) along with career guidance, the concept of higher education changed once again. After the war, when the economy started showing some growth, the employers' demands of efficient workers were fulfilled by the veterans of war who returned to the colleges under the Servicemen's Readjustment Act of 1944 (also known as G.I. Bill program). It sped up the transformation of the typical vocational guidance center into job placement centers (Schaub, 2012). On the basis of Trait Factor Theory and using the theoretical foundation of Frank Parson, placement centers started matching the abilities and interests of graduates with the criteria of a particular job (Kretovicks, Honaker, & Kraning, 1999). This trait-matching approach was driven by the improved demand of the workforce in

the manufacturing industry (Maree, 2015, p. 15) and the placement staff acted as job fillers and their success was measured by placement numbers.

From 1970 to 1980, due to increased competition for candidates the landscape of higher education transformed into a developed model. In this model, students had to share learning and the paradigm of career services changed once again (Kretovicks et al., 1999). The changing scenario compelled students to take the responsibility of their career development and other career related issues such as personal career planning and job search. Similarly, the recruiters had to match whether a candidate was fit according to the job. In this situation, career centers held back, confound into just guiding employers and institutions rather than focusing on career counseling, planning and job search (Casella, 1990).

During the 1970s and 1980s, the self-actualization movement was on the roll, the counseling model increased its role in career services and amplified its identity. This whole scenario changed and the typical profile of a career counseling director transformed as a counseling supervisor. Subsequently, placement data become less important as a measure the success of a career service (Dey & Cruzvergara, 2014).

The age of Information and Communication Technology (ICT) and the emergence of social media during the 1990s and 2000s accelerated the competition for college and university graduates. It helped career centers to transform them into comprehensive career services offices and established a connection between students and employer through multiple sources, including networking recruiting activities (Dey & Real, 2010). The Information Technology (IT) industry provided recruiting software and helped the employers to access a candidate easily and simply. The social media helped students connect with their employers and with professional communities. Students were able to define themselves showing interest and experiences in a more elaborated form. The depleted funding conditions of the corporate world brought another shift and raised a concern of fund raising for operation of many career centers. Later on, career service centers shifted their focus from career counseling to employer relations.

After 2008, the economic slowdown increased pressure, demanded transparency and accountability in many systems including college career services. It also created a competing environment for many universities to revamp their career centers into more customized service provider (Dey & Cruzvergara, 2014). Career counseling centers

started to provide the facilities of individual counseling, mentoring and experiential learning. In developed countries, government and other autonomous bodies focused on the improvement of career services by providing additional funding to make career counseling centers a significant source to facilitate the student experience rather than mere a department which seeks on placements.

Now career counseling service is provided under the umbrella of career development services which include providing employment information, subject selection support, online career assistance, job interview preparation, career fairs and other career related activities.

In a broader context, career service centers focus on building connections with employers through partnerships, providing experiential learning and developing career communities to engage the graduates for a longer period. The new landscape of career counseling services is helping students to engage themselves not only with employers, but also with other professionals, alumni and network communities for a lifetime.

1.2   Problem Statement and Justification

The global landscapes of career counseling are changing (Hughes, 2013; Roberts, 2013) from provider-driven towards consumer-driven (Pickerell & Neault, 2016; Lim & Patton, 2006; McMahon, 2004; Watts, 2000). The students also have started to behave like customers when they demand career service (Bunce, Baird, & Jones, 2017). The practices of career counselors are driven by the expectations of its service users (i.e. students). This establishes a need for career counselors to reconsider their services and offer those services which are demanded.

According to Lim (2004) limited research has been done about the expectations of clients from career counseling service. She also states that this type of research has not been conducted in the past. She explicitly proposes to retest the findings of her study through further research.

Pakistan has high youth populations (i.e. 58 million) (Pakistan National Human Development Report, 2017) and around 25% of its youth population is enrolled at higher secondary institutions (National Education Management Information System, 2014). After completing higher secondary level, students experience transition; either from high school/college to university or labor market. In Pakistan, only a few schools are offering career counseling (Yaqoob, Arif, Samad, & Iqbal, 2017) making the

transitional period more difficult to navigate. This analysis, demand not only provision of career counseling services, but with a more customer - focus, need based and as per requirement or expected.

National Education Policy of Pakistan (Ministry of Education, 2009, p. 40) also addresses the need and importance of the provision of career counseling services from the higher secondary level that is equivalent to the A – level, General Certificate of Education (GCE). It explains that one of the major roles of higher secondary education is to equip students with skills required for the world of work. The policy also states that the major challenge that students face during higher secondary education is the absence of quality skills required for the labor market.

The solution presented for this challenge suggests to impart career development and counseling services where teachers and adult learners can be encouraged to get proper training to have a well-defined career structure before entering into the mainstream. These services must be according to the expectations and needs of the students so that the full potential of career counseling service can be ripped and used for the maximum benefits of the students.

The aim of higher secondary education is also to prepare the students for life. To meet this aim, the policy proposes that institutions from higher secondary level must address the career concerns of young students. The policy also encourages students to take-up studies as per their aptitude other than the accepted fields of study from technical, vocational or any other area of study (Ministry of Education, 2009, p. 37). A strong recommendation is given in the policy to promote Life Skills-Based Education (LSBE) that demands the provision of need based career services.

At present, very little is known about the expectations of students from a career counseling service. This study helps in knowing the students' expectations to make the delivery of more appropriate and required career counseling service possible. The assessment of expectations about career counseling service is important to deliver the most appropriate and desired services to the students.

Pakistan is ranked 147th among 188 countries in the world on the Gender Development Index (GDI) (United Nations Development Programme, 2017); and 143rd out of 144 on Global Gender Gap Report (GGGR) (World Economic Forum, 2017). According to the World Bank (2017a) the labor force participation of females in Pakistan is 24.93%, while males have a representation of 75.07%. International Labour

Organization (ILO) reports that in Pakistan, career counselors are not qualified and properly trained to advise and lack about the gender sensitive issues in guidance and the world of work (International Labour Organization, 2011). The report proposed to initiate a gender-focused career guidance program to provide an equal access to males and females to career counseling service in order to reduce the stereotyping male and female roles. This study looks the difference of expectations across gender for an evidence for gender sensitive career counseling services.

1.3 Significance of the Research

This research makes an important contribution to the existing literature by exploring the gap between the expectations of students and career counselors about career counseling service. It has two dimensions; what students expect when they visit a career counselor; and what career counselor expects about career counseling service.

This study was conducted in a very unique period of time where professional, qualified and properly trained career counselors have started to enter in the career development industry of Pakistan. Existing career counselors may have their academic degrees in education, psychology, economics, management sciences or social sciences in general with any short course or diploma in counseling and guidance. These career counselors are providing career counseling services on the basis of past experience and they clarify the student expectation on the spot. The assessment of student expectations will facilitate existing and new career counselors to plan their services with respect to the needs, requirements and expectations of students.

Career counseling services are mostly provided at O & A – level in private secondary schools. In these schools, career counseling services are provided to facilitate the students regarding their academic and career concerns. Knowing the perspective of students at A – level is extremely important as these students are likely the most potential users of career counseling services. As the government schools and colleges do not have a career counselor at all while very limited number of private schools have career counselors (Yaqoob et al., 2017). The assessment of student expectations about career counseling will benefit the students to understand the underlining objectives behind receiving the career counseling service.

Career counseling service is an integral part of the educational setting to facilitate the students with multiple challenges faced during the studies while entering into the

world of work. Those private schools that are planning to offer career counseling service can use the findings to plan what kind of career counseling service they may offer to their students. Those schools who are already offering this service can use the findings to improve their career counseling service. The findings of the study allow the educational institutions to design and deliver the career counseling service according to the needs.

1.4 Conceptual Framework

The study has its conceptual underpinnings from career development and marketing literature. Various researches (Sultana, 2016; Akkok, 2015; Neary, Thambar, & Bell, 2014; Lim & Patton, 2006; Sultana & Watts, 2005; Watts, 2000; Watts, 1995) on career development and guidance have proposed the use of marketing approach for an effective delivery of career counseling service.

Using the context of marketing literature, this research focuses on the component of expectation where it assesses the gap between the expectations of students (clients) and career counselors (service providers) about career counseling service rather than the perceptions about the quality and delivery of service.

Students'
Expectations about
Career Counseling Services

Career Counselors'
Expectations about
Career Counseling Services

Assessment

Assessment

6
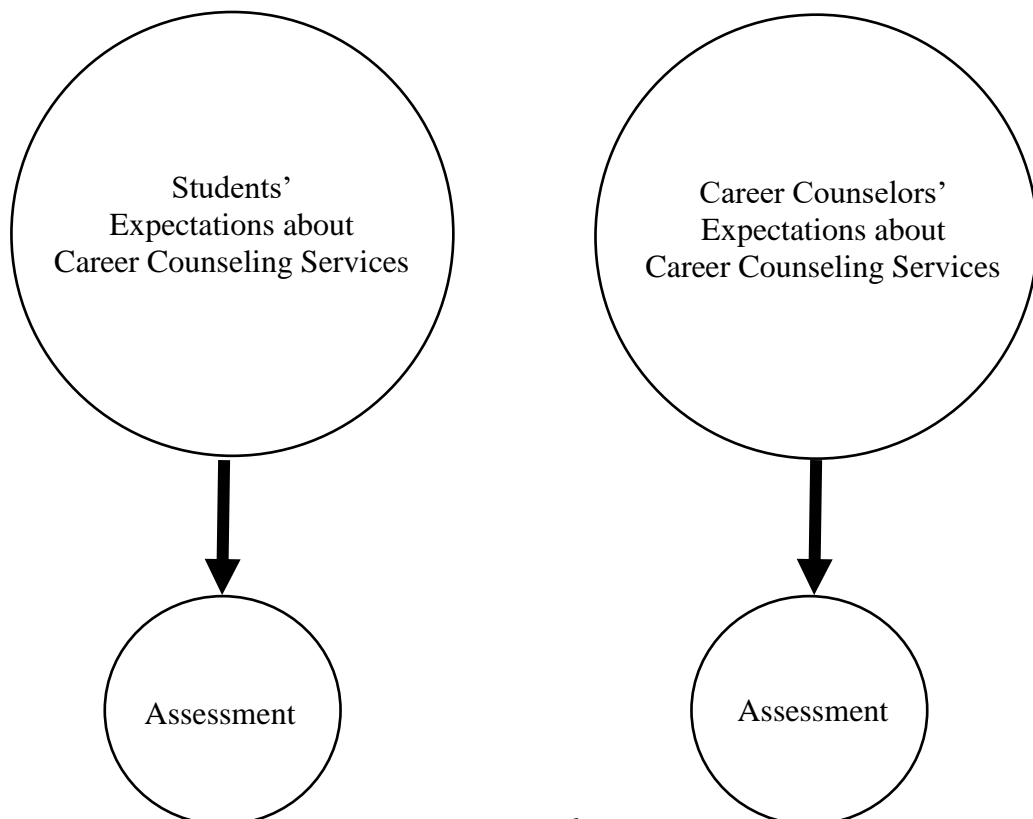
CHAPTER 2: REVIEW OF RELATED LITERATURE

There is an extensive and long-standing research about client expectations in general counseling literature while in career guidance and counseling literature similar research is very limited. Clients join career counseling sessions with various needs and expectations (Zysberg, 2010). These expectations vary from their and counselor role (Tan & Tan, 2016); effectiveness of the session and itself about the counseling process (Okun, Kantrowitz, 2014). Researchers have reported that these expectations may be affected by various characteristics of counseling process that include, but not limited to the working relationship that career counselors and the client has (Elad-Strenger & Littman-Ovadia, 2012); clients' self-concept (Taber, Hartung, Briddick, Briddick, & Rehfuss, 2011); client engagement in the counseling; and its effectiveness in relation to the concerns of counsel (Kakhnovets, 2011). In this chapter, literature has been reviewed in detail which include following headings:

2.1   Career

2.2   Career counseling

2.3   Career counseling service

2.4   Expectations about career counseling service

2.5   Need and Importance of career counseling service in our context

2.6   Latest research studies in the area

2.1   Career

The word 'career' came from a Latin word 'Carrara' (Terjesen, 2007, p. 86). Career is defined as the activities done by an individual over-time, including work and additional life activities (Hooley, 2013; Amundson, Borgen, Iaquinta, Butterfield, & Koert, 2010, p. 3). Career is a regime which revolves around the sequence of learning, leisure activities and work all over life. Careers are dynamic and unique to each individual that keep on unfold throughout life. It includes creating a balance between unpaid and paid work and other roles in life (CSGCDP, 2012a).

All roles that an individual undertakes may include education, work (paid or/and unpaid), family and leisure. Lately, the notion of a career was linked with paid employment associated with any single occupation, but now a career is perceived as a continuous process of learning and development. Activities that contribute in the

development of a career may include education, training, community activities, volunteer work, employment, work activities, and leisure activities (Victoria Department of Education and Early Childhood Development, 2017).

2.2 Career Counseling

The Encyclopedia of Career Development (2006) stated that career counseling is a multidimensional process to help the individuals and groups; to make or remake career choices; find a job; and/or achieve success and satisfaction in the workplace. According to the European Lifelong Guidance Policy Network (ELGPN) (2014), the interaction between a career counselor (a person who provides career counseling service) and a counselee (a person who receives career counseling service) is known as career counseling.

Career counseling is offered when the students need facilitation for subject selection, or when they are observed with more deep-rooted issues while making a career choice (Gordon, Habley, & Grites, 2011). Students seek help from career counseling when they are not sure that which career they need to choose (Nemko, 2014). Generally, it is beneficial for individuals to get help from career counselors for understanding workplace rules and culture and challenges like time management, organizing self and communication barriers.

2.3 Career Counseling Service

Any campus based support or online service that is offered from the educational institution to help students in making educational and career decisions is considered as a career counseling service. The main objective of career counseling service is to enhance the employability (Evans, 2013) by helping the students in making the decisions about education and/or work (Schaub, 2012).

Career counseling service is provided by career counselors that possess career counseling competencies and have a scope of practice (CSGCDP, 2012b, p. 2). On the higher secondary level, a career counseling service may also be the part of student services in order to facilitate the students for choosing a major or selecting a career (Swanson & Fouad, 2015).

2.4 Expectations about Career Counseling Service

The term 'expectation' is referred as the preferences, desires and wants of customers. That means what customer think or expect from a service or service provider 'should offer' rather than 'would offer' (Parasuraman, Zeithaml, & Berry, 1988). Parasuraman et al., (1988) argued that the term 'Expectations' has a different notion as 'expectations' represent the predictions about what service providers 'should' offer, rather what they 'would' offer.

Expectations have a significant relationship with satisfaction (Oliver, 2011). If a service or service provider is unable to meet the expectations, the client would be disappointed. For instance, if expectations are met, the client would be satisfied and if services are delivered as expected, the client would be delighted (Kotler & Keller, 2012, p. 10).

Services marketing is a process in which individuals and/or groups get what they need and want by making an offer and exchange of services that have value with others (Kotler & Keller, 2012, p. 5). A marketing approach for services is defined as a client's orientation to the delivery of services; that is a process of identification of what the client needs and demands and then providing the services or products that are needed (Baker, 2016, p. 7).

The category of expectations assessed in this research is a 'desired service' rather than predicted or adequate service. There are various reasons to select this category. One of the reasons were that the high school students may not have a prior experience or knowledge of career counseling service and their expectations of a predicted or adequate service might be limited. There is also an evidence that states that students might have a very clear understanding of what they will happen during a career counseling session or what they want from career counseling service. Also, to provide career development service in the 'consumer driven culture', it is pivotal to understand what client demands and wants; and how they want (Bimrose, Hughes, & Barnes, 2011).

Expectations of students about career counseling service can be defined as the desires and wants of students from career counseling service, that is what students would desire to get from a career counseling service or what students expect will happen or be achieved from career counseling service (Lim & Patton, 2006) while the expectations of career counselors can be defined as what career counselors think that

student would prefer from a career counseling service or what career counselors think of students' expectations that will happen or be achieved from career counseling service (Lim, 2004).

During the process of career counseling, the role of a career counselor is to empower the client to know his/her potential, talents, skills, interests and abilities and make the vocational choice (Sanders, Welfare, & Culver, 2017; American School Counselor Association, 2014). Career counseling is not a miracle, the participant has to be recipient with realistic expectations, must show honesty towards oneself and know what exactly to be accomplished (Vogt 2016). However, building a realistic expectation from career counseling process, is also comes under the responsibility of career counselor (Axinte, 2014; National Centre for Guidance in Education, 2011; National Career Development Association, 2009).

Clarification of expectation at the very beginning of the session have beneficial and positive effects on entire counseling process (Schaub, 2012). This clarification of expectations will also result in appropriate verbal responses and increased client responsibility and decreased the probability that the client would quit or terminate the sessions at the beginning (Tan & Tan, 2016). Unrealistic or negative expectations are also viewed as unfavorable for the counseling process (Tinsley, Bowman & Barich, 1993). Professionals from the field of guidance and counseling perceived that clients most often have unrealistically high expectations about the expertise of the counselor while at the same time they have unrealistically low expectations about the level of commitment from counseling (Tinsley et al, 1993).

Congruence is also a critical element that influences clients' expectation (Wilkins, 2016, p. 205). Any incongruence between the expectations and what actually happens during the session is considered to affect the counseling session negatively. Unconfirmed or hidden expectations of the client may also result as termination of counseling process (Tan & Tan, 2016). Mostly, realistic and positive expectations bring the beneficial results and inversely unrealistic and negative expectations lead to unfavorable results (Palmo, Weikel, & Borsos, 2006, p. 134). It is advised for counselors to possess the ability to influence the expectations of clients about the counseling in favored direction.

In career counseling, the ability to influence expectations of clients is also significantly important. In educational or vocational guidance, unrealistically high

expectations about the expertise of career counselor and unrealistically low expectations about personal commitments to counseling may be more unfavorable for the counseling process (Tinsley et al. 1993). Those who join career counseling for career concerns, in comparison with those who seek counseling for personal concerns, expect fewer sessions. It is understood that the career counseling session could end after one or two meetings with a career counselor and the clients would choose the occupation, they would be working the rest of their lives (Krumboltz, Foley, & Cotter, 2013). It appears more rational to speculate that the expectation of students coming for career counseling for a brief duration may be interlinked unrealistic or unfavorable expectations (Tinsley et al., 1993) and the guidance counselor will able to provide a solution or fix their concerns very quickly without much effort from their part.

The client engagement in career counseling and expectations about personal commitments are closely related to one another (Tinsley et al., 1994). Those clients who expect to take more personal responsibility during the career counseling process are more likely to assess their and counselor relationship more productive and more collaborative than those who expect that an expert will provide solutions for their problems and they will not actively participate (Tokar, Hardin, Adams, & Brandel, 1996). In search of a common question that what should I become when I grow up, it is very common for a career counselor to experience that a client would expect to get an answer with the help of any test or interest inventory; or the counselor; or a combination of these two very quickly.

It is more important to intervene the unrealistic (e.g., a student wants to find all the answers of multiple career related concerns in one session) and non-related (e.g., a student wants to discuss psychological issues) expectations of clients before joining career counseling about their and career counselor's role to increase the likelihood of positive outcomes. Theoretically, it could be more useful for a career counselor and their clients to provide concise information about what realistically they can expect from a career counseling session at the very beginning of the session (Schaub, 2012). This briefing will change the expectation of client about the career counseling session and overall outcomes (Tan & Tan, 2016).

Students from Grade 12 value career counseling services that support transitions and provide information about a wide range of occupational choices (Bloxom et al., 2008). The students may not perceive career counseling service available at the high

school level as being very effective. At school, for many students, career counseling service may be one of the few formal resources they can use to make career decisions before entering the professional world (Domene, Shapka, & Keating, 2006). In the career counseling process, the relationship between career counselor and counselee is associated with the pre-expectations about the whole process (Fabio & Bernaud, 2008).

People in career transition such as high school, college and university students may have very high expectations about career counseling. The expectations of a career counselor also differ from its client's expectations (Lim, 2004). The counselors may perceive that the clients hold unrealistic expectations and may be less committed to the career counseling process.

Career counselors working with school students may hold a gender-biased perceptions and expectations about certain careers from Science, Technology, Engineering and Maths (STEM). Specifically, in the case of female students there was a presence of subtle gender bias. The counselors also found that their perspective of guiding female students was limited with respect to careers in science (Burger and Sandy, 2002).

The process of socialization may influence the gender sensitive practices of counselors. The counselors are needed to be aware of their own gender-role biases as these biases may affect the process of counseling. Their research suggested that gender sensitive counseling practices are reinforced through counselors' education programs (Gold & Hawley, 2001).

There is a need of research to examine the influences of gender with respect to attitudes and actual behavior of seeking help from career counseling service (Balin & Andreas (2010). It was found that boys were less likely to seek help related to career counseling service in comparison with girls while the boys have positive perceptions about career counseling service. According to this research, female students who were not certain about their career goals and choices were likely to seek help from career counseling service.

2.5   Need of Career Counseling Service in Our Context

The imprints of career counseling in Pakistan can be traced back to 1974 (Ibrahim & Almas, 1983) though the accessibility of career counseling service remained limited due to the absence of many basic requirements such as availability of trained career

counselors, not properly equipped career counseling centers and outdated information about pertinent issues in guidance and counseling (International Labor Organization, 2011). Pakistan still lacks in providing career development services at school and college level. Provision of career counseling service in Pakistani context can be understood by considering four different dimensions, including; transition of high youth population from education to the labor market; facilitation of two different streams of education systems; high dropout ratio between the primary and secondary level of education; and the missing link between present education and future circumstances.

2.5.1 Transition of Youth Bulge from Education to Labor Market

Pakistan was ranked 6th most populous country (World Bank, 2017b) and will stand the same position till in 2050 (Population Reference Bureau, 2015, 2016). At present, the country's population has been estimated to be around 197 million (United Nations Population Fund, 2017) and 29% of its total (around 58 million) consists of youth (i.e. 15 – 29 years old) (Pakistan National Human Development Report, 2017). By 2050, the population of Pakistan will exceed from 300 million (United Nations, 2015) and will hold a youth population of 90 million.

A large portion of the youth population is enrolled at higher secondary institutions. According to Pakistan Education Statistics 2016 – 2017 there are more than 1.583 million enrolled students between the age of 15 – 24 years. Pakistan has around 5130 higher secondary institutions or intermediate colleges holding a share of 2% in which 1,998 (39%) are public institutions while 3,133 (61%) are private institutions (National Education Management Information System, 2017, p. 9). These institutions mainly work as a bridge between the two major spectrums of education (i.e. school and university education) but are the weakest entity amongst the entire hierarchy of education institutions in Pakistan (Pakistan National Human Development Report, 2017, p. 57) due to the poor infrastructure and lack of funds. According to Yaqoob et al., (2017) there are very limited schools at higher secondary level that offer career counseling service while the government schools and colleges does not have career counseling service at all.

The situation becomes more alarming when a vast majority of students enter in higher secondary education less clear goals or with a proper career plan. On a later

stage, they also experience a difficulty in linking their academics with their career plans (Karp, 2013).

On the other hand, Youth Bulge Theory (YBT) states that high population of youth, in low income countries, may lead to violence, turbulence, conflict, terrorism and war (as cited in Hvistendahl, 2011). If the existing large youth bulge is not facilitated for its transition from education to the labor market, this may bring trouble for Pakistan on the national level. The window of opportunity for the future is between now and 2050 by providing career development and guidance services for students not only at higher secondary level but primary level as well.

2.5.2 Facilitation of Two Different Streams of Education Systems

There are two main streams of educational institutions. The first stream is based formal institutions that are based on schools either from private, government or public–private partnership (i.e. comprises about 85% of total schools), while the second stream is based on non-formal institutions comprise about 15% (Ministry of Education, 2013).

Considering the dimensions of the first stream, at present, only a few chains of elite higher secondary schools have career counselors in the schools and provide career counseling service. Few middle-class schools also offer this facility to the students but most of the career counselors are either unqualified or untrained. For formal schools, the research proposes to introduce the career guidance and counseling in schools at primary level, which should remain continue till the secondary level and higher secondary (Whiston & Blustein, 2013). This will prepare the students for making informed decisions for education and work.

It is also important to consider the dimension of Deeni Madaris (Qadri, 2015). When the students of madaris, complete their education, generally they have less career and employment options (Bano, 2011) in comparison with the graduates of formal schooling (Jaju, 2018; Nair, 2008) because of absence of knowledge and skills required in the job market (Pakistan Institute of Legislative Development And Transparency, 2015).

Considering the ground realities, provision of career counseling service in madaris will increase the employability options for its graduates. Ministry of Education (2009) has proposed to introduce two types of subjects in the madarassa curriculum, including skills based subjects; and 'labour market need' oriented subjects.

2.5.3 High Dropout Ratio Between Primary and Secondary Level of Education

Students enrolled in primary schools find difficulties in continuing education after primary (Iqbal, 2017). Report from Alif Ailaan shows that in Pakistan the dropout ratio at the primary level is nearly 30%, while at secondary level and this ratio increases significantly and reaches at 75% (Alif Ailaan. 2014, pp. 28-29). According to parents and senior members of society, it is caused by "schools" itself, which are unable to develop practical skills (Zarif, Haider, Ahmed, & Bano, 2014; Zarif, 2012) that can lead their children to employment.

To overcome this challenge, proper attention towards the provision of career counseling service could be beneficial (Qadri, 2015). As the career counseling service can help to reduce the ratio of school leavers by providing information about the technical and vocational education and instant employment opportunities. Those who quit education, in order to run their kitchen would have a motivation to continue the education for getting a better job after completing a vocational course.

The NISTE, addresses the need of Technical and Vocational Education and Training (TVET) in order to equip the students with work related skills. Policy document for TVET stresses on incorporating TVET in technical institutions and as well as in conventional schools where a large number of students are getting educated (Ministry of Education, 2009). This type of career service will minimize the ratio of school leavers because students will be more directed and guided towards certain professions and trained with skills required for the job.

2.5.4 Missing Link Between the Present Education and Future Circumstances

National Education Policy of Pakistan (2017) demands the provision of career counseling and guidance services not only at government and private schools but also at Technical Vocational Education & Training (TVET) institutes. One of the objectives of National Education Policy (2017) emphases on provision of counseling and guidance services for the students at secondary and higher secondary level (Ministry of Federal Education and Professional Training, 2017, p. 15).

Provision of career counseling service at the high school level will provide an advantage to the students that the current content and context (National Institute for Literacy, 2010) will become inherently real and future-focused; and students will be

able to create a link between what they have been studying and experiencing in school (the content part) and the circumstances they are or may be facing in the future (the context path) in their job settings. Furthermore, the demonstration and development of key competencies, essential for managing careers, such as developing self-awareness, making a choice-goal or well-thought-out goal and action-steps to pursue that goal, can easily be done.

2.6 Latest Research Studies in the Area

2.6.1 Latest Research Studies at International Level

Curry and Milsom (2017) explored career and college readiness counseling in P-12 schools that properly trained career counselors possess the qualifications required to conceptualize, design, deliver and assess career counseling services offered at school level. Absence of proper training will negatively influence students' expectation as the career counselor could not be able to deliver what is expected. This also entails the need of properly trained and qualified career counselor in high schools.

Awinsong, Dawson, and Gidiglo (2015) investigated students' perception about the role of counselors in the choice of career and revealed that the students had access to career counseling service, but their frequency to access the service was inhibited by counselor personal characteristics and other factors such as confidentiality, training and competency. The students also expected the counselors to be central to the process of making career choices.

Hiebert and Neault (2014) identified career counselor competencies and standards: differences and similarities and reported that the lack of professionalism in career counselors may influence their ability to work properly. This can also influence the expectations of students. In order to maintain the delivery of similar practices various organizations have developed certain standards such as National Association of Colleges and Employers (NACE) developed professional standards for college and university career services.

Axinte (2014) researched on school counselor competencies in a constructivist model of counseling for career development that building a realistic expectation from the career counseling process, also comes under the responsibility of a career counselor. It was also found that clarification of expectation at the very beginning of the session have beneficial and positive effects on the entire counseling process.

Hwang, Bennett, and Beauchemin (2014) investigated the utilization of career counseling services from international students' and mentioned that gender has an influence on choice of career counseling service. Female students are likely to use the service then male students. In recent years, the expectations of students and career counselors about career counseling are not assessed.

Okun and Kantrowitz (2013) worked on effective helping, interviewing and counseling techniques and found that expectations of students differ from their and counselor role; effectiveness of the session and itself about the counseling process. These expectations may be affected by various characteristics of counseling process that include, but not limited to the working relationship career counselor and the client has; clients' self-concept; clients' engagement in the counseling; and its effectiveness in relation to the concerns of counselee.

Karp (2013) studied while entering in an academic program how students make academic and career decisions and concluded that career counseling service, at higher secondary level, should be based around the specific needs of students and available resources should be deployed strategically in order to develop career advising services. Career counseling service at campus must offer a career related program that allows students to explore further options and have an integrated approach for facilitating the career concerns of students.

Dabula and Makura (2013) investigated the perceptions and lived-experiences of high school students regarding career counseling and guidance programs and figured out that students may face problems during high school in the absence of career service. Students were also found nervous, confused, lost and scared before the provision of the career services initiative as the students were unaware about the career services initiative.

Felicia, Yusif, Agyeman, and Kwasi (2018) did the assessment of guidance services in senior high schools and concluded that a career counselors and individuals such as teachers who are in the role of guidance counselor hold a difference towards the nature of career counseling services being provided. These differences might be due to the roles and working requirements set by school management which career counselors are supposed to fulfill.

2.6.2 Latest Research Studies at National Level

Cheema (2017) conducted a research on parental involvement in career planning activities and its influence on A – level students and reported that, in Pakistan, the true sense of career counseling is missing. The majority of students enrolled in schools do not receive career counseling while choosing their career paths. Very few schools have properly trained and professional career counselors who can offer standard career counseling services. They follow their own adapted practices. The absence of career counseling and guidance services makes the assessment of expectations about career counseling more difficult.

Yaqoob et al., (2017) inquired about the existing knowledge of career counseling among higher secondary school students. The findings of the research show that student expect career counseling to be provided by the school. It was also found that no school has the presence of career counselors for students.

Nasir, Hashmi, Siddique, Adnan, and Kanwal (2017) assessed the perceptions of secondary school students regarding guidance and counseling in Quetta and found that there is no consistency in the perceptions about career counseling and guidance between the students of government and private schools. The study suggested the availability of career counselors in each school to fulfil the needs of students regarding career counseling service.

The City School (2016) mentioned the expectations from a career counselor working with A – level students as to conduct one-to-one career counseling sessions with students; brief students about scholarships; facilitate them for university admissions at national and international level; organize workshops with representatives of different universities; arranging alumni sessions for practical advice and guidance.

The Roots IVY International Schools (2016) highlighted the expectations from a career counselor as to guide the students to use online resources such as US Common App and University and College Application System (UCAS); helping the students to get admissions in summer programs; creating internships and volunteer work opportunities for students; conducting seminars for resume writing and reviewing the applications of students for university admissions. To write a college essay and filling up financial aid forms also comes under the expectations from a career counselor.

The Office of Students Affairs at Lahore University of Management Sciences (LUMS, 2016) mentioned the expectations from a career counselor as advising students

for selection of major, facilitating students for making resumes and writing cover letters, creating opportunities for internships and placements, maintaining the job portal and building industry academia linkages.

The International Labor Organization (2011) conducted a research on gender-focused career counseling and guidance services to meet the requirement and expectations of female population joining the workforce. The research proposed to provide properly trained and qualified career counselors for both genders and an equal access of career counseling and guidance services.

Bilal and Malik (2014) explored the availability of career counseling services in Pakistan and stated that proper career counseling and guidance system does not exist for different levels of education. Findings from the research stated that the students expected to get career counseling service from a person who is specialized and possess the skills to understand the situation of students and can provide information about the labor market.

Khan, Murtaza, and Shafa (2012) studied the role of teachers in providing educational and career services and advocated that at national level career counseling service has been a low priority from students, parents and teachers due to the lack of awareness about the significance of career guidance while the educational institutions and policy makers tend to consider it at a low priority due to unavailability of funds and resources.

International Labour Organization (2011) conducted a study in Karachi and Peshawar and reported limited accessibility of career counseling service in Pakistan due to the absence of basic requirements such as availability of trained career counselors, not properly equipped career counseling centers and outdated information about pertinent issues in guidance and counseling. The study also suggested that more attention is required at the national level for the provision of appropriate career counseling service in the rural and urban areas of Pakistan.

Review of literature suggests that in Pakistan, there is paucity of career counseling service. Very limited private schools are offering these services and the vast majority of students do not receive any kind of career counseling service. This absence of career counseling service may influence the expectations of students are they do not know what these are and how beneficial these services could be for them.

CHAPTER 3: METHODOLOGY

3.1 Research Strategy

The study was descriptive and correlational in nature. Using a pragmatic research approach, this study assessed the expectations of A – level students and career counselors about career counseling service to identify the gap. This study followed a quantitative method by administering a standardized questionnaire on students and career counselors from private higher secondary schools offering A – levels in Islamabad.

3.2 Objectives

The following were the objectives of the study:
   i.   To assess the expectations of students about career counseling service.
   ii. To assess the expectations of career counselors about career counseling service.
   iii. To compare the expectations of students about career counseling service across gender.
   iv. To examine the difference between the expectations of students and career counselors about career counseling service.
   v.   To examine the relationship between the expectations of students and career counselors about career counseling service.

3.3 Research Question

The study has following research questions:
   i.   What students expect about career counseling service?
   ii. What career counselors expect about career counseling service?

3.4 Hypotheses

The alternate hypotheses of the study were followed:
   i.   There is a significant difference between the mean scores of students' expectations about career counseling service.

ii.   There is a significant difference between the mean scores of students' expectations about career counselors.

iii.   There is a significant difference between the expectations of students among all schools about career counseling services.

iv.   There is a significant difference between the mean scores of career counselor expectations among all schools about career counseling services.

v.   There is a significant relationship between the expectations of students and career counselors about career counseling services.

3.5 Population

The population for the research was 3619 students and 16 career counselors from 8 private higher secondary schools offering A – level in Islamabad.

Table 1 *Total Population*

School No.	No. of Students	No. of Career Counselors
School 1	237	1
School 2	320	1
School 3	473	2
School 4	724	4
School 5	241	1
School 6	1329	5
School 7	169	1
School 8	126	1
Total	**3619**	**16**

Source: Career counselors from each school

3.6 Sample

The sample was comprised of 361 students and 16 career counselors from 8 private higher secondary schools offering A – level in Islamabad. Data were collected only from those students and career counselors that the school management allowed.

Table 2 *Sample Distribution*

School	Sample Size of Students	Sample Size of Career Counselors
School 1	24	1
School 2	32	1
School 3	47	2
School 4	72	4
School 5	24	1
School 6	133	5
School 7	17	1
School 8	23	1
Total	**372**	**16**

3.7 Operational Definition

Expectations (of students and career counselors) about career counseling were measured by Expectations About Career Counseling (EACC) scale. Expectations of students about career counseling are the desires and wants of students from career counseling service, that is what the students would prefer from a career counseling service or what students expect will happen or be achieved from career counseling service, while the expectations of career counselors are what career counselors consider that student would prefer from a career counseling service or what career counselors think of students' expectations that will happen or be achieved from career counseling service.

3.8 Research Instrument

The Expectation About Career Counseling (EACC) Scale, developed by Lim (2004) was used for the study. The scale is based on a seven-point Likert scale that has two parts. The part one assesses the expectations from career counseling process and part two assesses the expectations from career counselors. The reliability coefficient was .91. The EACC scale is valid to measure the expectations of career counselors and students from grade 12 or above.

3.8.1 Content Validity

The EACC scale was presented to the experts of career counseling for review. Literature suggests that an experts' panel can review and determine the content validity of a scale (Rubio, Berg-Weger, Tebb, Lee, & Rauch, 2003). After review, the experts showed consensus about the face validity of scale and confirmed its appropriateness in Pakistani context (App-A).

3.8.2 Pilot-Testing

The pilot study was done on 45 students (12.09% of total population) of a private higher secondary school offering A – level in Islamabad. According to Connelly (2008) and Baker (1994), it is appropriate to take a sample size of 10% of the total population for pilot study. Responses of students and career counselor taken for the pilot study were not included in the actual sample of the study.

3.8.3 Reliability of the Instrument

The Cronbach's alpha was applied by using Statistical Package of Social Sciences (SPSS-XX). The reliability coefficient of Expectation About Career Counseling (EACC) was .84 for students (App-B) and .63 for career counselors (App-C).

3.8.4 Research Instrument

The Expectation About Career Counseling (EACC) scale, developed by Lim (2004) was used for the study. The EACC scale contains 62 items, where first 31 items are related to the expectations about career counseling and 31 items are related to the expectations about career counselor. The EACC scale contains 4 subscales: career counselor responsibility (23 items); realism (9 items); client responsibility (16 items); and quality outcome (14 items). The EACC scale is based on seven-point Likert scale. The EACC scale is valid to measure the expectations of career counselors and students from grade 12 or above.

The scale has two parts. Part-one contains information about the research objective, confidentiality and instructions to fill the questionnaire by students (App-D) and by career counselors (App-E) while part-two contains Expectations About Career Counseling (EACC) questionnaire (App-F).

3.9 Procedure

Private Educational Institutions Regulatory Authority (PIERA, 2016) published a list of Private Educational Institutions (PEIs) in Islamabad. According to this list, there are 22 schools with 19 sub-branches in Islamabad Capital Territory that offer A – level education.

In order to find the accurate size of the population, in the first phase, a school database was taken from internet to gather information about the phone numbers, email addresses and postal addresses. In the second phase, an email was sent to all schools containing brief information about the study, its objectives and confidentiality (App-G). The objective of this email was to receive an affirmative response for the process of data collection. No school gave response may be due to inaccurate data of emails on websites. In the third phase, all schools were contacted via phone calls and briefed about the research and then time for a formal meeting was requested. Out of 22 schools, 19 schools were reached via calls and only 8 schools respond affirmatively and permitted for data collection with the condition of not showing the school's name. The principals who did not grant permission were hesitant to provide data due to the non-provision of data policy regarding research, security conditions and confidentiality. Regarding security concerns of schools, a confirmation letter having information about student, research title and objectives from university was taken (App-H). All remaining schools were contacted again with the confirmation letter but the schools did not allow. In the fourth phase, the school counselors were approached to get the details of target population and after that the data were collected from the students and career counselors allowed by the school management on the basis of convenience.

A formal briefing session about the rationale, objectives, confidentiality of research and volunteer participation of respondents was conducted with the concerned persons (i.e. head counselor, guidance counselor, career advisor, head global outreach programs and career counselor). Prior to the administration of the EACC questionnaire, formal permission was taken from the author of instrument via LinkedIn messaging. In these meetings, photocopies of the EACC questionnaires were handed over to collect data from students and career counselors. On an average, a respondent took 15 to 17 minutes to mark his/her response on the EACC scale. The filled EACC questionnaires were collected back within 6 to 14 days.

3.10 Data Analysis

The data were analyzed using frequency, percentage, mean, *t*-test, analysis of variance (ANOVA), product-moment correlation coefficient (*r*) and chi-square through Statistical Package for Social Sciences (SPSS-XX). Frequency and percentage were used for descriptive statistics. The mean was used to mention the central value of data in different tests. The *t*-test was used to compare the mean scores of students (boys and girls) expectations about career counseling service to check whether the difference exists or not. One-way analysis of variance (ANOVA) was used to determine whether there is any substantial differences exist between and among all schools. Product-moment correlation coefficient was used to measure the correlation between the expectations of all students and all career counselors. The chi-square was used to assess the relationship between higher and lower expectations of students about career counseling service and gender.

3.11 Delimitation

Following were the delimitation:

i. Private higher secondary schools offering A – level in Islamabad who have career counselors and are offering career counseling service to their students

ii. A – level students enrolled in the academic year of 2015-2016 and who are receiving career counseling service

iii. Expectation About Career Counseling (EACC) scale developed by Lim (2004).

Chapter 4:   RESULTS AND INTERPRETATION

This chapter contains statistical details of data analysis, interpretation and results to assess the expectations of students and career counselors about career counseling service. This chapter has five parts.

Part I: It contains descriptive statistics. Table 3 to Table 11 contain details of frequencies and percentages for gender, level of general and professional qualification, mean, standard deviation, skewness and kurtosis about career counselor responsibility, realism, client responsibility and quality outcome with respect to students and career counselors.

Part II: It contains the analysis based on independent-samples test to assess the mean difference of scores of students and career counselors regarding their expectations. This part also has the analysis of students' expectations about career counselor responsibility, realism, client responsibility, quality outcome across gender. Table 12 to Table 18 represent the details of t-test.

Part III: Analysis of variance (ANOVA) was used to know the statistical difference between the expectations of students and career counselors about career counseling service, career counselor responsibility, realism, client responsibility and quality outcome among all schools. Table 19 to Table 24 contain analysis using ANOVA.

Part IV: It deals with the product–moment correlation coefficient (r) and chi-square (χ^2). This part measures the relationship between the expectations of students and career counselors about career counseling service; and the relationship between two categorical variables (i.e. gender and expectations). Table 25 to Table 27 deal with the product–moment correlation coefficient (r) and Table 28 to Table 35 deal with chi-square (test of independence and goodness of fit test).

Part I: It contains descriptive statistics. Table 3 to Table 11 contain details of frequencies and percentages for gender, level of general and professional qualification, mean, standard deviation, skewness and kurtosis about career counselor responsibility, realism, client responsibility and quality outcome with respect to students and career counselors.

Table 3 *Gender of respondents (students)*

Gender	School No. 1	School No. 2	School No. 3	School No. 4	School No. 5	School No. 6	School No. 7	School No. 8	Total	%
Boys	11	21	21	41	12	75	9	11	200	53.7
Girls	13	11	26	31	12	58	8	12	172	46.3
Total	24	32	47	72	24	133	17	23	372	100

A total of 372 questionnaires containing student responses were collected. These students were from A – levels. The description for distribution of gender contains 200 boys (53.7%) and 172 girls (46.3%).

Table 4 *Gender of respondents (career counselors)*

Gender	School No. 1	School No. 2	School No. 3	School No. 4	School No. 5	School No. 6	School No. 7	School No. 8	Total	%
Male	0	0	1	0	0	0	0	0	1	6.25
Female	1	1	1	4	1	5	1	1	15	93.75
Total	1	1	2	4	1	5	1	1	16	100

The total filled questionnaires collected from career counselors were 16. The description for distribution of gender contains 1 male (6.25%) and 15 females (93.75%). The larger group of respondents from career counselor by gender was female.

Table 5 *Frequency and percentage for general qualification and professional qualification of career counselors*

Education	General Qualifications		Professional Qualifications	
	Total	%	Total	%
Certificate	0	0	1	6.25
Diploma	0	0	0	0
Bachelor	9	56.25	0	0
Graduate Diploma	0	0	0	0
Master	2	12.50	4	25
PhD	0	0	0	0
Total	11	68.75	5	31.25

The highest general qualification reported by career counselors was master (12.50%) while the highest professional qualification was also master (25%). The minimum general qualifications were bachelor (56.25%) while the minimum professional qualifications mentioned by career counselors was a diploma (6.25%). Overall, more career counselors possess a bachelor's degree with general qualifications (56.25%) while a less number of career counselors hold a degree in career guidance and counseling (31.25%).

Table 6 *Descriptive statistics of data from students*

						Skewness		Kurtosis	
	N	Minimum	Maximum	*Mean*	Standard Deviation	Statistic	Standard Error	Statistic	Standard Error
Career Counselor Responsibility	372	3.04	7.00	5.15	1.12	-.02	.12	-1.28	.25
Realism	372	1.55	6.44	4.11	.89	-.31	.12	.79	.25
Client Responsibility	372	2.75	6.93	4.77	.88	-.01	.12	-.59	.25
Quality Outcome	372	2.78	7.00	4.99	.95	-.37	.12	-.68	.25

Table 6 states the descriptive analysis of responses from students on EACC subscales. The skewness values for career counselor responsibility (-.02), realism (-.31), client responsibility (-.01) and quality outcome (-.37) were very slightly negatively skewed and fall between -.01 to -.37 that is within the range. According to George &

Mallery (2016), the values kurtosis with a skewness between ±1.0 are considered excellent.

Table 7 *Descriptive statistics of data from career counselors*

	N	Minimum	Maximum	*Mean*	Standard Deviation	Skewness Statistic	Standard Error	Kurtosis Statistic	Standard Error
Career Counselor Responsibility	16	6.08	6.56	6.29	.15	.06	.56	-1.30	1.09
Realism	16	5.77	6.33	6.02	.17	-.11	.56	-1.05	1.09
Client Responsibility	16	5.12	6.56	6.06	.35	-1.20	.56	1.98	1.09
Quality Outcome	16	5.21	6.64	6.04	.42	-.52	.56	-.78	1.09

Table 7 shows the descriptive analysis of responses from career counselors on EACC subscales. The skewness values for realism (-.11) and quality outcome (-.52) were very slightly while client responsibility (-1.20) were negatively skewed but fall within the range (i.e. ±2.0). According to George & Mallery (2016) the values kurtosis with a skewness between ±2.0 are acceptable. The value of skewness for career counselor responsibility (.6) that show that data is very slightly, positively skewed but also falls within the range.

Table 8 *Frequency and percentage of responses by level of expectations on the EACC subscales for Boys (N=200)*

Level of Expectations	CCRs		R		CR		QO	
	n	%	n	%	n	%	n	%
No Expectations	200	4.3	308	17.1	204	6.4	120	4.3
Low Expectations	340	7.4	208	11.6	320	10	224	8
Mod. Low Expectations	764	16.6	280	15.6	444	13.9	404	14.4
Mod. Expectations	672	14.6	300	16.7	512	16	460	16.4
Mod. High Expectations	880	19.1	312	17.4	636	19.9	588	21
High Expectations	848	18.4	212	11.8	584	18.3	448	16
Very High Expectations	896	19.5	176	9.8	500	15.6	556	19.9
Total	4600	100	1796	100	3200	100	2800	100

The expectations of boys (Annex-I) on Career Counselor Responsibility (CCR), Client Responsibility (CR) and Quality Outcome (QO) were moderately high to very high (i.e. 57%, 53.8% and 56.9% respectively). The responses for level of expectations on Realism were blended where no to moderately low expectations were 44.3% and high to very high expectations were 39%.

Table 9 *Frequency and percentage of responses by level of expectations on the EACC subscales for the Girls (N=172)*

Level of Expectations	CCR		R		CR		QO	
	n	%	n	%	n	%	n	%
No Expectations	56	1.4	220	14.2	148	5.4	124	5.1
Low Expectations	152	3.8	92	5.9	200	7.3	104	4.3
Mod. Low Expectations	204	5.2	172	11.1	216	7.8	140	5.8
Mod. Expectations	404	10.2	200	12.9	304	11.0	252	10.5
Mod. High Expectations	588	14.9	244	15.8	488	17.7	384	15.9
High Expectations	940	23.8	316	20.4	632	23.0	616	25.6
Very High Expectations	1612	40.7	304	19.6	764	27.8	788	32.7
Total	3956	100	1548	100	2752	100	2408	100

The expectations of girls (Annex-II) on Career Counselor Responsibility (CCR) and Quality Outcome (QO) were high to very high (i.e. 64.5% and 58.3% respectively). While the expectations on Realism (R) and Client Responsibility (CR) were moderately high to very high (i.e. 55.8% and 68.5% respectively).

Table 10 *Frequency and percentage of responses by level of expectations on the EACC subscales for the Students (N=372)*

Level of Expectations	CCR		R		CR		QO	
	n	%	n	%	n	%	n	%
No Expectations	256	0	528	15.8	352	5.9	244	4.7
Low Expectations	492	5.8	300	9.0	520	8.7	328	6.3
Mod. Low Expectations	968	11.3	452	13.5	660	11.1	544	10.4
Mod. Expectations	1076	12.6	500	15.0	816	13.7	712	13.7
Mod. High Expectations	1468	17.2	556	16.6	1124	18.9	972	18.7
High Expectations	1788	20.9	528	15.8	1216	20.4	1064	20.4
Very High Expectations	2508	29.3	480	14.4	1264	21.2	1344	25.8
Total	8556	100	3344	100	5952	100	5208	100

The overall expectations of students (Annex-III) on Career Counselor Responsibility (CCR), Client Responsibility (CR) and Quality Outcome (QO) were moderately high to very high (i.e. 67.4%, 60.6% and 64.9 respectively). The responses for level of expectations on Realism were blended where no to moderately low expectations were 38.3% and high to very high expectations were 46.8%.

Table 11 *Frequency and percentage of responses by level of expectations on the EACC subscales for the career counselors (N=16)*

Level of Expectations	CCR		R		CR		QO	
	n	%	n	%	n	%	n	%
No Expectations	0	0	0	0	0	0	0	0
Low Expectations	0	0	0	0	1	0.4	0	0
Mod. Low Expectations	1	0.3	1	0.7	3	1.2	6	2.7
Mod. Expectations	16	4.3	10	6.9	16	6.3	18	8
Mod. High Expectations	44	12	29	20.1	47	18.4	32	14.3
High Expectations	118	32.1	48	33.3	80	31.3	71	31.7
Very High Expectations	189	51.4	56	38.9	109	42.6	97	43.3
Total	368	100	144	100	256	100	224	100

The expectations of career counselors (Annex-IV) on Career Counselor Responsibility (CCR), Realism (R), Client Responsibility (CR) and Quality Outcome (QO) were high to very high (i.e. 83.5%, 72.2%, 73.9 and 75% respectively).

Part II: It contains the analysis based on independent-samples test to assess the mean difference of scores of students and career counselors regarding their expectations. This part also has the analysis of students' expectations about career counselor responsibility, realism, client responsibility, quality outcome across gender. Table 12 to Table 18 represent the details of *t*-test.

H1:   There is a significant difference between the mean scores of expectations of students about career counseling service across gender.

Table 12 *Independent-samples test of expectations of students about career counseling service across gender*

	Descriptive Statistics				*t*-test for equality of means			
	Gender	*N*	*M*	*SD.*	*t*	df	*p*	MD
Career Counseling Service	Boys	200	4.36	.72	-8.71	370	.000	-.63
	Girls	172	5.00	.65				

The independent-samples test was applied to assess the difference between the expectations of students about career counseling service across gender. The value of Levene's Test of Equality (.18) showed that equal variances were assumed. Girls (*M* = 5.00, *SD* = .65) have higher expectations than boys (*M* = 4.36, *SD* = .72). The results show a significant difference between the expectations of students about career counseling service across gender $t(372) = -8.71$, $p < .001$, therefore, the alternate hypothesis is accepted.

Table 13 *Independent-samples test of expectations of students about career counselor responsibility, realism, client responsibility and quality outcome across gender*

	Descriptive Statistics				t-test for equality of means			
	Gender	N	M	SD.	t	df	p	MD
Career Counselor Responsibility	Boys	200	4.69	1.02	9.18	370	.000	.10
	Girls	172	5.67	1.01				
Realism	Boys	200	3.80	.77	-8.08	370	.000	.08
	Girls	172	4.49	.87				
Client Responsibility	Boys	200	4.50	.85	-6.68	370	.000	.08
	Girls	172	5.08	.81				
Quality Outcome	Boys	200	4.69	.94	-7.04	370	.000	.09
	Girls	172	5.35	.85				

The independent-samples test was applied to assess the difference between the expectations of students about career counselor responsibility, realism, client responsibility and quality outcome across gender. The value of Levene's Test of Equality for career counselor responsibility (.97), realism (.18), client responsibility (.29) and quality outcome (.06) showed that equal variances were assumed. Girls have higher expectations about career counselor responsibility ($M = 5.67$, $SD = 1.01$), realism ($M = 4.49$, $SD = .87$), client responsibility ($M = 5.08$, $SD = .81$) and quality outcome ($M = 5.35$, $SD = .85$) than boys' expectations about career counselor responsibility ($M = 4.69$, $SD = 1.02.$), realism ($M = 3.80$, $SD = .77$), client responsibility ($M = 4.50$, $SD = .85$), and quality outcome ($M = 4.69$, $SD = .94$). The results show a significant difference ($p < .001$) between the expectations of students about career counselor responsibility across gender $t(370) = 9.18$; realism $t(370) = -8.08$; client responsibility $t(370) = -6.71$; and quality outcome $t(370) = -7.04$; therefore, the alternate hypothesis was accepted.

Table 14 *Independent-samples test of expectations of students from school 3, 4, 6, 7 and 8 about career counseling service across gender*

	Descriptive Statistics				*t*-test for equality of means			
	Gender	*N*	*M*	*SD.*	*t*	df	*p*	MD
School No. 2	Boys	21	4.13	.77	-2.15	30	.038	-.55
	Girls	11	4.69	.70				
School No. 3	Boys	21	4.46	.73	-3.35	45	.002	-.66
	Girls	26	5.13	.62				
School No. 4	Boys	41	4.32	.67	-4.15	70	.000	-.63
	Girls	31	4.96	.60				
School No. 6	Boys	75	4.37	.70	-5.63	131	.000	-.69
	Girls	58	5.07	.72				
School No. 7	Boys	9	4.53	.61	-3.10	12.5	.009	-.73
	Girls	8	5.27	.33				
School No. 8	Boys	11	4.22	.61	-2.48	21	.020	-.75
	Girls	12	4.97	.82				

The independent-samples test was applied to assess the difference between the expectations of students from school 2, 3, 4, 6, 7 and 8 about career counseling service across gender. The value of Levene's Test of Equality for school 2 (.77), school 3 (.21), school 4 (.73), school 6 (.78) and school 8 (.26) showed that equal variances were assumed; and the value of Levene's Test for school 7 (.03) showed that equal variances were not assumed. Girls have higher expectations about career counseling service from school 2 (*M* = 4.69, *SD* = .70); school 3 (*M* = 5.13, *SD* = .62); school 4 (*M* = 4.96, *SD* = .60); school 6 (*M* = 5.07, *SD* = .72); school 7 (*M* = 5.27, *SD* = .33); and school 8 (*M* = 4.97, *SD* = .82); than boys' expectations from school 2 (*M* = 4.13, *SD* = .77); school 3 (*M* = 4.46, *SD* = .73); school 4 (*M* = 4.32, *SD* = .67); school 6 (*M* = 4.37, *SD* = .70);

school 7 (M = 4.53, SD = .61); and school 8 (M = 4.22, SD = .61). The results show a significant difference between the expectations of students from school 2 $t(30)$ = -2.15, p = .038; school 3 $t(45)$ = -3.35, p = .002; school 4 $t(70)$ = -4.15, p < .001; school 6 $t(131)$ = -5.63, p < .001; school 7 $t(12.5)$ = -3.10, p = .009; and school 8 $t(21)$ = -2.48, p = .020, therefore, the alternate hypothesis was accepted.

Table 15 *Independent-samples test of expectations students from school 1, 2, and 5 about career counseling service across gender*

| | Descriptive Statistics | | | | t-test for equality of means | | | |
	Gender	N	M	SD.	t	df	p	MD
School No. 1	Boys	11	4.89	.52	-1.03	22	.317	-.21
	Girls	13	5.11	.51				
School No. 5	Boys	11	4.65	.89	-1.51	22	.140	-.51
	Girls	13	5.14	.78				

The independent-samples test was applied to assess the difference between the expectations of students from school 1 and 5 about career counseling service across gender. The value of Levene's Test of Equality for school 1 (.89) and school 5 (.24) showed that equal variances were assumed. Girls have slightly higher expectations from school 1 (M = 5.11, SD = .51); and school 5 (M = 5.14, SD = .78); than boys' expectations from school 1 (M = 4.89, SD = .52); and school 5 (M = 4.65, SD = .89). The results do not show a significant difference between the expectations of students from school 1, 2, and 5 about career counseling service from school 1 $t(22)$ = -1.03, p = .317; and school 5 $t(22)$ = -1.51, p = .140, therefore, the alternate hypothesis was not accepted.

H2: There is a significant difference between the mean scores of expectations of students about career counselors across gender.

Table 16 *Independent-samples test of expectations of students about career counselors across gender*

	Descriptive Statistics				*t*-test for equality of means			
	Gender	*N*	*M*	*SD.*	*t*	df	*p*	MD
Career	Boys	200	4.66	.92	-9.17	370	.000	-.89
Counselor	Girls	172	5.55	.95				

The independent-samples test was applied to assess the difference between the expectations of students about career counselors across gender. The value of Levene's Test of Equality (.48) showed that equal variances were assumed. Girls (*M* = 5.55, *SD* = .95) have higher expectations than boys (*M* = 4.66, *SD* = .92). The results show a significant difference between the expectations of students about career counselors across gender *t*(372) = -9.17, *p* < .001, therefore, the alternate hypothesis was accepted.

Table 17 *Independent-samples test of expectations of students from school 2, 3, 4, 7 and 8 about career counselors across gender*

	Descriptive Statistics				*t*-test for equality of means			
	Gender	*N*	*M*	*SD.*	*t*	df	*p*	MD
School No. 2	Boys	21	4.29	.87	-2.25	30	.031	-.78
	Girls	11	5.08	1.05				
School No. 3	Boys	21	4.80	.90	-3.74	45	.001	-.96
	Girls	26	5.76	.85				
School No. 4	Boys	41	4.66	.91	-4.19	70	.000	-.94
	Girls	31	5.60	.99				
School No. 6	Boys	75	4.59	.93	-5.06	131	.000	-.85
	Girls	58	5.44	.99				
School No. 7	Boys	9	4.96	.65	-4.41	15	.001	-1.11
	Girls	8	6.08	.31				
School No. 8	Boys	11	4.61	1.07	-2.72	21	.013	-1.24
	Girls	12	5.85	1.11				

To assess the difference between the expectations of students from school 2, 3, 4, 6, 7 and 8 about career counseling service across gender, independent-samples test was applied. The value of Levene's Test of Equality for school 2 (.16), school 3 (.76), school 4 (.56), school 6 (.40) and school 7 (.39) and school 8 (.99) showed that equal variances were assumed. Girls have higher expectations about career counselor from school 2 (*M* = 5.08, *SD* = 1.05); school 3 (*M* = 5.76, *SD* = .85); school 4 (*M* = 5.60, *SD* = .99); school 6 (*M* = 5.44, *SD* = .99); school 7 (*M* = 6.08, *SD* = .31); and school 8 (*M* = 5.85, *SD* = 1.11); than boys' expectations from school 2 (*M* = 4.29, *SD* = .87); school 3 (*M* = 4.80, *SD* = .90), school 4 (*M* = 4.66, *SD* = .91), school 6 (*M* = 4.59, *SD* = .93), school 7 (*M* = 4.96, *SD* = .93) and school 8 (*M* = 4.61, *SD* = .1.07). The results show a significant

difference between the expectations of students from school 2 $t(30) = -2.25$, $p = .031$; school 3 $t(45) = -3.74$, $p = .001$; school 4 $t(70) = -4.19$, $p < .001$; school 6 $t(131) = -5.06$, $p < .001$; school 7 $t(15) = -4.41$, $p < .005$; and school 8 $t(21) = -2.72$, $p = .013$, therefore, the alternate hypothesis was accepted.

Table 18 *Independent-samples test of expectations students (boys and girls) from school 1 and 5 about career counselor*

	Descriptive Statistics				t-test for equality of means			
	Gender	N	M	SD.	t	df	p	MD
School No. 1	Boys	11	5.23	.71	-.50	22	.621	-.15
	Girls	13	5.38	.78				
School No. 5	Boys	11	4.85	1.06	-1.63	22	.114	-.65
	Girls	13	5.50	.89				

The independent-samples test was applied to assess the difference between the expectations of students (boys and girls) from school 1 and 5 about career counselors. The value of Levene's Test of Equality for school 1 (.81) and school 5 (.52) showed that equal variances were assumed. Girls have slightly higher expectations from school 1 ($M = 5.38$, $SD = .78$); and school 5 ($M = 5.50$, $SD = .98$); than boys' expectations from school 1 ($M = 5.23$, $SD = .71$) and school 5 ($M = 4.85$, $SD = 1.06$). The results do not show a significant difference between the expectations of students (boys and girls) from school 1 and 5 about career counseling service that are school 1 $t(22) = -.50$, $p = .621$; and school 5 $t(22) = -1.63$, $p = .114$, therefore, the hypothesis was not accepted.

Part III: Analysis of variance (ANOVA) was used to know the statistical difference between the expectations of students and career counselors about career counseling service, career counselor responsibility, realism, client responsibility and quality outcome among all schools. Table 19 to Table 24 contain analysis using ANOVA.

H3: There is a significant difference between the expectations of students about career counseling service among all schools.

Table 19 *ANOVA for difference of scores of expectations of students about career counseling service among all schools*

	Sum of Squares	df	Mean Square	*F*	Sig.
Between Groups	11.05	7	1.57	2.64	.011
Within Groups	217.72	364	.59		
Total	228.77	371			

The one-way ANOVA was conducted to know the difference of scores between the expectations of students about career counseling service among all schools. The results show that there is a significant difference between the expectations of students among all schools about career counseling that is $F(7, 364) = 2.64$, $p = .011$, therefore, the alternate hypothesis is accepted.

Table 20 *ANOVA for difference of scores of expectations of students about career counselor responsibility, client responsibility and quality outcome among all schools*

		Sum of Squares	df	Mean Square	*F*	Sig.
Career Counselor Responsibility	Between Groups	24.36	7	3.48	2.82	.007
	Within Groups	449.28	364	1.23		
	Total	473.65	371			
Client Responsibility	Between Groups	16.55	7	2.36	3.14	.003
	Within Groups	273.79	364	.75		
	Total	290.35	371			
Quality Outcome	Between Groups	16.421	7	2.346	2.62	.012
	Within Groups	325.29	364	.894		
	Total	341.71	371			

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The one-way ANOVA was conducted to know the difference of scores between the expectations of students about career counselor responsibility, client responsibility and quality outcome among all schools. The results show that there is a significant difference between the expectations of students among all schools about career counselor responsibility that are $F(7, 364) = 2.82$, $p = .007$; client responsibility $F(7, 364) = 3.14$, $p = .003$ and quality outcome $F(7, 364) = 2.62$, $p = .012$, therefore, the alternate hypothesis was accepted.

Table 21 *ANOVA for difference of scores of expectations of students about realism among all schools*

		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	2.253	7	.322	.39	.904
Realism	Within Groups	294.73	364	.810		
	Total	296.98	371			

The one-way ANOVA was conducted to know the difference of scores between the expectations of students about realism among all schools. The results show that there is not any significant difference between the expectations of students among all schools about realism that is $F(7, 364) = .39$, $p = .904$, therefore, the alternate hypothesis was not accepted.

H4: There is a significant difference between the expectations of career counselors about career counseling service among all schools.

Table 22 *ANOVA for difference of scores of expectations of career counselors about career counseling service among all schools*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.486	7	.069	4.94	.019
Within Groups	.112	8	.014		
Total	.598	15			

The one-way ANOVA was conducted to know the difference of scores between the expectations of career counselors about career counseling service among all schools. The results show that there is a significant difference between the expectations of career counselors among all schools about career counseling that is $F(7, 8) = 4.94$, $p = .19$, therefore, the alternate hypothesis is accepted.

Table 23 *ANOVA for difference of scores of expectations of career counselors about client responsibility among all schools*

		Sum of Squares	df	Mean Square	F	Sig.
Client Responsibility	Between Groups	1.60	7	.229	6.40	.009
	Within Groups	.287	8	.036		
	Total	1.89	15			

The one-way ANOVA was conducted to know the difference of scores between the expectations of career counselors about client responsibility among all schools. The results show that there is a significant difference between the expectations of career counselors among all schools about client responsibility $F(7, 8) = 6.40$, $p = .009$, therefore, the alternate hypothesis was accepted.

Table 24 *ANOVA for difference of scores of expectations of career counselors about career counselor responsibility, realism and quality outcome among all schools*

		Sum of Squares	df	Mean Square	*F*	Sig.
Career Counselor Responsibility	Between Groups	.23	7	.034	2.07	.163
	Within Groups	.12	8	.016		
	Total	.36	15			
Realism	Between Groups	.22	7	.032	1.14	.421
	Within Groups	.22	8	.028		
	Total	.44	15			
Quality Outcome	Between Groups	1.46	7	.210	1.41	.318
	Within Groups	1.18	8	.148		
	Total	2.65	15			

The one-way ANOVA was conducted to know the difference of scores between the expectations of career counselors about career counselor responsibility, realism and quality outcome among all schools. The results show that there is no significant difference between the expectations of career counselors among all schools about career counselor responsibility that are $F (7, 8) = 2.07$, $p = .163$; realism $F (7, 8) = 1.14$, $p = .421$ and quality outcome $F (7, 8) = 1.41$, $p = .318$, therefore, the alternate hypothesis was not accepted.

Part IV: It deals with the product–moment correlation coefficient (*r*) and chi-square (χ^2). This part measures the relationship between the expectations of students and career counselors about career counseling service; and the relationship between two categorical variables (i.e. gender and expectations). Table 25 to Table 27 deal with the product–moment correlation coefficient (*r*) and Table 28 to Table 35 deal with chi-square (test of independence and goodness of fit test).

H5: There is a significant relationship between the expectations of students and career counselors about career counseling service.

Table 25 *Correlations between the expectations of students and career counselors about career counseling service*

		Expectations of students about career counseling service	Expectations of career counselors about career counseling service
Expectations of students about career counseling service	Pearson Correlation	1.00	
	Sig. (2-tailed)		
Expectations of career counselors about career counseling service	Pearson Correlation	.824**	1.00
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.05 level (2-tailed).

The product–moment correlation coefficient was carried out to assess the relationship between the expectations of students and career counselors about career counseling service. The results show that there is a positive, strong and significant correlation between the expectations of students and career counselors about career counseling service that is *r* = .824, *p* < .001, therefore, the alternate hypothesis was accepted.

Table 26 *Correlations between the expectations of students and career counselor responsibility, realism, client responsibility and quality outcome*

		Career Counselor Responsibility	Realism	Client Responsibility	Quality Outcome
Career Counselor Responsibility	Pearson Correlation	1.00			
	Sig. (2-tailed)				
Realism	Pearson Correlation	.316[**]	1.00		
	Sig. (2-tailed)	.000			
Client Responsibility	Pearson Correlation	.690[**]	.336[**]	1.00	
	Sig. (2-tailed)	.000	.000		
Quality Outcome	Pearson Correlation	.794[**]	.346[**]	.726[**]	1.00
	Sig. (2-tailed)	.000	.000	.000	

[**]. Correlation is significant at the 0.05 level (2-tailed).

The product–moment correlation coefficient was carried out among four subscales of EACC (for students) that are career counselor responsibility, realism, client responsibility and quality outcome. According to Cohen (as cited in Robinson, 2016) the values of $r \geq .30$ show positive and moderate while if the value of r is $\geq .50$ shows positive and strong correlations between two variables (p. 58). The results revealed that there is a positive, strong and significant $(p < .001)$ correlation between career counselor responsibility and client responsibility $r = .690$; career counselor responsibility and quality outcome $r = .794$; and client responsibility and quality outcome $r = .726$ while there is a positive, moderate and significant $(p < .001)$ correlation between career counselor responsibility and realism $r = .316$; realism and client responsibility $r = .336$; and realism and quality outcome $r = .346$, therefore, the alternate hypothesis was accepted.

Table 27 *Correlations between the expectations of career counselors and career counseling service, realism, client responsibility and quality outcome*

		Career Counselor Responsibility	Realism	Client Responsibility	Quality Outcome
Career Counselor Responsibility	Pearson Correlation	1.00			
	Sig. (2-tailed)				
Realism	Pearson Correlation	.352	1.00		
	Sig. (2-tailed)	.181			
Client Responsibility	Pearson Correlation	.321	.053	1.00	
	Sig. (2-tailed)	.226	.845		
Quality Outcome	Pearson Correlation	.315	.063	.692[**]	1.00
	Sig. (2-tailed)	.234	.817	.003	

**. Correlation is significant at the 0.05 level (2-tailed).

The product–moment correlation coefficient was carried out among four subscales of EACC (for career counselors) that are career counselor responsibility, realism, client responsibility and quality outcome. According to Cohen (as cited in Robinson, 2016) the values of $r \geq .30$ show positive and moderate while if the value of r is $\geq .50$ shows positive and strong correlations between two variables (p. 58). The results revealed that there is a positive strong and significant correlation between; client responsibility and quality outcome $r = .692$, $p = .003$, while there is a positive, moderate and insignificant correlation between; career counselor responsibility and realism $r = .352$, $p = .181$; career counselor responsibility and client responsibility $r = .321$, $p = .226$; career counselor responsibility and quality outcome $r = .315$, $p = .234$; The results also revealed that there is positive, weak and insignificant correlation between; realism and client responsibility $r = .053$, $p = .845$; realism and quality outcome $r = .063$, $p = .817$, therefore, the alternate hypothesis was accepted.

Table 28 *Chi-Square test of independence and descriptive statistics of gender of students (boys and girls) and expectations about career counseling service*

		Descriptive Statistics		Chi-Square Tests		
		Low Expectations	High Expectations	Tests	Value	Asymptotic Significance
Students	Boys count & %	3816 (36.5%)	6637 (63.5%)	χ^2	732.18[a]	.000
	Girls count & %	1828 (19.3%)	7676 (80.7%)	CC[b]	731.33	.000

Note: Numbers in parentheses indicate column percentages and N is number of valid cases

a.   0 cells (0.0%) have expected count less than 5.

b.   Computed only for a 2x2 table

To assess the relationship between gender of students (boys and girls) and expectations about career counseling service, chi-square test of independence was used. According to the descriptive statistics, there are more girls who have higher expectations high expectations about career counseling service. The minimum expected count was 2687.81. The actual percentage for high expectations from girls is 80.7% which is significantly higher than boys (63.5%). The relationship between gender and expectations about career counseling service is significant, χ^2 (1, N = 19957) = 732.108, p < .001.

Table 29 *Chi-Square test of independence and descriptive statistics of gender of students (boys and girls) and expectations about career counselor responsibility (CCR), realism (R), client responsibility (CR) and quality outcome (QO)*

		Descriptive Statistics		Chi-Square Tests		
		Low Expectations	High Expectations	Tests	Value	Asymptotic Significance
CCR	Boys count & %	1304 (33.2%)	2624 (66.8%)	χ^2	492.21[a]	.000
	Girls count & %	412 (11.6%)	3140 (88.4)	CC[b]	490.98	.000
				N	7480	–
R	Boys count & %	796 (53.2%)	700 (46.8%)	χ^2	85.77[a]	.000
	Girls count & %	484 (35.9%)	864 (64.1%)	CC[b]	85.08	.000
CR	Boys count & %	968 (36.0%)	1720 (64.0%)	χ^2	103.01[a]	.000
	Girls count & %	564 (23.0%)	1884 (77.0%)	CC[b]	102.39	.000
QO	Boys count & %	748 (32.0%)	1592 (68.0%)	χ^2	133.45[a]	.000
	Girls count & %	368 (17.1%)	1788 (82.9%)	CC[b]	132.65	.000

Note: Numbers in parentheses indicate column percentages and N is number of valid cases

a.   0 cells (0.0%) have expected count less than 5.

b.   Computed only for a 2x2 table

To assess the relationship between gender of (boys and girls) and expectations of students on subscales, chi-square test of independence was used. According to the descriptive statistics, there are more girls who have higher expectations. The minimum expected count for career counselor responsibility = 814.87, realism = 606.69, client responsibility = 730.21 and quality outcome = 535.16. The actual percentage for high expectations from girls about career counselor responsibility = 88.4%, realism = 64.1%, client responsibility = 77.0% and quality outcome = 82.9% which is moderately higher than boys, that are, career counselor responsibility = 66.8%, realism = 46.8%, client responsibility = 64.0% and quality outcome = 68.0%. The relationship between gender of students and expectations about career counselor responsibility, realism, client responsibility and quality outcome was significant ($p < .001$) that is career counselor responsibility χ^2 (1, $N = 7480$) = 492.210; realism χ^2 (1, $N = 2844$) = 85.777; client responsibility χ^2 (1, $N = 5136$) = 103.011; and quality outcome χ^2 (1, $N = 4496$) = 133.450, therefore, the alternate hypothesis was accepted.

Table 30 *Chi-Square test of independence and descriptive statistics of gender of students (boys and girls) form school 1–8 gender and expectations about career counselors*

		Descriptive Statistics		Chi-Square Tests		
		Low Expectations	High Expectations	Tests	Value	Asymptotic Significance
School No. 1	Boys count & %	126 (21.3%)	465 (78.7%)	χ^2	6.43[a]	.011
	Girls count & %	110 (15.8%)	585 (84.2%)	CC[b]	6.06	.014
				N	1286	–
School No. 2	Boys count & %	501 (45.7%)	597 (54.3%)	χ^2	53.13[a]	.000
	Girls count & %	163 (27.5%)	430 (72.5%)	CC[b]	52.37	.000
School No. 3	Boys count & %	357 (32.8%)	732 (67.2%)	χ^2	105.87[a]	.000
	Girls count & %	225 (15.5%)	1230 (84.5%)	CC[b]	104.89	.000
School No. 4	Boys count & %	780 (36.4%)	1362 (63.6%)	χ^2	115.55[a]	.000
	Girls count & %	356 (20.6%)	1373 (79.4%)	CC[b]	114.78	.000
School No. 5	Boys count & %	194 (33.5%)	385 (66.5%)	χ^2	63.84[a]	.000
	Girls count & %	103 (14.6%)	602 (85.4%)	CC[b]	62.78	.000
School No. 6	Boys count & %	1502 (38%)	2411 (61.6%)	χ^2	241.15[a]	.000
	Girls count & %	677 (21.3%)	2504 (78.7%)	CC[b]	240.34	.000
School No. 7	Boys count & %	120 (25.6%)	348 (74.4%)	χ^2	16.50[a]	.000
	Girls count & %	70 (15.0%)	398 (85.0%)	CC[b]	15.85	.000
School No. 8	Boys count & %	236 (41.2%)	337 (58.8%)	χ^2	79.44[a]	.000
	Girls count & %	124 (18.3%)	554 (81.7%)	CC[b]	78.32	.000

Note: Numbers in parentheses indicate column percentages and N is number of valid cases

c. 0 cells (0.0%) have expected count less than 5.

d. Computed only for a 2x2 table

To assess the relationship between the gender of students (boys and girls) and expectations of students from school 1 to 8 about career counseling service, chi-square test of independence was used. According to the descriptive statistics, there are more girls who have higher expectations about career counselors from school 1 to 8. The minimum expected count for school 1 = 108.46, school 2 = 232.85, school 3 = 249.13, school 4 = 507.40, school 5 = 133.93, school 6 = 977.08, school 7 = 95.00 and school

8 = 164.89. The actual percentage for high expectations from girls of school 1 was 84.2%, school 2 = 72.5%, school 3 = 84.5%, school 4 = 79.4%, school 5 = 85.4%, school 6 = 78.7%, school 7 = 85.0% and school 8 = 81.7% which is moderately higher than boys that are school 1 = 78.7%, school 2 = 54.3%, school 3 = 67.2%, school 4 = 63.6%, school 5 = 66.5%, school 6 = 61.6%, school 7 = 74.4% and school 8 = 58.8%). The relationship between gender of students from school 1 to 8 and expectations about career counselor was significant ($p < .001$); school 1 χ^2 (1, $N = 1286$) = 6.43; school 2 χ^2 (1, $N = 1691$) = 53.13; school 3 χ^2 (1, $N = 2544$) = 105.87; school 4 χ^2 (1, $N = 3871$) = 115.55; school 5 χ^2 (1, $N = 1284$) = 63.84; school 6 χ^2 (1, $N = 7094$) = 241.15; school 7 χ^2 (1, $N = 936$) = 16.50; and school 8 χ^2 (1, $N = 1251$) = 79.44; therefore, the alternate hypothesis was accepted.

Table 31 *Chi-Square test of independence and descriptive statistics of gender of students (boys and girls) and expectations about career counselors*

		Descriptive Statistics		Chi-Square Tests		
		Low Expectations	High Expectations	Tests	Value	Asymptotic Significance
Students	Boys count & %	1776 (33.7%)	3509 (66.3%)	χ^2	534.20[a]	.000
	Girls count & %	660 (13.9%)	4112 (86.1%)	CC[b]	533.12	.000
				N	10057	–

Note: Numbers in parentheses indicate column percentages and N is number of valid cases

a.   0 cells (0.0%) have expected count less than 5.

b.   Computed only for a 2x2 table

To assess the relationship between gender of students (boys and girls) and expectations about career counselors, chi-square test of independence was used. According to the descriptive statistics, there are more girls who have higher expectations high expectations about career counselors. The minimum expected count was 1155.87. The actual percentage for high expectations from girls is 86.1% which is significantly higher than boys (66.3%). The relationship between gender and expectations about career counselor is significant, χ^2 (1, $N = 10057$) = 534.20, $p < .001$, therefore, the alternate hypothesis was accepted.

Table 32 *Chi-Square test of independence and descriptive statistics of gender of students from school 1 gender (boys and girls) and expectations about career counselors*

		Descriptive Statistics		Chi-Square Tests		
		Low Expectations	High Expectations	Tests	Value	Asymptotic Significance
School No. 1	Boys count & %	55 (18.1%)	248 (82.9%)	χ^2	3.33[a]	.068
	Girls count & %	45 (13.0%)	302 (87.0%)	CC^b	2.95	.086
				N	650	–

Note: Numbers in parentheses indicate column percentages and N is number of valid cases

a.   0 cells (0.0%) have expected count less than 5.

b.   Computed only for a 2x2 table

To assess the relationship between gender of students (boys and girls) and expectations of students from school 1 about career counselors, chi-square test of independence was used. The minimum expected count was 46.62. The actual percentage for high expectations from girls was 87.0% which is not significantly higher than boys (82.9%). The relationship between students' gender of school 1 and expectations about career counselor is not significant, χ^2 *(1, N = 650) = 3.339, p = .068*, therefore, the alternate hypothesis was not accepted.

Table 33 *Chi-Square test of independence and descriptive statistics of gender of students (boys and girls) from school 2–8 and expectations about career counselors*

		Descriptive Statistics		Chi-Square Tests		
		Low \Expectations	High Expectations	Tests	Value	Asymptotic Significance
School No. 2	Boys count & %	249 (45.0%)	305 (55.0%)	χ^2	37.23	.000
	Girls count & %	71 (23.7%)	228 (76.3%)	CC[b]	36.33	.000
School No. 3	Boys count & %	155 (28.4%)	391 (71.6%)	χ^2	80.43[a]	.000
	Girls count & %	66 (9.1%)	658 (90.9%)	CC[b]	79.09	.000
School No. 4	Boys count & %	363 (33.5%)	721 (66.5%)	χ^2	91.20[a]	.000
	Girls count & %	129 (14.7%)	749 (85.3%)	CC[b]	90.20	.000
School No. 5	Boys count & %	88 (30.2%)	203 (69.8%)	χ^2	39.45[a]	.000
	Girls count & %	36 (10.5%)	309 (89.5%)	CC[b]	38.19	.000
School No. 6	Boys count & %	713 (35.9%)	1272 (64.1%)	χ^2	172.65[a]	.000
	Girls count & %	261 (16.3%)	1446 (83.7%)	CC[b]	171.66	.000
School No. 7	Boys count & %	38 (16.3%)	185 (83.7%)	χ^2	17.77[a]	.000
	Girls count & %	17 (7.1%)	220 (92.8%)	CC[b]	16.66	.000
School No. 8	Boys count & %	105 (36.3%)	184 (63.6%)	χ^2	61.20[a]	.000
	Girls count & %	35 (10.2%)	305 (89.7%)	CC[b]	59.71	.000

Note: Numbers in parentheses indicate column percentages and N is number of valid cases

a. 0 cells (0.0%) have expected count less than 5.

b. Computed only for a 2x2 table

To assess the relationship between the gender of students (boys and girls) and expectations of students from school 2 to 8, about career counselors, chi-square test of independence was used. According to the descriptive statistics, there are more girls who have higher expectations about career counselors from school 2 to 8. The minimum expected count for school 2 = 112.17, school 3 = 95.01, school 4 = 220.17, school 5 = 56.74, school 6 = 435.00, school 7 = 32.22 and school 8 = 64.32. The actual percentage for high expectations from girls of school 2 was 76.3%, school 3 = 90.9%, school 4 = 85.3%, school 5 = 89.5%, school 6 = 83.7%, school 7 = 92.8% and school 8 = 89.7% which is moderately higher than boys, that are school 2 = 55.0%, school 3 = 71.6%,

school 4 = 66.5%, school 5 = 69.8%, school 6 = 64.1%, school 7 = 83.7% and school 8 = 63.6%). The relationship between gender of students from school 2 to 7 and expectations about career counselor was significant ($p < .001$), school 2 χ^2 (1, $N = 853$) = 37.23; school 3 χ^2 (1, $N = 1270$) = 80.43; school 4 χ^2 (1, $N = 1962$) = 90.20; school 5 χ^2 (1, $N = 636$) = 39.45; school 6 χ^2 (1, $N = 3587$) = 172.65; school 7 χ^2 (1, $N = 470$) = 17.77; school 8 χ^2 (1, $N = 629$) = 61.20; therefore, the alternate hypothesis was accepted.

Table 34 *Chi-Square goodness of fit test and descriptive statistics of expectations of career counselors about career counseling service*

	Descriptive Statistics			Chi-Square Tests	
	Observed N	Expected N	Residual	Tests	Value
Low Expectations	12	466.0	-454.0	χ^2	884.61[a]
High Expectations	920	466.0	454.0	df	1
Total	932			Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5.

Chi-square goodness of fit test were applied to assess is there any statistical difference between low and high expectations of career counselors about career counseling service. The minimum expected cell frequency was 466.0. The analysis of data reveals that more career counselors have higher expectations about career counseling service. The difference between low and high expectations were statistically significant χ^2 (1, $N = 932$) = 884.618, $p < .001$, therefore, the alternate hypothesis was accepted.

Table 35 *Chi-Square goodness of fit test and descriptive statistics of career counselors'*
expectations about career counselor responsibility (CCR), realism (R), client
responsibility (CR) and quality outcome (QO)

| | | Descriptive Statistics | | | Chi-Square Tests | |
		Observed N	Expected N	Residual		Value
CCR	Low Expectations	1	176.0	-175.0	χ^2	348.01[a]
	High Expectations	351	176.0	175.0	df	1
	Total	352			Asymp. Sig.	.000
R	Low Expectations	1	67.0	-66.0	χ^2	130.03[a]
	High Expectations	133	67.0	66.0	df	1
	Total	134			Asymp. Sig.	.000
CR	Low Expectations	4	120.0	-116.0	χ^2	224.26[a]
	High Expectations	236	120.0	116.0	df	1
	Total	240			Asymp. Sig.	.000
QO	Low Expectations	6	103.0	-97.0	χ^2	182.69[a]
	High Expectations	200	103.0	97.0	df	1
	Total	206			Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5.

Chi-square goodness of fit test were applied to assess is there any statistical difference between low and high expectations of career counselors about career counselor responsibility, realism, client responsibility and quality outcome. The minimum expected cell frequency is for career counselor responsibility = 176.0, realism = 67.0, client responsibility = 120.0 and quality outcome = 103.0. The analysis of data reveals that more career counselors have higher expectations about career counselor responsibility, realism, client responsibility and quality outcome. The difference between low and high expectations were significant ($p < .001$) that is career counselor responsibility χ^2 (1, N = 932) = 884.61; realism χ^2 (1, N = 352) = 348.01; client responsibility χ^2 (1, N = 134) = 130.03; and quality outcome χ^2 (1, N = 206) = 182.69; therefore, the alternate hypothesis was accepted.

CHAPTER 5: DISCUSSION AND RECOMMENDATIONS

5.1 Discussion

The study assessed the expectations of students and career counselors about career counselors and counseling service; compare the expectations of students across gender; examined the difference; and the relationship between the expectations of students and career counselors about career counseling service from private A – level schools in Islamabad.

The data gathered from the schools shows that career counselors do not possess professional qualifications required for working as a career counselor. Cheema (2017) and Yaqoob et al,. (2017) also reported lack of professional training in career counselors. The study found that the academic qualifications of career counselors fall in the discipline psychology, management sciences, computer sciences, education and economics followed by any certification or short course in counseling. This shows lack of professionalism among the existing career development practitioners. This may also influence their ability to work as a career counselor (Hiebert & Neault, 2014).

The data also shows that existing career counselors lack proper training which may cause the discrepancy in delivery of expected service. As Curry and Milsom (2017) also reported that properly trained career counselors possess the qualifications required to conceptualize, design, deliver and assess career counseling services offered at school level. They also study number of key courses about theory and skills such as career counseling skills, career development theories, career related learning, and assessment & testing to facilitate the needs and concerns of students.

The data clearly depicts that professional standards required to meet the expectations of students are missing. For example, the Career Education Association of Victoria (2017) considers professional behavior and needs assessment as core competence. Various career development associations have developed standards for career development practitioners. For example, National Association of Colleges and Employers (NACE) have developed Professional standards for college and university career services (2014, 2016) that states that a career development practitioner possesses minimum entry level qualification; demonstrates knowledge of career development

theories and practices; have a professional membership; follows a code of ethics; shows advance communication skills; and respects diversity.

Present study found that students have blended expectations on realism ranging from no expectations to low expectations and moderately high to very high expectations which means students do not firmly believe that career counseling will be a brief process and the career counselor will be able to guide them. Bee-Gates, Howard-Pitney, LaFromboise, and Rowe (2015) show that individuals are preferring to seek help from various non-career-professionals, including their teachers, family members, alumni, mentors and professionals working in the similar area of interest due to lack of confidence in available career counseling and guidance services. Vanin (2015) stated that young people prefer to discuss their career concerns with people of their own age who have little work experience or any trusted adult rather than career counselor.

One the reasons identified by Hiebert and Neault (2014) contributing to this situation is lack of professional qualifications from career counselors which is aligned with the findings of present study. There are number of resources and manuals available to facilitate those counselors who has a primary degree in psychology, counseling or education and working a school counselor to develop their career related competencies. American School Counselor Association (ASCA) published Mindsets and Behaviors for Student Success: K–12 College and Career Readiness Standards for Every Student (2014) which offers guidelines and tool for assessment of interest of students and a framework for guidance and counseling in counselors.

The findings of Awinsong, Dawson, and Gidiglo (2015) supports the findings of the present study that personal characteristics of career counselors and some other factors such as confidentiality, training and competency may influence the expectations of students. In present study, students reported high expectations for career counselor responsibility, client responsibility and quality outcome. These expectations show students desire for a service in which career counselor is trained, supportive and can facilitate them in career decision making. The students also want to get a service that brings practical and concrete results and offer them tangible resources such as brochures, pamphlets and handouts. Students showed a strong commitment for learning about self and new skills, confronting their unrealistic career ideas and make effective career decisions.

The findings of Hwang, Bennett, and Beauchemin (2014) supports the findings of the present study that gender has an influence on preference and choice of career counseling services. Findings of present study show that overall girls have higher expectations then boys about career counselors and career counseling service, career counselor responsibility, realism, client responsibility and quality outcome.

The findings of Felicia et al,. (2018) supports the findings of the present study that among career counselors, a difference of opinion exists about the views and expectations regarding career counseling service. Present study found a difference between the expectations of career counselors among all schools. These differences may be due to the specific tasks and job roles assigned from school management. These tasks vary school to school based on the requirements of students.

5.2 Findings

The following are the findings of the study:

1. The number of female career counselors (93.75%) is significantly higher than males (6.25%) working with A – level school students in Islamabad.

2. Significantly lower number of career counselors (25%) possess a professional degree in career guidance and counseling.

3. Significantly higher number of career counselors (56.25%) possess a bachelor degree in general qualification.

4. The expectations of boys and girls differ from career counseling service. Boys have moderately high to very high expectations about on career counselor responsibility, client responsibility and quality outcome (57%, 53.8% and 56.9% respectively). While the expectations of girls were high to very high on career counselor responsibility and quality outcome (64.5% and 58.3% respectively). The expectations of girls on client responsibility and realism were moderately high to very high (68.5% and 55.8% respectively). While the expectations of boys on Realism were blended where no to moderately low expectations were 44.3% and high to very high expectations were 39%.

5. Overall expectations of students were moderately high to very high on Career counselor responsibility, client responsibility and quality outcome (67.4%, 60.6% and 64.9 respectively). While the expectations on realism were blended where no

to moderately low expectations were 38.3% and high to very high expectations were 46.8%.

6. Career Counselors reported high to very high expectations from career counseling service on career counselor responsibility, realism, client responsibility and quality outcome were high to very high (83.5%, 72.2%, 73.9 and 75% respectively).

7. The difference between the expectations of students across gender was explored by applying independent-samples test. It was found that the calculated value of t for the difference of expectations of students about career counseling service across gender ($t = -8.71$); career counselor responsibility ($t = 9.18$); realism ($t = -8.08$); client responsibility ($t = -6.71$); and quality outcome ($t = -7.04$); school 2 ($t = -2.15$); school 3 ($t = -3.35$); school 4 ($t = -4.15$); school 6 ($t = -5.63$); school 7 ($t = -3.10$); and school 8 ($t = -2.48$) were greater than the critical value (for school 2 = 2.021; school 3 = 2.000; school 4 = 1.990; school 6 = 1.984; school 7 = 2.110; and school 8 = 2.069) at .05 level of significance and shows a significant difference, hence, the hypothesis was accepted.

8. The difference between the expectations of students across gender from school 1 and 5 about career counseling service was explored by applying independent-samples test. It was found that the calculated value of t for difference of expectations of school 1 ($t = -1.03$); and school 5 ($t = -1.51$) were less than the critical value (school 1 and school 5 = 2.064) and show no significant difference, therefore, the hypothesis was not accepted.

9. The difference between the expectations of students across gender was explored by applying independent-samples test. It was found that the calculated value of t for the difference of expectations of students about career counselors across gender ($t = -9.17$); school 2 ($t = -2.25$); school 3 ($t = -3.74$); school 4 ($t = -4.19$); school 6 ($t = -5.06$); school 7 ($t = -4.41$); and school 8 ($t = -2.72$) were greater than the critical value (school 2 = 2.021; school 3 = 2.000; school 4 = 1.990; school 6 = 1.984; school 7 = 2.110; and school 8 = 2.069) at .05 level of significance and show a significant difference, hence, the hypothesis was accepted.

10. The difference between the expectations of students across gender from school 1 and 5 about career counselor was explored by applying independent-samples test. It was found that the calculated value of t for the difference of expectations of school 1 ($t = -.50$); and school 5 ($t = -1.63$) were less than the critical value (school 1 and

school 5 = 2.064) at .05 level of significance and show no significant difference, therefore, the hypothesis was not accepted.

11. The difference of scores between the expectations of students among all schools was computed by one-way ANOVA. It was found that the calculated value of F for the difference of expectations of students about career counseling ($F = 2.64$); career counselor responsibility ($F = 2.82$); client responsibility ($F = 3.14$) and quality outcome ($F = 2.62$) among all schools were greater than the critical (2.034) value at .05 level of significance and shows a significant difference, hence, the hypothesis was accepted.

12. The difference of scores between the expectations of students among all schools was computed by one-way ANOVA. It was found that the calculated value of F for the difference of expectations of students about realism ($F = .397$) among all schools were less than the critical value (2.034) at .05 level of significance and show no significant difference, therefore, the hypothesis was not accepted.

13. The difference of scores between the expectations of career counselors among all schools was computed by one-way ANOVA. It was found that the calculated value of F for the difference of expectations of career counselors about career counseling ($F = 4.94$); client responsibility ($F = 6.40$) among all schools were greater than the critical value (3.725) at .05 level of significance and shows a significant difference, hence, the hypothesis was accepted.

14. The difference of scores between the expectations of career counselors among all schools was computed by one-way ANOVA. It was found that the calculated value of F for the difference of expectations of career counselors about career counselor responsibility ($F = 2.07$); realism ($F = 1.14$) and quality outcome ($F = 1.41$) among all schools were less than the critical value (3.725) at .05 level of significance and show no significant difference, therefore, the hypothesis was not accepted.

15. The relationship between the expectations of students and career counselors about career counseling service was assessed by applying product–moment correlation coefficient. The results show that there is a positive, strong and significant correlation between the expectations of students and career counselors about career counseling service that is $r = .824$ at .05 level of significance. The calculated values for r were greater than the critical value (.116), hence, the alternate hypothesis is accepted.

16. The relationship among the four subscales of EACC (for students) that are career counselor responsibility, realism, client responsibility and quality outcome was assessed by applying product–moment correlation coefficient. The results revealed that there is a positive, strong and significant correlation between career counselor responsibility and client responsibility $r = .690$; career counselor responsibility and quality outcome $r = .794$; and client responsibility and quality outcome $r = .726$; while there is a positive, moderate and significant correlation between career counselor responsibility and realism $r = .316$; realism and client responsibility $r = .336$; and realism and quality outcome $r = .346$ at .05 level of significance. All calculated values for r were greater than the critical value (.116), hence, the alternate hypothesis is accepted.

17. The relationship among the four subscales of EACC (for career counselors) that are career counselor responsibility, realism, client responsibility and quality outcome was assessed by applying product–moment correlation coefficient. The results revealed that there is a positive strong and significant correlation between; client responsibility and quality outcome $r = .692$; while there is a positive, moderate and insignificant correlation between; career counselor responsibility and realism $r = .352$; career counselor responsibility and client responsibility $r = .321$; career counselor responsibility and quality outcome $r = .315$. The results also revealed that there is positive, weak and insignificant correlation between; realism and client responsibility $r = .053$; realism and quality outcome $r = .063$ at .05 level of significance. The calculated values for r were greater than the critical value (.041), hence, the alternate hypothesis is accepted.

18. The relationship between gender of students and expectations was assessed by chi-square test of independence. It was found that the calculated value of χ^2 for the relationship between gender and expectations about career counseling service ($\chi^2 = 732.10$); career counselor responsibility ($\chi^2 = 492.21$); realism ($\chi^2 = 85.77$); client responsibility ($\chi^2 = 103.01$); quality outcome ($\chi^2 = 133.45$); school 2 ($\chi^2 = 53.13$); school 3 ($\chi^2 = 105.87$); school 4 ($\chi^2 = 115.55$); school 5 ($\chi^2 = 63.84$); school 6 ($\chi^2 = 241.15$); and school 8 ($\chi^2 = 79.44$) were greater than the critical value (school 1 = 35.17; school 2 = 44.98; school 3 =62.83; school 4 = 91.67; school 5 = 35.17;

school 6 = 159.81; and school 8 =33.92) at .05 level of significance and shows a significant difference, hence, the hypothesis was accepted.

19. The relationship between gender of students and expectations of students about career counseling service from school 1 and school 7 was assessed by chi-square test of independence. It was found that the calculated value of school 1 (χ^2 = 3.33) and school 7 (χ^2 = 16.50) were less than the critical value (school 1 = 35.17 and school 7 = 26.29) at .05 level of significance and shows a significant difference, hence, the hypothesis was not accepted.

20. The relationship between gender of students and expectations about career counselors of school 2 to 8 was assessed by chi-square test of independence. It was found that the calculated value of χ^2 for the relationship between gender and expectations about career counselor (χ^2 = 534.20); school 2 (χ^2 = 37.23); school 3 (χ^2 = 80.43); school 4 (χ^2 = 90.20); school 5 (χ^2 = 39.45); school 6 (χ^2 = 172.65); school 7 (χ^2 = 17.77); and school 8 (χ^2 = 61.20) were greater than the critical value (school 2 = 44.98; school 3 =62.83; school 4 = 91.67; school 5 = 35.17; school 6 = 159.81; school 7 = 26.29; and school 8 =33.92) at .05 level of significance and shows a significant difference, hence, the hypothesis was accepted.

21. Chi-square goodness of fit test was applied to assess if there is any significant difference between higher and lower expectations of career counselors about career counseling service. It was found that the calculated value of χ^2 for the difference between low and high expectations about career counseling service (χ^2 = 884.61); career counselor responsibility (χ^2 = 884.61); realism (χ^2 = 348.01); client responsibility (χ^2 = 130.03); and quality outcome (χ^2 = 182.69) were greater than the critical value (24.99) at .05 level of significance and shows a significant difference, hence, the hypothesis was accepted.

5.3 Conclusion

Based on the findings, following conclusions were drawn:

1. There are more female career counselors than males working with A – level school students in Islamabad.

2. Less career counselors are providing career counseling services with a professional qualification in career guidance and counseling.

3. Majority of present career counselors possess a bachelor degree in general qualification.

4. Boys and girls have a difference in expectations. Boys have moderately high to very high expectations on career counselor responsibility and quality outcome. While the girls have high to very high expectations on it. Boys reported blended expectations ranging from no expectations to low expectations and moderately high to very high expectations while the girls reported moderately high to very high expectations on it. Both, boys and girls have moderately high to very high expectations client responsibility.

5. Overall expectations of students are moderately high to very high on career counselor responsibility, client responsibility and quality outcome. While on realism the expectations are blended, ranging between no to moderately low and high to very high.

6. Overall expectations of career counselors about career counseling service are high to very high.

7. Girls' expectations about career counseling service, career counselors, career counselor responsibility, realism, client responsibility and quality outcome from majority of schools are higher than boys.

8. The expectations of students about career counseling service, career counselor responsibility, client responsibility and quality outcome differ among all schools.

9. The expectations of students about realism among all schools does not differ.

10. The expectations of career counselors about career counseling and client responsibility differ among all schools.

11. The expectations of career counselors about career counselor responsibility, realism and quality outcome among all schools does not differ.

12. The expectations of students and career counselors about career counseling service have a very strong and positive relationship.

13. In case of students, career counselor responsibility and client responsibility; career counselor responsibility and quality outcome; and client responsibility and quality outcome depicts a positive, strong and significant relationship; while career

counselor responsibility and realism; realism and client responsibility; and realism and quality outcome; has a positive, moderate and significant relationship.

14. In case of career counselors, there is a positive strong and significant relationship between; client responsibility and quality outcome; while there is a positive, moderate and insignificant relationship between; career counselor responsibility and realism; career counselor responsibility and client responsibility; career counselor responsibility and quality outcome; also, there is positive, weak and insignificant relationship between; realism and client responsibility; realism and quality outcome.

15. Gender has a significant relationship with expectations about career counseling service at higher secondary level schools.

16. Girls expectations in comparison boys, among all schools, about career counseling, career counselors, career counselor responsibility, realism, client responsibility and quality outcome are higher than expected.

17. Expectations of career counselors about career counseling, career counselor, career counselor responsibility, realism, client responsibility and quality outcome are higher than expected.

5.4 Recommendations

The following recommendations were made on the basis of conclusions:

1. Existing career counselors may acquire any professional degree such as post-graduate diploma or a master degree in career counseling. For example, in Pakistan, National University of Sciences and Technology, Islamabad is offering MS in Career Counselling & Education. While there are many international universities that are offering BS and MS online and in-campus programs in career counseling and guidance (University of Warwick and New York University). These degree programs or certifications may be in-campus or online.

2. Career counselors may also opt for short courses and certifications, depending on their availability. Various international organizations offer a verity of professional development courses and certifications in career counseling and guidance (such as Career Development Institute and National Career Development Association).

3. Existing career counselors may work on their professional development by learning about career development theories; increase subject knowledge; acquire

professional membership; follow any ethical code of conduct; be aware of recent career development practices and acquire supervision of trained and qualified career counselor. Books about theories, models, skills, code of conducts and best practices are available online and few are even free.

4. Taking supervision and peer support sessions from a trained career counselor could be very helpful for existing career counselors to improve their work knowledge according to standard recent practices. These sessions may be scheduled as per the mutual availability for agreed timeslots.

5. More professionally trained and qualified career counselors may join career counseling and start to offer career counseling service for higher secondary school students to facilitate their concerns related to study and careers.

6. Gender sensitive career counseling practices are needed to facilitate the career concerns of both genders. More consideration is required to facilitate the concerns of boys.

7. Career counselors may build more realistic and clear expectations while working with boys. While for girls, more attention may be paid on meeting the high expectations they have about career counselor responsibility and quality outcome.

8. Career counselors may need to work hard on improving the counseling experiences of students by delivering more appropriate services in order to meet their own expectations which are very high.

9. To fill the gender gap, male career counselors are needed to join the field of career guidance and counseling in order to facilitate the higher secondary students from other rural and urban areas of Pakistan.

10. School management/principals may provide equal opportunities of career guidance opportunities for both genders (boys and girls) by providing individual and group career counseling sessions and arranging career awareness seminars with curricular/cocurricular activities.

11. Career counselors may facilitate the academic and career concerns of both genders while providing career counseling service. Equal facilitation can be achieved by allocating specific timeslots for both genders.

12. Students may avail career counseling service offered school management or career counselors by considering its importance and relevance with further studies and

their future. They may also take advantage of the available service for while starting their academic session planning and decision making about education and careers.

13. In future, in depth research is needed to identify the specific reasons behind the lower expectations of boys about career counseling service at higher secondary level; to know the cause(s) why there is a variation of expectations among A – level schools in Islamabad; to find that the expected career counseling service are provided to the students or not; and to explore that either the expectations of students about career counseling service are met or not.

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Ms. Nadia Jahan, Assistant Professor, National University of Sciences and Technology, Islamabad.

RELIABILITY OF ANALYSIS OF EACC (STUDENTS)

Reliability Statistics	
Cronbach's Alpha	N of Items
.846	62

Item-Reliability of EACC (Students)				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EACC (Stud.) 1	296.8478	2653.71	0.62	0.845
EACC (Stud.) 2	298.3261	2719.959	0.164	0.847
EACC (Stud.) 3	297.3152	2667.879	0.429	0.846
EACC (Stud.) 4	297.3804	2672.868	0.494	0.845
EACC (Stud.) 5	297.2717	2653.888	0.569	0.845
EACC (Stud.) 6	298.0652	2729.325	0.097	0.847
EACC (Stud.) 7	297.1413	2642.955	0.618	0.845
EACC (Stud.) 8	297.25	2648.689	0.569	0.845
EACC (Stud.) 9	298.1087	2718.528	0.154	0.847
EACC (Stud.) 10	298.0652	2705.173	0.205	0.847
EACC (Stud.) 11	297.913	2710.314	0.189	0.847
EACC (Stud.) 12	297.1413	2670.225	0.516	0.845
EACC (Stud.) 13	297.0543	2677.61	0.437	0.846
EACC (Stud.) 14	296.9674	2667.323	0.508	0.845
EACC (Stud.) 15	297.0109	2660.85	0.505	0.845
EACC (Stud.) 16	298.2717	2701.997	0.238	0.847
EACC (Stud.) 17	297.2935	2653.156	0.48	0.845
EACC (Stud.) 18	298.8804	2758.95	-0.05	0.848
EACC (Stud.) 19	299.2174	2757.751	-0.044	0.848
EACC (Stud.) 20	297.8587	2665.015	0.5	0.845
EACC (Stud.) 21	298.4891	2755.608	-0.034	0.848
EACC (Stud.) 22	296.9674	2676.108	0.478	0.845
EACC (Stud.) 23	298.2174	2719.211	0.162	0.847
EACC (Stud.) 24	297.4891	2615.836	0.695	0.844
EACC (Stud.) 25	297.3043	2663.231	0.484	0.845
EACC (Stud.) 26	297.6413	2652.285	0.54	0.845
EACC (Stud.) 27	298.9348	2749.445	-0.004	0.848

EACC (Stud.) 28	297.163	2638.328	0.615	0.845
EACC (Stud.) 29	297.6196	2623.604	0.705	0.844
EACC (Stud.) 30	297.5	2643.869	0.533	0.845
EACC (Stud.) 31	297.0978	2674.421	0.456	0.846
EACC (Stud.) 32	298.5978	2686.737	0.276	0.847
EACC (Stud.) 33	297.087	2648.472	0.582	0.845
EACC (Stud.) 34	297.0761	2678.261	0.437	0.846
EACC (Stud.) 35	296.8913	2649.47	0.586	0.845
EACC (Stud.) 36	297.4565	2669.262	0.458	0.846
EACC (Stud.) 37	297.0543	2645.436	0.559	0.845
EACC (Stud.) 38	297.1304	2637.28	0.631	0.845
EACC (Stud.) 39	297.087	2661.268	0.565	0.845
EACC (Stud.) 40	297.0978	2626.159	0.685	0.844
EACC (Stud.) 41	296.9348	2652.726	0.58	0.845
EACC (Stud.) 42	297.3261	2632.09	0.593	0.845
EACC (Stud.) 43	297.2609	2649.327	0.637	0.845
EACC (Stud.) 44	297.1848	2638.124	0.684	0.845
EACC (Stud.) 45	297.163	2654.11	0.583	0.845
EACC (Stud.) 46	296.9457	2661.654	0.506	0.845
EACC (Stud.) 47	297.3261	2658.03	0.512	0.845
EACC (Stud.) 48	297.1848	2630.538	0.559	0.845
EACC (Stud.) 49	297.1848	2649.415	0.578	0.845
EACC (Stud.) 50	297.1739	2639.817	0.617	0.845
EACC (Stud.) 51	297.5217	2637.743	0.584	0.845
EACC (Stud.) 52	297.0761	2647.22	0.601	0.845
EACC (Stud.) 53	297.3478	2648.533	0.607	0.845
EACC (Stud.) 54	297.3804	2642.83	0.591	0.845
EACC (Stud.) 55	297.3478	2629.546	0.622	0.845
EACC (Stud.) 56	298.3043	2697.215	0.254	0.847
EACC (Stud.) 57	297.1087	2661.569	0.519	0.845
EACC (Stud.) 58	297.5217	2630.136	0.633	0.845
EACC (Stud.) 59	297.1848	2659.77	0.55	0.845
EACC (Stud.) 60	296.8696	2666.686	0.547	0.845
EACC (Stud.) 61	297.0761	2642.25	0.665	0.845
EACC (Stud.) 62	296.8478	2655.061	0.577	0.845

Appendix C

RELIABILITY OF ANALYSIS OF EACC (CAREER COUNSELORS)

Reliability Statistics	
Cronbach's Alpha	N of Items
.632	62

Item-Reliability of EACC (Career Counselors)				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EACC (CC) 1	374.8750	140.650	.477	.604
EACC (CC) 2	374.7500	150.200	.134	.628
EACC (CC) 3	374.8750	161.717	-.363	.655
EACC (CC) 4	375.0000	144.933	.335	.615
EACC (CC) 5	374.8125	160.029	-.283	.651
EACC (CC) 6	374.8125	166.429	-.445	.669
EACC (CC) 7	374.6875	150.763	.083	.631
EACC (CC) 8	374.6875	153.563	-.027	.640
EACC (CC) 9	374.5625	145.196	.358	.614
EACC (CC) 10	374.8750	133.983	.608	.587
EACC (CC) 11	374.6875	150.096	.133	.628
EACC (CC) 12	374.8125	156.296	-.130	.642
EACC (CC) 13	374.5625	149.596	.146	.627
EACC (CC) 14	374.8125	150.029	.148	.627
EACC (CC) 15	375.0000	149.467	.291	.622
EACC (CC) 16	374.8125	151.096	.116	.629
EACC (CC) 17	374.8750	139.583	.416	.604
EACC (CC) 18	374.6875	150.363	.137	.628
EACC (CC) 19	375.0625	153.929	-.018	.636
EACC (CC) 20	374.7500	143.533	.303	.615
EACC (CC) 21	375.5000	134.400	.571	.589
EACC (CC) 22	374.8750	139.450	.526	.600
EACC (CC) 23	375.1250	161.583	-.290	.658
EACC (CC) 24	374.8125	148.563	.149	.627
EACC (CC) 25	374.6875	141.563	.502	.605
EACC (CC) 26	374.5625	145.729	.368	.615

EACC (CC) 27	375.3125	142.096	.254	.617
EACC (CC) 28	374.7500	153.133	.003	.636
EACC (CC) 29	375.1250	142.383	.495	.606
EACC (CC) 30	374.8750	138.517	.603	.596
EACC (CC) 31	374.6250	144.250	.375	.612
EACC (CC) 32	374.8125	148.696	.207	.624
EACC (CC) 33	374.5000	151.867	.062	.632
EACC (CC) 34	374.4375	151.196	.119	.629
EACC (CC) 35	374.9375	154.596	-.051	.638
EACC (CC) 36	374.9375	156.729	-.139	.645
EACC (CC) 37	374.9375	150.329	.152	.627
EACC (CC) 38	374.8125	156.696	-.128	.648
EACC (CC) 39	374.5625	150.396	.194	.626
EACC (CC) 40	374.3125	145.963	.441	.614
EACC (CC) 41	374.5625	155.063	-.075	.637
EACC (CC) 42	374.3125	145.163	.488	.612
EACC (CC) 43	374.9375	147.929	.242	.622
EACC (CC) 44	374.4375	152.929	.059	.631
EACC (CC) 45	374.7500	157.000	-.144	.646
EACC (CC) 46	374.4375	143.463	.589	.607
EACC (CC) 47	374.3750	155.583	-.110	.638
EACC (CC) 48	374.8750	151.183	.090	.631
EACC (CC) 49	374.3750	156.383	-.160	.640
EACC (CC) 50	374.5625	152.396	.041	.633
EACC (CC) 51	374.5625	142.663	.436	.608
EACC (CC) 52	374.6875	153.429	-.006	.636
EACC (CC) 53	374.7500	157.000	-.144	.646
EACC (CC) 54	374.3750	155.317	-.088	.638
EACC (CC) 55	374.5625	160.663	-.350	.651
EACC (CC) 56	375.1250	150.117	.143	.627
EACC (CC) 57	374.7500	147.800	.199	.623
EACC (CC) 58	374.4375	153.329	.013	.634
EACC (CC) 59	374.8125	143.763	.397	.611
EACC (CC) 60	374.3750	158.783	-.369	.645
EACC (CC) 61	374.1250	155.717	-.149	.637
EACC (CC) 62	374.6875	158.096	-.234	.645

INSTRUCTIONS SHEET FOR STUDENTS

Assalam-o-Alaikum,

I, (Muhammad Ahmer Khan), student of MS Career Counselling & Education at National University of Sciences and Technology (NUST) Islamabad, am undertaking a research to assess the expectations about career counseling services. The title of my research is 'Expectations of Students and Career Counselors about Career Counseling Services'. The main aim of this research is to assess what students expect when they visit a career counselor in order to get any career counseling service. Your responses will be analyzed and reported in research.

Confidentiality
Your responses would be gathered and reported anonymously. Nobody could identify your responses as an individual.

Instructions
  i. Your participation in this research is voluntarily.
  ii. Pages 2-3 (**Questionnaire**) contain statements about career counseling.
  iii. Pretend that you are about to see a career counselor (guidance officer or career adviser) for a career interview.
  iv. Think what career counseling should be like; and circle the number that most accurately reflects what you want from career counseling using the rating scale in answer sheet
  v. Against each statement, you will have seven options:

$$\boxed{1} , \boxed{2} , \boxed{3} , \boxed{4} , \boxed{5} , \boxed{6} \text{ and } \boxed{7}$$

$\boxed{1}$	=	Not True
$\boxed{2}$	=	Slightly True
$\boxed{3}$	=	Somewhat True
$\boxed{4}$	=	Fairly True
$\boxed{5}$	=	Quite True
$\boxed{6}$	=	Very True
$\boxed{7}$	=	Definitely True

  vi. Answer each question as quickly and accurately as possible.

General Information

Gender   :   _____

Level   :   _____

Discipline   :   _____

INSTRUCTIONS SHEET FOR CAREER COUNSELORS

Assalam-o-Alaikum,

I, (Muhammad Ahmer Khan), student of MS Career Counselling & Education at National University of Sciences and Technology (NUST) Islamabad, am undertaking a research to assess the expectations about career counseling services. The title of my research is 'Expectations of Students and Career Counselors about Career Counseling Services'. The main aim of this research is to assess what students expect when they visit a career counselor in order to get any career counseling service. Your responses will be analyzed and reported in research.

Confidentiality
Your responses would be gathered and reported anonymously. Nobody could identify your responses as an individual.

Instructions
  i.   Your participation in this research is voluntarily.
  ii.   Pages 2-3 (**Questionnaire**) contain statements about career counseling.
  iii. Pretend that you are one of your student/client about to see you for his/her first interview. Using your experience as a career practitioner, what do you think he/she expects and wants from a career counseling interview?
  iv.   Mark the number that most accurately reflects how you think your students/client would respond using the rating scale in answer sheet.
  v.   Against each statement, you will have seven options:

$$\boxed{1} \;,\; \boxed{2} \;,\; \boxed{3} \;,\; \boxed{4} \;,\; \boxed{5} \;,\; \boxed{6} \; \text{and} \; \boxed{7}$$

$\boxed{1}$	=	Not True
$\boxed{2}$	=	Slightly True
$\boxed{3}$	=	Somewhat True
$\boxed{4}$	=	Fairly True
$\boxed{5}$	=	Quite True
$\boxed{6}$	=	Very True
$\boxed{7}$	=	Definitely True

  vi.   Answer each question as quickly and accurately as possible.

General Information

Gender: _____

Highest level of education you have achieved: _____

What qualifications do you have in career development? _____

EXPECTATIONS ABOUT CAREER COUNSELING (EACC)

A	Following statements concern your expectations about career counselling	Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True
I expect to:		1	2	3	4	5	6	7
1.	Be given detailed information about the occupations in which I am interested.	1	2	3	4	5	6	7
2.	Stay in career counseling for at least a few weeks, even if at first I am not sure it will help.	1	2	3	4	5	6	7
3.	Take responsibility for making my own career decisions.	1	2	3	4	5	6	7
4.	Find out about my chances of obtaining a job when I complete the course I am planning to do.	1	2	3	4	5	6	7
5.	Gain some experience in new ways of solving problems during the career counseling interview.	1	2	3	4	5	6	7
6.	Have an interview lasting less than one hour.	1	2	3	4	5	6	7
7.	Be given information about a range of occupations.	1	2	3	4	5	6	7
8.	Receive a very good service if have to pay for counseling	1	2	3	4	5	6	7
9.	See the career counselor for more than three interviews.	1	2	3	4	5	6	7
10.	Do assignments outside the career counseling interview.	1	2	3	4	5	6	7
11.	Go to career counseling only if I was very uncertain about my career plans.	1	2	3	4	5	6	7
12.	Be given information about education/training pathways and courses.	1	2	3	4	5	6	7
13.	Have an interview free of interruptions.	1	2	3	4	5	6	7
14.	Get a better understanding of myself.	1	2	3	4	5	6	7
15.	Find out about the employment opportunities in the occupations in which I am interested.	1	2	3	4	5	6	7
16.	Stay in career counseling even though it may be challenging at times.	1	2	3	4	5	6	7
17.	Ask the career counselor to explain what he or she means whenever I do not understand something that is said.	1	2	3	4	5	6	7
18.	Never need career counseling again.	1	2	3	4	5	6	7
19.	See the career counselor for only one interview.	1	2	3	4	5	6	7
20.	Practice some of the things I need to learn during the career counseling interview.	1	2	3	4	5	6	7
21.	Have an interview lasting more than one hour.	1	2	3	4	5	6	7
22.	Obtain the information or help I want from the career counselor.	1	2	3	4	5	6	7
23.	Find that my career concern will be solved in one interview.	1	2	3	4	5	6	7
24.	Learn job search skills e.g. resume writing, job application letters, interview skills.	1	2	3	4	5	6	7
25.	Have an interview that is not rushed.	1	2	3	4	5	6	7
26.	Be given brochures or handouts about occupations and courses.	1	2	3	4	5	6	7
27.	Pay more than rupees 5000 if I have to pay for a career counseling interview.	1	2	3	4	5	6	7
28.	See an experienced career counselor.	1	2	3	4	5	6	7
29.	Be shown how to organize work experience for myself.	1	2	3	4	5	6	7
30.	Be very satisfied with the interview if I have to pay for career counseling.	1	2	3	4	5	6	7
31.	Be taught the skills to access the information the career counselor advises me to obtain.	1	2	3	4	5	6	7

	B	Following statements concern your expectations about career counselor	Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True
	I expect to:								
32.		Just give me information.	1	2	3	4	5	6	7
33.		Be friendly and warm towards me.	1	2	3	4	5	6	7
34.		Make me face up to the differences between what I say and how I behave.	1	2	3	4	5	6	7
35.		Explain what's wrong with my career ideas or planning.	1	2	3	4	5	6	7
36.		Know how I feel about my career ideas even when I cannot say quite what I mean.	1	2	3	4	5	6	7
37.		Be a 'real' person not just a person doing a job.	1	2	3	4	5	6	7
38.		Give encouragement and reassurance.	1	2	3	4	5	6	7
39.		Work with me to develop an action plan of steps I need to take to achieve my career goals.	1	2	3	4	5	6	7
40.		Know how to help me.	1	2	3	4	5	6	7
41.		Inspire confidence and trust.	1	2	3	4	5	6	7
42.		Be trained in career counseling.	1	2	3	4	5	6	7
43.		Help me identify particular situations where I have career concerns.	1	2	3	4	5	6	7
44.		Help me develop occupational ideas that suit me.	1	2	3	4	5	6	7
45.		Check that I understand the information I am given.	1	2	3	4	5	6	7
46.		Point out to me the differences between what I am and what I want to be.	1	2	3	4	5	6	7
47.		Tell me what to do.	1	2	3	4	5	6	7
48.		Be honest with me.	1	2	3	4	5	6	7
49.		Give me support.	1	2	3	4	5	6	7
50.		Help me solve my career concerns.	1	2	3	4	5	6	7
51.		Be someone who can be counted on.	1	2	3	4	5	6	7
52.		Have knowledge of the world of work.	1	2	3	4	5	6	7
53.		Find out about me ‑ my interests, abilities, goals and lifestyle.	1	2	3	4	5	6	7
54.		Help me develop occupational ideas that I like.	1	2	3	4	5	6	7
55.		Respect me as a person.	1	2	3	4	5	6	7
56.		Support my career ideas even when they are unrealistic.	1	2	3	4	5	6	7
57.		Be able to clarify what my career concerns are.	1	2	3	4	5	6	7
58.		Use a test, computer program or questionnaire to find out about my interests and abilities.	1	2	3	4	5	6	7
59.		Contact me following the interview to see how I am going with my career planning.	1	2	3	4	5	6	7
60.		Ask me questions to find out about my interests and abilities.	1	2	3	4	5	6	7
61.		Help me develop occupational ideas that are realistic for me.	1	2	3	4	5	6	7
62.		Help me feel more confident about my career plans.	1	2	3	4	5	6	7

PERMISSION EMAIL

Subject: Request to grant permission for research data collection for thesis

Dear Sir/Madam,

Greetings!

I hope you have been blessed with good health and Eeman.

I, Muhammad Ahmer Khan (Registration No. NUST201463496MC3A7914F) am a regular student of MS Career Counselling & Education programme at Centre for Counseling and Career Advisory at National University of Sciences and Technology. I have completed my course work and undertaking research on the topic of 'Expectations of Students and Career Counselors about Career Counseling Service'. In order to complete my research, I need to collect the data from A Level Students. Please grant me the permission to collect the data from your school.

Responses of your students/career counselor(s) would be gathered and reported anonymously. Nobody could identify them as an individual. Name of institution will also be kept confidential.

Your cooperation in data collection will be highly appreciable. Anticipating for a positive response from you.

M. Ahmer Khan
NUST201463496MC3A7914F
Centre for Counseling and Career Advisory (C^3A)
National University of Sciences and Technology
H-12 Campus, Islamabad. Pakistan

PERMISSION LETTER

National University of Sciences and Technology (NUST)
Centre for Counseling and Career Advisory

TO WHOM IT MAY CONCERN

SUB: Research Data Collection for Thesis

This is to certify, that Mr. Muhammad Ahmer Khan (Registration No. NUST201463496MC3A7914F) is a regular student of MS Career Counselling & Education at Centre for Counseling and Career Advisory (C^3A), National University of Sciences and Technology. He has completed his course work and undertaking research on the topic of 'Expectations of Students and Career Counselors about Career Counseling Service'. In order to complete his research, he needs to collect the data from A Level Students. He is visiting you for the similar purpose. Your cooperation in this regard will be highly appreciated.

Responses from your students/career counselor(s) would be gathered and reported anonymously. Nobody could identify them as an individual. Name of institution will also be kept confidential.

Kind Regards,

Assistant Professor
(HoD Research)
Center for Counseling & Career Advisory
NUST, Islamabad.

Dr. Aamna Saleem Khan (Dr. Aamna Saleem Khan)
Head of Department
Centre for Counseling and Career Advisory (C^3A)
National University of Sciences and Technology
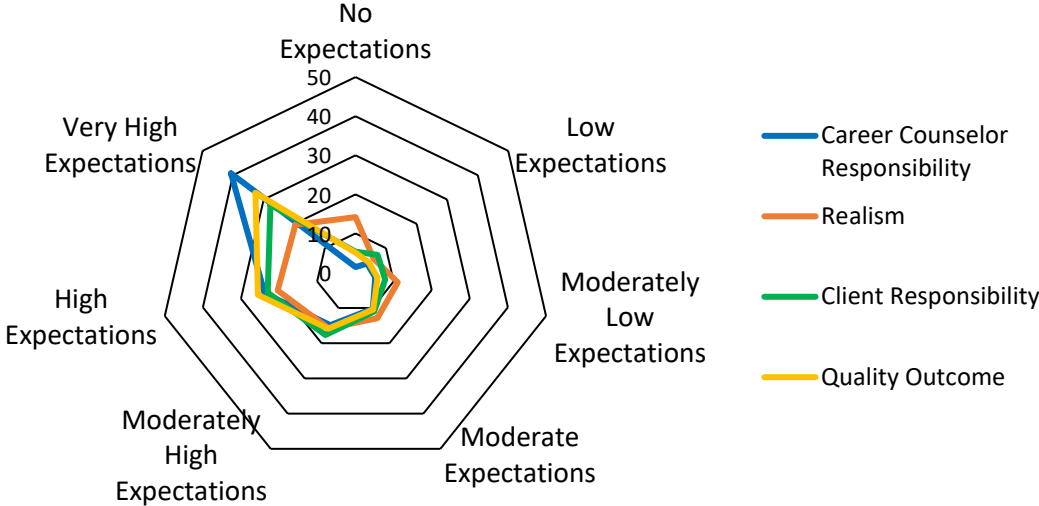H-12 Campus, Islamabad. Pakistan

LEVEL OF EXPECTATIONS OF BOYS

Frequency and percentage of responses by expectation level on the EACC subscales for Boys (N=200)
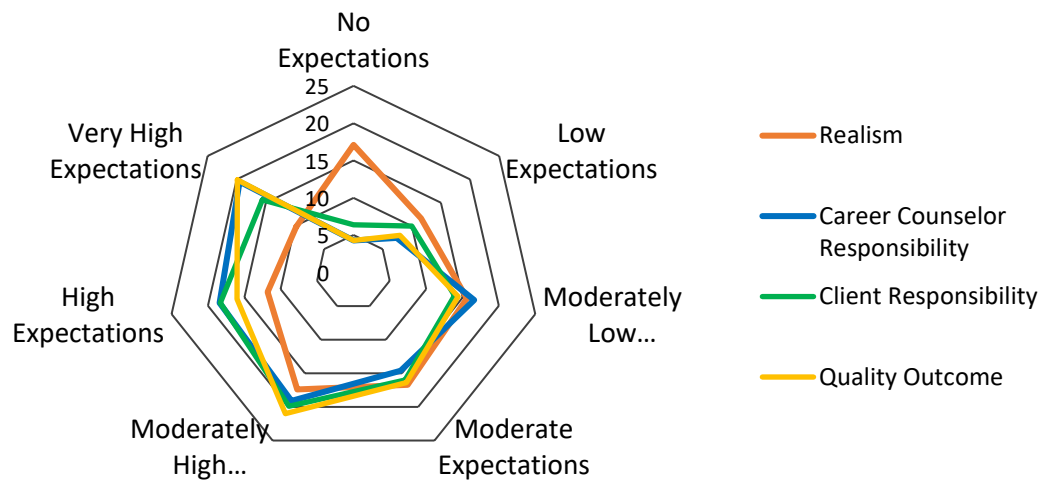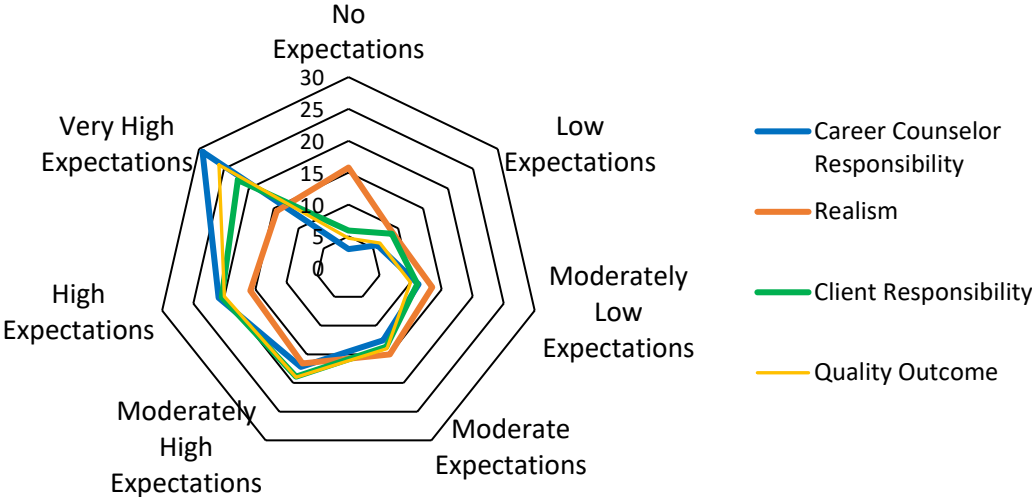
LEVEL OF EXPECTATIONS OF GIRLS

Frequency and percentage of responses by expectation level on the EACC subscales for Girls (N=172)
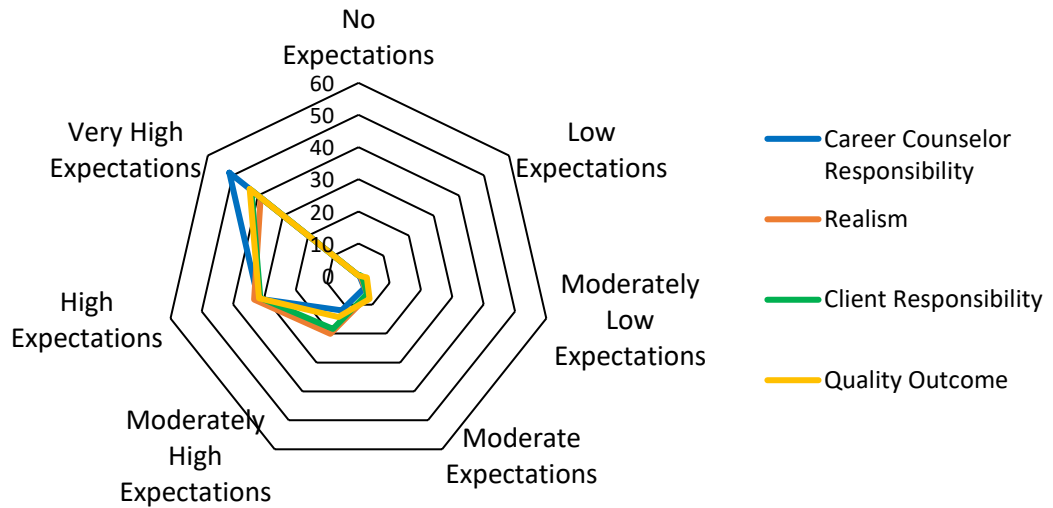
LEVEL OF EXPECTATIONS OF STUDENTS

Frequency and percentage of responses by expectation level on the EACC subscales for Students (N=372)

LEVEL OF EXPECTATIONS OF CAREER COUNSELORS

Frequency and percentage of responses by expectation level on the EACC subscales for Career Counselors (N=16)

Expectations of students and career counselors about career counseling service.pdf

Counseling for Career Development", Procedia - Social and Behavioral Sciences, 2014.
Publication

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     Internet Source   <1%

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     Issue
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