

**ANTECEDENTS OF CAREER ASPIRATIONS OF
MANAGEMENT SCIENCES STUDENTS OF PUBLIC
SECTOR UNIVERSITIES OF ISLAMABAD**



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ISLAMABAD

2016

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A thesis submitted in partial fulfillment of the requirements for the degree of
MS Career Counselling & Education

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Approval Sheet

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Declaration

I certify that this research work titled “*Antecedents of Career Aspirations of Management Sciences Students of Public Sector Universities of Islamabad*” 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.

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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.

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Dedicate to my parents

Khalid Mahmood and Parveen Akhter

Without whom none of my success would be possible

Abstract

The study aimed to investigate the antecedents of career aspirations of management sciences students of public sector universities of Islamabad. The career aspirations refer the degree to which individuals not only valued their careers but also aspired to achievement, leadership position and continue education within their careers. The objectives of the study were to measure the levels of self-esteem and career aspirations (leadership aspirations and education aspirations); to compare the scores of career aspirations of male and female students and to find out the relationship of career aspirations with self-esteem, perceived parental support and socio-economic status of students enrolled in management sciences of public sector universities of Islamabad. The methodology of the study was empirical in nature and based on quantitative analysis. Data was collected from 352 students of management sciences (BBA 232, BS Eco120) of four public sector universities of Islamabad through questionnaires. Career aspirations scale (CAS) by O'Brien (1996) was used as a measure to compare career aspirations of students on gender basis which are enrolled for higher education, measuring sub-levels of leadership aspirations and education aspirations. Self-esteem scale by Rosenberg (1965) was utilized to measure the levels of students' self-esteem and its effects on career aspirations. Multidimensional Scale of perceived social support by Zimet, Dahlem, Zimet and Farley (1988) was used to measure perceived parental support. For the data analysis descriptive statistics (skewness and kurtosis) and inferential statistics (*t*-test, product-moment coefficient of correlation, one way analysis of variance (ANOVA) and Chi square) were applied through Statistical Package for Social Sciences (SPSS-XVI). The results of the study indicated difference in career aspirations of male and female students enrolled at higher education institutions. The results showed positive correlation of career aspiration with self-esteem, perceived parental support and socio-economic status. The conclusion of study provide significant evidences to strengthen the higher education policy and national education policy with reference to observed differences on the basis of gender. Antecedent of career aspirations can facilitate career progression of young graduates.

Keywords: Career Aspirations, Leadership Aspirations, Education Aspirations, Self-Esteem, Perceived Parental Support, Socio-Economic Status and Gender Differences

List of Abbreviations

ANOVA: Analysis of Variance

BBA: Bachelor of Business Administration

BS-Eco: Bachelor of Economics

CAS: Career Aspirations Scale

CIIT: COMSATS Institute of Information Technology

IIUI: International Islamic University, Islamabad

M: Mean

NUML: National University of Modern Languages

NUST: National University of Sciences and Technology

p: Significance

PPS: Perceived Parental Support

QAU: Quaid-i-Azam University

SD: Standard Deviations

SE: Self-esteem

SES: Socio-economic Status

%: Percentage

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CHAPTER 1: INTRODUCTION

Individuals make several decisions during a life time, the career decision is one of the most important decision an individual makes in his/her life. In many cases, the career decision seems to be an easy and a natural one. However, there are numerous people who are unsure about their future occupation. Even if they have started their studies in some specific area, there are still difficult decisions to be made, for example, what kind of business to specialize in studies. This choice become more difficult for those who have talents for several careers.

Career choice depends on career aspirations, that can be studied through antecedents of career aspirations e.g. what do we prefer and aspire to do in the occupational world? The career aspirations means a preference for one type of career rather than others. Career aspirations lead to career choice and selection of occupational life.

Changes in occupational life have also an effect on careers and career choices e.g. information technology has gradually increased the opportunities related to professional information technology career paths. In the field of management sciences, this trend is spontaneous and demanding, besides possible change in values, it might have implications for students' career selection. In line with other changes, career aspirations may change over decades and thus need to be critically focused.

There are many psychological and non-psychological factors that certainly have implications for career aspirations. As people differ in the way they like to use their minds and these differences influence the way people like to work, what motivates them and what satisfies them (Myers & McCaulley, 1985). When individuals have clearer and high career aspirations, they are more satisfied and fulfilled in their careers. Contrarily, vague and low career aspirations cause the individuals less satisfied and less fulfilled life (Holland 1985; Myers & McCaulley 1985).

As career aspirations play a significant role, organizations focus more on human resources planning and development. The organization that focus on human resource planning must be concerned not only with organizational effectiveness but also with individual effectiveness. With the help of clearer career aspirations of person, it is easier to place people in a suitable positions. When there is a match between person and career, the results are rewarding for both individuals and organizations. With good career management, it is possible to reduce turnover. Career aspirations are starting points in career management that includes identifying and developing entrepreneurial, management and leadership abilities.

Career aspirations and expectations are used interchangeably, as Croll (2008) operationalized these two words: as expectations describe what one thinks will happen and aspirations capture what one would like to happen. Powell and Butterfield (2003) explained that career aspirations refer to individuals' desires for future employment. O'Brien (1996, p 294) re-conceptualized the career aspiration, "the degree to which individuals not only valued their careers but also aspired to achievement, leadership position and continue education within their careers". Aspirations is one of the aspects of internal preference where it is the strong desire for high achievement or an ambition.

Aspiration is a concept by which individuals can achieve their desire that intends to do so. Career aspirations are the future career goals and intentions. Goals are more definite than values i.e. they lead to actualizing the attitudes. Schoon et al. (2006) highlighted the importance of career aspirations by arguing that life goals formulated during adolescence can help individuals in transition from present to future and are strong predictor to pursue certain career and achievement in that field. Career aspirations provide us information related to selected level of persistence and commitment as well as intensity of how much a person is willing to achieve or pursue specific career. As a result, career aspirations becomes predictor of career selection, career achievement and career success. Aspirations is one of the aspects of internal preference where it is the strong desire for high achievement or an ambition. Individuals have clearer and high career aspirations, they are more satisfied and fulfilled in their careers.

Career aspirations have importance in shaping the individual career plans and work as a path to direct individuals to attain their prospective goals. Savickas (2005) indicated that career aspirations are fundamental to make meaning and narrate the individual career as they reveal the perception of individuals idealized self. The contextual factors are important to shape career aspirations and self-perception to achieve these career expectations. However there is a significant difference of attaining desired career goals and succeeding in the careers on the basis of gender (Howard, Carlstrom, Katz, Chew, Ray, and Caulum, 2010).

Antecedents of Career Aspirations

A number of factors involved in development and progression of career aspirations. Schoon et. al. (2006) cited that orientation for the field of study and career attainment may differ on the basis of stratification factors which are gender and socio-economies status. In most of the researches, contextual factors are considered as antecedents of career aspirations e.g. socio-economic status, perceived parental support and self-esteem. Career aspirations made by individuals are highly influenced by these antecedents. Ramly et al. (2009) stated that

career aspirations are influenced by social context i.e. from where the person belongs to, his/her educational level, family and social institutions. Career aspirations are internal dimension of career that focuses on success within specific career field.

Career aspirations can be predictor of career choices that one wants to pursue in the upcoming years whereas contextual factors are predictors to form and accomplishment of career aspirations. The research focused on the correlation of career aspiration with its antecedents. On the basis of literature three factors are selected as antecedents of career aspirations:

Self-esteem: It is the perception about self, based on the subjective evaluation of positive and negative self (Rosenberg, 1965). Career aspirations are highly influenced by self-esteem. Davidson et al. (2008) mentioned that self-esteem is the key measure to determine how and why people perceive things to be true. Self-esteem can change the outlook towards career selection and being accomplished. Self-esteem and career path are strongly correlated with one another. Individuals with high scores on self-esteem have lucid knowledge of self and have ability to take career decisions as compare to those students who have low scores on self-esteem.

Socio-economic Status: Parson, Hinson and Sardo-Brown, (2001) defined socio-economic status by focusing on the individual's source of income, level of income in comparison of other society members, relative social position and level of education. The socio-economic status can be determined through social differentiation. Chopra, (2002) mentioned that social differentiation means a process through which difference classes exist within the society. Mirza (2001) found that higher level of socio-economic status of individual have noteworthy impact on their career achievement. Chaves et al., 2004 mentioned that socio-economic status have impact on individual's career aspirations.

Perceived Parental Support: Abbasi and Sarwat (2014) mentioned that individuals are highly influenced by parents, teachers and friends while formation of future goals. Individual consider friends and family most important at the time of career choices rather focusing on work environment and growth opportunity.

Problem Statement and Justification of the Research

Majority of the population of the Pakistan is based on youth (below 24 years), 53% of total population (Wikipedia, 2016) which is the potential human resource for Pakistan development. Pakistan is the developing country and we do not have enough educational

institutions who can offer free higher education (Bilal & Malik, 2014). It is a question mark for the universities do they focus on students' career preferences and train a graduate to perform well on the job or run their own businesses. Same is the question for the industry, do they focus on the individual career aspirations at the time of recruitment for the alignment of individual goals with organizational goals (Farooq, 2011). No doubt there are number of issues that can cause unemployment but one of the potential factor is the lack of career aspirations.

Aspirations for a particular field of work play vibrant role in specifying the kinds of job roles individual eventually obtain. Maxwell and Cumming (1988); Post-Kammer and Smith (1986); Weinberg and Tittle (1987) indicated that research has been conducted on the different antecedents of career aspirations e.g. perceived parental support, self-concept, and self-efficacy. These studies identified the antecedents of career aspirations. But the influence of these antecedents on self-esteem, self-concept etc. etc. are yet not explored. So research is required to explore the influence of self-esteem, socio-economic status and perceived parental support. Influence on career aspiration with reference to its component like education, job and leadership. As career aspirations on the basis of gender are not explored in local context, framework will be the new one. Self-esteem was discussed with multiple dimensions but in Pakistan self-esteem, socio-economic status and perceived parental support was not collectively taken to explore their correlation with career aspirations.

Educational institutions need to focus on the career aspirations during study so the students can have realistic future goals and smooth career progression. Educational institutions have to groom the students so that they can align the career aspirations of students with the government policies.

According to National Education Policy (2009), there is deficit of knowledge, values, social and technical skills nationwide and general policy to integrate them all, under national education system by equal educational facilities in all regions. On the basis of NEP (2009) and recommendation by HEC, higher education institutions need to implement strategies and policies to facilitate the students to have knowledge of personal skills. Initiatives were taken by the Ministry of Information technology and Higher Education Commission to step forward and work on individuals of developing areas to promote change through these agents. It is, therefore, become the policy of Higher education to provide maximum opportunities to individuals to learn social, personal, technical and leadership skills to play their significant role in enhancing economy of Pakistan.

Pakistan is a country of treasures and potential, a large population is based on potential human resource that is why government is focusing to provide training to ensure everyone have some skill. For utilizing those skills, government is issuing loans on minimum mark-up so people can run their own business and generate jobs for unemployed. Through the research idea can be floated about the importance of student's aspirations toward leadership: which is cores sill for being successful entrepreneur. The study can open understanding about the importance of career aspirations and development of country.

Significance of the Study

Aspirations for a particular field of work play vibrant role in specifying the kinds of job roles individual eventually obtain. There have been increasing number of studies on career aspirations focusing on different contextual factors of individuals and finding a linkage between those influencing factors and career aspirations. Vocational psychology assumes that individuals enjoy freedom of choice in career selection but economic and sociological theories of career development challenge the freedom of choice by highlighting the role of contextual factors i.e. race, sex, social class and other environmental contingencies.

Back in 1980, vocational psychology was on the boom and motivation theories diverted toward self-recognition and empowerment to achieve the desired goals. Organizations and professionals are now more concerned about the self-directed hopes and desires to achieve career satisfaction. Emerging career theories and social perspective has significant role in the shift from job satisfaction to career satisfaction and career orientation to career aspirations. However recent era is more focused toward career aspirations of individuals who are educated, qualified and ambitious to achieve something great in life. Their career aspirations lead them as successful and motivated individuals.

Now in Pakistan, For students career development universities are not only depending on class room learning, rather universities realising the needs of career counselling & guidance that is why start establishing placement/counselling centers for the career development of students. So through this research universities can streamline their career services to increase the career aspirations of students which can ultimately increases the chances of employability. Placement and industrial liaison offices can enhance their career services according to students need for promoting career aspiration and they can align the career aspiration of students with the current market demands. Educational institutions and Non-Government Organizations can also have deep insight of difference in career aspirations on gender basis.

Wigfield, Battle, Keller, & Eccles, (2002) explored the different dimensions of career aspirations through parental educational level, Komarraju, Musulkin, & Bhattacharya, (2010) conducted research on self-concept and Markman, Balkin, & Baron, (2002) did a work on self-efficacy but the focus of these studies were limited to certain country and culture. That is why career aspirations are highlighted and specifically focused in this research with local context. The study intentionally focused on the antecedents: self-esteem, perceived parental support and socioeconomic status and their correlation with career aspirations of individuals at local universities. Career aspirations on the basis of gender is not explored in our culture. Self-esteem was discussed with multiple dimensions but in Pakistan self-esteem, perceived parental support and socio-economic was not collectively taken to discover their impact on career aspirations of university graduate students.

Since research on career aspirations is context specific, there is yet limited empirical investigation of career aspirations, particularly based on the scenario of universities in Islamabad. Focusing on the inadequacy of research on career aspirations in the context of Pakistan, the question arises, do upcoming university graduates will have vibrant aspirations for future careers? Do students have clearer understanding of career aspirations to select careers of their own preferred choice or they are selecting under potential influence? What are the factor affecting the career aspirations of students? Do both males and females have equal career aspirations?

CHAPTER 2: REVIEW OF RELATED LITERATURE

The present study focuses on the antecedents of career aspirations of management sciences students of public sector universities of Islamabad. Career aspirations were studied in different times with different dimensions. Career aspirations and their role in career choices and attainment have provided increasing interest and can be clearly seen in the number of articles published during last two decades (Rojewski & Yang, 1997). Past studies focused on a number of topics including the role of aspirations on career compromise and circumscription (Armstrong & Crombie, 2000; Holt 1989; Lapan & Jingeleski 1992; Leung, 1993), the effectiveness of early aspirations in predicting vocational choice and attainment (Gottfredson, Holland & Gottfredson, 1975; Hart, 1990; Holland, Gottfredson & Baker, 1990; Trice & Hughes, 1995), the relationship between career aspirations and career expectations (Luzzo 1995; McNulty & Borgen 1988; Young, 1984), the influence of aspirations on pursuit of educational and occupational opportunities (Lent, Brown & Hackett 1994, 1996; Rosenberg 1981), the role of occupational prestige on career aspirations (Biggerstaff, 2000) and the impact of different factors like gender (Chow, 1995; Daveys Stoppard 1993; Farmer, 1983 Post-Kammer & Smith 1986; Maxwell & Cumming 1988; Weinberg & Tittle 1987).

Fournier (1997) focussed on the importance of graduates career patterns and the role of aspirations in career development. Holland and Gottfredson (1975) have emphasized the role of career aspirations as they have considerable psychological meaning and predictive value when it comes to identifying future education and career options.

Felton, et al. (1994); Paolillo and Estes (1992) have identified internal factors (personal interest, aptitude, attitude, family support and education level) of career aspirations, along with those external factors (inflation, unemployment, salary packages and career advancement) and their impact on career aspirations and career selection. They also noted that the entrepreneurial aspirations of students is the area where more research is needed. Davidson et al. (2008) worked on self-esteem and explored its effects on the career aspirations, Gutman and Schoon (2012) conducted research to know about how career aspirations differ on gender basis. Brown et al. (1996) explored contextual affordance (barriers and support factors) impact on the career goals and career choices.

O'Brien (1996, p. 294) re-conceptualized career aspirations as the degree to which individuals not only valued their career but also aspired to achievement, leadership position and continue education within their career. There are few studies where the antecedents of

career aspirations was measured under the new concept of career aspirations of individual achievement, leadership position and education within their career.

2.1 CAREER

The terms occupation and career are often used as synonyms. An occupation is a type of work activity in which people engage; a group of similar tasks organised in similar ways in various establishments; an activity that has a market value and in which people are paid to engage. A career, by contrast, is according to Arthur, Hall and Lawrence (1989) 'the evolving sequence of a person's work experiences over time'. According to Derr (1986), career is a long-term work history characterized by an intended and intentional sense of direction that allows and honours aspects of one's personal life. Careers have traditionally been thought of as a meaningful progression through a series of related jobs (white, 1995). Herriot (1992) has introduced the careers-in-the-head idea. According to this view, beliefs and values; expectations and aspirations are just as important as sequence of positions held. It introduces the internal perspective and the subjective approach.

2.2 CAREER EXPECTATIONS

Career expectations means all those long-range expectations that concern qualities of work; they represent a subjective career view (Arthur, 1994). Career aspirations are defined as career hopes and individual intentions for development and achievement through leadership position and getting education for self-development. Career aspirations are the goals that an individual has in relation to obtaining employment in a particular career field (Rosenberg 1957).

Career aspirations represent an individual's ideal occupational choice, whereas expectations are assumed to be representative of those occupations that individual believes to be realistic or accessible (Davey & Stoppard, 1993). Aspirations are not necessarily indicators of eventual attainment; however, they have considerable psychological meaning and predictive value to identify future educational and career options (Holland & Gottfredson, 1975).

2.3 CAREER ASPIRATIONS

Career is the individual's progressive set of attitudes and experiences related to work over the period of work life. Career is reconnoitring pattern of a person's work experience over

the passage of time. Despite the fact, the choice is selected or splitting most appropriate option among accessible options, and then choosing the best option mean considering different factors. Therefore, career aspirations are influenced by different factors and have effect on career choices of an individual. Career selection is the one of the life changing decision that execute one's career goals. From last few decades, career aspirations come under consideration of researchers and policy maker (Abbasi & Sarwat, 2014).

Schoon and Parsons (2002) identified the importance of career aspirations by mentioning that individual with higher career aspirations had more chances of entering in higher prestigious careers. Rojewski (2005) mentioned that individuals with lower occupation aspirations are not focused to the entry requirement: education, experience and training which required for the entrance in the high prestigious posts.

Rojewski (2005) explained the career aspirations as the individual expression of ideal career goals without considering the external factor. Here the difference comes with the career expectations that are the individual expression of the most realistic and likely career choices. Research findings of Reynolds, Stewart, MacDonald, and Sischo (2006) explained that career aspirations have great influence on the individual's career achievement are not eventually realized.

Unemployment and hardship in the future career is now global issues. Young people face indecisiveness on the subject of higher education or parsing a job as start of professional career (Kalleberg, Reskin, & Hudson, 2000; Mills & Blossfeld, 2003). As globalisation offer many benefits, at the same time offer open challenge in getting specialized higher education and jobs especially for adolescents and young adults. Students are now under increased pressure to continue specialized higher education for serving in the challenging economy. In result, steady rise of adolescents in higher education institutes is imitating new emerging trend of college education for everyone irrespective of educational ability or socio-economic background (Reynolds & Pemberton, 2001; Schoon, 2010). It enhances the uncertainty for individuals to choose defined career paths and career aspirations.

At the organizational level, career aspirations play more significant role as organizations focus on human resources planning and development. The organization focuses on human resource planning must be concerned not only with organizational effectiveness but also with individual effectiveness. Khan (2015) mentioned that with the help of clearer career aspirations of person, it is easier to place people in a suitable positions. When there is a match between person and career, the results are rewarding for both individuals and organization.

With good career management, it is possible to reduce turnover. Career aspirations and career orientations are starting points in career management, for example identifying and developing entrepreneurial, management and leadership abilities. Organization should be aware of the career aspirations of students because they have a direct link with their recruiting processes.

2.4 DIMENSIONS OF CAREER ASPIRATIONS

The dimensions of career aspirations are achievement aspirations, leadership aspirations and uncertainty in career aspirations.

Achievement Aspirations

According to Spence (1983), achievement aspirations are task oriented intentions that permit evaluation of individual's performance according to internal or external set criteria, according to predetermined standards of excellence.

Bosworth and Murray (1983) examined that individuals mark high on internality have high scores on self-achievement and have confirmatory self-approach. Contrarily, individuals who mark high on externality have low scores in self-achievement and negative thoughts about self.

Steinber (2002) achievement means individual's ability to perform the task. Achievement is a multi-dimensional concept that is related to individuals' physical, emotional, cognitive and social growth. It depicts the person as a whole rather than a single instance. It is related to time and level of accomplishment.

Hill and Torres (2010) explained that achievement aspirations are negatively affected by the lack of social competence. Individuals having higher social acceptance helps those to have higher achievement aspirations rather individual who are not socially accepted have lower achievement aspirations. Poor academic achievement is common among those students who are indignant due to lack of social acceptance.

In older times, achievement was assessed by success. Now achievement measurement take turn into different dimensions on the basis of multiple intelligence theory (Morgan, 1996) and emotional intelligence theory (Salovey & Mayer 1990; Goleman, 1984). It was itemized that achievement is based on multiple intelligence and controlled emotions.

Leadership Aspirations

Leadership is a multifarious process by which a person influences the action of others to accomplish a task, mission and objective in certain way to get success at optimal level through his/her leadership attributes (knowledge, abilities, skills, ethics and character). Leadership is important for the organisations, countries, religious groups, political movements, revolutions and also in war and peace. Leader has ability to set directions, motivate people, get results and change the status quo. There is an enigma around the leadership and so often one can find a new theory or perspective coming out from leadership.

Goleman (2000) defined leadership as behaviours that may lead leaders to get results and also leadership styles through practice and commitment. Goleman has witnessed those who changed their level of emotional intelligence and became better leaders.

Maccoby, Gittel, and Ledeen (2004) mentioned that people always talk about the leaders in isolation without taking into consideration the followers and their psychology. Leadership have two aspects i.e. exceptional talent and ability to attract followers.

Kottler (2009) defined leadership in a simple provoking manner. Kottler mentioned that manager has to cope with complexity and leadership is a link to cope that change. Both of these are important for organisation. These two are complimentary in nature and reinforce each other.

Linda (1998) mentioned that leadership development has two facts; i.e. individuals' inspirations for personal development, no one can be forced to develop without his active involvement; and individuals' need to take benefits from developmental opportunities-experience and relationship from which individual can learn (Beeson & Valerio, 2012).

Leadership is obligatory in every department irrespective of public and private organisation but the leadership shortage is everywhere. Barrett and Beeson (2003) mentioned that emerging challenge of leaders enforces the organisations to emphasize on leadership development and grooming future leaders. Leadership shortage spark the intense competition in talent hunting and retain potential candidates.

Under the shortage of leaders, organisations needs to focuses on the women leadership development and moving upward the talented women on the executive level (Catalyst, 2004). The lack of individuals' advancements in the organisations to the top positions attracts the women to get professional education and workforce participation for the fulfilment of leadership shortage gap (Carter & Silva, 2010).

2.5 THEORIES OF CAREER ASPIRATIONS

In the formation of career aspirations, context of individual is considered to play important role. Different career theories explain the career aspirations and impact of different contextual factors on career aspirations. Three career developmental theories: theory of circumscription and compromise, social cognitive career theory and self-concept theory with their implication in career aspirations have been selected for the study.

Theory of Circumscription and Compromise

Theory of circumscription and compromise was introduced by Gottfredson (1981), it comes under the vocational theories which focuses on the matching of individual with different careers. Individual focuses on that career that will accomplish the individual's career interests, goals and aspirations. Under this process, the individual first come to know about the prerequisite of desired careers and then develop him/herself before deciding which career meets his/her goals and targets. This theory suggests four developmental processes:

Cognitive Growth: The cognitive growth involves all levels of Bloom's taxonomy (Krathwohl, 2001). This stage focuses on how a child start leaning from his childhood to adolescence improving his understanding about the different careers. Individuals start taking vocational understanding and importance of career decision making when realize the complexity of life.

Self-concept: It refers the individual's opinion about his/her self in private and in public. It involves many things like appearance, ability, gender and social status. Few elements have central focus than others. Individuals may not know about self or its perceptions about self may not true but they try to act and protect them according to it. The self-concept comes from cognition 'me' but acts as 'I'.

Circumscription: It is the process through which individual narrow that territory. The progressive individuals start excluding the alternatives (level of acceptance for other options) and start making place for other options (from full menu of option that a culture offer). At the end of the long process individual comes up with preferred choice knowingly or unknowingly.

Compromise: It means a process through which individual start focusing on the alternative options rather preferred ones on the basis of accessibility. It happens when an individual is unable to perform according to preferred choice. Individual have to reverse the choice process and select from less preferred options.

Social Cognitive Career Theory

Social cognitive career theory was introduced by Lent, Brown, and Hackett (2002). This theory was grounded in the Bandura's self-efficacy theory (1977). This cognitive theory explores how career and educational interests are formulated and matured and how career interests change into career choices and how these interests and goals change into actions. This theory highlights the interconnected relationship between environment and individual. It explains the process of career goals, career choices and individual's action through three factors:

Self-efficacy: It explains the individual's self-belief of having certain qualities and skills required to perform a certain task successfully. Self-efficacy is developed through personal experiences, examples of others, social interaction and how individual perceives him/herself in a certain situation.

Outcome expectations: They explain the individual's belief about the consequences of certain behaviour. Usually, outcome expectations are formulated on the basis of past experiences, and perception of their results.

Goals: They play an important role in the development of individual's belief. Goals are the decisions taken by the individual to take steps for certain activity and career decisions. Behaviour is based on the previously set goals (Lent, Brown & Hackett 1994).

The social cognitive career theory explains that individuals' career interest and choices are controlled through self-efficacy and outcome expectations. It means that career aspirations are based on the previous experiences, personal competencies and positive results. Perceived barrier of socio-economic status, gender, perceived parental support may formulate negative outcome expectations that cause low career aspirations.

Self-concept Theory

In the career choices and development theories, Super's (1969) theory of self-concept has significant importance. It gives basis for other development theories and concept of individual's career development. According to this theory, the process of career choice and career development are the products of formulation and implementation of self-concept. Self-concept is a complex process of interaction of individuals with their personal experiences, mental growth and social interaction. It focuses on the social interaction and its reciprocal effects between the environment and individual. However, self-concept is not constant, it continuously

changes through the new experiences of life. Work and life satisfaction are the process of implementation of self-concept through life roles.

Super (1990) proposed the five life developmental stages: Growth, Exploration, Establishment, Maintenance and Disengagement. Growth stage start from the birth and ends around the age of fifteen years. During this period, the individual come to know about self-concept. Parents play an important role which guide the individual to formulate self-concept in a particular way. The role of parents, social interaction and life experiences are most important factors that influence each development stage. Through new experiences of life, individual maintain its self-concept which ends with disengagement of life.

2.6 ANTECEDENTS OF CAREER ASPIRATIONS

Antecedent means a factor, action or event that leads to next step. The antecedent moves to the origin or centre of influence (Merriam Webster, 2016). Antecedents of career aspirations means those factors that affect and lead toward individual's career aspirations. There are many psychological and non-psychological factors that have implications for career aspirations. People differ in the ways they like to use their minds and that these differences influence the way people like to work, what motivates them and what satisfies them (Myers, Burke & McCauley, 1985). When individuals have clearer and high career aspirations, they are more satisfied and fulfilled in their careers. Contrarily, if individuals have vague and low career aspirations cause less satisfying and less fulfilling (Holland 1992).

Different studies were done in different scenarios and targeted different fields to know about their specific antecedents of career aspirations. Three antecedents i.e. self-esteem, socio-economic status and perceived parental support of career aspirations were selected for present study.

2.6.1 Self-Esteem

The term self-esteem is derived from the Greek word reverence that means respect and acceptance. The self-esteem means the value and respect about the self (Erol & Orth, 2011). They defined self-esteem by breaking it in to three parts: independent, dependent and unconditional self-esteem. Dependent self-esteem refers that individuals are dependent on the others like teachers, parents, siblings and peers to define the sense of self. The independent self-esteem refers that individual do not needs others to define the self-concept, rather

individual independently define its worth. Unconditional self-esteem refers that self-competence and worthiness are interdependent. Coppersmith (1967) mentioned that self-esteem is the process of individual's understanding of image that he has formed by his personal interactions with other individuals.

Anthropologist, sociologist and philosopher are doing their best to identify the feature of human being who stand at difference with other creatures. Different theorist defined human beings on different parameters, but the most significant feature which marks difference between human and other creatures is self-consciousness. Even other creatures have self-consciousness but human beings have more complex and advanced level of consciousness. The sense of being existence is given by us which is the one dimension of consciousness. All the other sum of any individual define self. Any individual's experiences and its significance highlight the concept of self. The differentiation of any individual with the other members of society can be done through the concept of self. Psychological concept of "me" and "my" depict the self. With the life experience the way of viewing other things changes, it build the ground to start analysing self by comparing others. The self-concept based on the life experience and it is about how any individual point out self by comparing others (Hamachek, 1993).

The way any individual compare the knowledge, abilities and skills of others is based on how individual view them. In daily life individuals view others and compare themselves with others and if the evaluations and expectations are not up to mark about self then try hard to gain and maintain the satisfaction level of self-esteem (Mette & Riskin, 1974).

For the attainment of future goals, confidence is needed. Davidson et al. (2008) worked on self-esteem and its effects on the career path of university graduating students. They mentioned that self-esteem is the key measure to determine how and why people perceive things to be true. Self-esteem can change the outlook towards career selection and being accomplished. Self-esteem and career path are strongly correlated with one another. Self-esteem has examined with career maturity and career decision making. Individuals with high scores on self-esteem have lucid knowledge of self and have ability to take career decisions as compared to those students who have low scores on self-esteem. Studies also shows that self-esteem varies on gender basis.

Self is mixture of two things identity and self-esteem. The identity is a cognitive variable and the self-esteem refers to affective variables. The process of interpretation and perception is the products of identity or cognitions. Self-esteem involves the subjectivity of self which involves attitudes, thoughts and beliefs (Rosenberg, 1965). Self-esteem consists of two items i.e. self-worth and self-efficacy. Self-worth is the feeling of appraisal by the others.

The self-efficacy is the reflective feelings and self-observations of own actions. Self-esteem start building with the passage of time by experiencing new things, connections with others, communications happens, associations and establishment of relations.

More specifically Rosenberg (1965) defined the self-esteem by mentioning self-perception that is based on the subjective evaluation of positive and negative self; self-esteem is the self-perception as positive or negative feelings about self and level of acceptance and actions with respect to the self. Branden (1987) defined the self-esteem as evaluation of self-concept, behavioural and cognitive aspects and comparison made by individual through feedback from others is highly influenced by self-esteem.

Hamachek (1992) defined the self-esteem as the evaluation of things we do and their worthiness, goodness and significance of these actions on the basis of judgement. Self-esteem refers to the value of an individual and self-acceptance.

Billett (2010) mentioned that self-development is lifelong progression that enhances and modifies with the experiences of life. It is developed through interactions, education, adventure and challenges of life. The process of development of self-esteem starts through four input channels: auditory cues (by listening own name, good, bad, right and wrong), physically sensation (start taking steps, moving forward and start accepting changes), personal experience (start viewing new things, start taking actions and getting equipped with results) and body image (realising the worth of body parts and their significance and differentiation with others on the basis of beauty) that starts from the childhood and formulate, maintain and flourished with the life experiences.

Lewis, and Brooks-Gunn (1979) introduced the concept of existential self. The first step toward self-esteem when individual start knowing that its existence is not dependent on others, its caretakers with not with him in every situation and individual have to perform by own. Gallup (1982) explained the self-awareness that is the major component of self-esteem, it starts developing through the categorisation. Child start categorizing the others on the basis of gender, age, size and colour. During the first 18-24 months, child start recognizing the self.

Determinants of Self-esteem

The basis of self-esteem depends on individual's respect and acceptance, it grounded in the life experience and interactions with others. The influencing determinants of self-esteem are:

Genetics: Epstein (1979) mentioned that genetics having major influence in self-esteem with 30-40% weightage. Genetics are by born qualities that are inherited from parents.

Birth order: A number of opinions are there about birth order as Mruk (2006) revealed that first born and only child having highest level of self-esteem because they grab more intentions and longer time of interactions with parents. Rosenberg (1965) mentioned that only child receive more love, care, affection and intentions from parents that positively effects on self-esteem. Contrarily Kaplan et. al., (1992) concluded that individuals have last birth order have higher self-esteem in comparison with than first birth order. In few cases middle born have higher self-esteem because of special treatment and uniqueness with in the family.

Parents Modelling: It depends on the parents how they support their children. If the parents are supportive and encourage their children and help those to accept the challenges have higher self-esteem. Parents consider as role model and children learn from the parent's experiences.

Physical Appearance: It is natural phenomena that individuals are attracted by their physical appearance. When sibling, peer or friend reject the individual especially in childhood, it negatively effects the self-esteem. At this stage parents can play their role for encouraging his children.

Self-acceptance: It means acceptance of self through the life experiences rather based on the self-perceiving status. When individuals start knowing its qualities and weakness, they start knowing self. If the individual is happy with his own qualities and weakness results in high self-esteem. Contrarily if individual feels guilty about his weakness results in lower self-esteem (Mruk, 2006).

Gender: Epstein, (1979) found that females focuses on the acceptance and rejection while males focus on the accomplishment and disappointment.

Socio-economic Status: Fontana (1992) mentioned that individuals from middle class experience greater self-esteem because their parents have free time to interact with their children and encourage them of little success. It does not mean that the higher class children have lower self-esteem, if their parents focuses on their children and support them through provision of sources and encourage them, then they leads towards higher self-esteem.

Levels of Self-esteem

Self-esteem has two levels i.e. high and low:

High self-esteem: Individuals with high self-esteem feel confident and accomplished in comparing of self with others. They focuses on positive features of self. Different researches

mentioned that every high level of self-esteem is not acceptable (Baumeister, Campbell, Krueger & Vohs, 2003).

Normally individuals take a high level of self-esteem as constructive. Positive self-esteem have two characteristics: self-maintenance and self-growth. Baker, (2004) mentioned that self-maintenance have capacity to decrease the stress level. High self-esteem helps the individuals to fight against stress and anxiety and people with positive high self-esteem are problem solver. Self-growth are helpful for individuals to get achievement and solution. It helps people on jobs for moving upward by highlighting positive dimensions of self.

Harter (1999) mentioned that negative high self-esteem also exist. The characteristics of the negative self-esteem is that the individuals looks other as looser but when they faced the reality, sooner they lose high self-esteem that leaves negative impact and lead towards negative self-esteem. For such type of people, it is difficult to cope up with negative self-esteem because of lack of support network and they start losing their positive abilities by focusing on failures. Low Self-esteem: It can be defined as constant, acute and ongoing negative judgements about self. Individuals with low self-esteem getting down with every day. They perceived himself as failure and matched with himself with the high achiever. They start steps back ward and start promoting the sense of failure. They start depending on the others and hesitate to try new things. Individual with lower self-esteem start blaming others and they have short span of temperament. They start making negative concept about the world (Mruk, 2006).

Rosenberg (1965) identified the characteristics of low self-esteem and mentioned that people with low level of self-esteem have less confidence, resistance to change, lack of trust and risk taking. The reasons are the over criticism, repetitive failure and focusing on the weakness rather than positive points of self.

Approaches of Self-esteem

The concept of self-esteem was explained by different theoretical approaches e.g. social, humanistic, and developmental and terror management approach.

Social Approach: Cooley (1902); Mead (1934) studied the self-esteem under social approach. They mentioned that individual learn from each other through mutual interaction. As individuals' deals with certain community or group of the society, he came to know different aspect of self that was not explored before. Rosenberg and Simmons (1971) further explored that individuals come to know about self when pointing out himself through the values of

society. These values depends upon the worthiness of individuals and the learning what he has learned through the social interaction.

When individuals interact with the other members, they came to know his level of self and start building ideal self. If the gap between the ideal self and actual self is minimum, individual will have high self-esteem but if the gap is high it shows negative impact on the self-esteem.

Coopersmith, (1967) explained the social learning through four components: significance, competence, power and virtue. Significance defines the social acceptance that how one gives value to others. Competence show the quality of individuals' interaction with other. Virtue explains the ethical and moral values. When a person follows certain values considered as worthiness. Power explain the individuals' ability to accept others environment and remain confident.

Humanistic Approach: Self-esteem is studied by different humanistic psychologist to know more about human behaviour. Murk, (2006) define Maslow's hierarchy of needs that human interaction and acceptance is the basic human need. Roger (1951) mentioned that when an individual came to know about self, he starts building the need of self-esteem. He believed that individual build high self-esteem when others offer positive unconditional regards that shows the higher level of acceptance. Parents can improve the self-esteem of children by offering unconditional positive regard.

Roger (1951) believed that individuals have some images in his mind about self in comparison of others. These images are 'real self'; what an individual is actually and 'ideal self' what an individual wish to be. Further ideal-self named as 'possible-self'. To fulfilment of possible-self, individual start interacting with others and start leaning from others that have impact on the self-esteem.

Maslow (1970) was the humanistic theorist and introduced the five basic human needs hierarchy: physical; security; love and affection; esteem and actualization. As the individuals fulfil the basic need, they demand esteem needs that are defined into two ways; the acceptance of self and respect for him from others.

Cast and Burke, (2002) defined the self-esteem as personal worth. He mentioned that esteem needs are the one of basis essential of human being. He explained the self-esteem by two conditions. Under the first condition, they introduced the four pillar of self-esteem: conscious awareness, individual's integrity, willingness to accept the decisions and self-acceptance. The second condition is highlighting the importance of struggle for self-worth, as it increases the difficulty level of accepted challenges that motivates the individuals to continue

struggle. All the four pillars are important and connecting with each, once the individual fulfil the first condition then moves to second condition. In some cases, these condition move parallel.

Developmental Approach: A psychological and sociological theorist Harter (1990) worked on different aspects of self-esteem. Developmental approach by Harter defined the competence and acceptability by society. According to this approach, everyone has any competence like social and cognitive competency. Individual having these competencies along with social acceptance increases the level of self-esteem.

Terror Management Approach: Greenberg, Pyszczynski and Solomon (1986) introduced theory of terror management. They explored the new dimension of self-esteem by two aspects: first is aspirations to live and other is fear of death. He defined that these level of consciousness differentiate the human beings from the other living species. Death is inevitable reality of life. Sometime individual feels fear from death. To overcome the fear of death, individual needs to have high self-esteem. To overcome the fear of death, individuals interact with each other and shares his/her issues and problem with others. It enhances the level of acceptability self-esteem.

2.6.2 Socio-economic Status

Parson, Hinson and Sardo-Brown (2001, p.193) defined socio-economic status by focusing on individuals' relative social position within the society, source of income and comparative level of income, level of education and acceptance of certain occupations. The socio-economic status is defined by grouping the individuals on the basis of income, education and occupational prestige. According to socio-economic classification (2004), defined social groups are distributed into three groups namely "upper class"; having superior position on the basis of access to resources, second group "middle class" having comparatively lower rank in the society and the third group known as "lower class". Other groupings are also known in different studies as "upper middle class" and "lower middle class" but mostly three group categorization are common.

The environment of home highly influenced by the parents. They have commanding position in the family and they are in authority to construct and manage it. Environment of the home influenced by different factors i.e. family source of income, family business or job trends and number of family members. Amongst all the factors that affect the living style, social position is the major component of socio-economic status (Poortinga, Steg, & Vlek, 2004).

The parents have significant role in the physical and mental development of a child. The acceptance, support and rejection by the parents have great influence in the development of individuals' personality. When the personality develop in a certain way, career options and decisions are selected according to it. Schaeffer (1959) concluded different dimensions of warmth parent-child relationship. The warmth means the affection, love and support that any child receive from his/her parents. The higher level of warmth shows the support in choosing among different options, helping in decision making and praise for them. Contrarily, the parents who are always criticising, set higher goals for their children; have authoritative position in decision making.

Socio-economic status can be defined on the basis of numerous features in all over the world. It differs on the basis of individualism, every individual differ from other individual on the basis of habits, life goals and pattern of expenses. Some individual do comparatively hard work to earn more and few earn a lot through an easy way. In the every corner of the world, people earning varies and similarly they enjoy different socio-economic position within the specific society. Every country has their own standards for measuring the level of socio-economic status of their life. These standards varies from time to time and are based on the economy of the country. The margin between higher and lower level of socio-economic status are based on the inflation and development rate of the specific country.

Socio-economic Status and Career Achievement

Different levels of earnings that define socio-economic status is the major influencing factor that may affect the career achievement. Mahndiratta (2002) defined socio-economic status as the contextual or standing of any individual on the basis of social status within the society and monetarist background. The families have high socio-economic status support their children to take steps for career achievement.

Mirza (2001) found that higher level of socio-economic status of individual have noteworthy impact on their career achievement. Other researches also validate this fact that students with higher socio-economic status perform better in the achievement tests, get higher academic grades and pursue better job opportunities as compare to low socio-economic status groups (Reed & Sautter, 1990). The lower socio-economic status have correlation with lower level of self-esteem, lack of readiness for job and low score in achievements tests (Rice, 1993). Study of Jordan and Plank (1998) shared the fact that many students with higher achievement

test scores fails to avail the chance to perform well in higher education because they belongs to lower socio-economic status.

Social Differentiation

Social differentiation exist in all the societies and groups. The social differentiation means a process through which different statutes and hierarchy exist between the societies, organisations and groups (Chopra, 2002). For example, educational institute is a social organisation. The head of department, lecturers, support staff, security staff, students, parents, policy making institutes all are stake holders of this institute and all have different status within this institution. By making all together, they construct overall social system and each stake holder has social differentiation.

Social Stratification: Status and Class System

Chopra (2002) explained that social stratification means certain hierarchal position that exist in society through which individual have power of access to resources and social status with in the society. Social stratification explains the system of inequality within the society.

Status: The term status can be explained through the terms: ascribed status, achieved status, master status and symbol status.

Ascribed Status: The status differentiate any individual from other groups of society on the basis of religion, race and gender is ascribed status. It is transferred by the family to the new born child and cannot be changed by individual's desire. It enables the individuals to move forward from childhood to adulthood with in certain way inherited his ascribed status.

Achieved Status: The status that is earned by the individual with in the society on the basis of knowledge, skills and abilities is achieved status. Achieved status earned by the individual may vary from society to society. It shows the different level of prestige given by the society to numerous profession (Marshall, 2003).

Master Status: It differentiate the individual from the others and highlight the importance of that individual on the basis of exceptional identity e.g. a student get gold medal or a participant earned first position in car race etc (Keith et al., 2002).

Symbol Status: Stockwell and Peter (2002) defined status as rank or position with in social group or in any organisation. An individual's status defines the nature of tasks and

commitments along with the level of superiority and relations with other individuals of the society.

Class System: In the class system, the placement of any individual can be changed on the basis of one's achievement, earned resources and acquisition of power regardless of one's geographical boundaries. Social scientists introduced different theories and concepts to make it easy for the people to better understand the complexities and characteristics of societies, culture and socio-economic status. Each society has its own standards to define the status, specific features to determine that status and attributes that may differ or similar to other societies (Bond, 1981).

Every individual is the member of the society that has specific geographical boundaries. People attached with society in virtue of rules that has to be follow for life regulations.

The status of individual defines the certain class to whom he belongs. Sociologists defined the class under the continuum theory of social stratification; there is no definite line between the classes of societies. Bedisit (2004) proposed a theory of social stratification in which society is divide in to three classes: upper class (elite of society), middle class (majority in population lies between elite and poor ones) and lower class (near to poverty line).

The upper class are less in number by holding higher positions in society, a middle class are higher in numbers by having lesser resources and lower class comes at the lower hierarchy of the society. The major criticism of this theory was lack to define line between each class. This criticism gives birth to six class theory that breaks the each class into two classes: Martineau (1958) define upper class (upper- middle and lower upper); middle class (upper middle and lower middle class) and lower class (upper lower class and lower class). Engels (1993) define another approaches used for the ranking of individuals and dividing in to two classes; business class and working class.

Determinants of Socio-economic Status

Different sociologists and policy makers have different opinions about the determinants of socio-economic status. According to Waters and Waters (2015), socio-economic class is the multi-dimensional concept that can be determined on the basis of wealth; and power and prestige. Thus, the determinants of socio-economic status can be considered as wealth, power and prestige. Wealth can be described as economic situation that comprises ones property such as buildings, lands, houses, factories and other assets. Prestige is the status situation of an

individual in the society and the respect a person enjoy by others. Power is defined as the capacity to attain goals regardless of obstruction from others.

Griddass (2001) defined socio-economic class on the basis of power, as the unequal accessibility to desired resources: the styles of the life through residential facilities, dressing and manner of interaction through the availability of educations. The socio-economic classes are based on per capita income of family, property, other liquid assets and means of production that enhancing purchasing power of individuals.

Warners (1969) said that objectivity in the socio-economic class differentiation is based on index of status characteristics. Four determinants of index were explained as source of income, dwelling area, occupation and house type. This was the one way of determining the socio-economic class within the society.

Kerswill, and Paul (2006) defined the concept of socio-economic status on the basis of power and prestige. A group that divide the public in different subgroups have distinct personality in the term of earned prestige. It is the approach of any subset to the power accumulation and access to resources of the society. According to Marx class system, one class control the supply side (polysemous); production process and service delivery to dominant class with in society.

Socio-economic Status: Pakistan Perspective

The concept of upper, middle and lower class was introduced in sociology on the Marxist concept of class but still there is no definite meaning of each class. Classical concept of class system is rooted in the Karl Marx under the classification of individual relation to means of production and Max Weber's grouping on the basis of power, prestige and wealth. Marxist and Weberian approach rejected the simplest approach of grouping individuals in different classes as they linked the individuals with social relations and access to economic resources (Nayab, 2011).

To determine different levels of socio-economic status, it is necessary to know about the middle class, because in the present study middle class is taken as benchmark to define other two classes namely; lower class and upper class. The concept of middle class is now commonly used in social sciences; business studies, politics and economics. Despite the fact there is no consensus on defining the exact meaning of any class. The middle class meaning is still ambiguous and depend on the context where it is used and in which senses it is used. Generally, the middle class separate the lower class and upper class. The middle class lies

between the poor and rich but there is no definite line who separate all three classes (Nayab, 2011).

The upper, middle and lower class can be identified by measuring middle class and then identifying the other two classes by comparing with middle class. For measuring the middle class two methods are used; who is included and who is excluded in middle class. The second issue arises to measure on absolute or relative basis. The simplistic method of measuring middle class in the inclusion or exclusion of individuals on the basis of income and expenditure. However, criticism arises because of ignoring other important factors like occupation, social acceptance and market relations (Goldthorpe, Marshall, & McIntyre, 2009).

2.6.3 Perceived Parental Support

Home is the place where the individual start feeling affection and support. Positive relation with parents plays a significant role in the development of social relation that an individual follow in his upcoming life. Parents are consider as the most influencing agent in the formation and existence of social relations.

Teachers, friends, siblings, guardian and parents have effect on the formation of aspirations and selection of career e.g. children make their career preferences by taking influence from their parents' profession (Stone & Wang, 1990). The concept of acceptance and rejection of child is totally cultural aspect; parents may praise or complain the culture on certain socio-cultural setting that cannot apply in other settings (Rohner, 2004).

Parents Role in Personality Development

In personality development, the parents' role is crucial. No one can deny the effects of parents in wholesome personality of the child. Parents' behaviour helps the child to solve their own problems and make decisions about their career (Harter, 1999 and Ryan & Deci, 1995). Individuals' personality development are influenced by the parent-child relationship: rejection by the mother in early ages leads toward behavioural problems and low academic achievement; lack of parents' attachment with individuals give birth to depression and anxiety and detachment with parents affect the girls in perception of low self-competence (Rohner, 2009).

Self-esteem is the one of the basic need of human beings. This basic need cannot be fulfilled without parents help. Parents who appreciated their children and helps them in problematic situations play their role in building the higher self-esteem. Steinberg and Morris (2001) mentioned that parents obligation to care of children provide certain level of freedom

and setting rule, Parents with balance behaviour increases the level of affection among the adolescents.

Dahling and Thompson (2010) explored contextual support and barriers on students' decisions to change academic majors. They defined four components as contextual support and barriers: family support network, socio-economic status, job market and self-esteem. These factors sometime play positive and sometime negative role in the career progression of children. According to Flores & O'Brien (2002), perceived parental support helps the individual in the demonstration of career prestige and career aspirations. Constantine, Wallace, and Kindaichi, (2005) reconnoitred that parental attachments is linked with the individual career maturity. Leal-Muniz and Constantine (2005) explored the linkage of individuals' career exploration and level of commitment.

Jones and Larke (2001) indicated that parents having higher education can batter help their childrens in the career decisions. In the same patterns friends, family and teaches have strong influence on career choices (Mutekwe, et al., 2011; Fouad et al., 2008; Esters & Bowen, 2005).

Ferreira et al. (2006) mentioned that parents have impact on those factors that influences the occupational interest of adolescents. According to Fouad et al. (2008), parents act as protagonist for their children that influences the career decisions of their kids. Mutekwe et al. (2011) mentioned that parent's expectations have high influence on the career choices and career aspirations. Eddy et al., (2008) mentioned that career aspirations are influenced by people (family and non-family).

Parents have high impact on the formation of future goals and career choices. Abbasi and Sarwat (2014) mentioned that students are highly influenced by family, friends and teachers. Students prefer friends and family at the time of career choice rather focusing on the work environment and growth opportunity.

Significant association exist between academic performance, expectation and career goals of young individuals with parents (Schoon & Gutman, 2012). When individuals have high attainments, their parents start expecting higher educational attainment and individual themselves start expecting confidence in their own abilities and skills, in results individual achieve higher educational outcomes. These outcomes advocate that perceptions and expectations are linked together. Parents' expectations and individuals' perception of own capability of achievement helps the individuals to have clearer career aspirations. These findings brighten the significance of family and children's interaction (Sameroff, 2009; Schoon et al., 2007).

2.7 LATEST RESEARCH STUDIES IN THE AREA

2.7.1 Latest Research Studies at International Level

The current study is focusing on the antecedents of career aspirations of management sciences students of public sector universities of Islamabad.

Lent et al. (2000) highlighted the importance of one's approach to certain opportunity structure within the society. They explained that the opportunity structure i.e. financial support (socio-economic status) and emotional support (perceived parental support) have influence on individual career decisions.

Women are inclined towards those jobs that allow them to maintain job and family. This is one of the reasons that women do not get same rewards as compared to males who earn high and enjoy fast career progression (Hakim, 2000). Females' less focus on competitiveness in getting rewards (Dreber, Von-Essen & Ranehill, 2009) and low level of job aspirations (Paton, 2006) are the valid explanation that males can earn more.

Hellenga, Aber and Rhodes (2002) argued that career aspirations are backed by age, gender and socio-economic status. However, the consistent criticisms are cross-sectional which makes it difficult to conclude the relationship of career-aspirations with other variables.

Minnitti, et al (2005) investigated that female students score high in self-esteem and have high grades in the subject of entrepreneurship. Many other factors undoubtedly contribute towards disparity between men and women in the career aspirations, interest and behaviours. Mat and Razak (2011) mentioned that in advanced market economies women owned 25% share as an entrepreneur and high numbers of women owned businesses in Asia, Africa and Eastern Europe.

Individuals with a high self-esteem appear to be better to manage the adaptation process of developing career interests and making career related decisions. It is expected that there will be different pathways for females and males concerning the determination of the behaviours and self-esteem for career planning, career exploration and career expectations. There is difference in trends of females and males selection for careers and success within those careers. Self-esteem predicts career orientation and career satisfaction that have direct influence on career aspirations, career exploration, and career achievements. The study identified that males and females with positive outlook have greater sense of achievement and career progress through career planning and career explorations (Patton, Bartrum, & Creed, 2004).

Career aspirations have importance in shaping the individual career plans and work as a path to direct individuals to attain their prospective goals. Self-esteem is important to validate career aspirations to achieve a successful career. There is a significant difference between attainment of desired career goals and success in the careers on gender basis. The contextual factors believed to be important in shaping career aspirations and self-perception to achieve these career expectations (Howard, Carlstrom, Katz, Chew, Ray, & Caulum, 2010). Career aspirations are fundamental to make meaning and narrate the individual career as they reveal the perception of individuals (Savickas, 2005).

Domenico and Jones (2006) mentioned that women start participated in the workforce after World War II and moves from traditional jobs to non-traditional jobs that highlighted the importance of study career aspirations of females. The study revealed that educational level, parents, socio-economic status and gender have high influence on the career aspirations of women.

Schoon et al. (2006) conducted research to know about how career aspirations differ on gender basis and how career aspirations impact the career choices. They mentioned that male are dominant over career development. They also noted that less research has been done on the women's issues at the workplace despite that women are almost half of the labour force and in some professions they have higher ranks as compare to men.

Teenage females are less aspire as compare to teenage males for getting controlling and managerial positions (Mello, 2008; Schoon, 2006). Schoon, Martin and Ross (2007) reviled that working women have same aspirations as men to get higher post.

Metz, Fouad and Helledy (2009) conducted a research to know about the discrepancy between the career aspirations and career expectations of college students. They mentioned that discrepancies exist between career aspirations and expectations. Gender differences existed in the aspirations-expectations discrepancy.

Noack et al. (2010) conducted a research to know about the parental effect on student's career exploration. They mentioned that parents are the most influential factor for the children in career exploration. Parents affect the students' aspirations in different ways. One of the process of perceived parental support is influenced through socio-economic status. Educational and financial resources provided by the parents have high impact on the individual career aspirations. The second process of perceived parental support is influenced by the quality of relations and in which way parents interact with individuals. Child-oriented parenting provide the individual warmth and tangible support; and secure relation that helps the individual in occupational exploration and formation of career aspirations.

Ashby and Schoon (2010) focused on the differences of gender in realisation and construction of teenage career aspirations. Buchmann and DiPrete (2006) mentioned that women grew considerable in the field of education from last fifty years. In result there are on-going gender disparities in job market. Scott, Dex, Joshi, Purcell and Elias, (2008) explored that fewer women get the leadership position and move upward rapidly as men. Raffaele Mendez and Crawford (2002); Shapka, Domene, and Keating (2006) argued that male and female have different preferences for occupational choices, it was observed that female pick less impressive jobs in the organisations and get higher value. Eccles (2007) found that men get values by focusing money and challenging tasks. Correll (2001) cited that male preferences for higher prestigious jobs and female for less prestigious positions and aspirations.

Ashby and Schoon (2010) shared an interesting fact that parents have higher aspirations and expectations from teenage daughters and undoubted by female achieve high academic results as compare to males. Parents' expectations and individuals' educational performance are higher among teenage boys. It depicts boys educational achievements could be enhanced through elevated parental aspirations.

A study was conducted by Creed, Tilbury, Buys and Crawford (2011) to know about the career aspirations and goal orientation in adolescents. They consider the career aspirations as job and educational aspirations; and job expectations. They defined career aspirations as individuals' expressed career goals. Career aspirations start building in the childhood and remain somewhat constant with passage of time. The understanding of career aspirations have vital importance as they perform key drivers in career choices. Career aspirations are the casual antecedents that helps the individuals in the selection of certain field and seeking education and training for acquiring job in the field. They also carried out research on career aspirations over time, whether the changes comes in career aspirations by changing goal orientation. The results of study reports the test-retest correlation between career aspirations and goal orientation overtime.

Li, Arvey, and Song (2011) examined the influence of socio-economic status, mental ability and self-esteem and its impact on leadership and leadership advancement. They found that self-esteem had positive and significant influence on leadership for both genders. Leadership advancement have significant influence on females. The family socio-economic status indicates negative relationship with leadership development for females. General mental ability do not have significant relationship with leadership for both genders. The results of study showed that self-esteem have significant importance for leadership for both male and

female but the socio-economic status have reverse relation with leadership development for females. The positive correlation was found between self-esteem and leadership.

Saadat et al. (2012) mentioned that self-esteem is individual's assessment about self and understanding of self-ability to perform. They focussed on the self-esteem as essential component of mental health. Self-esteem developed and evolved throughout the life and individuals draw self-concept through differences in experiences and relationship with others. Individual childhood experience matters a lot throughout the life for shaping self-esteem. The responses by immediate relationship of parents, friends and siblings on successes and failures of individual have high impact on self-esteem.

Thompson and Dahling, (2012) revealed that perceived social status of individuals is an antecedent of career related learning, outcome expectations and self-efficacy. This study analyse the gender differences of perceived social status and career related learning and revealed a significant difference between males and females. They also found positive correlation between perceived social status and learning experiences. Person input (gender) and contextual factors (socio-economic status) have impact on the individuals' career related learning and career related decision making.

Bowles (2012) conducted a research on the women leadership and suggested that two accounts are important to claim the leadership position within the organisation i.e. navigating and pioneering. Navigating means that women claims the top position in the organisation as leadership; through well institutionalized paths, following organisation rules and higher on job performance. In pioneering, the women articulated an environment of support and fellowship with the strategic vision and leadership. When organisation did not respond their claim, then they moved from one account to another, mostly from navigating to pioneering.

Schoon and Gutman (2012) found a strong relationship of self-perceived ability for achievement with parental educational expectations. They showed that males are more dependent on encouragement and positive feedback from parents as compare to females. Goldin et al. (2006) found that females are more confident as they do best at every level without intervening process like parental educational and vocational expectations and personal beliefs as compare to male. These results highlighted the gender gap that exist due to parental expectations, performance, attainment and career goals.

Kundu and Rani (2015) conducted a research to know female career aspirations about entrepreneurship. They mentioned that participant from business studies were less aspirant for business as future career choices as compare to students from other disciplines. An individual

with lower education and lower age with high socio-economic status more likely to be entrepreneurship.

Self-esteem significantly relate to the job performance of individuals and contribute towards job satisfaction and achievement. Individuals are composed of mix learning and social behaviour to plan and explore careers. Self is comprised of unique experiences with similar environments, hence there is meaningful difference of career expectations amongst male and female (Ferris, Lian, Brown, & Morrison, 2015).

2.7.2 Latest Research Studies at National Level

Ahmed et al. (2010) explored entrepreneurial career intentions. The study showed that innovative attentions are linked with entrepreneurship as career choices. They mentioned that gender and age have non-significant effect on intentions of entrepreneurship but family background have high influence on the career intensions of entrepreneurship.

Aziz and Kamal (2012) focused on gender role attitudes and occupational aspirations. The findings of study revealed that a significant difference exist between the male and female aspirations. Male were more inclined towards traditional occupations as compare to female. Results showed that girls were found modern as compare to male but this change only was the part of their attitude, not the part of aspirations. Boys showed higher occupational aspirations for armed forces and engineering and females aspired for medicine and psychologist.

Sarwar and Azmat (2013) conducted a research on different factors that affect the career decisions. They focused on five factors; career preferences, personality, socializer, family and environmental influence. The family support have positive and significant correlation with career decisions.

Tanveer et al. (2013) found moderate intensions of students about entrepreneurship. They mentioned that family business and personal experience are strong predictor. Gender do not have significant impact on the entrepreneurial intensions. The study mentioned that students who studied entrepreneurship as core subject have less intensions for entrepreneurship as compare to student who have not studied.

Abbasi and Sarwat (2014) mentioned that self-esteem is the one of important factors that students considered at the time of career choice. Khan (2015) explored the career aspirations and the potential sources of career aspirations. The study found that family and educational institutes are highly influencing factor for students while deciding their career goals.

Every individual wants to be successful and achieve career goals. However there are number of factors involved that affect the individual career aspirations. So the need is to identify those potential factors that are involved in the formation and achievement of career aspirations. Literature proved antecedents of career aspirations with difference of cultural relevance that is why the research was aimed to identify the antecedents of career aspirations in our culture.

CHAPTER 3: METHODOLOGY

The methodology for antecedents of career aspirations of management sciences students of public sector universities of Islamabad was descriptive in nature. The following procedure was adopted for the study:

3.1 OBJECTIVES

The following are the objectives of the study:

- i. To measure the level of self-esteem of students enrolled in management sciences of public sector universities of Islamabad.
- ii. To measure the level of career aspirations of students enrolled in management sciences of public sector universities of Islamabad.
- iii. To compare the scores of career aspirations of male and female students enrolled in management sciences of public sector universities of Islamabad.
- iv. To find out the relationship of career aspirations with self-esteem, perceived parental support and socio-economic status.

3.2 HYPOTHESES

The alternate hypotheses of the study were as following:

- H1: There is different level of self-esteem and career aspirations in students enrolled in management sciences of public sector universities of Islamabad.
- H2: There is a significant difference in mean scores of career aspirations in male and female students enrolled in management sciences of public sector universities of Islamabad.
- H3: There is a correlation in mean scores of career aspirations with self-esteem, perceived parental support and socio-economic status among students enrolled in management sciences of public sector universities of Islamabad.

3.3 POPULATION

The population of the study was comprised of 855 male and female students of BBA (Bachelor of Business Administration) and BS-Economic of 2nd semester from four public sector universities of Islamabad. There were total 191 students in Quaid-i-Azam University (QAU). Out of 191 students, 63 and 128 students enrolled in BBA and BS-Economics respectively. Total 158 students were enrolled in Institute of Information and Technology (CIIT) Islamabad. Out of 158 students, 126 and 32 students enrolled in BBA and BS-

Economics respectively. There were total 297 students in International Islamic University Islamabad (IIUI). Out of 297 students, 173 and 124 students enrolled in BBA and BS-Economics respectively. There were total 209 students in National University of Sciences and Technology (NUST). Out of 209 students, 104 and 105 students enrolled in BBA and BS Economics respectively. These universities have been selected on the basis of common disciplines in social sciences.

| Population | | | |
|-------------------|------------|------------|------------|
| | BBA-F15 | ECO-F15 | Total |
| CIIT | 126 | 32 | 158 |
| NUST | 104 | 105 | 209 |
| IIUI | 173 | 124 | 297 |
| QAU | 63 | 128 | 191 |
| Total | 466 | 389 | 855 |

Source: Programme Coordinator office of each university

3.4 SAMPLE

The multistage sampling technique was used to draw the sample from social sciences (BBA and BS-Eco) offered in all public sector universities of Islamabad. For taking random sampling, only Bachelor of Business Administration (BBA) and Bachelor of Science in Economics (BS-Eco) students were selected as these disciplines were common in four public sector universities of Islamabad. Neuman, (1997, p. 222) mentioned that If the population of study is smaller, then sample will be larger. If the population of research is 1000 or under, then sample ratio would need to be (30% of total population) 300 individuals.

Out of 855, 380 (44%) was taken as sample of the study. There were total 252 and 128 students of BBA and BS Economics respectively in four public sector universities of Islamabad. 63 (50%) and 32 (100%) students of BBA and BS-Eco respectively were taken as sample from CIIT. 63 (61%) and 32 (31%) students of BBA and BS-Eco respectively were taken as sample from NUST. 63 (37%) and 32 (26%) students of BBA and BS-Eco respectively were taken as sample from IIUI. 63 (100%) and 32 (25%) students of BBA and BS-Eco respectively were taken as sample from QAU.

The targeted sample filled all parts of questionnaire except CIIT and QAU. Whose student left the page 2, 3 (Appendix H). Due to this data was analysed on total 232 and 120 students of BBA and BS Economics respectively in four public sector universities of Islamabad. 58 (46%) and 31 (97%) students of BBA and BS-Eco respectively were taken as sample from CIIT. 63 (61%) and 32 (31%) students of BBA and BS-Eco respectively were

taken as sample from NUST. 63 (37%) and 32 (26%) students of BBA and BS-Eco respectively were taken as sample from IIUI. 48 (76%) and 25 (20%) students of BBA and BS-Eco respectively were taken as sample from QAU.

To equalize the number of students from each university, minimum number of students among four universities were taken as base number. Different percentages of total number of students but equal number was taken as sample.

Table: Sample Distribution

| Sample | | | | |
|---------------|------------|-----|------------|------|
| | BBA-F15 | % | ECO-F15 | % |
| CIIT | 58 | 46% | 31 | 197% |
| NUST | 63 | 61% | 32 | 31% |
| IIUI | 63 | 37% | 32 | 26% |
| QAU | 48 | 76% | 25 | 20% |
| *Total | 232 | | 120 | |

*Total respondents: 232 + 120 = 352

3.5 RESEARCH INSTRUMENTS

3.5.1 Validity of Instruments

The instruments were validated from the experts of the field to check appropriateness of items (Appendix A).

3.5.2 Pilot Testing

Before the collection of data for the study, pilot testing of the study was conducted. The questionnaire was tested on the students of National University of Modern Languages (NUML), Islamabad. For the generalization of study 5% respondents from population should be taken as pilot study (Isaac and Michael, 1995). The students of the pilot study were not included in the sample of the study. The students were completed the questionnaires within stipulated period of time.

3.5.3 Reliability of Instruments

Reliability of career aspirations scale was determined by rationale equivalence reliability. The reliability coefficients was 0.62 (Appendix B). Reliability of self-esteem scale was determined by rationale equivalence reliability. The reliability coefficient was 0.88 (Appendix C). Reliability of scale of multidimensional perceived social support was determined by rationale equivalence reliability. The reliability coefficient was 0.65 (Appendix D).

3.5.4 Research Instrument

Career Aspirations Scale: The career aspirations scale (CAS) of Gray and O'Brien (2007) was used for study (Appendix E). Gray and O'Brien (2007) found that individuals who developed in their careers focus on leadership and achievement opportunities. Three themes have been proposed i.e. leadership, achievement and educational aspiration that should be included in the career aspirations of any individual. The cut-off point is 18. The scale is valid to measure career aspirations of college students, university students and for on job individuals.

Self-esteem Scale: The self-esteem scale of Rosenberg (1965) was used for study (Appendix F). According to Rosenberg (1965), self is mixture of two things identity and self-esteem. The identity are the cognitive variables and the self-esteem refers to affective variables. The process of interpretation and perception are the products of identity or cognitions. Self-esteem involves the subjectivity of self that involves attitudes, thoughts and beliefs. The reliability coefficients range was 0.77. The cut-off point is 22. Self-esteem scale was valid to measure the self-esteem of students from school to university.

Scale of Multidimensional Perceived Social Support: The scale of multidimensional perceived social support of Zimet, Dahlem, Zimet and Farley (1988) was used for study (Appendix G). They proposed scale to measure the multidimensional support of individuals. Scale was based on seven point Likert scale. The reliability coefficients was 0.88. The scale is valid to measure the perceived parental support for university students.

3.6 PROCEDURE

Permission was taken from university administration for getting responses from the students of management sciences at the end of class. Purpose and objective of the study were shared through introduction along with the instruction to record the responses. To record the demographics of each student, a questionnaire was administrated (Appendix H). Questionnaire has demographics about gender, age, father and mother education, family income and number of family members; items about self-esteem (1-10), career aspirations (11-20) and multidimensional perceived social support (21-32). Students was advised to record their responses honestly. The students were completed the questionnaire within stipulated period of time.

3.7 DATA ANALYSIS

For the data analysis descriptive statistics (skewness and kurtosis) and inferential statistics (*t*-test, product-moment coefficient of correlation, one way analysis of variance

(ANOVA) and Chi square) were applied through Statistical Package for Social Sciences (SPSS-XVI). *t*-test used to compare the means of two variables to check whether difference exist or not between them .Product-moment coefficient of correlation used to measure the linear correlation between two variables. ANOVA was used to determine whether any substantial differences exist between the means of two or more independent groups. Chi square was used to determine difference of results among two or more groups. (Field, 2009, p. 348).

The targeted sample filled all parts of questionnaire except CIIT and QAU. Whose student left the page 2, 3 (Appendix H). Due to this data was analysed on total 232 and 120 students of BBA and BS Economics respectively in four public sector universities of Islamabad. 58 (46%) and 31 (97%) students of BBA and BS-Eco respectively were taken as sample from CIIT. 63 (61%) and 32 (31%) students of BBA and BS-Eco respectively were taken as sample from NUST. 63 (37%) and 32 (26%) students of BBA and BS-Eco respectively were taken as sample from IIUI. 48 (76%) and 25 (20%) students of BBA and BS-Eco respectively were taken as sample from QAU.

3.8 DELIMITATIONS

The study was delimited to:

- i. Management sciences students of public sector universities of Islamabad.
- ii. Second semester students (Spring-2016) of Bachelor of Business Administration (BBA) and Bachelor of Science in Economics (BS-Eco) (Enrolment Fall 2015)
- iii. Family refers mother and father (parents)
- iv. Career Aspiration Scale (CAS) of O'Brien (1996), Self-esteem Scale of Rosenberg (1965) and Scale of Multidimensional Perceived Social Support of Zimet, Dahlem, Zimet and Farley (1988)
- v. Socio-economic status measure through single aspect of family income

CHAPTER 4: RESULTS AND INTERPRETATION

The chapter deals with the results and interpretation of data to measure the level and correlation of antecedents of career aspirations of management sciences students of four public sector universities of Islamabad. This chapter has six parts.

Part I: This part deals with the descriptive statistics. It measures the characteristics of self-esteem, career aspirations and perceived parental support through skewness and kurtosis (Table 1).

Part II: This part deals with descriptive statistics. It measures level of self-esteem and career aspirations (leadership aspirations and educational aspirations) of students enrolled in the public sector universities of Islamabad through frequency and percentages. Table 2 to 6 deal with self-esteem, table 7 to 11 deal with leadership aspirations, table 12 to 16 deal with achievement aspirations and table 17 to 21 deal with career aspirations of management sciences students enrolled in public sector universities of Islamabad.

Part III: This part deals with inferential statistics. It measures statistical difference of career aspirations among male and female management sciences students enrolled in public sector universities of Islamabad through *t*-test. Table 22 to 26 deal with statistical difference of career aspirations among students.

Part IV: This part deals with inferential statistics. It measures statistical differences of career aspirations of male and female management sciences students of four public sector universities of Islamabad through ANOVA. Table 27 to 29 deal with statistical difference of career aspiration among universities.

Part V: This part deals with inferential statistics. It measures correlation of mean score of career aspirations with self-esteem, perceived parental support and socio-economic status through product-moment coefficient of correlation (*r*). Table 30 to 32 deal with correlation of career aspirations with self-esteem, perceived parental support and socio-economic status.

Part VI: This part deals with inferential statistics. It measures statistical difference of students' career aspirations for job/ entrepreneurship on gender and university basis through chi square. Table 33 to 34 deal with statistical difference of students' career aspirations for job/ entrepreneurship.

Part I: This part deals with the descriptive statistics. It measures the characteristics of self-esteem, career aspirations and perceived parental support through mean, median, standard deviation, skewness and kurtosis.

Table 1: Descriptive statistics

| Variables | N | Min | Max | M | SD | Skewness | | Kurtosis | |
|-----------|-----|-------|-------|-------|------|-----------|------------|-----------|------------|
| | | | | | | Statistic | Std. Error | Statistic | Std. Error |
| SE | 387 | 15.00 | 40.00 | 28.54 | 3.73 | .130 | .124 | .564 | .247 |
| CA | 376 | 10.00 | 32.00 | 23.47 | 4.90 | -.398 | .126 | -.339 | .251 |
| PPS | 392 | 4.00 | 28.00 | 22.80 | 5.08 | -1.323 | .123 | 1.676 | .246 |

SE=Self-esteem, CA=Career Aspirations. PPS=Perceived Parental Support

Table 1 includes the descriptive statistics of variable: self-esteem, career aspirations and perceived parental support to analyse its characteristics through mean, median, standard deviation along with skewness and kurtosis. It is noted that: normality curve of self-esteem (M=28.54, SD=3.73) shows skewness (1.05) and kurtosis (2.29). The values of skewness and kurtosis were taken by dividing its value with standard error. The normality curve of career aspirations (M=23.47, SD=4.90) shows negative skewness (-3.16) and negative kurtosis (-1.35). The normality curve of perceived parental support (M=22.80, SD=5.08) shows negative skewness (-10.73) and positive kurtosis (6.95).

Normality of the data was also determined from histogram of each variable as mentioned (Appendix I). The histogram charts showed that self-esteem moderately skewed, career aspirations negatively skewed and perceived parental support negatively skewed.

Part II: This part deals with descriptive statistics. It measures level of self-esteem and career aspirations (leadership aspirations and educational aspirations) of students enrolled in the public sector universities of Islamabad through frequency and percentages. Table 2 to 6 deal with self-esteem, table 7 to 11 deal with leadership aspirations, table 12 to 16 deal with achievement aspirations and table 17 to 21 deal with career aspirations of management sciences students enrolled in public sector universities of Islamabad.

H1: There is different level of self-esteem and career aspirations in students enrolled in management sciences of public sector universities of Islamabad.

Table 2: *Levels of self-esteem of CIIT Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 22 | 24.7 |
| Moderate | 7 | 7.8 |
| High | 60 | 67.5 |
| Total | 89 | 100.0 |

N=89 (58 BBA & 31 BS-Eco)

Table 2 indicates the levels of self-esteem of CIIT Islamabad. Total number of students were 89. The cut-off score of self-esteem is 22. Results indicate that students having low self-esteem is 22 (24.7%), moderate self-esteem is 7 (7.8%) and high self-esteem is 60 (67.5%) hence H1 was accepted. It indicates that different levels of self-esteem exist in management sciences students.

Table 3: *Levels of self-esteem of NUST Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 16 | 16.8 |
| Moderate | 7 | 7.4 |
| High | 72 | 75.8 |
| Total | 95 | 100.0 |

N=95 (63 BBA & 32 BS-Eco)

Table 3 indicates the levels of self-esteem of NUST Islamabad. Total number of students were 95. The cut-off score of self-esteem is 22. Results indicate that students having low self-esteem is 16 (16.8%), moderate self-esteem is 7 (7.4%) and high self-esteem is 72 (75.8%) hence H1 was accepted. It indicate that different levels of self-esteem exist in management sciences students.

Table 4: *Levels of self-esteem of IIUI Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 32 | 33.7 |
| Moderate | 11 | 11.5 |
| High | 52 | 54.8 |
| Total | 95 | 100.0 |

N=95 (63 BBA & 32 BS-Eco)

Table 4 indicates the levels of self-esteem of IIUI Islamabad. Total number of students were 95. The cut-off score of self-esteem is 22. Results indicate that students having low self-esteem is 32 (33.7%), moderate self-esteem is 11 (11.5%) and high self-esteem is 52 (54.8%) hence H1 was accepted. It indicates that different levels of self-esteem exist in management sciences students.

Table 5: *Level of self-esteem of QAU Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 17 | 23.3 |
| Moderate | 5 | 6.9 |
| High | 51 | 69.8 |
| Total | 73 | 100.0 |

N=73 (48 BBA & 26 BS-Eco)

Table 5 indicates the levels of self-esteem of QAU Islamabad. Total number of students were 73. The cut-off score of self-esteem is 22. Results indicate that students having low self-esteem is 17 (23.3%), moderate self-esteem is 5 (6.9%) and high self-esteem is 51 (69.8%) hence H1 was accepted. It indicates that different levels of self-esteem exist in management sciences students.

Table 6: Levels of self-esteem of students from four public sector universities of Islamabad

| Source | Frequency | % |
|----------|-----------|------|
| Low | 87 | 24.9 |
| Moderate | 30 | 8.4 |
| High | 235 | 66.7 |
| Total | 352 | 100 |

N=352 (232 BBA & 120 BS-Eco)

Table 6 indicates the levels of self-esteem of students from four public sector universities of Islamabad. Total number of students were 352. The cut-off score of self-esteem is 22. Results indicate that students having low self-esteem is 87 (24.9%), moderate self-esteem is 30 (8.4%) and high self-esteem is 235 (66.7%) hence H1 was accepted. It indicates that different levels of self-esteem exist in management sciences students.

Table 7: Levels of leadership aspirations of CIIT Islamabad

| Source | Frequency | % |
|----------|-----------|-------|
| Low | 34 | 38.2 |
| Moderate | 2 | 2.2 |
| High | 53 | 59.6 |
| Total | 89 | 100.0 |

N=89 (58 BBA & 31 BS-Eco)

Table 7 indicates the levels of leadership aspirations of CIIT Islamabad. Total number of students were 89. The cut-off score of leadership aspirations is 18. Results indicate that students having low leadership aspirations is 34 (38.2%), moderate leadership aspirations is 2 (2.2%) and high leadership aspirations is 53 (59.6%). Hence H1 was accepted. It indicates that different levels of leadership aspirations exist in management sciences students.

Table 8: *Levels of leadership aspirations of NUST Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 26 | 27.4 |
| Moderate | 5 | 5.3 |
| High | 64 | 67.3 |
| Total | 95 | 100.0 |

N=95 (63 BBA & 32 BS-Eco)

Table 8 indicates the levels of leadership aspirations of students. Total number of students were 95. The cut-off score of leadership aspirations is 18. Results indicate that students having low career aspirations is 26 (27.4%), moderate leadership aspirations is 5 (5.3%) and high leadership aspirations is 64 (67.3%) hence H1 was accepted. It indicates that different levels of leadership aspirations exist in management sciences students.

Table 9: *Levels of leadership aspirations of IIUI Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 46 | 48.4 |
| Moderate | 9 | 9.4 |
| High | 40 | 42.2 |
| Total | 95 | 100.0 |

N=95 (63 BBA & 32 BS-Eco)

Table 9 indicates the levels of leadership aspirations of students. Total number of students were 95. The cut-off score of leadership aspirations is 18. Results indicate that students having low leadership aspirations is 46 (48.4%), moderate leadership aspirations is 9 (9.4%) and high leadership aspirations is 40 (42.2%) hence H1 was accepted. It indicate that different levels of self-esteem exist in management sciences students.

Table 10: *Levels of leadership aspirations of QAU Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 28 | 41.2 |
| Moderate | 8 | 11.8 |
| High | 32 | 47.0 |
| Total | 68 | 100.0 |

N=68 (44 BBA & 24 BS-Eco)

Table 10 indicates the levels of leadership of students. Total number of students were 68. The cut-off score of leadership aspirations is 18. Results indicate that students having low leadership aspirations is 28 (41.2%), moderate leadership aspirations is 8 (11.8%) and high leadership aspirations is 32 (47%). hence H1 was accepted. It indicates that different levels of leadership aspirations exist in management sciences students.

Table 11: *Levels of leadership aspirations of students of four public sector universities of Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 134 | 38.6 |
| Moderate | 24 | 6.9 |
| High | 189 | 54.5 |
| Total | 347 | 100.0 |

N=347

Table 11 indicates the levels of leadership of students from four public sector universities of Islamabad. Total number of students were 347. The cut-off score of leadership aspirations is 18. Results indicate that students having low leadership aspirations is 134 (38.6%), moderate leadership aspirations is 24 (6.9%) and high leadership aspirations is 189 (54.5%) hence H1 was accepted. It indicate that different levels of leadership aspirations exist in management sciences students.

Table 12: *Levels of education aspirations of CIIT Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 8 | 9.0 |
| Moderate | 15 | 16.9 |
| High | 66 | 74.1 |
| Total | 89 | 100.0 |

N=89 (58 BBA & 31 BS-Eco)

Table 12 indicates the levels of education aspirations of students of CIIT Islamabad. Total number of students were 89. The cut-off score of education aspirations is 4. Results indicate that students having low education aspirations is 8 (9%), moderate education aspiration is 15 (16.9%) and higher education aspiration is 66 (74.1%) hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Table 13: *Levels of education aspirations of NUST Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 12 | 12.6 |
| Moderate | 12 | 12.6 |
| High | 71 | 74.8 |
| Total | 95 | 100.0 |

N=95 (63 BBA & 32 BS-Eco)

Table 13 indicates the levels of education aspirations of NUST Islamabad. Total number of students were 95. The cut-off score of education aspirations is 4. Results indicate that students having low education aspirations is 12 (12.6%), moderate self-esteem is 12 (12.6%) and high leadership aspirations is 71 (74.8%) hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Table 14: *Levels of education aspirations of IIUI Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 18 | 18.9 |
| Moderate | 22 | 23.2 |
| High | 55 | 57.9 |
| Total | 95 | 100.0 |

N=95 (63 BBA & 32 BS-Eco)

Table 14 indicates the levels of education aspirations of students of IIUI Islamabad. Total number of students were 95. The cut-off score of education aspirations is 4. Results indicate that students having low education aspirations is 18 (18.9%), moderate education aspirations is 22 (23.2%) and high education aspirations is 55 (57.9%) hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Table 15: *Levels of education aspirations of QAU Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 17 | 23.7 |
| Moderate | 11 | 15.3 |
| High | 44 | 61.0 |
| Total | 72 | 100.0 |

N=72 (47 BBA & 25 BS-Eco)

Table 15 indicates the levels of education aspirations of QAU Islamabad. Total number of students were 72. The cut-off score of education aspirations is 4. Results indicate that students having low education aspirations is 17 (23.7%), moderate education aspirations is 11 (15.3%) and high education aspirations is 44 (61%) hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Table 16: *Levels of education aspirations of students of four public sector universities of Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 54 | 15.5 |
| Moderate | 61 | 17.2 |
| High | 236 | 67.3 |
| Total | 351 | 100.0 |

N=351

Table 16 indicates the levels of education aspirations of students of four public sector universities of Islamabad. Total number of students were 351. The cut-off score of education aspirations is 4. Results indicate that students having low education aspirations is 54 (15.5%), moderate education aspirations is 61 (17.2%) and high education aspirations is 236 (67.3%) hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Table 17: *Levels of career aspirations of CIIT Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 26 | 29.2 |
| Moderate | 6 | 6.7 |
| High | 57 | 64.1 |
| Total | 89 | 100.0 |

N=89 (58 BBA & 31 BS-Eco)

Table 17 indicates the levels of career aspirations of CIIT Islamabad. Total number of students were 89. The cut-off score of career aspirations is 18. Results indicate that students having low self-esteem is 26 (29.2%), moderate career aspirations is 6 (6.7%) and high career aspirations is 57 (64.1%) hence H1 was accepted. It indicates that different levels of career aspirations exist in management sciences students.

Table 18: *Levels of career aspirations of NUST Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 22 | 23.2 |
| Moderate | 2 | 2.1 |
| High | 71 | 74.7 |
| Total | 95 | 100.0 |

N=95 (63 BBA & 32 BS-Eco)

Table 18 indicates the levels of career aspirations of NUST Islamabad. Total number of students were 95. The cut-off score of career aspirations is 18. Results indicate that students having low career aspirations is 22 (23.2%), moderate career aspirations is 2 (2.1%) and high career aspirations is 71 (74.7%) hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Table 19: *Levels of career aspirations of IIUI Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 37 | 38.9 |
| Moderate | 7 | 7.4 |
| High | 51 | 53.7 |
| Total | 95 | 100.0 |

N=95 (63 BBA & 32 BS-Eco)

Table 19 indicates the levels of career aspirations of IIUI Islamabad. Total number of students were 95. The cut-off score of career aspirations is 18. Results indicate that students having low career aspirations is 37 (38.9%), moderate career aspirations is 7 (7.4%) and high career aspirations is 51 (53.7%) hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Table 20: *Levels of career aspirations of QAU Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 17 | 26.9 |
| Moderate | 4 | 6.4 |
| High | 42 | 66.7 |
| Total | 63 | 100.0 |

N=63 (39 BBA & 24 BS-Eco)

Table 20 indicates the levels of career aspirations of QAU Islamabad. Total number of students were 63. The cut-off score of career aspirations is 18. Results indicate that students having low self-esteem is 17 (26.9%), moderate career aspirations is 4 (6.4%) and high career aspirations 42 (66.7%) hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Table 21: *Levels of career aspirations of four public sector universities of Islamabad*

| Source | <i>Frequency</i> | <i>%</i> |
|----------|------------------|----------|
| Low | 102 | 30 |
| Moderate | 19 | 6 |
| High | 221 | 64 |
| Total | 342 | 100 |

N=342

Table 21 indicates the levels of career aspirations of students of four public sector universities of Islamabad. Total number of students were 342. Higher the score higher the career aspirations, three interval are defined through cut-off score 18. Results indicate that students having low self-esteem is 102 (30%), moderate career aspirations is 19 (6%) and high career aspirations 221 (64%). Hence H1 was accepted. It indicates that different levels of education aspirations exist in management sciences students.

Part III: This part deals inferential statistics. It measures statistical difference of career aspirations among male and female management sciences enrolled in public sector universities of Islamabad through *t*-test. Table 22 to 26 deal with statistical difference of career aspirations among students.

H2: There is a significant difference in mean scores of career aspirations in male and female students enrolled in management sciences of public sector universities of Islamabad.

Table 22: *Significance of difference between mean career aspirations scores of male and female students of CIIT Islamabad*

| Gender | M | SD | t |
|--------|-------|-------|-----|
| Male | 29.15 | 3.81 | .58 |
| Female | 28.64 | 4.24 | |
| N=89 | | P>.05 | |

Table 22 indicates that mean career aspirations scores of male and female students of CIIT Islamabad were 29.15 and 28.64 respectively. The difference between two mean was non-significant at .05 level hence H2 was rejected. It indicates that there is no significant difference of career aspirations in male and female students.

Table 23: *Significance of difference between mean career aspirations scores of male and female students of NUST Islamabad*

| Gender | M | SD | t |
|--------|-------|-------|-----|
| Male | 25.62 | 4.00 | 1.9 |
| Female | 24.09 | 4.18 | |
| N=95 | | P≤.05 | |

Table 23 indicates that mean career aspirations scores of male and female students of NUST Islamabad were 25.62 and 24.09 respectively. The difference between two mean was significant at .05 level hence H2 was accepted. It indicates that there is significant difference of career aspirations in male and female students.

Table 24: Significance of difference between mean career aspirations scores of male and female students from IIUI Islamabad

| Gender | M | SD | t |
|--------|-------|-------|-----|
| Male | 22.05 | 5.45 | .29 |
| Female | 21.76 | 5.44 | |
| N=95 | | P>.05 | |

Table 24 indicates that mean career aspirations scores of male and female students of IIUI Islamabad were 22.05 and 21.76 respectively. The difference between two mean was non-significant at .05 level hence H2 was rejected. . It indicates that there is no significant difference of career aspirations in male and female students.

Table 25: Significance of difference between mean career aspirations scores of male and female students from QAU Islamabad

| Gender | M | SD | t |
|--------|-------|-------|-----|
| Male | .52 | 4.36 | 1.8 |
| Female | 24.68 | 4.67 | |
| N=73 | | P≤.05 | |

Table 25 indicates that mean career aspirations scores of male and female students of QAU Islamabad were 22.52 and 24.68 respectively. The difference between two mean was significant at .05 level hence H2 was accepted. It indicates that there is significant difference of career aspirations in male and female students.

Table 26: Significance of difference between mean career aspirations scores of male and female students of four public sector universities of Islamabad

| Gender | M | SD | t |
|--------|-------|-------|-----|
| Male | 23.57 | 4.83 | .39 |
| Female | 23.36 | 4.99 | |
| N=352 | | P>.05 | |

Table 26 indicates that mean career aspirations scores of male and female students of four public sector universities of Islamabad were 23.57 and 23.36 respectively. The difference between two mean was non-significant at .59 level hence H2 was rejected. It indicates that there is no significant difference of career aspirations in male and female students.

Part IV: This part deal with inferential statistics. It measure statistical difference of career aspirations of male and female management sciences students of four public sector universities of Islamabad through ANOVA. Table 27 to 29 deal with statistical difference of career aspirations among universities.

H2: There is a significant difference in mean scores of career aspirations in male and female students enrolled in management sciences of public sector universities of Islamabad.

Table 27: *Significance of difference between mean career aspirations scores of male students of four public sector universities of Islamabad*

| Groups | SS | df | Mean Square | F |
|----------------|----------|-----|-------------|------|
| Between Groups | 399.445 | 3 | 133.148 | 6.13 |
| Within Groups | 4253.710 | 196 | 21.703 | |
| Total | 4653.155 | 199 | | |

N=352 P<.05

Table 27 indicates that mean square value of career aspirations of male in four public sector universities of Islamabad. The difference of career aspirations between male students of four public sector universities was significant at .05 level hence H2 was accepted.

Table 28: *Significance of difference between mean career aspirations scores of female students of four public sector universities of Islamabad*

| Groups | SS | df | Mean Square | F |
|----------------|----------|-----|-------------|------|
| Between Groups | 232.550 | 3 | 77.51 | 3.23 |
| Within Groups | 4136.178 | 172 | 24.048 | |
| Total | 4368.727 | 175 | | |

N=165 P<.05

Table 28 indicates that mean square value of career aspirations of female in four public sector universities of Islamabad. The difference of career aspirations between female students of four public sector universities was significant at .05 level hence H2 was accepted.

Table 29: *Significance of difference between mean career aspirations scores of male and female students from four public sector universities of Islamabad*

| Groups | SS | df | Mean Square | F |
|----------------|----------|-----|-------------|------|
| Between Groups | 497.751 | 3 | 165.917 | 7.23 |
| Within Groups | 8527.927 | 372 | 22.925 | |
| Total | 9025.678 | 375 | | |

N=187 P<.05

Table 29 indicates that mean square value of career aspirations of male and female in four public sector universities of Islamabad. The difference of career aspirations between male and female students of four public sector universities was significant at .05 level hence H2 was accepted.

Part V: This part deals inferential statistics. It measure correlation of mean score of career aspirations with self-esteem, perceived parental support and socio-economic status through product- moment coefficient of correlation (r). Table 30-32 deal with correlation of career aspirations with self-esteem, perceived parental support and socio-economic status.

H3: There is correlation of career aspirations with self-esteem, perceived parental support and socio-economic status among students enrolled in management sciences of public sector universities of Islamabad.

Table 30: *Correlation of mean career aspirations scores and self-esteem scores of students of four public sector universities of Islamabad*

| | Career aspirations | Self-esteem |
|--------------------|--------------------|-------------|
| Career Aspirations | – | .34** |
| | | .00 |

** . Correlation is significant at the 0.05 level (2-tailed). N=352

Table 30 indicates the correlation coefficients of mean career aspirations scores and self-esteem scores of students of four public sector universities of Islamabad. It was revealed that career aspirations and self-esteem have significantly correlate $r(352) = .34, p < .05$ hence H3 was accepted. Results showed that positive correlation was existed, higher the self-esteem higher the career aspirations.

Table 31: *Correlation of mean career aspirations scores and perceived parental support scores of students of four public sector universities of Islamabad*

| | Career aspirations | PPS |
|--------------------|--------------------|------|
| Career aspirations | – | .13* |
| | | .01 |

*. Correlation is significant at the 0.05 level (2-tailed). N=352

Table 31 indicates the correlation coefficients of mean career aspirations scores and perceived parental support scores of students of four public sector universities of Islamabad. Result revealed that career aspirations and perceived parental support have positive significant correlation $r(352) = .13, p, .05$, hence H3 was accepted. Results showed that positive correlation was existed, higher the perceived parental support, higher the career aspirations.

Table 32: *Correlation of mean career aspirations scores and Socio-economic status scores of students of four public sector universities of Islamabad*

| | Career Aspirations | Socio-economic Status |
|--------------------|--------------------|-----------------------|
| Career Aspirations | – | .15** |
| | | .00 |

** . Correlation is significant at the 0.05 level (2-tailed). N=352

Table 32 indicates the correlation coefficients of mean career aspirations scores and socio-economic status scores of students of four public sector universities of Islamabad. Result revealed that career aspirations and socio-economic status have positive significant correlation $r(352) = .15, p < .05$, hence H3 was accepted. Results revealed that positive correlation was existed, higher the socio-economic status, higher the career aspirations.

Part VI: This part deals with inferential statistics. It measures difference of students' career aspirations for job/ entrepreneurship on gender and university basis through chi square. Table 33-34 deal with significance of difference of students' career aspirations for job/ entrepreneurship.

Table 33: *Statistical differences of career aspirations for job and entrepreneurship of male and female students of four public sector universities of Islamabad*

| | | Job and Entrepreneurship | | Total | | |
|--------|--------|--------------------------|------------------|-------|--------|--------|
| | | Job | Entrepreneurship | | | |
| Gender | Male | Count | 119 | 68 | 187 | |
| | | % within Gender | 63.6% | 36.4% | 100.0% | |
| | | % of Total | 33.9% | 19.3% | 53.2% | |
| | Female | | Count | 125 | 40 | 165 |
| | | | % within Gender | 75.7% | 24.4% | 100.0% |
| | | | % of Total | 35.5% | 11.3% | 46.8% |
| Total | | Count | 244 | 108 | 352 | |
| | | % within Gender | 69.3% | 30.7% | 100.0% | |
| | | % of Total | 68.4% | 30.6% | 100.0% | |

Table 33 indicates significant differences of career aspirations for job and entrepreneurship of male and female students of four public sector universities of Islamabad. The inclination of

male gender are inclined towards job and entrepreneurship are N (119) = 63.6% and N (68) = 36.4% respectively. The inclination of female gender are inclined towards job and entrepreneurship are N (125) = 75.7% and N (40) = 24.4% percent respectively. Results indicates that girls are more inclined toward job as compare to males. In the case of entrepreneurship male are more inclined as compare to female.

Table 34: *Statistical differences of career aspirations for job and entrepreneurship among four public sector universities of Islamabad*

| Source | | | Job and Entrepreneurship | | Total |
|--------------|-----------------------|---------------------|--------------------------|------------------|--------|
| | | | Job | Entrepreneurship | |
| Universities | CIIT | Count | 56 | 33 | 89 |
| | | % within University | 62.9% | 37.1% | 100.0% |
| | NUST | Count | 55 | 40 | 95 |
| | | % within University | 57.9% | 42.1% | 100.0% |
| | IIUI | Count | 80 | 15 | 95 |
| | | % within University | 84.2% | 15.8% | 100.0% |
| | QAU | Count | 48 | 25 | 73 |
| | | % within University | 65.8% | 34.2% | 100.0% |
| Total | Count | 239 | 113 | 352 | |
| | % within Universities | 67.8% | 32.2% | 100.0% | |

Table 34 indicate the significant differences of career aspirations for job and entrepreneurship of male and female of four public sector universities of Islamabad. Students inclined toward job and entrepreneurship at CIIT (62.9, 37.1), NUST (57.9, 42.1), IIUI (84.2, 15.8) and QAU (65.8, 34.2) respectively. So results mentioned that above 30% students inclined toward entrepreneurship at CIIT, NUST and QAU. However, at IIUI only 16 percent students were inclined toward entrepreneurship.

CHAPTER 5: DISCUSSION AND RECOMMENDATIONS

5.1 DISCUSSION

The purpose of the study was to explore the antecedents of career aspirations of the students of management sciences. Self-esteem, Socio-economic status and perceived parental support were selected as antecedents of career aspirations. Present study explored difference of career aspirations of male and female students, the correlation of career aspirations with self-esteem, perceived parental support and socio-economic status.

The current study support the findings of Sarwar & Azmat (2013) that interrelationship of variables; the family support have positive and significant correlation with career decisions. The family support and career preferences were studied, and found strong bounding between them. The findings of present study also revealed that parents support as antecedent of career aspirations. Positive correlation exist between perceived parental support and career aspirations.

The findings of present study are similar with the study of Thompson and Dahling (2012) revealed that career related learning, outcome expectations are influenced by perceived social status. This study analyse the gender differences of perceived social status and career related learning. Findings revealed that perceive social status highly influenced the individual outcome expectations. Similarly the findings of present study mentioned that socio-economic status as one of antecedent of career aspirations and significant positive correlation of socio-economic status and career aspirations.

Thompson and Dahling (2012) proved the correlation of perceived social status and learning experience. Underline motive of this study was to test the model based on the social cognitive career theory (Lent, Brown, & Hackett, 1994). SCCT (social cognitive career theory) provides the ground to understand the individual vocational interest and its impact on career decision making. The SCCT's central focus is to understand how different factors are involved in the career decision making. SCCT mentioned that person input (Gender) and contextual factors (Socio-economic status) impact individual career related learning and career related decision making. Similarly the present study supports this model that gender and socio-economic status have influence on the career aspirations.

Saadat et al. (2012) mentioned that self-esteem is individuals' assessment about self and understanding of self-ability to perform. They focused on self-esteem as essential component of mental health. Self-esteem developed and evolved throughout the life and individuals drew self-concept through differences, experiences and relationship with others.

The responses by immediate relationship of parents, friends and siblings on successes and failures of individual have highly impact on self-esteem. Similarly the findings of present study support that self-esteem have influence on career aspirations and perceived parental support play an influential role in development of self-esteem and career aspirations.

The findings of Bowles (2012) explored the women aspirations for leadership. Study revealed that women have aspirations for leadership and they claim for leadership. Similarly the present study also focuses on the leadership aspirations as part of career aspirations. The findings of present study showed different result that male have higher career aspirations for as compare to female.

Aziz & Kamal (2012) conducted a research on gender role attitudes and occupational aspirations. Findings of study revealed that a significant difference exist between male and female career aspirations. Males were aspired traditional men occupations and females were aspired for traditional female occupations. But males were more inclined toward traditional occupations as compare to females. Similarly the present study also focuses on the gender difference for career aspirations and findings of the study support that career aspirations are different among male and female. Male students have higher career aspirations as compare to female students.

The findings of existing study backed the findings of Li, Arvey, and Song (2011). They examined the influence of socio-economic status, mental ability and self-esteem and their impact on leadership and leadership advancement. They found that self-esteem had positive and significant influence on leadership for both genders and leadership advancement have significant influence for females. While the leadership advancement was explained as increase in the number of employees supervised. The results of study showed that self-esteem have significant importance for leadership, significant positive correlation of self-esteem and leadership are found in this study. Similarly, findings of present study revealed that leadership aspirations as part of career aspirations and significant positive correlation of self-esteem and career aspirations.

The current study have same findings as of Noack et al. (2010) refer that parents are the most influential factors for the students in career exploration. Parents affect the students' aspirations in different ways. Students are influenced by the parental socio-economic status and educational, financial resources provided by them. Adolescents develop career aspirations through traditional approach from education to work. In Pakistan parents provide financial support for getting education that is why parents are most influential role in career aspirations. The second process of perceived parental support is influenced by the quality of relations: The

level of understanding between parent-child relationships. As child-oriented parenting provide the individual warmth and tangible support, secure relation that helps the individual in occupational exploration and formation of career aspirations. The present study also revealed that perceived parental support have significant positive correlation with individuals' career aspirations.

This study support the findings of Domenico and Jones (2006) mentioned that parents, socio-economic status and gender have high influence on the career aspirations of women. Women started participating in the workforce after World War II. Female moved from traditional jobs to non-traditional jobs that highlighted the importance to study career aspirations of females. The present study focuses on difference of career aspirations among male and female. The findings of this study also support the fact that female have career aspirations for job and entrepreneurship. Results of table 33 support that females have aspirations for job, entrepreneurship.

The present study support the findings of Steinber, (2002) who mentioned that achievement is the individuals' ability to perform with quality. Achievement is a multi-dimensional concept that define individuals' self-confidence, psychical, emotional, cognitive and social growth. The present study support that self-esteem (self-confidence) have positive correlation with career aspirations. That is why individuals' consider achievement while formation and achievement of career aspirations.

The findings of recent study depict the similarity with Hellenga, Aber and Rhodes (2002). They mentioned that career aspirations are linked with the individual's age, gender and socio-economic status. Gender and socio-economic status are the important factors that influence career aspirations. Societal norms in relation to gender influence career choices of male and female. Individuals consider gender related societal norms in formulation of career aspirations. The findings of present study support that difference of career aspirations exist among male and female, so while measuring the career aspirations gender difference must be considered.

The findings of current study backing the results of Lent et al. (2000) who highlighted the importance of one's approach to certain opportunity structure within the society. They explained the opportunity structure as financial support (socio-economic status) and emotional support (perceived parental support) that influence individual career decisions. Career aspirations are highly influenced by perceived parental support and socio-economic status that must be considered important while measuring career aspirations. The findings of current study also support that socio-economic status and perceived parental support have positive

correlation with career aspirations and individual consider important socio-economic status and perceived parental support while career decision making.

Findings

The findings of the study are as follow:

1. Different levels of self-esteem among four public sector universities of Islamabad were explored through frequency and percentages. It was found that participants have low self-esteem at CIIT (24.9%), NUST (16.8%), IIUI (33.7%) and QAU (23.3%), moderate self-esteem at CIIT (7.7%), NUST (7.4%), IIUI (11.5%) and QAU (6.9%) and high self-esteem at CIIT (67.4%), NUST (75.8%), IIUI (54.8%) and QAU (69.8%) hence H1 was accepted. It showed that different levels of self-esteem exists in management sciences students of public sector universities of Islamabad.
2. Different levels of self-esteem among four public sector universities of Islamabad were explored through frequency and percentages. It was found that participants have three level of elf-esteem: low (24.9%), moderate (8.4%) and high level of self-esteem (66.7%). Results revealed that 66.7 % participants have higher self-esteem and 33.3% have low to moderate level self-esteem hence H1 was accepted. It shows that different levels of self-esteem exists in management sciences students of public sector universities of Islamabad.
3. Different levels of leadership aspirations among four public sector universities of Islamabad were explored through frequency and percentages. It was found that participants have low leadership aspirations at CIIT (38.2%), NUST (27.4%), IIUI (48.4%) and QAU (41.2%), moderate leadership aspirations at CIIT (2.2%), NUST (5.3%), IIUI (9.4%) and QAU (11.8%) and high leadership aspirations at CIIT (59.6%), NUST (67.3%), IIUI (42.2%) and QAU (47.0%) hence H1 was accepted. It revealed that different levels of leadership aspirations in management sciences students of public sector universities of Islamabad.
4. Different levels of leadership aspirations among four public sector universities of Islamabad were explored through frequency and percentages. It was found that participants have three level of leadership aspirations: low (38.6%), moderate (6.9%) and high (54.5%). Results revealed that 54.5% participants have higher leadership aspirations and 45.5% have low to moderate level of leadership aspirations hence H1 was accepted. It revealed that different levels of leadership aspirations exists in management sciences students of public sector universities of Islamabad.
5. Different levels of education aspirations among four public sector universities of Islamabad were explored through frequency and percentages. It was found that participants have low education aspirations at CIIT (9.0%), NUST (12.4%), IIUI (18.9%) and QAU

(23.7%), moderate education aspirations at CIIT (16.9%), NUST (13.4%), IIUI (23.2%) and QAU (15.3%) and high leadership aspirations at CIIT (74.1%), NUST (74.2%), IIUI (57.9%) and QAU (61.0%) hence H1 was accepted. It revealed that different levels of education aspirations exists in management sciences students of public sector universities of Islamabad.

6. Different levels of education aspirations among four public sector universities of Islamabad were explored through frequency and percentages. It was found that participants have three level of education aspirations: low (15.5%), moderate (17.2%) and high (67.3%). Results reveal that 67.3% participants have higher education aspirations and 32.7% percent having low to moderate level education aspirations hence H1 was accepted. It revealed different levels of education aspirations exists in management sciences students of public sector universities of Islamabad.
7. Different levels of career aspirations among four public sector universities of Islamabad were explored through frequency and percentages. It was found that participants have low career aspirations at CIIT (29.2%), NUST (23.2%), IIUI (38.9%) and QAU (26.9%), moderate career aspirations at CIIT (6.7%), NUST (2.1%), IIUI (7.4%) and QAU (6.4%) and high leadership aspirations at CIIT (64.1%), NUST (74.7%), IIUI (53.7%) and QAU (66.7%) hence H1 was accepted. It revealed that different level of career aspirations exists in management sciences students of public sector universities of Islamabad.
8. Different levels of career aspirations among four public sector universities of Islamabad were explored through frequency and percentages. It was found that participants have three levels of career aspirations: low (30%), moderate (6%) and high (64%). Results reveal that 64% percent participants have higher career aspirations and 36% percent have low to moderate level of career aspirations hence H1 was accepted. It revealed that different level of career aspirations exists in management sciences students of public sector universities of Islamabad.
9. The difference between mean career aspirations scores of CIIT male and female students were tested through *t*-test (independent sample test). It was found that the calculated value of CIIT was ($t = .58$ and $p > .05$) hence H2 was rejected. It revealed that there is no significant difference of career aspirations among male and female students.
10. The difference between mean career aspirations scores of NUST male and female students were tested through *t*-test (independent sample test). It was found that the calculated value of NUST was ($t = 1.9$ and $p < .05$) hence H2 was accepted. It revealed that there is significant difference of career aspirations among male and female students.

11. The difference between mean career aspirations scores of IIUI male and female students were tested through *t*-test (independent sample test). It was found that the calculated value of IIUI was ($t = .58$ and $p > .05$) hence H₂ was rejected. It revealed that there is no significant difference of career aspirations among male and female students.
12. The difference between mean career aspirations scores of QAU male and female students were tested through *t*-test (independent sample test). It was found that the calculated value of QAU was ($t = 1.8$ and $p < .05$) hence H₂ was accepted. It revealed that there is significant difference of career aspirations among male and female students.
13. The difference between mean career aspirations scores of four public sector universities' male and female students were tested through *t*-test (independent sample test). The calculated value was ($t = .39$ and $p > .05$) hence H₂ was rejected. It revealed that there is no significant difference of career aspirations among male and female students.
14. The difference between mean career aspirations scores of male and female among four public sector universities of Islamabad was tested through Analysis of Variance (ANOVA). It was found that: difference of career aspirations of male and female among four universities as ($F = 7.23$, $p < .05$) hence H₂ was accepted. It revealed that there was significant difference of career aspirations of male and female students exist among four public sector universities of Islamabad.
15. Correlation between the mean scores of career aspirations and self-esteem was explored through bivariate correlation. It was found that career aspirations and self-esteem have significant positive correlation ($r = .34$, $p < .05$) hence H₃ was accepted. It showed that positive correlation exist between career aspirations and self-esteem.
16. Correlation between the mean scores of career aspirations and perceived parental support was explored through bivariate correlation. It was found that career aspirations and perceived parental support have significant positive correlation ($r = .13$, $p < .05$) hence H₃ was accepted. It showed positive correlation exist between career aspirations and perceived parental support.
17. The correlation between the mean scores of career aspirations and socio-economic status was explored through bivariate correlation. It was found that career aspirations and socio-economic status have low but significant correlation ($r = .15$, $p < .05$) hence H₃ was accepted. It showed that positive correlation exist between career aspirations and socio-economic status.
18. The difference between the mean scores of aspirations for job and entrepreneurship was tested on gender basis through chi square. It was revealed that male were more inclined

toward entrepreneurship as compare to females hence H2 was rejected. It revealed that there is no significant difference of career aspirations among male and female students.

19. The difference between the mean scores of career aspirations for job and entrepreneurship was tested on university basis through chi square. It was revealed that students from NUST were more inclined toward entrepreneurship as compare to other three universities.

5.2 CONCLUSIONS

On the basis of findings, following conclusion were drawn,

1. The students of NUST had higher level of self-esteem in comparison of other three universities.
2. It was observed that among all the participants self-esteem seems to be moderate to low.
3. The students from NUST had marked high on leadership aspirations in comparison of other three universities.
4. It was observed that among all the participants leadership aspirations seems to be moderate to low
5. The students from NUST were on highest level of education aspirations in comparison of other three universities.
6. It was observed that among all the participants education aspirations seems to be moderate to low
7. Students of NUST had highest level of career aspirations as compare to other three universities.
8. It was observed that among all the participants' career aspirations seems to be moderate to low.
9. The difference of career aspirations did not exist between CIIT male and female students.
10. The difference of career aspirations exist between NUST male and female students
11. The difference of career aspirations did not exist between IIUI male and female students.
12. The difference of career aspirations did not exist between QAU male and female students and male had higher career aspiration than female.
13. The difference of career aspirations exist between male and female students of four public sector universities of Islamabad and male had higher career aspirations than female.
14. The difference of career aspirations exist among four public sector universities of Islamabad.
15. There exist positive correlation between career aspirations and self-esteem.

16. There exist positive correlation between career aspirations and perceived parental support.
17. There exist positive correlation between career aspirations and socio-economic status.
18. Significant difference exist between male and female students for career aspirations of job and entrepreneurship: male candidates were inclined toward entrepreneurship and female candidates were inclined toward job.
19. Students of NUST had highest aspirations for entrepreneurship in comparison of other three universities.

5.3 RECOMMENDATIONS

Following recommendation are made on the basis of conclusion drawn from study:

1. Universities can have check students' self-esteem through self-esteem measuring tools, academic grades and participation in academic activities as low level of self-esteem exist in university students. One to one and group counselling sessions, awareness and motivational seminars can help the students to increase self-esteem.
2. Further study can be conducted to explore the key factors e.g. self-efficacy, parental attachment, academic grades etc that affect the students' career aspirations.
3. Educational institutes can boost the self-esteem of students through encouragement of class participation, role plays in classroom, student-teacher interaction and different outdoor and indoor games.
4. Educational institutes may offer courses like leadership skills development, talent management, career development etc. etc. to boost the leadership aspirations among university students. Industry academia linkages should be core objective of universities so the students have chance to get benefit to know corporate culture and their requirements; and build leadership aspirations. Team building activities and leadership orientation seminars can be helpful for students to improve leadership qualities and aspirations to become a leader. Teachers can play influential role for the improvement of students' leadership aspirations. For this purpose, teacher training should be arranged for capacity building, teacher as role model and teacher as leader etc.
5. Further study should be conducted to identify the key factors e.g. spirit of team building, initiator, confidence, communication skills and personality traits that increases the leadership aspirations.

6. Educational institutes and classroom teachers can help the students to explore the area of interest with the help of trainings and specialized courses. Placement can be helpful to take understanding about the world of work and its requirements. One to one counselling can also be an effective way to improve education aspirations. By the placement and counselling, education aspirations can be improved.
7. Higher Education Commission should ensure career counselling offices in all universities for the provision of career counselling and career related activities. Universities should arrange awareness, motivational seminars and recruitment drives through industry academia linkages. Universities can hire career counsellors who can help the students in subject selection, career choices and career decision making. It will ultimately enhance the career aspirations of students.
8. Universities may focus on female students to improve their career aspirations through informational seminars, provision of career counselling and incubation centres for start-ups. Change in school curriculum for gender balancing and challenging occupational stereotypes may be helpful for motivating females towards career aspirations.
9. Perceived parental support have strong impact on the student career aspirations and career choices. Educational institutes are lacking in this side to educate and aware parents to support their children for accomplishment. Universities can arrange orientation, workshop and seminars for parents about the importance and effect of parents support on career aspirations and career choices.
10. Universities may conduct survey to know the students' interest for entrepreneurship. Universities can promote the entrepreneurial aspirations through development of incubation centres where students can benefit from provisions of basic facilities for new business and expert advice through industrial linkages of university. Encouragement of interdepartmental final year projects helps the students to make it marketable that promotes entrepreneurial activities.
11. Universities need to focus on students, especially female students to improve the entrepreneurial activities through teachers training and awareness seminars.
12. Further study can be conducted to know about what are the reasons that some students have high career aspirations while others have low career aspirations for entrepreneurship.
13. Current study is focusing on correlation, further regression analysis can be done to check the interdependency of career aspirations with self-esteem, socio-economic status and perceived parental support.

14. Future study may be conducted by focussing other variables i.e. power and prestige, goal clarity, decision making skill, critical thinking and parental involvement in career decision making.
15. To generalization of research findings, it can also be conducted in other provinces of Pakistan.
16. In future same study can be conducted in private colleges and universities for the generalization of antecedents of career aspirations.

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APPENDICES

(Appendix A)

Validity of the instruments were checked by the experts of the field

- 1) Dr. M. Aamir Hashmi (Post-Doc, UOM, US)

Assistant Professor,
Department of Research and Evaluation,
Institute of Education and Research,
University of the Punjab,
Lahore, Pakistan

- 2) Dr. Shafaqat Ali Khan

Assistant Professor,
Department of Education,
University of Education,
Attaock Campus, Pakistan

- 3) M. Usman

Program: Data Analyst
NIP Center of Excellence,
Quaid-i-Azam University,
Islamabad, Pakistan

Career Aspirations Scale*Reliability Statistics*

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .623 | .626 | 10 |

Inter-Item Correlation Matrix

| | Q1 | Q2 | Q3r | Q4r | Q5 | Q6 | Q7r | Q8 | Q9 | Q10r |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Q1 | 1.000 | .602 | -.481 | .181 | .497 | .231 | -.105 | .655 | .382 | .162 |
| Q2 | .602 | 1.000 | -.459 | .103 | .580 | .255 | -.190 | .647 | .288 | .309 |
| Q3r | -.481 | -.459 | 1.000 | .069 | -.375 | -.069 | .057 | -.291 | -.161 | -.212 |
| Q4r | .181 | .103 | .069 | 1.000 | .073 | .289 | .284 | .083 | .128 | .215 |
| Q5 | .497 | .580 | -.375 | .073 | 1.000 | .461 | -.158 | .514 | .141 | .267 |
| Q6 | .231 | .255 | -.069 | .289 | .461 | 1.000 | -.101 | .170 | .165 | .424 |
| Q7r | -.105 | -.190 | .057 | .284 | -.158 | -.101 | 1.000 | -.023 | .230 | .094 |
| Q8 | .655 | .647 | -.291 | .083 | .514 | .170 | -.023 | 1.000 | .264 | .186 |
| Q9 | .382 | .288 | -.161 | .128 | .141 | .165 | .230 | .264 | 1.000 | .081 |
| Q10r | .162 | .309 | -.212 | .215 | .267 | .424 | .094 | .186 | .081 | 1.000 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|---------|----------|----------------|------------|
| 25.7234 | 40.900 | 6.39532 | 10 |

r= Reverse Scoring

Self-esteem Scale*Reliability Statistics*

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .670 | .656 | 10 |

Inter-Item Correlation Matrix

| | Q1 | Q2 | Q3r | Q4r | Q5 | Q6 | Q7r | Q8 | Q9 | Q10r |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Q1 | 1.000 | .354 | .525 | -.147 | .408 | .528 | .310 | .081 | -.062 | .223 |
| Q2 | .354 | 1.000 | .231 | -.057 | .617 | .504 | .336 | .029 | -.029 | .395 |
| Q3r | .525 | .231 | 1.000 | -.236 | .120 | .154 | .243 | -.134 | -.441 | .096 |
| Q4r | -.147 | -.057 | -.236 | 1.000 | -.214 | .035 | .021 | -.410 | .195 | .343 |
| Q5 | .408 | .617 | .120 | -.214 | 1.000 | .379 | .354 | .409 | .094 | .097 |
| Q6 | .528 | .504 | .154 | .035 | .379 | 1.000 | .359 | -.037 | -.105 | .470 |
| Q7r | .310 | .336 | .243 | .021 | .354 | .359 | 1.000 | .312 | .163 | .534 |
| Q8 | .081 | .029 | -.134 | -.410 | .409 | -.037 | .312 | 1.000 | .491 | -.366 |
| Q9 | -.062 | -.029 | -.441 | .195 | .094 | -.105 | .163 | .491 | 1.000 | .046 |
| Q10r | .223 | .395 | .096 | .343 | .097 | .470 | .534 | -.366 | .046 | 1.000 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|---------|----------|----------------|------------|
| 28.0377 | 15.652 | 3.95631 | 10 |

r= Reverse Scoring

(Appendix D)

Scale of Multidimensional Perceived Social Support

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .886 | .888 | 12 |

Inter-Item Correlation Matrix

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Q1 | 1.000 | .630 | .508 | .596 | .594 | .381 | .204 | .371 | .352 | .608 | .398 | .210 |
| Q2 | .630 | 1.000 | .417 | .385 | .687 | .327 | .262 | .237 | .356 | .454 | .421 | .190 |
| Q3 | .508 | .417 | 1.000 | .743 | .469 | .391 | .045 | .313 | .439 | .278 | .302 | .150 |
| Q4 | .596 | .385 | .743 | 1.000 | .489 | .402 | .232 | .432 | .500 | .336 | .358 | .267 |
| Q5 | .594 | .687 | .469 | .489 | 1.000 | .433 | .322 | .262 | .418 | .656 | .482 | .243 |
| Q6 | .381 | .327 | .391 | .402 | .433 | 1.000 | .387 | .423 | .412 | .496 | .671 | .515 |
| Q7 | .204 | .262 | .045 | .232 | .322 | .387 | 1.000 | .101 | .376 | .358 | .376 | .452 |
| Q8 | .371 | .237 | .313 | .432 | .262 | .423 | .101 | 1.000 | .371 | .303 | .292 | .406 |
| Q9 | .352 | .356 | .439 | .500 | .418 | .412 | .376 | .371 | 1.000 | .324 | .532 | .488 |
| Q10 | .608 | .454 | .278 | .336 | .656 | .496 | .358 | .303 | .324 | 1.000 | .412 | .351 |
| Q11 | .398 | .421 | .302 | .358 | .482 | .671 | .376 | .292 | .532 | .412 | 1.000 | .601 |
| Q12 | .210 | .190 | .150 | .267 | .243 | .515 | .452 | .406 | .488 | .351 | .601 | 1.000 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|-------|----------|----------------|------------|
| 64.21 | 228.629 | 15.120 | 12 |

(Appendix E)

In the space next to the statements below, please circle a number from “0” (not at all true of me) to “4” (strongly agree). If the statement does not apply, circle “0”. Please be completely honest.

| | | | | |
|----------------------|----------------------|----------|-------|-------------------|
| 0 | 1 | 2 | 3 | 4 |
| Not at True of me | Strongly Disagree | Disagree | Agree | Strongly Agree |

| S.no | Questions | 0 | 1 | 2 | 3 | 4 |
|------|--|---|---|---|---|---|
| 1. | I hope to become a leader in my career field. | | | | | |
| 2. | When I am established in my career, I would like to manage other employee. | | | | | |
| 3. | I would be satisfied just doing my job in a career I am interested in. | | | | | |
| 4. | I do not plan to devote energy to getting promoted in the organization or business I am working in. | | | | | |
| 5. | When I am established in my career, I would like to train others. | | | | | |
| 6. | I hope to move up through any organization or business I work in. | | | | | |
| 7. | Once I finish the basic level of education needed for a particular job, I see no need to continue in school. | | | | | |
| 8. | I plan on developing as an expert in my career field. | | | | | |
| 9. | I think I would like to pursue graduate training in my occupational area of interest. | | | | | |
| 10. | Attaining leadership status in my career is not that important to me. | | | | | |

(Appendix F)

In the space next to the statements below, please circle a number from “0” (not at all true of me) to “4” (strongly agree). If the statement does not apply, circle “0”. Please be completely honest.

| | | | | |
|----------------------|----------------------|----------|-------|-------------------|
| 0 | 1 | 2 | 3 | 4 |
| Not at True of me | Strongly Disagree | Disagree | Agree | Strongly Agree |

| S.no | Questions | 0 | 1 | 2 | 3 | 4 |
|------|--|---|---|---|---|---|
| 1. | On the whole, I am satisfied with myself. | | | | | |
| 2. | At times I think I am no good at all. | | | | | |
| 3. | I feel that I have a number of good qualities. | | | | | |
| 4. | I am able to do things as well as most other people. | | | | | |
| 5. | I feel I do not have much to be proud of. | | | | | |
| 6. | I certainly feel useless at times. | | | | | |
| 7. | I feel that I'm a person of worth, at least on an equal plane with others. | | | | | |
| 8. | I wish I could have more respect for myself. | | | | | |
| 9. | All in all, I am inclined to feel that I am a failure. | | | | | |
| 10. | I take a positive attitude toward myself. | | | | | |

(Appendix G)

In the space next to the statements below, please circle a number from “0” (not at all true of me) to “4” (strongly agree). If the statement does not apply, circle “0”. Please be completely honest.

| | | | | |
|------------|----------|----------|-------|----------|
| 0 | 1 | 2 | 3 | 4 |
| Not at | Strongly | Disagree | Agree | Strongly |
| True of me | Disagree | | | Agree |

| S.no | Questions | 0 | 1 | 2 | 3 | 4 |
|------|--|---|---|---|---|---|
| 1. | There is a special person who is around when I am in need. | | | | | |
| 2. | There is a special person with whom I can share my joys and sorrows. | | | | | |
| 3. | My family really tries to help me. | | | | | |
| 4. | I get the emotional help and support I need from my family. | | | | | |
| 5. | I have a special person who is a real source of comfort to me. | | | | | |
| 6. | My friends really try to help me. | | | | | |
| 7. | I can count on my friends when things go wrong. | | | | | |
| 8. | I can talk about my problems with my family. | | | | | |
| 9. | I have friends with whom I can share my joys and sorrows. | | | | | |
| 10. | There is a special person in my life who cares about my feelings. | | | | | |
| 11. | My family is willing to help me make decisions. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 12. | I can talk about my problems with my friends. | | | | | |
|-----|---|--|--|--|--|--|

Questionnaire

I, (Salman Khalid), student of MS Career Counselling & Education at National University of Sciences and Technology (NUST) am conducting a research entitled “**Antecedents of Career Aspirations of Management Sciences Students of Public Sector Universities of Islamabad**” Your responses would be anonymous and nobody could connect your responses with you as an individual. Your responses will help me to conclude my research. If you have any Suggestion/Query, please don't hesitate to record your responses at Salmankhalid_55@yahoo.com

Name (optional): _____

Gender: Male / Female

Age

- 15-17 years old
- 18-20 years old
- 21-23 years old
- 24-26 years old
- 27 years or older

Discipline:

- BBA
- BS-Economics

Father's Education:

- Below Matriculation
- Matriculation
- Intermediate
- Graduation
- Masters and Plus
- Professional Education (i-e Doctor, Engineering, CA)

Mother's Education:

- Below Matriculation
- Matriculation
- Intermediate
- Graduation
- Masters and Plus

- Professional Education (i-e Doctor, Engineering, CA)

Family income per month:

- 13,000 to 30,000
- 31,000 to 60,000
- 61,000 to 99,000
- 100,000 or Plus

Number of family members_____

After completion of education what you want to pursue as a career choice?

- Job
- Entrepreneurship

In the space next to the statements below, please circle a number from “0” (not at all true of me) to “4” (Strongly agree). If the statement does not apply, circle “0”. Please be completely honest.

| | | | | |
|----------------------|----------------------|----------|-------|-------------------|
| 0 | 1 | 2 | 3 | 4 |
| Not at True of me | Strongly Disagree | Disagree | Agree | Strongly Agree |

| S.no | Questions | 0 | 1 | 2 | 3 | 4 |
|------|---|---|---|---|---|---|
| 1. | On the whole, I am satisfied with myself. | | | | | |
| 2. | At times I think I am no good at all. | | | | | |
| 3. | I feel that I have a number of good qualities. | | | | | |
| 4. | I am able to do things as well as most other people. | | | | | |
| 5. | I feel I do not have much to be proud of. | | | | | |
| 6. | I certainly feel useless at times. | | | | | |
| 7. | I feel that I'm a person of worth, at least on an equal plane with others. | | | | | |
| 8. | I wish I could have more respect for myself. | | | | | |
| 9. | All in all, I am inclined to feel that I am a failure. | | | | | |
| 10. | I take a positive attitude toward myself. | | | | | |
| 11. | I hope to become a leader in my career field. | | | | | |
| 12. | When I am established in my career, I would like to manage other employees. | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 13. | I would be satisfied just doing my job in a career I am interested in. | | | | | |
| 14. | I do not plan to devote energy to getting promoted in the organization or business I am working in. | | | | | |
| 15. | When I am established in my career, I would like to train others. | | | | | |
| 16. | I hope to move up through any organization or business I work in. | | | | | |
| 17. | Once I finish the basic level of education needed for a particular job, I see no need to continue in school. | | | | | |
| 18. | I plan on developing as an expert in my career field. | | | | | |
| 19. | I think I would like to pursue graduate training in my occupational area of interest. | | | | | |
| 20. | Attaining leadership status in my career is not that important to me. | | | | | |
| 21. | There is a special person who is around when I am in need. | | | | | |
| 22. | There is a special person with whom I can share my joys and sorrows. | | | | | |
| 23. | My family really tries to help me. | | | | | |
| 24. | I get the emotional help and support I need from my family. | | | | | |
| 25. | I have a special person who is a real source of comfort to me. | | | | | |
| 26. | My friends really try to help me. | | | | | |
| 27. | I can count on my friends when things go wrong. | | | | | |
| 28. | I can talk about my problems with my family. | | | | | |
| 29. | I have friends with whom I can share my joys and sorrows. | | | | | |
| 30. | There is a special person in my life who cares about my feelings. | | | | | |
| 31. | My family is willing to help me make decisions. | | | | | |
| 32. | I can talk about my problems with my friends. | | | | | |

(Appendix I)

