

**CAREER DEVELOPMENT PLANNING OF SECONDARY SCHOOL
STUDENTS IN KATHMANDU VALLEY**

A Dissertation

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In Partial Fulfillment of the Requirements for the Master of Philosophy
in Rural Development

Submitted by:

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Hemant Bahadur Thapa

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ABSTRACT

This study examines career development planning among secondary school students in Kathmandu Valley, focusing on the factors influencing their career choices, their knowledge and attitudes toward career goal selection and the methods they adopt for career planning. This thesis tries to provide how socio-economic, institutional and personal factors shape students' career trajectories, particularly within the context of Nepal's diverse educational landscape.

This research uses quantitative approach by utilizing a cross-sectional survey strategy under descriptive and explanatory research designs. Data were collected from 450 students across three institutions: Texas International College, Kathmandu (n=150); Tri-Padma Secondary School, Lalitpur (n=150); and Bageshwori Secondary School, Bhaktapur (n=150). A structured questionnaire with 65 Likert-scale items was used, covering three key dimensions: 22 items on factors affecting career planning, 18 items on knowledge and attitudes and 25 items on career development methods. The analysis integrates multiple theoretical perspectives including Marxian theory, social cognitive development, human capital and self-efficacy.

The results reveal that gender, family economic background, provincial origin and student type significantly influence career development planning. Students from Bagmati Province and urban areas have greater access to top-tier colleges, career counseling and stimulating environments. However, one-third of students from rural areas and other provinces also benefit from these opportunities, potentially becoming future human capital for their home regions. Students with higher self-efficacy and better resources engage more effectively in career planning, while both internal factors such as gender roles and personal value, and as external factors such as social systems, movements play critical roles. Disparities were noted in the availability of career assessment tools, with management and science students showing more proactive planning.

The study sum ups that external as well as internal factors are determining in order to shape career choice including socio-economic status and educational environment. Challenges such as rigid education systems, limited career counseling and gender biases hinder equitable career development, particularly for disadvantaged students. To address these issues, the study recommends standardized career counseling programs, curriculum-integrated career planning and parental involvement. Policymakers should prioritize equal resource access, gender equality and targeted support for marginalized students. Career counselors must foster self-efficacy and provide culturally relevant guidance to empower students in making informed career decisions.

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ABBREVIATIONS AND ACRONYMS

CD:	Career Development
CDL:	Career Development Learning
CDP:	Career Development Planning
CDPI:	Career Development Planning Index
CP:	Career Planning
CSM:	Career Self-Management
DV:	Development Variable
ECED:	Early Childhood Education and Development
ERO:	Educational Review Office
HLM:	Hierarchical Linear Modeling
HRM:	Human Resource Management
IEPs:	Individualized Educational Plan
MDG:	Millennium Development Goals
MIC:	Middle Income Country
MoE:	Ministry of Education
MoF:	Ministry of Finance
MoJ:	Ministry of Justice
NEB:	National Educational Board
NEC:	National Educational Council
NSTU:	Noakhali Science and Technology University
PPE:	Personal Protective Equipment
PTA:	Parent Teacher Association
SEE:	Secondary Education Examination
SMC:	School Management Committee
SPE:	Student Perceived Employability
SSCT:	Social Cognitive Career Theory
SSDP:	School Sector Development Plan
SSRP:	School Sector Reform Plan
UNESCO:	United Nations Educational, Scientific and Cultural Organization
VDC:	Village Development Committee
VEC:	Village Education Committee

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education serves as the foundation for individual progress and human development. It equips learners' skill and knowledge to flourish in 21st century, which is the age of science and technology rapidly. Education thus must be inclusive, human-centered and purpose-driven not just about skills, but about fostering critical thinking, sustainability and global citizenship (UNESCO, 2024). It is recognized as a catalyst for sustainable development, particularly in rural areas where it enhances employability, fosters innovation and reduces poverty (WB, 2018). The benchmarks of World Education Conferences have broadened educational perspectives and improved fairness and equal opportunity (Jomtien, 1990; Hdigui, 2006). Through its interactive design, education enables people to improve not only their personal living conditions but also those of their communities, contributing to environmental preservation.

Fundamentally, education is the basic right of the people that enhances individual development and promotes peace, tolerance and sustainable development (UNESCO, 2023). The basic and prime aim of education is to provide skill, knowledge and values that are inevitable for their active participation in society. Particularly in rural development, education enhances skills, increases employment opportunities and promotes sustainable practices, leading to improved living standards. It empowers communities to adopt new technologies, fostering economic growth and social progress (Sharma, 2018).

School education plays a crucial role in rural development as it enhances literacy, empowers individuals and promotes economic growth (UNESCO, 2015a). Educated rural populations are better able to adopt improved agricultural practices, access healthcare and actively participate in decision-making processes. Moreover, education helps reduce poverty and fosters social equality, which in turn supports sustainable development (WB, 2018). The studies (e.g. Gandal, 2016; Symonds et al., 2011; Rosenbaum et al., 2015) also argue that high schools level of education can play a vital role in helping students make informed life choices. High school education achievement is one of the effective way in order to incorporate education and career

planning (Rumberger et al, 2017). Department of Education, United States of America (2017) takes school education as the formalization process where school level students enrolled in schools in order to get their educational goals that shapes their personal, academic and further carrier development where they get support by teachers, counselors or parents. By investing in rural schooling, communities become more resilient and self-reliant, thereby ensuring overall progress and a higher quality of life of the mass people (UNESCO, 2015b).

Rural development is about the quality of life and their economic aspect that essentially helps rural people to celebrate their living standard. It encompasses efforts to enhance fiscal, social and environmental aspects of the communities. This includes poverty reduction, infrastructure development, access to education and healthcare and sustainable livelihoods. Often, this involves promoting agro-entrepreneurship and tourism while addressing inequality and limited access to resources (Johnson, 2023).

A post-positivist approach to rural development brings more analytical understanding of rural environments. It emphasizes local knowledge, community participation and social context over purely empirical data. This approach recognizes development of rural is not only signify the economic development and growth of the people rather it also addresses involves social, cultural and environmental dimensions. It promotes inclusive dialogue among stakeholders and adaptive strategies responsive to rural complexities. Integrating qualitative insights alongside quantitative data, post-positivist development aims for sustainable, context-sensitive solutions that empower communities and enhance resilience through career development planning.

Career development refers to how individuals build skills over time in order to sustain successful lives, which is only possible through proper planning. Hibert et al. (2010) define career-life planning as a journey composed of five main components such as infrastructure, their participation, tools and resources, maintaining and sustain their life by using tools and resources available in the local or rural areas. Each component is essential and intricately connected in developing an effective career development plan, particularly within school education systems. Career planning helps students understand themselves and explore various options. At the high school level, the focus should be on self-discovery asking questions such as: Who am I? What am I good at? Activities like diverse coursework, club participation and part-time jobs provide real-

life exposure to various fields and help students make informed decisions (Dessler, 1997).

Career planning is also crucial for organizations and employees to align individual and organizational goals. Traditionally, career planning was overlooked in many organizations. Today, both employers and employees are more actively involved in creating career paths that enhance work quality and satisfaction. A career reflects both internal and external experiences and serves to integrate individual, cultural and societal needs. As people go through different career stages, the importance of planning grows, emphasizing creativity, autonomy and job security (Adhikari, 2006).

In Nepal, the education system is structured into basic, secondary and higher education levels (MoE, 2022a). It aims to promote literacy and skill that provides quality of life. Therefore, to get such situation one has to focus on quality education, especially in rural areas. Despite notable progress, challenges such as infrastructure deficits, gender disparities and issues related to educational quality remain major obstacles. The government emphasizes inclusive education and curriculum reforms to align with global standards (MoE, 2020a).

In Nepalese organizations, career planning remains under either developed or under practiced. Many employees lack clear career paths due to the absence of structured guidance and support from management. Most organizations do not offer formal career information, education, or counseling. This result in missed opportunities for growth and satisfaction. Agrawal (2007) asserts that career planning should be an essential part of Human Resource Management, involving forecasting, systems integration, corporate strategy and acquisition functions to bridge human resource gaps.

Career development must involve getting the strains of the present dynamics of world's economy. In the past, it focused on identifying a lifetime occupation; today, it emphasizes flexibility and adaptability. Workers are now expected to hold multiple jobs over a lifetime, requiring open-mindedness and readiness to seize unplanned opportunities. An individual career development plans, help students and employees map out goals and the steps needed to achieve them. These plans should remain flexible to accommodate life's uncertainties (Robbins, 1993).

Career development opportunities act as milestones, promoting growth for both individuals and organizations. When individuals follow a career plan, they certainly feel their growth, progress and personal satisfaction. This satisfaction fosters motivation, which further drives success. Bridging the gap between education and rural economic growth is one of the critical roles of career development planning. Internationally, structured career guidance aligns student skills with labor market demands, fosters entrepreneurship and reduces urban migration (Kumar & Singh, 2020). In Nepal, career planning is underdeveloped. Students often face pressure to pursue traditional careers due to societal expectations and there is limited awareness of diverse career paths. Geographic and socioeconomic disparities further restrict opportunities (Chuhan, 2019).

Human capital comprising skills, knowledge, and capabilities is vital for rural development. Effective career development planning among secondary school students in rural Nepal is key to nurturing human capital. By incorporating career guidance into the curriculum, students can identify local job opportunities and required skills, fostering innovation and entrepreneurship. This approach empowers students to pursue meaningful careers that contribute to rural economic growth and helps retain talent in rural areas.

Career planning helps integrate individual aspirations with community needs, promoting both economic development and social stability. Aligning workforce skills with rural development objectives ensures long-term prosperity (Kumar & Singh, 2020). However, in Nepal, career planning is heavily influenced by external factors like family pressure, financial constraints and unequal access to career counseling. Students from rural areas are especially disadvantaged, facing infrastructural limitations, cultural barriers especially for girls and a lack of guidance (MoE, 2020b).

Mepa et al. (2024) describe career planning as a lifelong, flexible process that fosters essential skills for future success. While this perspective highlights personal agency, it overlooks external challenges such as poverty, job scarcity and social pressures. A balanced approach must acknowledge both individual decision-making and systemic barriers that influence career trajectories.

Given these challenges, policymakers and service providers have to be laden with knowledge, positive attitude and skills which is necessary to help individuals create lifelong learning plans that align with career goals. Nepal's education system continues to struggle with systemic issues limited counseling, urban-rural disparities and outdated curricula that fail to align with labor market needs. Gender biases and financial limitations further restrict access to diverse career opportunities.

Career development looks at individual progression from the organization's viewpoint, while career planning reflects the individual's perspective. Realistic planning helps individuals assess available opportunities in light of their own abilities. In Nepal, schools in the Kathmandu Valley have better resources and counseling services compared to rural institutions. This study thus examines career development planning among secondary school students at Texas International College (Kathmandu), Tripadma Secondary School (Lalitpur), and Bageshwori Secondary School (Bhaktapur) as well. By analyzing these initiatives, the study aims to identify best practices and scalable strategies to enhance career readiness throughout Nepal's education system. It further investigates behavioral changes influenced by different educational environments and seeks to identify challenges and current practices related to career planning among secondary students.

1.2 Statement of Problem

Significant increment of college graduates in Nepal has worsened the job market's structural imbalance, as higher education expansion has not aligned with labor market demands. While more students now hold degrees, most lack job-ready skills due to traditional curricular practices and limited career development training, leading to underemployment (Hibert et al., 2010). Meanwhile, the economy remains dominated by agriculture and low-skilled sectors, unable to absorb the growing educated workforce. This mismatch highlights systemic failures in education policy and economic planning, pushing many graduates toward migration for better opportunities. Without reforms, the gap between degree holders and viable jobs will keep widening, deepening youth frustration and brain drain.

In context of Nepal, career development planning faces significant challenges due to a combination of factors. Lack of quality education, vocational training and comprehensive environment are career counseling services and economic constraints

that restrict opportunities for many individuals. The educational system often emphasizes rote learning over practical skills and career readiness, leading to a disconnect between academic achievements and job market requirements (UNESCO, 2023). Additionally, there is a prevalent cultural preference for traditional career paths, such as engineering or medicine, which can stifle exploration of diverse career options. Economic instability and a high rate of unemployment. It exacerbate the problematic issues that directly creates difficulties for people in order to find out career choices. According to WU (2017), the Government of China brought the change in education system i.e. elite education to mass education, which was responsible for the unemployment and hurdle to get employment in the global market. The main reasons behind it was multi-faceted trainings where they could not sell themselves.

Career planning is that very factor for those students who try to achieve their goals in their lives. In the past, schools rarely helped students with career planning, but now both schools and students are putting more effort into creating career plans to improve education quality. Career planning in schools covers both personal growth (internal career) and future job paths (external career), aiming to balance individual talents, cultural values, and society's needs. The meaning of a career changes at different life stages, so planning should focus on building skills, creativity, confidence, and independence over time. Success in career development requires active collaboration between students and teachers (Gashi & Kadriu, 2022).

Students who have a clear career plan are more likely to perform well academically and meet the expectations of their schools or colleges, as they are focused and motivated toward their goals. An effective educational institution should ideally have a high number of such career-oriented students, as this reflects proper guidance and planning. However, to achieve this, it is crucial to identify and analyze both internal (e.g., lack of career counseling, parental pressure, limited self-awareness) and external (e.g., economic constraints, societal norms, job market trends) barriers that hinder career planning among secondary school students. Additionally, schools must carefully observe and address students' aspirations during the career planning process, ensuring that their interests and potential are aligned with realistic opportunities, thus fostering better decision-making and future success.

Career planning is essentials to develop their skills, knowledge, capabilities and efficiencies. In order to achieve desired objective and goals, career planning and management play vital and crucial role in each and every type of persons or organizations. The main issue and trend of career planning includes the career goals career path, career education, career information, career counseling. The present study attempts to meet the following research questions:

1. What are the factors affecting career planning on Secondary School students?
2. What are the factors that are affecting in career planning on Secondary School students?
3. What knowledge and attitudes are applying for selecting career goal by secondary students?
4. In which extent Secondary students have adopted career planning and methods?

1.3 Objectives of the Study

The general objective of this study was to assess the career planning of Secondary students. Furthermore, this study attempts to meet the following objectives:

- To explain affecting factors of career planning on career development of Secondary school students.
- To assess the students' knowledge and attitudes of the career goal selection in the study area.
- To examine the career development methods adopted by the students in the study area.
- To analyze the relationship between characteristics of students and career development.

1.4 Hypothesis

This study tested following alternative hypothesis:

- The career planning influence the career development of secondary school students.
- Secondary school students in the study area have significant knowledge and attitudes regarding career goal selection.

- There is significant differences in the career development methods adopted by secondary school students.

1.5 Significance of the Study

This study would be more significance in present context. This study would be more beneficial because it would be helpful in order to improve the capabilities at Secondary level students to explain to develop their career in future. This research be helpful to improve productivity & quality that can forge students competitive and able in global market. This study would increase satisfaction level about their career that can open new avenues in their life. Its reader may improve their decision making level them, can select best opportunities and they can convert threat and challenges in to opportunities and strengths. Environment adaptation is another important factor of this study. As per the changes in environments in the world in different aspects, they can adjust in such situation to reach the own self-destination. It provides the fertile ground in order to develop student's potential; they can exploit and grab the different opportunities in competitive world. That also helps to be move intelligent, active, cooperative and dynamic. It would assist international placement due to more can competitive excellent, qualified, adjustable and activeness, they will have got an opportunity to place in international market.

1.6 Limitations and Delimitations of the Study

There is thundering situations and hindrances in career development planning for the secondary level students studying in Kathmandu valley. A key issue is the unequal access to career counseling, particularly in rural and underprivileged areas, where students often lack leadership and it appears a wide range of carrier choices. The limited resources and infrastructures in many schools further delay effective career planning efforts. Social pressures including traditional gender roles and parental prospects also restrict students' ability to pursue non-traditional career paths, especially for girls. The sample is selected using random sampling method of researcher. This research is analyzed based on Marxism and Hierarchy need theory of Maslow.

This research focuses secondary level students of science, management and humanities stream of Texas International College, Tripadma Secondary School and Bageshwori Secondary School. The focus of the study was concerned with career

planning of Secondary level students from limited schools of Kathmandu, Lalitpur and Bhaktapur district. The total number of respondents are 450 in which each school consists 150 respondents.

This research is mainly based on primary data and information which were collected as the first hand data. Only the respondents were of Secondary level students, studying in Kathmandu, Lalitpur and Bhaktapur districts. This study may not represent about career planning of all the students in all area of Nepal. Limited statistical tools were applied for the justification of results. Limited variables were used for the career development process of students.

1.7 Organization of the Study

This dissertation is organized into five major chapters. The chapter first incorporates background of the study, statement of the problem, objectives of the study, rationale of the study and limitation of the study. Similarly, chapter two consists of theoretical as well as empirical review related to career development of high school students. In the same way, third chapter is about methodology of the study that gives guidelines of whole thesis. It consists of research design, nature and sources of data, population and sampling, data collection techniques and data analytical techniques. Likewise, fourth chapter incorporates results and discussion. The fifth chapter presents summary, conclusion and research implications.

CHAPTER II

REVIEW OF LITERATURE

2.1 Conceptual Review

2.1.1 Conceptualizing Career Development

The South African workforce has undergone significant transformations in recent decades. Not only has there been a rise in Black professionals, but there has also been a notable increase in women occupying professional and managerial roles. According to the Grant Thornton Business Report (2012), South Africa had 28 percent of women in top management positions - a slight increase from the previous year. This placed the country just outside the top 10 globally for female representation in senior leadership. While progress has been made, it remains gradual. Career advancement into managerial roles is driven by career development. Brown (2002) defines as the process of change or progression within an individual's professional journey. However, not all change signifies development or progression. In this study, career development is defined as successive professional changes that reflect advancement (White et al., 1992). These changes include climbing the corporate hierarchy, earning higher salaries, gaining greater autonomy to pursue career interests and receiving increased recognition from peers. The key success factors including occupational opportunities, individual potential and non-work influences career planning.(White et al., 1992).

The understanding of career development prerequisites, the theory of social cognitive career. It offers framework for explaining the interplay of various factors that fosters professional success. Similarly Bandura's cognitive theory (SCCT) explores how internal variables like self-efficacy, personal goals and outcome expectations interact with external factors like environmental context and demographic variables (e.g., gender) to either facilitate or hinder career advancement.

2.1.2 Career Development and Career Development Planning

Social Cognitive Career Theory (SCCT) states that three key factors influence a person's career choices and growth: self-belief (confidence in their abilities), expectations (what they think will happen if they try), and personal goals (what they want to achieve) (Lent & Brown, 1996). According to Bandura, self-belief comes

from judging one's own ability to succeed in tasks based on past experiences and achievements. In this study, self-belief means the confidence a person builds over time from their performance and education.

According to Kouzes & Posner (1993), outcome expectations are the beliefs people have about what will happen as a result of their actions essentially, the expected rewards or consequences of their behavior. In the workplace, this means employees predict how their efforts (like hard work or strong performance) might lead to certain outcomes (such as promotions or recognition). These expectations are shaped by personal experiences (like past successes) and second-hand knowledge (such as seeing coworkers advance under similar conditions). For example, a mid-level manager might expect to be promoted to an executive role if they've been rewarded for good performance before and know their company values merit-based advancement. In South African local government, where promotions are often tied to meritocracy, women in entry-level or lower management roles might expect that consistently high performance will lead to a promotion when higher positions open up. Their confidence in this outcome comes from understanding the department's promotion policies, their own track record, and observing others who've succeeded in the same system. Essentially, outcome expectations act as a mental roadmap, guiding career behavior based on what people believe is achievable in their work environment.

The third and most central variable is personal goals, which are more concrete than the belief systems of self-efficacy theory and expected outcomes. Individual's goal act is that very concept which helps individuals organize, direct and maintain their efforts over time even without external motivation (Shukla, 2021). Together, these three variables such as personal goals, self-efficacy and expected outcomes closely interplay in order to shape career behavior and ultimately drives career development.

Second, when applying this theory, it's important to recognize how gender (and sometimes race) can influence the opportunities and spaces available to individuals. While race isn't the focus of this study on women's career development, its impact can't be ignored. The key is understanding how gender intersects with the three main variables self-efficacy (belief in one's abilities), outcome expectations (expected results of effort), and personal goals to shape the career growth of women in municipal management. For example, in South Africa, gender equality has been a

major focus in workplaces, leading to policies. Such policies are intended to ensure equal opportunities and access upon resources. This means women's career paths are shaped not just by their skills and goals but also by how supportive (or restrictive) their work environment is toward gender equity.

A key takeaway from social cognitive theory which significant role of environmental factors that are essential to shape the career development. In this study, the focus is on how the work environment specifically organizational culture and climate affects an individual's professional growth. Shared values, norms and practices are those culture of an organization that are responsible to define how things are done in a workplace, while organizational climate reflects employees' perceptions of their work environment whether it feels supportive, competitive or restrictive. For example, employees might view their workplace as innovative (climate) even if the company's official policies prioritize tradition (culture), highlighting how climate is subjective and can differ from formal culture. These environmental factors matter because they influence opportunities, morale and career trajectories. A positive climate might boost confidence (self-efficacy) and ambition (goals), while a rigid culture could limit access to promotions or mentorship. In municipal authorities, where policies often emphasize gender equity, the actual workplace climate like managers' attitudes or team dynamics can either help or hinder women's advancement, regardless of formal rules. Thus, understanding the gap between culture (what's stated) and climate (what's felt) is crucial for addressing real-world career barriers.

Career development is shaped by three key factors: Personal behavior, work environment and self-belief in one's abilities. Ideally, when someone works in a supportive environment, possesses the right skills and is motivated, they should be able to advance in their career regardless of gender (White et al., 1992).

2.2 Theoretical Bases

Activities like personnel planning, screening and training are crucial for career development. These processes help individuals and organizations grow together—by improving skills, performance, and work quality, which benefits everyone involved. For example, personnel planning isn't just about predicting job openings; it also helps identify employees who could fill those roles and the training they'd need to succeed. Career development is a lifelong journey where individuals become aware of their

strengths and goals, guiding them toward career satisfaction (Khalaf, 2019).

To make better career decisions, it is essential to take control of your own professional path by recognizing that key choices—about jobs, education and career moves—require careful planning and effort. You can't leave these decisions to others; you must actively set goals and take steps to achieve them. However, in Nepalese organizations, career-focused performance reviews are often missing and employees rarely receive feedback on their career development progress (Agrawal, 2000). This research is analyzed using the following theoretical perspectives:-

2.2.1 Marxist Perspective on Education

While Karl Marx and Friedrich Engels didn't write much directly about education, their ideas (Marxism) have still shaped how many people think about schools and learning. Marxists argue that education plays two conflicting roles in society: On one hand, it supports capitalism by teaching skills and attitudes that keep the current economic system running—like training workers for jobs that benefit business owners while reinforcing social inequalities (for example, wealthier students often get better opportunities than poorer ones). On the other hand, education could also challenge capitalism by helping people question unfair systems and imagine alternatives—but in reality, today's schools mostly focus on the first role, maintaining the status quo (Cole, 2019). This means education often ends up repeating the same inequalities it could potentially help fix.

Marx and Engels argued that real societal change happens through class struggle, where the working class (proletariat) challenges and overthrows the ruling class (bourgeoisie) to dismantle capitalism. While they acknowledged the importance of spreading awareness and critical ideas to inspire collective action, they stressed that simply changing opinions wasn't enough. For true revolution, the working class must fully understand their oppression under capitalism and what it would take to replace it with a fairer system. In short, education and class consciousness are tools, but action—like organized rebellion—is essential to transform society's structure.

Marx argued that the capitalist class (bourgeoisie) didn't provide true education—instead, they used schools to promote their own values and maintain control (Marx, 1847). However, Marx and Engels also believed that real learning happens through

work, and they pushed for schools to combine education with practical labor. They thought this mix would help workers see how capitalism exploits them, raising awareness and encouraging resistance against the system.

Marxist thinkers focused on two key questions about education in capitalist societies: first, they examined how schools and universities actively maintain and reinforce the capitalist system by teaching skills, values, and hierarchies that prepare students to accept unequal class roles—for example, training working-class students for obedient labor while elite students learn leadership. Second, they explored how education could challenge or weaken capitalism, whether through critical thinking that exposes exploitation, collective organizing among students and teachers, or alternative curricula that highlight class struggle. While Marxists recognize that education often serves as a "tool" of capitalism (e.g., by justifying inequality as merit-based), they also argue it holds radical potential—if workers grasp how the system exploits them, education could fuel movements to overturn it. In short, schools both prop up and (potentially) disrupt the status quo.

2.2.2 Goal Orientation

Goal orientation theory especially engage in learning tasks—whether to gain knowledge (mastery orientation), outperform others such as performance approach orientation, or avoid failure like performance avoidance orientation. As there mix-up mastery and performance goals, it can be ahead in an effective way. Mastery goals often lead to better outcomes like deeper engagement, intrinsic motivation and perseverance. The teachers, understanding these orientations helps foster productive student goals. In career development, this theory examines how personal goals shape behavior and success, dividing orientations into two main types: learning-focused (mastery, e.g., developing skills) and outcome-focused (performance, e.g., proving ability).

According to Svinicki (2009), people with mastery oriented goals specially focus on learning, self-improvement and develop their skills. These people see challenges as chances to grow and are motivated by internal rewards like personal satisfaction rather than external validation. In career development, this mindset encourages people to actively seek opportunities to build their skills and advance professionally, leading to continuous growth and improvement.

People with performance-oriented goals focus on proving their skills compared to others, often driven by external rewards like promotions, praise, or status. Instead of valuing learning for its own sake, they aim to outperform peers and avoid looking incompetent—which can push them toward high-pressure roles where they can "win" but may also make them afraid to take risks or try new challenges. Because they care more about results than the learning process, they might cut corners to succeed or shy away from tasks where they could fail. Research (Elliott & Dweck, 2005) shows this mindset makes them rely heavily on outside validation (like bonuses or rankings) rather than inner motivation. While this can fuel short-term success, it may limit long-term growth if fear of failure stops them from developing new skills.

A critical perspective on this statement would acknowledge that while recognizing goal orientations (mastery vs. performance) can indeed help tailor career strategies, this approach oversimplifies human motivation by categorizing it into binary types, ignoring how these orientations often overlap and shift contextually. Career counselors risk prescribing rigid pathways based on these labels, potentially stifling adaptability—especially in modern workplaces where hybrid motivations (e.g., learning while competing) may be more relevant. Moreover, the focus on individual orientations may divert attention from systemic barriers (e.g., unequal access to opportunities) that disproportionately affect career progression regardless of one's goals. While the theory offers a useful framework, its practical application could inadvertently reinforce a meritocratic myth that career success hinges solely on personal mindset, neglecting organizational biases or socioeconomic constraints. Effective career development thus requires balancing goal-oriented strategies with critical awareness of structural inequalities. Understanding these orientations helps career counselors and individuals to tailor career development strategies that align with their goals, improving motivation and effectiveness in career planning and progression.

2.2.3 Maslow's Hierarchy of Need Theory

This theory shows human necessities as a pyramid with physical necessities such as food and safety at the base and emotional or mental needs (like confidence and purpose) at the top. People can only focus on the higher-level needs once their basic survival needs are met.

Physiological needs. Its requirements are the first id driven lower need on Maslow's hierarchy. Food, water, enough sleep, clothes and shelter, health and reproduction are the most fundamental needs for human life. As per Maslow, before people can advance to the next degree of fulfillment, these fundamental physiological demands must be met.

Safety needs. Safety is a necessary component. It includes financial security, emotional stability and well-being. It incorporates health security and protection from assault and robbery.

Love and belonging needs. Maslow takes love and belongings as other necessities that come in third hierarchy. This necessity is essential for the better interpersonal relationships. This requirement includes the ties of person's spouses and partners including biological family such as parents, siblings and children. Attaining a sense of enhanced kinship requires both physical and emotional intimacy, ranging from intense emotional attachments to sexual interactions. Belonging to a team of coworkers or creating an identity in a club, union, or interest group are examples of social group memberships that can fulfill this desire.

Esteem needs. Ego-driven wants are the highest needs of the person. The two main components of esteem are self-esteem (confidence in your capacity for personal development and achievement) and self-respect (the conviction that you are valued and worthy of dignity). Maslow explicitly states that there are two sorts of self-esteem: esteem that stems from your own evaluation of yourself and esteem that stems from respect and recognition from others. This latter form of self-esteem provides the foundation for independence and self-assurance.

Self-actualization needs. This achievement is a person's complete potentiality. As a person its requirements place of self-actualization demands at the top. Sometimes it is referred to as self-fulfillment necessities such as education, skill development, abilities in fields like athletic, music, design, cuisine and gardening, hospitality and other general objectives like picking up a new language, geographical locations and winning prizes are all the examples of self-actualization requirements.

If you're feeling uncertain about your career path, a great first step is to book a few career coaching sessions, these will help you clarify your goals and create a roadmap

tailored to your strengths. Once you have direction, you can choose between two structured programs: the Job Seeker Program (ideal if you're looking for new opportunities) or the Career Advancement Program (if you're focused on growth in your current role). For those already in senior leadership positions, ongoing coaching can help you refine your skills, build confidence, and solidify your impact. Wherever you are in your career, taking this step shows you're ready to invest in your success—the key is matching the right support to your current needs.

2.3 Policy Practices

The 1990 Constitution of Nepal, created after a democratic movement, recognized education as a right but did not clearly guarantee it for all citizens. However, the 2015 Constitution strengthened this by ensuring every Nepali has the right to free and compulsory basic education, along with free schooling up to secondary level (CAS, 2015), making basic education a fundamental right. Education Policies Act as government guidelines and ensures fair and consistent decisions, shaped by Nepal's cultural, economic, and global influences. These policies reflect the country's development goals and help solve public issues. Policies, plans, and programs work together in a structured way, with policies serving as long-term strategies to address specific challenges (MoF, 2016).

The new constitution has created a changed and evolving social and political environment in Nepal, giving the country a strong foundation to reform its governance and management systems. Along with the successful practices and important lessons learned from the previous School Sector Reform Program (SSRP), the following policies and guidelines were used as key references to help develop the new School Sector Development Plan (SSDP) document:

2.3.1 Constitutional Provision and Educational Act

Constitutional Provisions and Legal Instruments: The new plan's foundation was established by the 2015 amendment to the constitution, and its execution will be guided by the relevant laws, rules, and regulations that have since been passed. To achieve the goal as per the mandate aimed by the new constitution of Nepal, it particularly the new laws of free and compulsory education, the governance, delivery mechanisms and administration have to consider and reorient regarding the constitutional provisions and legal dynamics. In order to get the imagination of the

constitutional provisions, administration and local bodies have to consider once again.

Eighth Amendment to the Education Act: By laying the groundwork for both structural and functional improvements, the 8th amendment to the instruction act (MoJ, 2016) has improved the conditions that support instruction in schools. Additionally, the school organization has been restructured into two educational levels i.e. basic level ECD to 8th grade and secondary level 9 to 12. The following are further significant changes:

- The creation of National Education Council, headed by the education minister, whose duties include reviewing educational policy and recommending changes to the Nepali government.
- The National Examination Board (NEB) was established, and national, province, and district tests were standardized as part of the examination reform process.
- Office of the REO was formally established in order to review educational system.
- The reformation of SMCs, as its members will henceforth be responsible for appointing roles and positions within the SMC.
- The rationalization of teacher kinds and positions, which will increase teacher management.

Governance and Management: SMCs are given significant authority to oversee and manage schools under the Education Act. However, it is vital to realign the functions and responsibilities of SMCs due to the expanded obligations granted to local organizations (VDCs and municipalities) under the new constitution. Village education committees (VECs) must be strengthened and reactivated in order to realign their functions. Head teacher has to pay his/her focus on instructional leadership where he/she has to evaluate teaching staff's performance, emplace time in classes and teaches ability development program. While VDCs and municipalities are primarily in charge of external administrative and logistical duties, such as finance and accountability to provide access to high-quality education, SMCs and PTAs are in charge of the internal administration and daily operations of schools.

2.3.2 International Policy Provisions and National Periodic Plan

Delors's Report 1996

The Delors Commission produced the Delors Report in 1996 (Semwal, 2021). Two fundamental ideas i.e. learning throughout life is taken as the four pillars of learning to know, to do, to be, and to live together—formed the basis of its suggested integrated vision of education. It served as a foundation for discussion and introspection on the decisions that should be taken while creating policy, rather than a manual for educational reform in and of itself. According to the research, decisions concerning schooling were influenced with the social and cultural taboos where they live. It believed that the development of the full person was a crucial component of education's mission, even beyond its immediate applications. Compared to previous education reform studies of the day, the Delors Report's analysis and suggestions were guided by humanistic ethos and pathos and less guided by utilitarian and market driven forces. It was strongly connected with the moral and intellectual tenets that support UNESCO (Semwal, 2021).

Numerous conflicts brought on by social, economic, and technical development were noted in the Delors Report. Global and local tensions, universal and particular tensions, spiritual and material tensions, long term and short term affairs, the need for competition and the ideal of equality of opportunity and the growth of knowledge and our ability to absorb it were all included. The contemporary processes of societal transition may still be viewed from these seven conflicts. New conflicts are arising, and some are gaining new significance. These include economic growth patterns marked by an increase in ecological stress, expanding inequality, greater vulnerability, and an increase in violence and intolerance. Lastly, even if human rights have advanced, they are still sometimes difficult to apply (Semwal, 2021).

Rethinking Education

According to UNESCO (2015b), we live in a world that is diverse, complicated, and paradoxical, which calls for a rethinking of education. Global poverty rates have decreased as a result of economic expansion and wealth development, but violence, exclusion, inequality, and vulnerability have increased both within and across nations worldwide. Unsustainable production and consuming habits directly contribute to

deterioration, global warming and natural calamities. Furthermore, even if international human rights frameworks have been reinforced in recent decades, upholding and enforcing these standards is still difficult. More interconnection and new opportunities for collaboration, solidarity, and trade are brought about by technological advancement, but we also witness an increase in identity based political mobilization, war and religio-cultural turmoil. Such modifications mark as the fresh global learning environment with significant educational ramifications. There has never been a more pressing, It needs to reconsider the goal of education and how learning is structured.

SDG 4: Ensuring Quality Education for All

Education forms the foundation of sustainable development and Sustainable Development Goal 4 (SDG 4) aims to guarantee inclusive, equitable and quality education for everyone by 2030. Globally, efforts have increased school enrollment, with 89 percent of children now attending primary education and gender gaps in education are gradually closing. However, 244 million children and youth remain out of school, with girls, rural communities and conflict-affected regions facing the greatest barriers. The COVID-19 pandemic worsened learning inequalities, leaving seventy percent of 10 years students in poor nations and they were unable to run their schools.

To tackle these challenges, countries are adopting innovative solutions. Digital learning tools like UNICEF's Learning Passport help remote students' access education, while community-based schools, such as those run by BRAC in Bangladesh, provide localized support. Rwanda's focus on teacher training has boosted primary enrollment to an impressive 97 percent. Yet, a major obstacle remains underfunding. Low-income countries face a staggering US \$148 billion annual shortfall in education financing. Integrating sustainability into school curricula—as seen in Finland and Japan—shows how education connects with broader global development goals.

Nepal has taken significant steps toward SDG 4, achieving a 97.3 percent primary school enrollment rate through policies like free basic education and scholarships for marginalized groups. Despite this progress, deep inequalities persist. Remote

mountain regions suffer from teacher shortages, poor infrastructure, and high dropout rates—especially among girls, who often leave school due to early marriage and cultural pressures. Shockingly, many Grade 8 students struggle with basic reading and math, as revealed by Nepal’s National Assessment of Student Achievement (NASA). Natural disasters like the 2015 earthquake and the COVID-19 pandemic further disrupted learning, hitting vulnerable students the hardest.

While Nepal has introduced technical and vocational training (TVET) and sustainability education into its curriculum, weak funding and coordination hinder real impact. Data gaps also make it difficult to track out-of-school children, particularly from Dalit, indigenous and disabled communities. To overcome these hurdles, Nepal must invest more in education—currently just 12 percent of the national budget—while improving teacher training, building disaster-resilient schools and expanding digital learning in rural areas. Stronger collaboration between government bodies, NGOs and international partners like UNICEF will be essential to ensure no child was left behind. Nepal has supported the main covenants that are closely relevant to the education sector both historically and today. It made a significant commitment to the SDGs by 2030 and to Education for All (EFA) by 2015 (2001–2015) (NPC, 2015a). The fundamental principles for creating the SSDP’s program and initiatives for the ensuing seven years and beyond have been supplied by these pledges (Ministry of Education, 2016).

Sixteenth Periodic Plan 2024/025 to 2028/029)

In accordance with the democratic and constitutional government system established by the United Nations, the Constitution of Nepal seeks to realize the goals of long-term peace, good governance, national development and prosperity. It has been underlined to embrace the principles of social justice, equal security, proportionality, inclusion, and participation in economic development by expanding the state’s basic rights and policies. The state’s economic goal is to create a thriving, socialist economy while establishing the independence and advancement of the national economy. By the year 2100, a long-term vision has been established to realize the national objective of a rich Nepal and a contented Nepali population. In the same way, Nepal was promoted from least developed to developing nation in 2083 and achieved the Sustainable Development Goal by 2030 AD thanks to the active involvement of the

public, commercial and cooperative sectors (Government of Nepal, National Planning Commission, 2024).

National Periodic Plans

Nepal will transition from an LDC to a developing nation by 2022 thanks to the thirteenth national periodic plan (2013–2016) (NPC, 2014). Moreover, Nepal is to be ready to advance to the level of a Middle-Income Country (MIC) by 2030, according to the fourteenth periodic plan (2016–2019) (NPC, 2016). Furthermore, the recovery from the 2015 earthquakes is included as a priority in the Fourteenth periodic plan. Every sectoral aim, including the SSDP's, is in line with the overall national objective. From 2009 to the middle of July 2016, the School Sector Reform Plan (SSRP) (MoE, 2009a) was in effect. This plan included a two-year extension (2014–2016) after a five-year School Sector Reform Program (2009–2014) (MoE 2009b) (MoE, 2014a).

The nation's present developmental demands and educational reform are addressed by the SSDP. The impending shift to a federal style of government necessitates reform in the education sector. This calls for modifications to legal and regulatory structures. Development efforts, on the other hand, are required to reach children and youth from areas and groups with restricted access to the educational system in order to guarantee fair access and participation as well as to improve the quality of education, efficiency, and service delivery. Under the new constitution, various functions can be delegated to the provinces, which constitute the second level of government. For educational reformation to improve the quality of education, it is also essential to review development programs and increase the capacity of agencies and delivery units. Thus, in broad terms, the SSDP focuses on the reform and development of the education sector in line with the new constitutional mandate (MoE, 2016).

2.4 Empirical Studies

One-on-one high-dosage tutoring's effect on the reading proficiency of kindergarten and first-grade pupils—many of whom are at danger of reading failure—was investigated by Kortecamp and Peters (2023). In this almost two-year research, 185 children from 13 classrooms were randomly located. Either teacher's instructions nor group, rather non to one high dosage tutoring group were gathered their reading assessment results. Using a digital literacy platform, professionally qualified tutors provided two to three times a week of tutoring help to treatment students throughout

the academic year. Beginning with letter recognition and sounds, tutoring concentrated on sequential abilities before moving on to story reading. According to the findings of the exams, the nationally recognized assessments and the hierarchical linear model were analyzed. The high impact tutoring program is very successful in assisting at-risk kindergarten and first grade kids in becoming proficient readers. On reading achievement tests, pupils who received tutoring fared better than those who did not.

Rodriguez and colleagues (2022) have shown the impact and function of immigrant students in school as social workers. To investigate how school social workers see immigration enforcement's impact on immigrant kids' lives, they have used a mixed technique. The paper expands on earlier sociological and educational studies on the effects of reception contexts on immigration enforcement, immigrant student assistance from school staff, and immigrant mobility. The study investigates the connection between the activities taken by 517 school social workers to increase equality for immigrant children and their perceptions of the consequences of immigration enforcement. Multiple regression analysis is used to compare relationships with and without state fixed effects. The results show notable variations among some of the main linkages and structures. Immigrant students as social workers in US schools were implied and discussed.

Multilevel modeling was used by Urestsky and Henneberger (2022) to investigate the variations in academic and demographic traits between late (Year 4) dropouts and persisters. We found that a number of characteristics at the student and school levels such as race, special education participation, prior dropout, standardized test scores, on track status, and attendance were closely associated with the likelihood of continuing & drop out during a student's 4th year of high school enrollment. Additionally, it has been demonstrated that the near academic term, post-secondary enrollment, and availability of their enrichment on jobs at market places of 4th year under graduates students using a descriptive methodology. The results demonstrate the distinct traits and consequences of persistent non-graduates and emphasize a deeper comprehension of non-graduation by looking at both persisting students and dropouts.

Sahakyan and Poole (2022) documented long-term patterns and persistent disparities in academic performance among student groups. Analyzing longitudinal data (2009–

2019) from one U.S. state, this study used a cohort-sequential approach to examine reclassification rates and academic proficiency in reading/ELA and math for students with IEPs, dual-identified ELs with IEPs, and ELs. Findings from over 500,000 students across 24 cohorts revealed that dual-identified students rarely achieved content proficiency and were nearly twice as likely to become long-term ELs compared to ELs without disabilities, raising concerns about the adequacy of policies supporting these vulnerable subgroups.

Delaney and Marcott (2023) sought to investigate how public higher education tuition costs affected high school graduates' choices to enroll in post-secondary education over a thirty-year period. As relative costs fluctuate, we simulate prospective students' choices between community college, a public four-year institution in their home state, other universities, or no college at all. By instrumenting tuition prices using policy variance imposed by tuition limitations and state funding, we are able to discover enrollment consequences. We calculate that the probability of post-secondary enrollment decreased by around 0.05, on a mean of roughly 0.80, in counties where local community college tuition doubled (roughly the average for the research period). Rising community college tuition drove some students to four-year institutions and decreased total college enrollment. While some students were drawn to community colleges by the rising relative costs of four-year public universities, overall college enrollment was unaffected. At the institution level, we also discover evidence of endogeneity in tuition setting.

In a study based on a short-term longitudinal design, Nauta (2024) tested the route proposed by the social-cognitive model of career self-management (CSM), which holds that exploratory behaviors regulate the relationship between decisional outcomes and career exploration self-efficacy. By creating a distinction between self-exploration and environmental investigation, the study makes clear the function of exploratory acts in the decision-making process. An online survey measuring self-efficacy for self-appraisal and self-efficacy for getting vocational information was completed by 136 college students including 77 percent female, mean age with 18.71 years and SD 1.19, and 47 percent with undeclared majors. A month later, they filled out measures of two decisional outcomes that indicated their readiness to make career decisions (vocational identity and need for additional occupational information), and they reported how often they had engaged in self- and environment-exploratory

activities during the previous month. Self-exploration was facilitated by the CSM's meditational route, while environmental investigation was not. Implications for career-development interventions and the CSM model are discussed.

According to Nimmi et al. (2024), there is little empirical support for the study of career sustainability and its possible consequences in the career management literature. In light of this, the study suggests a conceptual framework that links perceived employability, protean career direction, and career sustainability. Furthermore, we propose that the association between perceived employability and protean career orientation is mediated by proactive skill improvement and lifelong learning. This study collected data from Cyprus and Italy in order to determine the association. The collected data was used for structural equation modeling. The findings showed that protean orientation affects career sustainability through a series of mediation pathways.

Shukla (2021) attempted to show that people are more satisfied when they have a healthy work-life balance. Thus, there is strong evidence linking work-life balance, organizational dedication, and general satisfaction. Spending enough time with family members and having time off to unwind might help with a lot of mental and psychological problems. In this study, we have attempted to comprehend how career planning affects the attainment of professional growth.

Khan (2022) addressed the question of whether women in a particular culture are afforded the same opportunities as males in terms of career growth. He asserts that despite making up a larger portion of the population, women in India are treated cruelly when it comes to advancing their careers. His study's conclusions demonstrated a number of obstacles pertaining to infrastructural, economic, social, familial, and personal concerns. Respondents discussed a number of difficulties individuals encounter when they lack the resources to pursue further education. Eighty-five percent of rural women said they are primarily overloaded with home duties and are inhibited in society because of gender norms. Additionally, his study looks into how gender norms on the Indian continent exile women.

Creed and Hood (2009) conducted their study from an organizational standpoint. They specifically address their concerns about career development plan and management of an organization. They hold that there are two parties involved in organizational career development: the organization and the person. Both sides are equally likely to take

part in and gain from these career developing activities. as opposed to the vocational psychology viewpoint, which has a more individualized approach. From the perspective of the workplace organization, this method is seen as individual.

Chauhan (2019) examined employee satisfaction and career growth in Nepal's "A" rated commercial banks, paying particular attention to age, gender, and the dynamics of the banking industry. The study underlined that, particularly in the dynamic corporate environment, human resource development is essential for organizational performance. Organizational effectiveness depends on effective management, and managers must constantly strengthen their areas of strength and resolve their areas of weakness. The study made obvious that work positions, unambiguous prospects, and supporting programs are all related to career growth in banks. Employee productivity is increased when they have the right to managerial assistance and career growth. Education, training, skills, and knowledge are important components of job advancement.

According to Iverson (2016), the world is become more dynamic and change-oriented, and both individuals and businesses may adopt proactive strategies to deal with this new reality. Three things are evident: Organizations have a significant role to play in establishing the conditions where employees can use and develop these skills; (1) Career Development Practices that can be learned and developed are important and related to career satisfaction; and (3) There are notable differences among the Career Practices, but there are also many similarities across regions.

The eight-item "Career Student Planning Scale (CSPS)" was developed by Gray, Kim, and Lee (2021) as a valid and reliable tool to assess college students' career planning after a stressful event, such a pandemic. The Career Decision Self-Efficacy Scale and the Career Decision Making Difficulty Questionnaire share conceptual similarities with CSPS. Instead of asking about college students' intuitions regarding career decision-making, CSPS focuses on how they perceive career planning. It also asks about how participants believe their career plans are correct, as opposed to the more extreme notion that their intuitions are correct. This scale was created to measure the latter construct. The coronavirus anxiety scale was one of them. It shows that the CSP is a useful addition to those measures and has acceptable psychometric qualities.

Siddiky and Akter (2021), with a focus on Noakhali Science and Technology University (NSTU) in Bangladesh, investigate the variables impacting students' career decisions and job readiness tactics. It was discovered that a number of factors had a substantial impact on students' career selections, including academic majors, professional growth, employment stability, compensation, status, family preferences, and recommendations from professors. Social class and gender, however, had no discernible effects. According to the study's job choice hypothesis, social, cultural, and economic factors—rather than just individual interests—influence students' profession choices. It emphasized the value of career development training, pointed out that students do not receive it, and suggested that NSTU set up a career counseling center and provide career development courses. counseling cell to improve students' access to the job market.

Ho et al., (2022) carried out their research regarding the functioning of human capital between students perceived employment and the career develop learning. The results of the partial least square Structural Educational Model analysis, which used a quantitative approach based on structured questionnaires to gather data from 512 Vietnamese students prior to their internship at businesses and 322 of them after four months, demonstrated that CDL gradually improves SPE. Additionally, the study investigated how human capital mediated the link between CDL and SPE. Specifically, social capital did not play a role in the relationship between CDL and SPE, while scholastic and cultural capital did. It is anticipated to enhance existing research on human capital theory and students' employability.

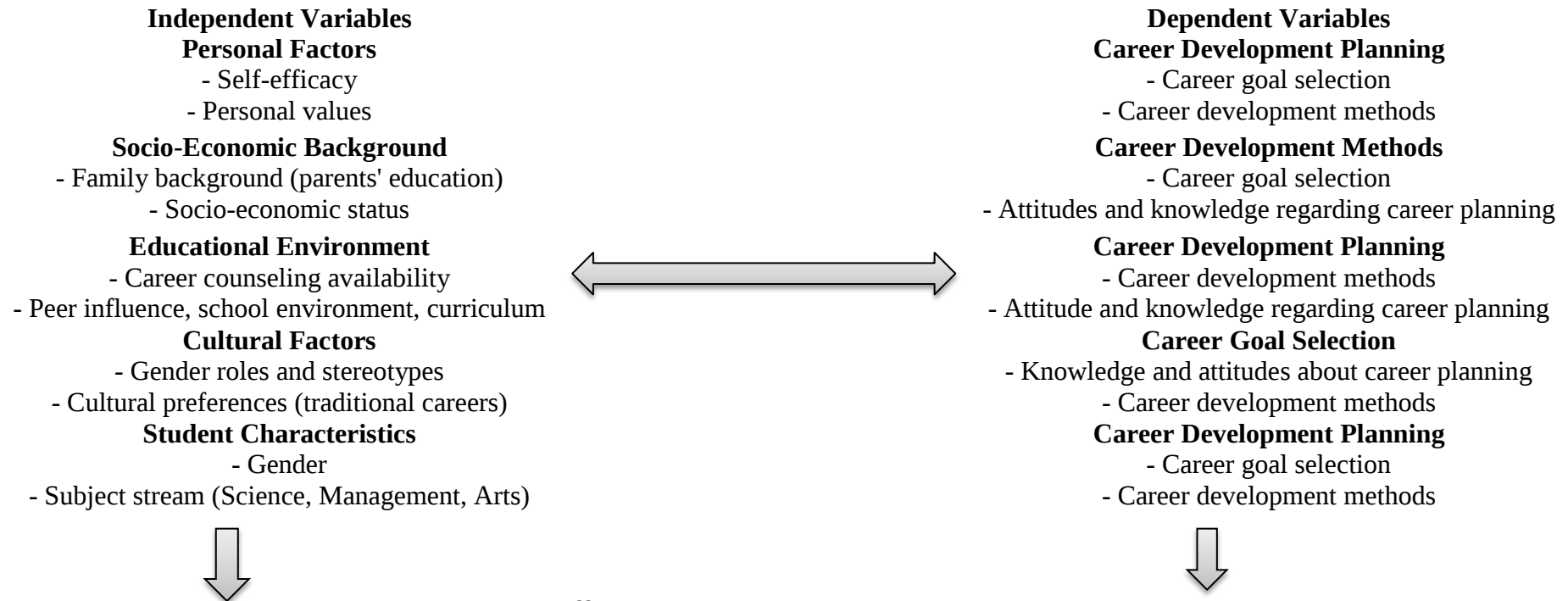
The following categories were examined by Gashi and Kadriu (2022) in order to investigate the career decision-making process during the pandemic: potential emotional, social, and professional effects of the pandemic; peer, family, and school support; obstacles and challenges encountered during the career planning process; and the necessity and availability of career guidance. Google Meet was used to conduct one-on-one interviews with thirty 12th grade high school students. Thematic analysis results showed that during the epidemic, the participants had trouble making professional decisions. Their emotional and social states were impacted by worries about sudden changes in everyday routines and restrictive measures. Participants said their family provided them with adequate support, but not their classmates or schools.

One of the first and most significant research topics in Nepal is career planning. Researchers from all across the world have conducted a variety of investigations. Because Nepal did not have these kinds of researchers working on this subject. The process of choosing a career has been the subject of Gashi and Kadriu (2022). Additionally, Ho et al. (2022) looked at the mediating variable between students' perception and carrier development courses. Similar to this, Siddlky and Akter (2021) looked at the variables influencing students' profession choices and learned about their methods for being prepared for the workforce.

According to the assessment above, there isn't any research on secondary school pupils in the Kathmandu Valley deciding their careers. Thus, the researcher thought the subject was worthwhile. The goal of the current study was to investigate secondary school students' career plans. For academic and policy views, this study would offer fresh insights to future researchers, bankers, businesspeople, the government, and many others.

2.5 Conceptual Framework

The process of establishing career goals and creating a strategy to achieve them is known as career planning.



This framework reveals that demographic profile, socio-cultural status, economic status and educational status are the independent variables which have direct interconnection with affecting factors of career planning. Affecting factors are classified into internal and external factors. Internal factors include personal factors and external factors are social, economic, environmental, government and market as well as technological factors. Since the research is correlational and analytical in nature, affecting factors of career planning have been measured by knowledge and attitude of students. Likewise, knowledge and attitude on career planning leads career planning and methods of the students.

Figure 2.1 Conceptual Framework of the Study

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a methodological portion regarding the methods and process to be used in this study. Research is a knowledge building process. It generates new knowledge and concepts, which can be used for different purposes. This chapter includes philosophical Consideration, paradigmatic view, research design, the field and rationale, nature and source of data, population and sampling procedures, data collection tools and techniques, reliability of the data and its validity, data analysis procedure and ethical consideration.

3.1 Philosophical Consideration

Career development planning for secondary school students begins with the belief that every student is unique, with their own dreams, strengths, and potential. This idea is known as the ontological stance, it views students not as passive followers of a set path, but as active individuals who shape their own futures through experiences, choices, and exploration. It means students are building their career identity as they learn more about themselves and the world around them. This perspective encourages schools and communities to create environments that support student self-discovery, motivation, and confidence. Helping students become more aware of their interests and abilities allows them to make career decisions that are realistic (Mepa et al., 2024).

When we talk about the epistemological stance, we're asking how students gain knowledge about different careers and how they make decisions based on what they know (Hibert et al., 2010). This view sees knowledge as something that students build over time through conversations, real-life experiences, and their social environment. In places like rural Nepal, students often rely on what they hear from teachers, parents, friends, or community members to learn about careers. Unfortunately, their access to formal career counseling is limited, which can leave them unaware of many possible options (Chuhan, 2019). That's why understanding students' backgrounds and the environment they grow up in is so important. Using surveys, interviews, or classroom activities can help us better understand how students think about their future and what support they need (Sharma, 2018).

The axiological stance looks at the values behind students' career choices; what matters to them and why. In many cultures, students feel pressure to follow traditional career paths like medicine or engineering because those jobs are considered respectable or financially secure. But, career choices should also be about personal fulfillment and community contribution. In rural communities especially, students need guidance that helps them connect their personal values, like helping others, working locally, or protecting the environment with career options that make those values real (Kumar & Singh, 2020). Encouraging students to explore different types of meaningful work, not just the most popular or prestigious jobs, helps them make better choices for themselves and their communities (MoE, 2022).

3.2 Paradigmatic View

The research is focused on career development planning of the students studying secondary level education in Kathmandu valley. Therefore, this study used post-positivism paradigmatic lens for testing theoretical knowledge on career development planning in Nepalese context (Patton, 2002). The knowledge on career development planning might deviated between dream and reality. Students from different geographical region and caste groups may not achieve what they are expected from their career development planning. Post-positivist believe that we each construct our view of the world based on our perceptions of it because perception and observation is fallible and our constructions must be imperfect. The casual relationship between studied variables has been analyzed to understand career development process, which leads the career goals of students (Paudyal et al., 2010).

3.3 Research Design

The research study attempted to analyze the career development planning of Secondary level students. It specially used quantitative research method and cross sectional survey strategy as well (Creswell & Creswell, 2023). Cross-sectional survey design is deployed in order to identity the problems to justify the current carrer conditons and practices (Urestsky & Henneberger, 2022). Moreover required data were collected from the students studying in secondary education. The study also followed descriptive and explanatory research design for highlighting factors affecting career development planning among the respondents. In doing so, focusses have been given to key factors; students' career information, career path education, career counseling system and career goals.

3.4 The Field and Rationale

Kathmandu valley is the desired destination of students for enrolling in higher education. It is the first choice of the every students of Nepal as well as some parts of India. Schools and colleges in Kathmandu valley are mushrooming year by year. It is the main destination of students for career planning and development. Most of the students after their Secondary education want to plan their career in abroad because of the unstable government and almost failure government education policy. Hence, Kathmandu valley was targeted for conducting the research in career development planning of the secondary level students. Therefore, Texas International College from Kathmandu district, Tripadma Secondary School from Lalitpur district and Bageshwori Secondary School from Bhaktapur district are selected since they are the top choice of students for Secondary School education.

Firstly, this college are selected due to good academic offerings that align with the student's interests and career goals, ensuring that the college has strong programs in the desired field. Additionally, the reputation of the college and its acceleration was played the significant role in order to determining the quality of education in the select schools of Kathmandu district. Financial considerations, including tuition fees, availability of scholarships and living costs, are essential for budgeting, College culture and support services, such as counseling and tutoring, impact the overall student experience are the reason for selecting these schools. Furthermore, location, size of the institution and extracurricular opportunities should be evaluated, as these contribute to personal growth and networking potential for students of secondary school students.

3.5 Nature and Sources of Data

The research was mainly based on primary as well as secondary sources. It was carried out in the respective college students in Kathmandu, Lalitpur and Bhaktapur districts. A well-structured questionnaire was designed and surveyed on Secondary level students regarding their career plan and objectives. Hence, the nature of the data is primary.

3.6 Population Sample and Sampling Procedures

All the Secondary level students studying in Kathmandu valley covering Kathmandu, Lalitpur and Bhaktapur district was considered as the population of

the study. Determining sample size requirements for multivariate analysis is a challenge often faced by investigators. In structural equation model, White (2022) and Wolf et al., (2013) suggest to select at least 200 to 400 respondents in small instrument (≤ 15 items). The study has 65 > 15 instrument (Likert scale item variables) for measuring research issues. Therefore, the total 450 sample respondents were selected randomly (see in Table 3.1). Texas International College was taken as sample from Kathmandu, Tri-Padma Secondary School from Lalitpur and Bageshwori Secondary School from Bhaktapur was sampled from these districts using convenience sampling method. The students were taken from three streams i.e. Secondary School students from management, pure science and humanities. Altogether 450 students (100 male, 50 female) from each college was selected as sample using random sampling method. Among different sections of grade 11, only 2 sections from each college were selected randomly (Wolf et al., 2013).

3.7 Data Collection Technique and Tools

The sources of data were collected from those students, who were studying in Secondary level in respective colleges of Kathmandu, Lalitpur and Bhaktapur districts. In this research, researcher's only primary data collection process was adopted. Almost all the respondent, who were applicable for the survey questionnaire and interview readily agreed to respond. While selecting students, from Texas International College (comprising A and E section for management and B and E for Science), from Tripadma Secondary school (section B and C for management and section C and G for science section) and from Bageshwori Secondary school (Section A and C for Arts and D and E for management) were selected randomly.

Sample frame of the research has been presented in table: 3.1

S.N.	District	Name	Total population			Sample population*						Sample number (Respondents)	
			Arts	Mgmt.	Science	Arts		Mgmt.		Science			Total
						Number	Section	Number	Section	Number	Section		
1	Kathmandu	Texas International College	850			33		57	A & E	60	B &E	360	150
2	Lalitpur	Tripadma Secondary school	450			31		58	B &C	61	C &G	240	150
3	Bhaktapur	Bageshwori Secondary school	1260			35	A &C	61	D & E	54		470	150
Total			2560			99		176		175		1070	450

* Two sections from each stream

Source: www.texasintl.edu.np, www.tripadma.edu.np and www.bagisworischool.edu.np

While selecting students, from Texas International College (comprising A and E section for management and B and E for Science), from Tripadma Secondary school (section B and C for management and section C and G for science section) and from Bageshwori Secondary school (Section A and C for Arts and D and E for management) will be selected randomly.

3.8 Reliability and Validity

Reliability. Reliability proposes towards credibility and consistency measurement scale in order to access its ability so as to produce consistent and relevant outcomes while the measurement process repeats multiple times. Higher reliability ensures that the outcomes can be trusted (Taber, 2017). The most common measure of internal consistency used by researchers in research is a statistic called Cronbach's alpha (the Greek letter alpha). The reliability index 0.81 to 1.00 shows very good, 0.61 to 0.80 reflects good, 0.41 to 0.60 represent quite, 0.21 to 0.40 shows poor and 0.00 to 0.20 represents very poor. Again, a value of ≥ 0.80 or greater is generally taken to indicate good internal consistency. Cronbach's alpha is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance. The alpha coefficient for the 65 items is 0.861, suggesting that the items have relatively high internal consistency. As it is known that a reliability coefficient of 0.70 or higher is considered acceptable (Cronbach, 1951).

Content Validity. It generally suggests to examine how an instrument like a test covers all the relevant parts of the construct it aims to measure. (Taber, 2017). A construct is nothing more than that of a theoretical concept, ideas for analysis of validity and theme. The output of criterion and convergent validity validates coefficient. These are products of correlating the scores obtained on the new instrument with a *gold standard* or with existing measurements of similar domains. The validity coefficients can range from -1 to $+1$. Content validity is the degree to which an instrument has an appropriate sample of items for the construct being measured and is an important procedure in scale development. The table reveals that the positive correlation coefficient between internal factors, external factors as well as knowledge index, which justified that the instruments which are used in this research are valid for the measurement.

3.9 Methods of Data Analysis

In order to analyze data, the responses of the students were categorized, tabulated, processed and analyzed using different methods. Data analysis and presentation were maintained by exploring percentage in the tables, graphs and pie charts, frequency distributions, percentages and means were calculated using SPSS. Calculated data were analyzed and described in a descriptive and analytical way. Analysis was perpetuated on the basis of percentage, mean, standard deviation, pie-charts,

spearman rank correlations, Chi-square test, U test, F test, Normality test and multiple regression models as per the quantitative dominant nature of the study (Field, 2009).

3.10 Ethical Consideration

Ethical considerations are fundamental in research, reflecting the moral values and axiological assumptions researchers uphold (Reijers et al., 2018). The researcher aimed to adopt an insider perspective using Marxist perspective, goal orientation and Maslow's hierarchy of need theory. Ethical values were maintained, including confidentiality, voluntary participation, ensuring no harm, secrecy, security, justice, and freedom throughout the research. In particular, the study follows the ethics of research in students and career development of secondary school students studying in Kathmandu valley. The involve helps for ensuring the confidentiality particularly about the affecting factors of career planning, knowledge and attitude and career planning and methods.

First of all, research went to the field by taking permission of college administration and students were surveyed using structured questionnaire. Students were obliged for the response. Similarly, while obtaining data from students, objectives of the study were clearly outlined. Data received from students were used only for this research. Nobody was forced to take part in this research and they could quit it anytime they wished. Nobody was forced for an interview. Provocative language was used during the time of research work.

CHAPTER IV DATA ANALYSIS AND INTERPRETATION

4.1 Personal Profile of the Respondents

This the age of science and technology, where people adopt multi-dimensional carrier orientations that essentially are directed with the area and subject they choose. In school and university ages people, it is stressful job, hence it creates psychological turmoil in order to choose carrier. Here in this section, the demographic information such as age, sex, caste and ethnicity, education of the respondents are incorporated in the following table:

Table 4.1: *Distribution of Respondents According to Province*

Pradesh	Frequency	Percent
Koshi Pradesh	36	8.00
Madhesh Pradesh	28	6.22
Bagmati Pradesh	324	72.00
Gandaki Pradesh	18	4.00
Lumbini Pradesh	17	3.78
Karnali Pradesh	6	1.33
Sudur Paschim Pradesh	21	4.67
Total	450	100

Source: Field Survey, 2024

Table 4.1 shows that majority of the respondents were from Bagmati Pradesh and least from Karnali Pradesh. Since the research has been conducted in Kathmandu valley, the respondents from Bagmati Pradesh were dominant in this research. As it is known that most of the higher education institutions are located in Kathmandu valley, the major participation of the respondents cannot be denied from Kathmandu valley. Similarly, Karnali, Lumbini, Gandaki, Sudurpaschim, Madhesh and Koshi Pradesh are least dominant respectively. Out of 450 respondents, 324 (72%) are from Bagmati Pradesh and remaining 28 percent from other remaining six provinces. Hence, this research mainly focuses on Bagamti Pradesh, but it also includes some information about other provinces, though not as much.

Table 4.2: Distribution of the Respondents Based on Local Level

	Details	Frequency	Percent
Local level	Metropolitan	65	14.40
	Sub-metropolitan	9	2.00
	Municipality	272	60.40
	Rural municipality	104	23.10
Sex group	Female	234	52.00
	Male	213	47.30
	LGBTI	3	0.70
Marital status	Unmarried	444	98.70
	Married	6	1.30

Source: Field Survey, 2024

Table 4.2 presents that most of the respondents were from municipality level, which occupied 60.4 percent and remaining 39.6 percent were from other three levels. About 23.1 percent participation of the respondents were from rural municipality which is second highest and only 14.4 percent and 2.0 percent respondents were from metropolitan and sub-metropolitan level. Similarly, the research exposes the female domination since female were 52 percent in respect to male population i.e. 47.3 percent. However, the LGBTI also represents in this research, which occupies 0.7 percent. Likewise, about 98.7 percent respondents were found unmarried and only 1.3 percent were married. This research exposes that there were unmarried students' majority. The known fact that the married women pursue was less demanding career planning less effort making career due to household responsibilities.

Table 4.3: Religion and Caste wise Classification of the Respondents

Religion wise classification	Frequency	Percent
Hindu	336	74.70
Buddhist	58	12.90
Kirat	14	3.10
Christian	41	9.10
Other	1	0.20
Caste wise classification		
Brahmin	37	8.20
Chhetri	95	21.10
Janjati	289	64.20
Dalit	29	6.40
Total	450	100

Source: Field Survey, 2024

Table 4.3 shows that the religion and caste wise classification of the respondents. About 74.7 percent respondents were belonged to Hinduism and remaining 25.3 percent were from other religion. Among other religion, the Buddhist, Christian, Kirat and other religions were found least representation respectively. This reflects Nepal's cultural diversity where Hinduism is in dominant position. The religion can shape an individuals' perception of their career calling and influence the types of careers they are drawn. In terms of caste, Janjati (indigenous communities) constitute the majority (64.2%), with smaller representations from Brahmins, Chhetris, and Dalits. The low representation of Dalits (6.4%) suggests possible disparities in education access. Hence, the table represents that Hindu religion as well as Janjati group are dominant respondents.

Table 4.4: Respondents by Types of Family and Sources of Family Income

Types of family	Frequency	Percent
Joint	223	49.60
Nuclear	227	50.40
Total	450	100
Sources		
Agriculture	151	33.60
Business enterprises	15	3.30
Gov./private job	96	21.30
Foreign employment	38	8.40
Other	150	33.30
Total	450	100

Source: Field Survey, 2024

Table 4.4 reveals that the respondents were almost equally splited between nuclear 50.4 percent and joint families 49.6 percent. Similarly, the agriculture occupation and other occupation were also found similar, which consists of 33.6 and 33.3 percent participation respectively. Agriculture is the most common family occupation reflecting Nepal's agrarian economy. Family influence has positive effect on career decision-making self-efficacy. Likewise, government/private job, remittance and business enterprises' participation is found then after. Other significant categories include government/private jobs and remittances showing economic diversification. Family processes of communication, behavior, and parental modeling also affect children as they learn attitudes about work and careers.

Table 4.5: Distribution According to Educational Status

Education Status of Father	Frequency	Percent
Higher	60	13.30
Basic	265	58.90
Literate	85	18.90
Illiterate	40	8.90
Total	450	100

Education Status of Mother		
Higher	37	8.20
Basic	205	45.60
Literate	109	24.20
Illiterate (Cannot read and write)	99	22.00
Total	450	100

Source: Field Survey, 2024

Table 4.5 represents that 24.2 percent and 18.9 percent were literate from mother and father education. Likewise, illiterate mother were higher than illiterate father. There were high percent of higher education of father than mother. The table clearly depicts that fathers' education is higher than mothers' education. The individuals' career decision-making self-efficacy was mostly influenced by their families and academic level. Families were very influential in shaping their children's interests and values, developing self-concepts and giving positive and negative perspectives on professions. Most fathers and mothers were basic education, though fathers were more likely to have higher education than mothers. This reflects gender disparities in educational attainment in older generations.

Table 4.6: Obtained Grade SEE and Employment Status

Grade sheet	Frequency	Percent
A+	21	4.70
A	110	24.40
B+	165	36.70
B	98	21.80
C+	47	10.40
C	8	1.80
D	1	0.20
Employment status		
Part time job	99	22.00
Freelance	105	23.30
Looking for job opportunities	246	54.70
Total	450	100

Source: Field Survey, 2024

Table 4.6 represents that maximum respondents were found having B+ grade sheet which was 36.7 percent. There were very few respondents scored A+ grade, which is 4.7 percent only. Similarly, 24.4 percent and 21.8 percent respondents were scored A and B grade sheet. Only one respondent i.e. 0.2 percent scored D grade. This figure shows that majority of the respondents were found above standard grade. Similarly, the maximum respondents were found jobless and seeking opportunities which are 54.7 percent. Similarly, 23.3 percent respondents were freelance and only 22 percent respondents were jobholders having part time job. This figure shows that maximum respondents were jobless. The overall data shows that the majority of the students who were freelance and jobseeker or jobless were seeking their career.

Table 4.7: Currently Studying Institution and Subject Stream

Grade sheet	Frequency	Percent
Texas International College	150	33.30
Tripadma secondary school	150	33.30
Bageshwori secondary school	150	33.30
Stream		
Science	175	38.89
Management	176	39.11
Arts	99	22.00
Total	450	100

Source: Field Survey, 2024

Table 4.7 represents that students from Texas, Tripadma and Bageshwori secondary school were equally represented which is 150 each. Similarly, more than 50 percent respondents were from Management stream, one third respondents were from Science and only 22 percent students were participated from Arts (Humanities) group. Students were fairly evenly distributed between Science is 38.9 percent and Management 39.1 percent streams with fewer in arts 22 percent. Hence, the study shows that there is domination of management stream students than that of other stream students.

Table 4.8: Descriptive Statistics

Details	Min	Max	Mean	SD	Skewness
Age	15	21	17.20	1.03	0.76
Total family members	1	23	5.25	2.46	2.97
Irrigated land holding	1	4	1.74	0.83	1.01
Rain fed land holding	1	4	1.59	0.75	1.20
Family monthly income	1	4	1.18	0.50	3.13

Source: Field Survey, 2024

Table 4.8 represents that minimum age of the respondents may be 15 and it may be 21 maximum, which was 17.20 mean value with 1.03 standard deviation. This clearly exhibits that there is variation among the age of the respondents is very less. This means having consistent age group of the students. Similarly, the mean value of family members was 5.25 with 2.46 standard deviation and irrigated landholding was mean value 5.25 with standard deviation 0.83 shows the high similarity in family members and irrigated landholding of the respondents. Similarly, the family monthly income was 1.18 mean value with 0.50 standard deviation also shows that there is low variation in monthly

income of the respondents. Skewness is found positive or right which reveals that all the variables are positively skewed.

Cross Tabulation

Cross tabulation generally used to analyze categorical i.e. nominal measurement scale of data. It shows the data in triangulation form with respective variables. It also helps to shows the result of the entire group of respondents based on two variables. In the following cross tabulation shows the gender-based number of students and their respective schools.

Table 4.9: Sex Group and Currently Studying Cross Tabulation

			Currently studying			Total
			Texas Internation al College	Tripadma secondary school	Bageshwori secondary school	
Sex group	Female	Count	85	94	56	235
		% within Sex group	36.20	40.00	23.80	100
		% within studying	56.70	62.70	37.30	52.20
	Male	Count	65	56	94	215
		% within Sex group	30.20	26.00	43.70	100
		% within studying	43.30	37.30	62.70	47.80
Total	Count	150	150	150	450	
	% within Sex group	33.30	33.30	33.30	100	
	% within studying	100	100	100	100	
	percent of Total	33.30	33.30	33.30	100	

Source: Field Survey, 2024

Table 4.9 reveals the college wise data information of the students. Table shows that there was female domination in Texas International College which was 36.2 percent whereas only 30.2 percent were male. Similarly, in Tripadma secondary school there was also female domination which was 40 percent whereas male were only 26 percent. Similarly in Bageshwori secondary school, there was male domination which was 43.7 percent in comparison to female 23.8 percent only. In overall, there was high representation of female compared to male students. Hence, the result indicates to female students in comparison to male students.

Table 4.10: Sex Group and Subject Stream Cross Tabulation

			Subject stream			Total
			Science	Mgmt.	Arts	
Sex	Female	Count	82	96	57	235
group		% within Sex group	34.90	40.90	24.30	100
		% within Subject	50.30	55.50	50.00	52.2
	Male	Count	81	77	57	215
		% within Sex group	37.70	35.80	26.50	100
		% within Subject	49.70	44.50	50.00	47.8
Total		Count	163	173	114	450
		% within Sex group	36.20	38.40	25.30	100
		% within Subject	100	100	100	100
		% of Total	36.20	38.40	25.30	100

Source: Field Survey, 2024

Table 4.10 represents the subject-stream-wise representation of the students where pure science students' representation was 36.2 percent in overall where 34.9 percent comprises of female students and 37.7 percent students were males. In management stream, there were 38.4 percent representation where female comprises 40.9 percent and male comprises 35.8 percent. Similarly, in Arts there is low representation, which was 25.3 percent students consisting 24.3 percent female and only 25.3 percent male students. This table shows that there is highest representation in management streams then science and arts were found least in number. In science and management stream there is high representation of female students whereas male and female students are equal in arts streams. Hence, female students are more forwarded than male students.

Table 4.11: Subject Stream and Obtained SEE Grade Cross Tabulation

			Obtained grade SEE							Total
			A+	A	B+	B	C+	C	D	
Subject stream	Science	Count	17	98	37	11	0	0	0	163
		% within Subject	10.40	60.	22.7	6.7	0.0	0.0	0.0	100.0
		% within grade	81.00	89.1	22.4	11.2	0.0	0.0	0.0	36.2
	Management	Count	4	12	91	62	3	1	0	173
		% within Subject	2.3	6.9	52.6	35.8	1.7	0.6	0.0	100.0
		% within grade	19.0	10.9	55.2	63.3	6.4	12.5	0.0	38.4
	Arts	Count	0	0	37	25	44	7	1	114
		% within Subject	0.0	0.0	32.5	21.9	38.6	6.1	0.9	100.0
		% within grade	0.0	0.0	22.4	25.5	93.6	87.5	100.0	25.3
Total		Count	21	110	165	98	47	8	1	450
		% within Subject	4.7	24.4	36.7	21.8	10.4	1.8	0.2	100.0
		% within grade	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		percent of Total	4.7	24.4	36.7	21.8	10.4	1.8	0.2	100.0

Source: Field Survey, 2024

Table 4.11 depicts that obtained grade of the respondent students in different streams. In science, there was highest number of students, which was 10.4 percent, 60.1 percent, 22.7 percent, 6.7 percent having A+ grade, A grade, B+ grade and B grade respectively. There were no any students found having C and D grade. In case of management stream, only 2.3 percent students were scored A+ grade, 6.9 percent students were scored A grade, 52.6 percent students were scored B+ grade, 35.8 percent were scored B grade, 1.7 percent were scored C+ grade and only 0.6 percent were scored C grade. There were no students with D grade. Likewise, in case of Arts stream, no students found having A+ and A grade. 32.5 percent students were scored B+ grade, 21.9 percent students were scored B grade, 38.6 percent, 6.1 percent, 0.9 percent were scored C+, C and D grade respectively.

It was found that the highest number of students having high grade (A+ and A) in science and then in management streams. However, there were some students who scored low grade (C+ and C). From the overall analysis, there were lowest number of students scoring A+ grade and highest in B+ grade. However, arts students were found very low in high grade. It shows that arts students' educational achievement is lower than science and management stream students.

Chi-square Test

Table 4.12: Currently Studying and Subject Stream Cross Tabulation

			Subject stream			Total
			Science	Mgmt.	Arts	(%)
Currently studying	Texas	Count	53	52	45	150
	International	% within studying	35.3	34.7	30.0	100
	College	% within Subject stream	32.5	30.1	39.5	33.3
	Tripadma	Count	51	60	39	150
	secondary	% within studying	34.0	40.0	26.0	100
	school	% within Subject stream	31.3	34.7	34.2	33.3
	Bageshwori	Count	59	61	30	150
	secondary	% within studying	39.3	40.7	20.0	10
	school	% within Subject stream	36.2	35.3	26.3	33.3
Total		Count	163	173	114	450
		% within studying	36.2	38.4	25.3	100
		% within Subject stream	100	100	100	100
		% of Total	36.2	38.4	25.3	100

Source: Field Survey, 2024

Table 4.12 presents the distribution of students across three secondary schools (Texas, Tripadma, and Bageshwori) based on their current subject streams (Science, Management, and Arts) and compares their proportions within the schools, across subject streams and in relation to the total sample of 450 students. The table reflects how each school contributes to different subject streams and the overall distribution of students within each category.

Table 4.13: Chi-Square Test I

	Value	df	Asymptotic Significance (2-sided)
Pearson's chi-square	4.48	4	0.34
Likelihood ratio	4.55	4	0.33
Linear-by-linear association	2.43	1	0.11
No. of valid cases	450.0		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 38.00.

Source: Field Survey, 2024

Table 4.13 provides insights into the relationship between the school attended and the subject stream chosen by students. The Pearson Chi-Square test also indicates no significant association between the school and subject stream as the p-value is higher than the 0.05 threshold. The value for this association was 2.43, with a p-value of 0.11, which was again greater than 0.05, indicating no significant linear relationship between the school and subject stream. The note indicates that no cells have an expected count less than 5, which is ideal for the validity of the Chi-square test. The minimum expected count is 38.00, ensuring that the assumptions of the Chi-square test are met. The calculated value of chi-square is higher than tabulated value which reveals there was high degree of positive association between colleges and subject streams. Hence, the result can be concluded that was positive association between colleges and their subject streams.

Table 4.14: Directional Measures I

			Value	Asymptotic Standard Error	Approximate T ^b	Approximate Significance
Nominal by Nominal	Lambda	Symmetric	0.028	0.031	0.88	0.37
		Currently studying Dependent	0.050	0.049	1.00	0.31
		Subject stream Dependent	0.004	0.037	0.09	0.92
	Goodman and Kruskal tau	Currently studying Dependent	0.005	0.005		0.34
		Subject stream Dependent	0.004	0.004		0.40

a. Not assuming the null hypothesis. b. Using the asymptotic standard error assuming the null hypothesis. c. Based on chi-square approximation

Source: Field Survey, 2024

Table 4.14 presents measures of association between the nominal variables currently studying school attended and Subject stream subject stream. The Lambda statistic measures the strength of association is 0.028 symmetrically with an approximate significance of 0.377 which indicating a weak and non-significant relationship between the two variables. The Goodman and Kruskal tau values for both variables are also extremely small 0.005 for "Currently studying and 0.004 for Subject stream, with non-significant p-values reinforcing that there is little to no association between the variables. The table reveals that there is positive association between currently studying students

and their subject streams. It also shows that samples are drawn from the same population group.

Table 4.15: Symmetric Measures I

		Value	Approximate Significance
Nominal by nominal	Phi	0.10	0.34
	Cramer's V	0.07	0.34
	Contingency coefficient	0.09	0.34
N of Valid Cases		450	

Source: Field Survey, 2024

Table 4.15 provides additional measures of association between the nominal variables currently studying (school attended) and Subject stream (subject stream). The Phi coefficient was 0.10 which indicates a weak association between the two variables with an approximate significance of 0.34 shows the relationship is not statistically significant. Cramer's V, a similar measure adjusted for the number of categories is 0.07 showing a weak and non-significant association ($p = 0.34$). All the measures point to a very weak relationship that is not statistically significant based on the sample of 450 valid cases. This result also shows that there is significant association between the subject streams of students and their currently studying colleges.

Table 4.16: Currently Studying and Sex Group Cross Tabulation

			Sex group		Total
			Female	Male	
Currently studying	Texas	Count	85	65	150
		% within studying	56.7	43.3	100
		% within Sex group	36.2	30.2	33.30
	Tripadma secondary school	Count	94	56	150
		% within studying	62.7	37.3	100
		% within Sex group	40.0	26.0	33.30
	Bageshwori secondary school	Count	56	94	150
		% within studying	37.3	62.7	100
		% within Sex group	23.8	43.7	33.30
	Total	Count	235	215	450
		% within studying	52.2	47.8	100
		% within Sex group	100	100	100
		% of Total	52.2	47.8	100

Source: Field Survey, 2024

Table 4.16 illustrates the distribution of students by sex female and male across three secondary schools: Texas, Tripadma, and Bageshwori, with a total of 450 students. At Texas International College there were 85 (56.7%) females and 65 (43.3%) males, accounting for 18.9 percent of the total female students and 14.4 percent of the total male students respectively. Tripadma Secondary School has 94 (62.7%) females and 56 (37.3%) male contributing 20.9 percent of the total female students and 12.4 percent of the total male students. Bageshwori Secondary School shows a different pattern with 56 females means 37.3 percent and 94 males means 62.7 percent making up 12.4 percent of the total female students and 20.9 percent of the total male students. Overall, the females constitute 52.2 percent and males 47.8 percent of the total student population with each school representing an equal third of the overall sample.

Table 4.17: Chi-Square Tests II

	Value	Df	Asymptotic Significance (2-sided)
Pearson's chi-square	21.07	2	0.00
Likelihood ratio	21.25	2	0.00
Linear-by-linear association	11.21	1	0.00
No. of valid cases	450		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 71.67.			

Source: Field Survey, 2024

Table 4.17 presents the results of Chi-square tests assessing the association between the sex of students and the secondary school. The Pearson Chi-Square statistic is 21.07 with 2 degrees of freedom and a p-value of 0.00 indicating a highly significant association between sex and school attendance. Similarly, the likelihood ratio Chi-Square is 21.25 with the same degrees of freedom and p-value reinforcing the significance of the relationship. The linear-by-linear Association statistic is 11.21 with 1 degree of freedom and a p-value of 0.001 suggesting a significant linear trend between the variables. Since the calculated value of chi-square is high than tabulated value can be concluded that sex group of the students and their currently studying colleges are significantly associated.

Table 4.18: Directional Measures II

			Value	Asymptotic Standard Error	Approximate T ^b	Approximate Significance
Nominal	Lambda	Symmetric	0.14	0.04	2.95	0.003
by		Currently studying	0.12	0.05	2.07	0.038
Nominal		Sex group	0.17	0.05	3.13	0.002
	Goodman and	Currently studying	0.02	0.01		0.000
	Kruskal tau	Sex group Dependent	0.04	0.02		0.000

a. Not assuming the null hypothesis. b. Using the asymptotic standard error assuming the null hypothesis. c. Based on chi-square approximation

Source: Field Survey, 2024

Table 4.18 provides the measurement and association between sex and the secondary school attended by students. The Lambda statistic, which measures the strength of association was 0.14 symmetrically with an approximate significance of 0.003 indicating a significant relationship between the variables. The school attended currently studying is considered dependent where Lambda is 0.12 with a p-value of 0.03 which suggesting a significant association with sex. Conversely, the sex is treated as the dependent variable where Lambda is 0.17 with a p-value of 0.002 highlighting a stronger and significant association. The Goodman and Kruskal tau values also reflect significant associations with tau for the school as dependent at 0.02 ($p < 0.000$) and for sex as dependent at 0.04 ($p < 0.000$). It reveals that there is significant association between currently studying students and their sex group. It further shows that the samples are drawn from the same population group.

Table 4.19: Symmetric Measures II

		Value	Approximate Significance
Nominal by Nominal	Phi	0.216	0.00
	Cramer's V	0.216	0.00
	Contingency Coefficient	0.212	0.00
N of Valid Cases		450	

Source: Field Survey, 2024

Table 4.19 displays the results of association measures between sex and the secondary school attended by students. The Phi coefficient is 0.216 with an approximate significance of 0.000 which indicating a moderate and statistically significant association between the two variables. Cramer's V which adjusts for the number of categories is also

0.216 and has the same significance level further confirming the strength of the association. The Contingency Coefficient is 0.212 with a significance of 0.000 reinforcing the presence of a significant relationship. The results shows that there is significant association between the currently students with their career development planning process. It also shows that samples are drawn from the sample population

Table 4.20: Currently Studying and Caste Group Cross Tabulation

			Caste group				Total
			Brahmin	Chhetri	Janjati	Dalit	
Currently studying	Texas	Count	18	35	84	13	150
	International	% within studying	12	23.3	56.0	8.7	100
	College	% within Caste group	48.6	36.8	29.1	44.8	33.3
	Tripadma	Count	11	31	102	6	150
	secondary	% within studying	7.3	20.7	68.0	4.0	100
	school	% within Caste group	29.7	32.6	35.3	20.7	33.3
	Bageshwori	Count	8	29	103	10	150
	secondary	% within studying	5.3	19.3	68.7	6.7	100
	school	% within Caste group	21.6	30.5	35.6	34.5	33.3
Total		Count	37	95	289	29	450
		% within studying	8.2	21.1	64.2	6.4	100
		% within Caste group	100	100	100	100	100
		% of Total	8.2	21.1	64.2	6.4	100

Source: Field Survey, 2024

Table 4.20 reveals that in Texas International College is high domination of Janjati students, which comprises of 56 percent. Similarly, Chhetri, Brahmin and Dalit representation was 35 percent, 18 percent and 13 percent respectively. In case of Tripadma secondary school, there was Janjati students' representation which was 68 percent whereas 20.7 percent Chhetri, 7.3 percent Brahmin and only 4 percent Dalit students representation. Likewise, in Bageshwori secondary school Janjati student's representation is highest which was 68.7 percent and then Chhetri, Dalit and Brahmin which was 13.9 percent, 6.7 percent and 5.3 percent respectively. In overall, there was 64.2 percent representation of Janjati students, 21.1 percent from Chhetri, 8.2 percent from Brahmin and 6.4 percent from Dalit caste group. It shows that Janjati students are highest in their career development plan in comparison to other students.

Table 4.21: Chi-Square Tests III

	Value	df	Asymptotic Significance (2-sided)
Pearson's chi-square	9.78	6	0.13
Likelihood ratio	9.83	6	0.13
Linear-by-linear association	3.46	1	0.06
No. of valid cases	450		
a. 0 cells (0.0%) have expected count <5. The minimum expected count is 9.67.			

Source: Field Survey, 2024

Table 4.21 presents the results of Chi-square tests examining the association between two categorical variables. The Pearson Chi-Square statistic is 9.78 with 6 degrees of freedom and a p-value of 0.13 indicating that there is no statistically significant association between the variables at the 0.05 significance level. The Likelihood Ratio Chi-Square value is 9.83 with the same degrees of freedom and a p-value of 0.13 which further supports the finding of no significant relationship. The Linear-by-Linear Association statistic is 3.46 with 1 degree of freedom and a p-value of 0.06 suggesting a marginal association that is not quite significant. The results shows that tabulated value of chi-square is higher than calculated value which shows there is significant association between caste group of the students and their colleges.

Table 4.22: Directional Measures III

			Value	Asymptotic S E	Approximate T ^b	Approximate Significance
Nominal by Nominal	Lambda	Symmetric	0.04	0.02	1.39	0.16
		Currently	0.06	0.04	1.39	0.16
		Studying				
	Goodman and Kruskal tau	Caste group	0.00	0.00		
		Currently	0.01	0.00		0.13
		studying				
		Caste group	0.00	0.00		0.05

a. Not assuming null hypothesis. b. Using the asymptotic standard error c. Cannot be computed because the asymptotic standard error equals zero. d. Based on chi-square approximation

Source: Field Survey, 2024

Lambda and Goodman and Kruskal Tau test shows that there is significantly relationship between currently studying college and their caste group. Hence, the table concluded that caste group is determined by their currently studying college. It further concludes that the samples are drawn from the same population group.

Table 4.23: Symmetric Measures III

		Value	Approximate Significance
Nominal by	Phi	0.14	0.13
Nominal	Cramer's V	0.10	0.13
	Contingency Coefficient	0.14	0.13
N of Valid Cases		450	

Source: Field Survey, 2024

Table 4.23 also shows that there is significant association between college and caste group. It can be further concluded that the samples were drawn from the same population group.

Spearman Rank Correlations

Spearman's rank correlation measures the strength and direction of association between two ranked variables. It gives the measure of monotonicity of the relationship between two variables i.e. how well the relationship between two variables could be represented using a monotonic function.

Table 4.24: Spearman Rank Correlation

	Caste	Family wellbeing	SEE grade	Local level	EFI	KI	CDPI
Family wellbeing	.06 .24						
Obtained grade in SEE	.07 .16	.11* .02					
Address local level	.04 .35	.12* .01	.16** .00				
External factor index (EFI)	.06 .17	.12* .01	.04 .35	.02 .68			
Knowledge index (KI)	.03 .47	.01 .72	.06 .16	.07 .11	.39** .00		
CDP method index (CDPI)	.01 .72	.06 .17	.06 .17	.01 .69	.21** .00	.23** .00	
Internal factor index (IFI)	.03 .53	.11* .01	.07 .13	.04 .35	.62** .00	.40** .00	.15** .00

Source: Field Survey, 2024

Table 4.24 reveals that correlation between family wellbeing and caste was found 0.06, which is low degree of positive correlation coefficient. Obtained grade in SEE, address local level, external factor index and internal factor index has significant correlation with family wellbeing at 0.05 level of significance. Address local level has significant correlation coefficient with local at 0.01 level of significance. Knowledge index, CDP method index and internal factor index has also significant correlation coefficient with

external factor index at 0.01 level of significance. However, there is no any significant correlation coefficient with caste and other variables.

The overall correlation coefficient shows that knowledge index, CDP method, internal and external factors as well as address level has significant correlation coefficient with other variables at 0.01 level of significance. Among different variables internal factor index has high degree correlation with EFI results EFI and internal factor index have high degree of association.

Mann Whitney Test (U Test)

This test is used to determine the differences between two groups of an independent variable with scale variable data type (Mann & Whitney, 1947). The U test is considered as a powerful alternative (i.e., non-parametric version) to the Independent t-test , this section deals on independent samples Mann-Whitney U test between knowledge index is differ due to sex groups.

4.2 Affecting Factors of Career Planning

Table 4.25: Descriptive Statistics of Internal and External Factors

Factors	Mean	SD	Skewness
Passion, interest, and hobbies	6.10	1.12	-1.57
Personal strength and belief system	6.12	1.09	-1.40
Skills and abilities	6.39	0.91	-1.83
Personal values	6.34	1.11	-2.38
Early age encouragement and influence	5.51	1.50	-1.25
Early job experiences	5.22	1.64	-1.08
Financial limitations	5.53	1.50	-1.24
Geographical limitations	4.96	1.55	-0.75
Gender	4.83	2.05	-0.59
Social system	4.79	1.89	-0.61
Social status	5.42	1.60	-1.11
Family environment	5.64	1.48	-1.35
Family support	6.40	1.16	-2.76
Social movement	6.57	1.01	-2.93
Supportive role of the social organizations	5.50	1.34	-1.10
Supportive role of the educational institutions	5.53	1.39	-1.28
Government support	5.79	1.43	-1.63
Market environment	5.50	1.67	-1.30
Economic growth trend and per capita income	5.45	1.33	-1.08
Technological innovation	5.70	1.38	-1.29
Industrialization and industry change	5.88	1.33	-1.49
Social system	5.63	1.53	-1.31

Source: Field Survey, 2024

Table 4.25 shows the personal values is the main important factor for determining career planning which was 6.39 value and minimum value was found 4.83 by perceived gender

role which least important factors for career planning. There were no any internal factors which were lineated towards unimportant for career planning. The standard deviation of the result is found below 2 or located around 1.5 shows that there is high consistency in the results. This shows that internal factors are highly responsible for the determination of career planning of secondary level school students in Kathmandu.

Similarly, the maximum mean value of social movement is found 6.57 and minimum value of social system, which is 4.79 reveals that social movement is major determining factors for career planning and social system is minor factor for career planning of students. Likewise, the standard deviation is found less than 2 in all the factors shows that there is high consistency among the external factors that affect career planning. Similarly, all the values of Skewness are negative shows that the tail is more pronounced on the left rather than right that means determining factors are towards important from unimportant.

Model I

Table 4.26: Model Summary I

Model Summary		Sum of Squares	df	Mean Square	F	Sig.	Model Summary	
							R	0.36
1	Regression	1.05	19	0.05	3.55	0.00	R Square	0.13
	Residual	6.71	430	0.01			Std. Error	0.12
	Total	7.77	449				Durbin- Watson	1.76

a. Dependent Variable: External factor index

Source: Field Survey, 2024

Table 4.26 summarizes the results of an ANOVA test for a regression model with the dependent variable external factor index. The regression sum of squares is 1.05 with 19 degrees of freedom and the mean square for the regression is 0.05. The F statistic is 3.55 with a highly significant p-value of 0.00 indicating that the overall regression model significantly predicts the dependent variable. The residual sum of squares is 6.71 with 430 degrees of freedom and the mean square for the residuals is 0.01. The total sum of squares is 7.77 with 449 degrees of freedom representing the total variability in the dependent variable. Similarly R square value 0.13 shows that 13.6 percent external factor index is explained by these predictors and remaining 86.4 percent explained by other factors. The Durbin-Watson test also reveals that there is significant autocorrelation in the regression model's output.

Table 4.27: Coefficients I

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	SE	Beta			Tolerance	VIF
1 (Constant)	0.68	0.12		5.48	0.00		
Local level	0.00	0.01	-0.02	-0.47	0.64	0.85	1.17
Age	0.02	0.01	0.16	2.98	0.00	0.75	1.34
Sex group	-0.01	0.01	-0.04	-0.78	0.44	0.89	1.12
Marital status	-0.22	0.06	-0.19	-3.82	0.00**	0.81	1.24
Religion	0.00	0.01	0.00	0.00	1.00	0.92	1.09
Caste group	0.02	0.01	0.10	2.08	0.04*	0.94	1.07
Family system	0.00	0.02	0.01	0.26	0.80	0.64	1.55
Total family members	-0.01	0.00	-0.09	-1.65	0.10	0.64	1.57
Family wellbeing	-0.01	0.01	-0.05	-0.96	0.34	0.92	1.09
Family occupation	0.01	0.00	0.06	1.31	0.19	0.91	1.10
Irrigated land holding	-0.01	0.01	-0.07	-1.24	0.21	0.61	1.64
Rain fed land holding	0.02	0.01	0.09	1.70	0.09	0.66	1.52
Family monthly income	-0.01	0.01	-0.03	-0.69	0.49	0.82	1.22
Status employment	0.03	0.01	0.17	3.58	0.00**	0.93	1.08
Educational status father	0.01	0.01	0.05	0.94	0.35	0.72	1.38
Educational status mother	-0.01	0.01	-0.09	-1.68	0.09	0.68	1.48
Obtained grade SEE	0.00	0.01	0.00	0.02	0.99	0.46	2.16
Currently studying	0.01	0.01	0.07	1.41	0.16	0.72	1.39
Subject stream	-0.02	0.01	-0.14	-2.13	0.03*	0.50	1.99

a. Dependent Variable: External factor index

Source: Field Survey, 2024

Table 4.27 presents regression coefficients for various predictors affecting an external factor index. The Significant predictors include age, marital status, caste group, status of employment and subject stream indicated by p-values less than 0.05. The unstandardized coefficients suggest positive associations for age and caste but a negative association with marital status. Collinearity statistics (VIF) indicate no major multicollinearity concerns with all values below 2. Notably the constant term is statistically significant anchoring the model. The result shows that there is low variation between expected and observed result. This shows that there is high consistency between the dependent and independent variables.

4.3 Knowledge and Attitude on Career Planning

Table 4.28: Descriptive Statistics of Knowledge and Attitude on Career Planning

	Descriptive Statistics		
	Mean	SD	Skewness
Identification of long and short term alternatives	6.14	0.97	-1.86
CD making and updating for career development	6.35	0.89	-2.11
CP as a helpful tool for self-dependency and fitness	6.16	1.03	-1.63
CP helped to make right decision in right time	6.09	0.99	-1.59
CP needs relieve and timely information	5.88	1.07	-1.40
CP focus on individual growth orientation	5.75	1.21	-1.26
CP collect individual interest/preference information	5.80	1.16	-1.42
CP must respect personal interest and capabilities	6.16	1.04	-1.59
CP is about to be job creator not seeker	5.66	1.34	-1.31
CP's focus on career decision for individual goals	6.02	1.07	-1.28
CP helps to achieve career development goals	6.19	1.07	-2.02
CP contributes career goals fulfillment efficiently	5.74	1.23	-1.30
CP accept responsibility for own career	6.08	1.15	-1.70
CDP helped to assess knowledge and attitude	6.09	1.07	-1.67
CDP helped to collect career information	5.90	1.05	-1.44
CDP helped to establish career goals	5.98	1.09	-1.64
CDP helped to increased respect from one's peers	5.81	1.21	-1.40
CDP helped to boost respect from parents/relatives	5.95	1.37	-1.65

Source: Field Survey, 2024

Table 4.28 shows that knowledge and attitude of school students' mean value was more than 5 in all the factors which results these knowledge and attitude factors are more responsible for the career planning decision of school students. Among different factors the maximum mean value was found 6.35 by 'making career decision and updating career decisions are essential for better career development' and minimum value is found 5.6 by 'career planning is about to be job creator not seeker.' Hence it can concluded that among 18 factors 'making career decision and updating career decisions are essential for better career development' is the major determining factors and career planning is about to be job creator not seeker' is the least determining factors for career planning.

The standard deviation is found less than 1.5 shows that there is high consistency among the knowledge and attitude factors on career planning. Similarly, all the Skewness value is found negative which shows that the knowledge and attitude factors are found on the

left side. This results shows that the factors are important for career planning decision of secondary school students.

Normality Test

A normality test is conducted so as to determine whether sample data has been drawn from a normally distributed population (within some tolerance).

Table 4.29: Descriptive Statistics

Subject stream		Statistic	Std. Error
Knowledge index	Science	Mean	0.85
		Std. Deviation	0.09
		Interquartile Range	0.10
	Management	Mean	0.85
		Std. Deviation	0.09
		Interquartile Range	0.12
	Arts	Mean	0.85
		Std. Deviation	0.09
		Interquartile Range	0.10
		Skewness	-1.85
		Kurtosis	5.49

Source: Field Survey, 2024

Table 4.29 describes the knowledge index of science students has mean value 0.85 which is in the side of strongly agree and there is low variance which is 0.009 and 0.007 standard error. Similarly, the standard deviation 0.093 shows that there is low variance and shows high consistency in the results. Similarly, the knowledge index of management students has mean value 0.85 which is in the side of strongly agree and there is low variance which is 0.008 with 0.006 standard error. Likewise, the knowledge index of arts students has mean value 0.85 which is in the side of strongly agree and there is low variance which is 0.009 with 0.008 standard error. Similarly, standard deviation 0.09 shows that there is low variance and shows high consistency in the results.

Table 4.30: Knowledge Index and Subject Stream: Kolmogorov-Smirnov

Subject stream		Kolmogorov-Smirnov ^a			
		Statistic	Df	Sig.	Statistic
Knowledge index	Science	0.12	163	0.00	0.86
	Management	0.14	173	0.00	0.92
	Arts	0.13	114	0.00	0.86

a. Lilliefors Significance Correction

Source: Field Survey, 2024

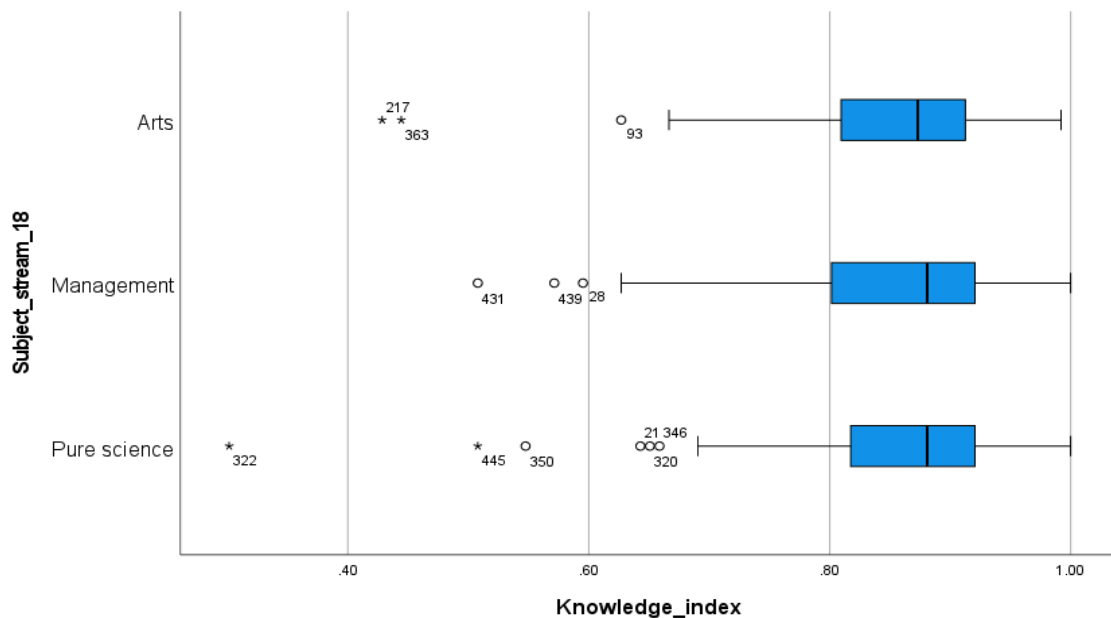
Figure 4.1: Normality of Knowledge Index

Table 4.30 and figure reveals that knowledge index of pure science, management and arts students is found higher than 0.05 level of significance shows that there is significant effect of knowledge index on career planning of the students.

Multiple Regression Model

It generally analyzes the relationship between two or more than two variables. It uses the information and data in order to estimate the value of the dependent variables. In other words, the regression analysis a set of statistical process to estimate the relationships between dependent variable and one or more independent variables.

Multiple regression analysis is a statistical technique that analyzes the relationship between two or more variables and uses the information to estimate the value of the dependent variables. In other words, the regression analysis is a set of statistical

processes for estimating the relationships between a dependent variable and one or more independent variables.

Model II

Table 4.31: Model Summary II

Model Summary		Sum of	df	Mean	F	Sig.	Model Summary	
		Squares		Square			R	
1	Regression	0.46	19	0.024	3.094	0.000	R Square	0.12
	Residual	3.38	430	0.008			Std. Error	0.08
	Total	3.84	449				Durbin- Watson	1.71

a. Dependent Variable: External factor index

Source: Field Survey, 2024

Table 4.31 reveals that F value is 3.09, which is significant. It reveals that the knowledge index of career development planning students and its independent variables is significantly correlated. The result concluded that the variance between the variables is not significantly different.

The model summary represents that correlation coefficient is 0.34 which is positive. The correlation coefficient is below average, by this account but it can be concluded that the independent variables and dependent variables are positively correlated. R square 0.12 shows that knowledge of the career development planning students is explained 12 percent by socio-cultural status, economic status and educational status. Similarly the remaining 88 percent of their knowledge index is explained by other variables. Low standard error of the estimate shows that there is high uniformity and consistency in the results. Likewise, Durbin-Watson test also results that the autocorrelation in a regression model's output is significantly, since its range remains between 0 to 4.

Table 4.32: Coefficients II

Model	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients		Coefficients			Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	0.90	0.09		10.24	0.00		
Address local level	-0.01	0.01	-0.09	-1.79	0.07	0.85	1.17
Age	0.00	0.01	0.00	0.03	0.98	0.75	1.34
Sex group	-0.03	0.01	-0.14	-2.85	0.01*	0.89	1.12
Marital status	-0.12	0.04	-0.15	-2.88	0.00**	0.81	1.24
Religion	0.01	0.01	0.06	1.26	0.21	0.92	1.09
Caste group	0.01	0.01	0.06	1.22	0.22	0.94	1.07
Family system	0.01	0.01	0.04	0.67	0.51	0.64	1.55
Total family members	0.00	0.00	0.02	0.31	0.76	0.64	1.57
Family wellbeing	0.01	0.01	0.07	1.50	0.13	0.92	1.09
Family occupation	0.01	0.00	0.09	1.87	0.06	0.91	1.10
Irrigated land holding	0.01	0.01	0.06	0.98	0.33	0.61	1.64
Rain fed land holding	0.01	0.01	0.07	1.27	0.21	0.66	1.52
Family monthly income	0.00	0.01	-0.02	-0.35	0.72	0.82	1.22
Status employment	0.02	0.01	0.17	3.57	0.00**	0.93	1.08
Educational status father	0.01	0.01	0.10	1.88	0.06	0.72	1.38
Educational statusmother	0.00	0.01	-0.04	-0.71	0.48	0.68	1.48
Obtained grade SEE	-0.01	0.01	-0.06	-0.84	0.40	0.46	2.16
Currently studying	-0.01	0.01	-0.07	-1.38	0.17	0.72	1.39
Subject stream	0.00	0.01	0.01	0.14	0.89	0.50	1.99

a. Dependent Variable: Knowledge index

Source: Field Survey, 2024

Table 4.32 presents the results of a multiple regression analysis examining the impact of various predictors on the dependent variable as knowledge index. The constant term is 0.90 with a highly significant t-value of 10.24 ($p < 0.01$). Among the predictors marital status shows a significant negative effect with a coefficient of -0.12 and a t-value of -2.88 ($p < 0.01$), while sex group also has a significant negative coefficient of -0.03 with a t-value of -2.85 ($p < 0.01$). The predictor Status employment significantly positively affects the knowledge index with a coefficient of 0.02 and a t-value of 3.57 ($p < 0.01$).

Other variables, including address local level, age, religion, caste group, family system, total family members, family wellbeing, family occupation, irrigated land holding, rained land holding, family monthly income, educational status father, educational status mother, obtained grade SEE, currently studying and Subject stream show non-significant effects with p-values greater than 0.05. The table also provides collinearity statistics showing tolerance values ranging from 0.50 to 0.94 and VIF values from 1.07 to 2.16 indicating no severe multi collinearity issues.

The observed value and expected value is found somehow scattered which shows that there is high variation between expected and observed values. This shows that there is no high consistency between the dependent and independent variables.

Model III

Table 4.33: Model Summary III

Model Summary		Sum of Squares	df	Mean Square	F	Sig.	Model Summary	
							R	0.48
1	Regression	0.90	25	0.030	5.24	0.00	R Square	0.23
	Residual	2.94	424	0.007			Std. Error	0.08
	Total	3.84	449				Durbin- Watson	1.86

a. Dependent Variable: External factor index

Source: Field Survey, 2024

Table 4.33 reveals that an ANOVA test on a regression model focusing on the knowledge index reveal several key metrics. The regression sum of squares is 0.90 with a mean square of 0.03 and 25 degrees of freedom while the residual sum of squares stands at 2.94 leading to a mean square of 0.007 with 424 degrees of freedom. Overall the total sum of squares is 3.84 demonstrating variability in the knowledge index. The significant F-value of 5.24 indicates a positive relationship between the knowledge index and its predictors although the variance among predictors is not significantly different. The correlation coefficient of 0.48 suggests a moderate correlation. Notably the R-squared value of 0.23 implies that only 23.6 percent of the knowledge index is explained by the model with the rest due to other factors. A low standard error of 0.83 indicates consistency while the Durbin-Watson test highlights significant autocorrelation in the results.

Table 4.34: Coefficient III

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	SE	Beta			Tolerance	VIF
(Constant)	1.06	0.05		22.96	0.00		
Question on own personal CDP	0.00	0.01	0.01	0.14	0.89	0.82	1.22
Question on participation in any workshop for developing CP	0.00	0.01	-0.01	-0.11	0.91	0.85	1.18
There is performance appraisal system in this college for CP	0.00	0.01	0.02	0.46	0.65	0.78	1.28
This college provides materials/aids for career planning	0.02	0.01	0.08	1.66	0.10	0.80	1.25
Have you developed your own career action plan yourself	0.01	0.01	0.03	0.63	0.53	0.81	1.24
Have you been implemented your career action plan properly	0.01	0.01	0.04	0.74	0.46	0.79	1.27
Have you been updated and refined your career action plan time to time	-0.02	0.01	-0.12	-2.57	0.01	0.86	1.17
Do you have cultural related career planning Culture?	0.02	0.01	0.09	2.04	0.04	0.87	1.15
Do you have society related CP?	-0.01	0.01	-0.03	-0.58	0.56	0.83	1.21
Have you thought about any career planning?	0.00	0.01	0.00	-0.07	0.94	0.84	1.19
Do you think career development curriculum is essential	-0.01	0.01	-0.05	-1.06	0.29	0.88	1.13
Do you think CP maintain balance between work and life role?	-0.02	0.01	-0.09	-1.85	0.07	0.81	1.24
Do you think CP helped to reach the academic destination?	-0.01	0.01	-0.06	-1.30	0.19	0.83	1.21
Do you collect CP information from parents and relatives?	-0.05	0.01	-0.24	-5.25	0.00	0.87	1.15
Do you collect CP information from counseling institutions?	-0.01	0.01	-0.04	-0.81	0.42	0.83	1.21
Do you collect CP information from senior professionals?	0.00	0.01	0.02	0.41	0.68	0.89	1.13
Do you collect CP information from educational institutions?	0.02	0.01	0.08	1.75	0.08	0.87	1.15
Do you collect CP information from peer groups?	-0.02	0.01	-0.08	-1.78	0.08	0.90	1.11
Career development must focus on individual goal setting	0.00	0.01	0.00	0.04	0.97	0.83	1.20
Career development must focus on career path information	-0.06	0.01	-0.24	-4.89	0.00	0.76	1.32
Career development must focus on individual growth orientation	-0.02	0.01	-0.10	-2.13	0.03	0.86	1.17
State mechanism is responsible for individual career development	0.01	0.01	0.06	1.36	0.17	0.84	1.20
College authorities are responsible for individual CD	0.00	0.01	-0.01	-0.12	0.90	0.84	1.19
Social organizations are responsible for individual CD	-0.01	0.01	-0.04	-0.87	0.38	0.72	1.39
Market mechanism are responsible for individual career development	-0.01	0.01	-0.07	-1.50	0.14	0.76	1.33

a. Dependent Variable: Knowledge index

Source: Field Survey, 2024

Note: 1 = Yes, 2 = No

Table 4.34 presents a regression analysis examining factors influencing the Knowledge Index related to career development processes. The results reveal no significant influence ($p > 0.05$) from most variables regarding personal career development plans (CDPs) and

various sources of information with the exception of "collecting CP information from parents and relatives," which shows a negative and significant impact ($p < 0.01$). Notably the performance appraisal systems and workshop participation yielded insignificant results indicating a potential lack of effectiveness in these areas. Additionally the variance inflation factor (VIF) values suggest no severe multicollinearity among predictors. Overall, the findings suggest a need for improved career development frameworks within educational institutions.

Hypothesis 1: Knowledge Index is differ due to Sex Group

Table 4.35: Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Knowledge index is the same across categories of Sex group	Independent-Samples Mann-Whitney U Test	0.001	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Source: Field Survey, 2024

Independent-Samples Mann-Whitney U Test Summary

Total number	450
Mann-Whitney U	20515.50
Wilcoxon W	43735.50
Test statistics	20515.50
Standard error	1377.11
Standard test statistics	-3.44
Asymptotic sig. (2-sided test)	0.001

Source: Field Survey, 2024

The statistics found -3.44 Z score with $0.00 < 0.05$ p value. This means the null hypothesis is rejected that holds that the knowledge index and sex group are similar and drawn from same population. The standard deviation is only 1377.11 which is significant at 0.01 level of significance which also reveals that the distribution of knowledge index is the same across categories of sex group.

Figure 4.2: U Test Summary I

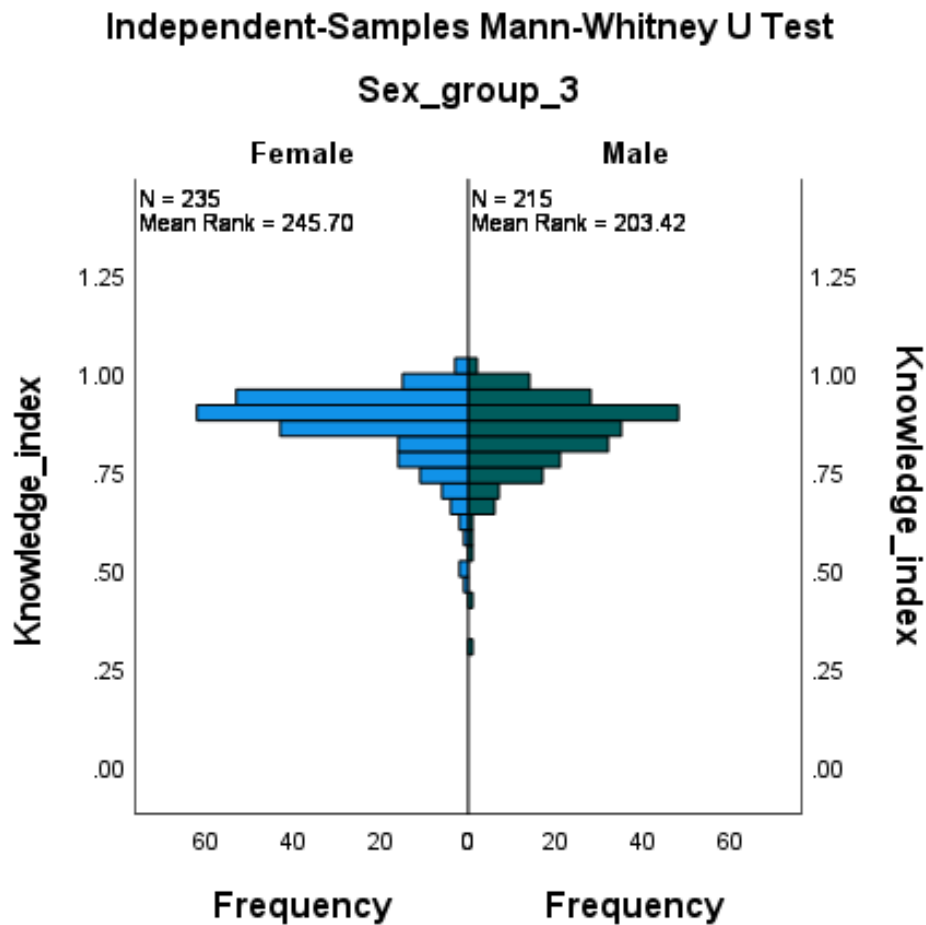


Table 4.36 Hypothesis Test Summary

	Null Hypothesis	Test	Sig	Decision
1	The distribution of Knowledge index is the same across categories of Currently studying	Independent-Samples Kruskal-Wallis Test	0.002	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Source: Field Survey, 2024

Independent-Samples Kruskal-Walli Test Summary

Total N	450
Test Statistic	12.6
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	0.002
a. The test statistic is adjusted for ties.	

Source: Field Survey, 2024

Table 4.36 reveals that Z score is less than p-value i.e. $0.02 < 0.05$ which shows that null hypothesis is rejected that results knowledge index and currently studying are drawn from same population. In other words, the distribution of knowledge index is the same across categories of currently studying.

Kruskal Wallis H Test I

This test also used to determine differences between more than two groups of an independent variable with scale variable data type (Kruskal & Wallis, 1952). The H test is also considered as the alternative to the One-way ANOVA test.

Figure 4.3 :H Test Summary I

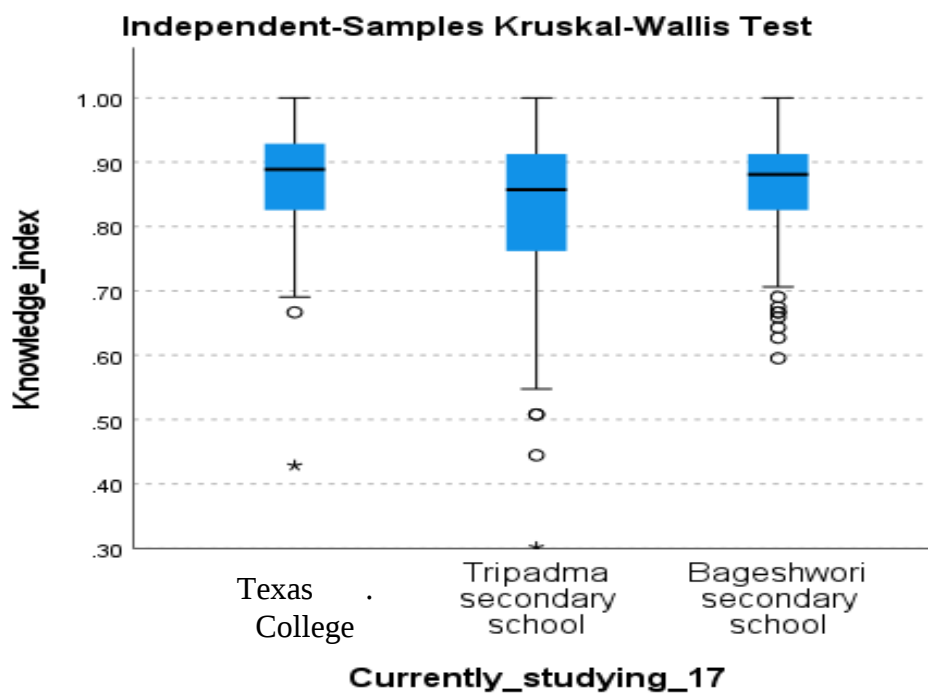


Table 4.37: Pairwise Comparisons of Currently Studying

Currently studying school	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.
Tripadma secondary school Bageshwori secondary school	-39.24	15	-2.61	0.009	0.027
Tripadma secondary school Texas International College	50.84	15	3.38	0.001	0.002
Bageshwori secondary school- Texas International College	11.60	15	0.77	0.440	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Field Survey, 2024

Table 4.37 displays the results of pairwise comparisons between three secondary schools namely, Tripadma secondary school, Bageshwori secondary school and Texas International College regarding their distributions. The comparison between Tripadma secondary school and Bageshwori secondary school yields a test statistic of -39.24 with a standard test statistic of -2.61 and a significance value of 0.009, which is below the significance level of 0.05 indicating a significant difference between these schools. The comparison between Tripadma secondary school and Texas International College shows a test statistic of 50.84 with a standard test statistic of 3.38 and a significance value of 0.001 also significant. In contrast, the comparison between Bageshwori secondary school and Texas International College results in a test statistic of 11.60 a standard test statistic of 0.77 and a significance value of 0.44 which is not significant. The significance values have been adjusted using the Bonferroni correction to account for multiple tests.

Table 4.38: Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Knowledge index is the same across categories of Address local level.	Independent Samples Kruskal Wallis Test	0.039	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Source: Field Survey, 2024

Independent-Samples Kruskal-Wallis Test Summary

Total N	450
Test Statistic	8.35
Degree Of Freedom	3
Asymptotic Sig.(2-sided test)	0.03
a. The test statistic is adjusted for ties.	

Source: Field Survey, 2024

Table 4.38 shows that Z value is less than p-value i.e. $0.03 < 0.05$ which shows that null hypothesis is rejected results knowledge index and address local level are drawn from same population. In other words, the distribution of knowledge index is the same across categories of address local level.

Figure 4.4 :H Test Summary II

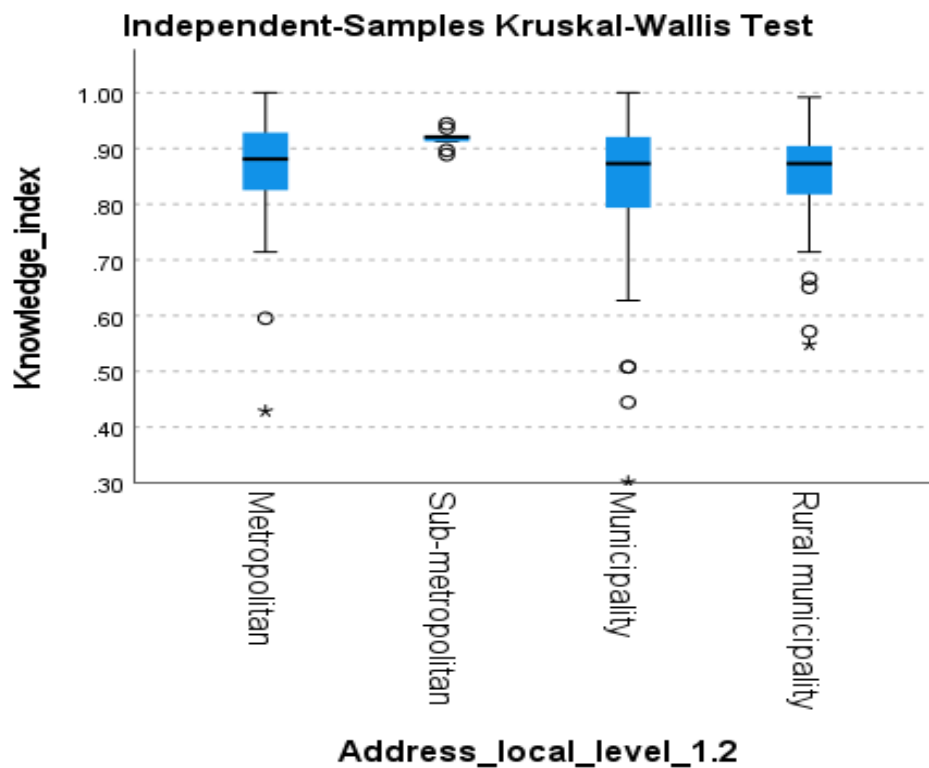


Table 4.39: Pairwise Comparisons of Address Local Level

Samples	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.
Rural municipality- Municipality	2.67	14.98	.17	0.85	1.00
Rural municipality- Metropolitan	25.87	20.54	1.25	0.20	1.00
Rural municipality-Sub- metropolitan	116.57	45.15	2.58	0.01	0.05
Municipality- Metropolitan	23.20	17.94	1.29	0.19	1.00
Municipality-Sub- metropolitan	113.90	44.03	2.58	0.01	0.05
Metropolitan-Sub- metropolitan	-90.69	46.22	-1.96	0.05	0.29

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Field Survey, 2024

Table 4.39 summarizes the pairwise comparisons between different levels of administrative areas rural municipality, municipality, metropolitan and sub-metropolitan regarding their distributions. The comparison between rural municipality and Sub-metropolitan has a test statistic of 116.57, a standard test statistic of 2.58 and a significance value of 0.01, which after adjusting for multiple tests using the Bonferroni correction is 0.05 and suggests a marginally significant difference. Other comparisons including rural municipality versus municipality and metropolitan versus Sub-metropolitan show non-significant results both before and after adjustment. The significance values have been adjusted using the Bonferroni correction to account for multiple comparisons.

4.4 Career Planning and Method's

Table 4.40: Descriptive Statistics of Career Planning and Methods

Variables	Mean	SD	Skewness
Do you have your own personal career development plan?	1.17	.45	5.60
Have you participated in any workshop for developing CP?	1.71	.45	-.92
There is performance appraisal system in this college for CP	1.58	.49	-.33
This college provides materials/aids for career planning	1.52	.50	-.08
Have you developed your own career action plan yourself	1.29	.45	.93
Have you been implemented your career action plan properly	1.52	.50	-.08
Have you been updated and refined your CAP time to time	1.46	.49	.15
Do you have cultural related career planning Culture?	1.74	.44	-1.08
Do you have society/Institution/Organization related CP?	1.59	.49	-.36
Have you thought about any career planning?	1.13	.33	2.22
Do you think career development curriculum is essential	1.11	.31	2.48
Do you think CP maintain balance between work and life role?	1.14	.34	2.08
Do you think CP helped to reach the academic destination?	1.24	.42	1.25
Do you collect CP information from parents and relatives?	1.32	.46	.79
Do you collect CP information from counseling institutions?	1.62	.48	-.51
Do you collect CP information from senior professionals?	1.33	.47	.72
Do you collect CP information from educational institutions?	1.32	.46	.79
Do you collect career planning information from peer groups?	1.58	.49	-.31
Career development must focus on individual goal setting	1.14	.34	2.10
Career development must focus on career path information	1.15	.36	1.93
Career development must focus on individual growth orientation	1.17	.37	1.79
State mechanism is responsible for individual career development	1.37	.48	.53
College authorities are responsible for individual CD	1.35	.47	.63
Social organizations are responsible for individual CD	1.44	.49	.22
Market mechanism are responsible for individual CD	1.40	.49	.40

Source: Field Survey, 2024

Table 4.40 reveals that the mean value is found more than 1 that shows that the respondents' opinion is found towards 'yes' decision. The highest value is found by 'Do you have cultural related for career planning culture?' which shows that the factor is mostly responsible for career planning and method. Similarly lowest mean value is 1.11 in 'Do you think career development curriculum is essential?' shows the factor is least responsible for career planning and methods. Likewise, standard deviation is found less

than 0.5 shows there is high consistency among the variables. The value of Skewness is found positive rather than negative shows that most of the students are agreed towards career planning and methods are positive. Hence, the overall results can be concluded that career planning and methods are positively agreed by secondary level school students.

Table 4.41: CDP Method Index and Currently Studying: Descriptive Statistics

Currently studying			Statistic	Std. Error
CDP method index	Texas International College	Mean	0.68	0.005
		Std. Deviation	0.06	
		Interquartile Range	0.08	
	Tripadma secondary school	Mean	0.68	0.005
		Std. Deviation	0.06	
		Interquartile Range	0.08	
	Bageshwori secondary school	Mean	0.68	0.005
		Std. Deviation	0.06	
		Interquartile Range	0.10	

Source: Field Survey, 2024

Table 4.41 shows the mean value of Texas International College, Tripadma Secondary School and Bageshwori is more than 68 percent. The result depicts that all the schools' students were agree for career planning management. The standard deviation is found less than 6 percent, which shows that there is high consistency in their opinion towards career planning. Similarly about 0.5 percent standard error shows that the expected and actual value may vary only about 0.5 percent. Hence, from the overall results there is high consistency of all schools' students towards career planning management.

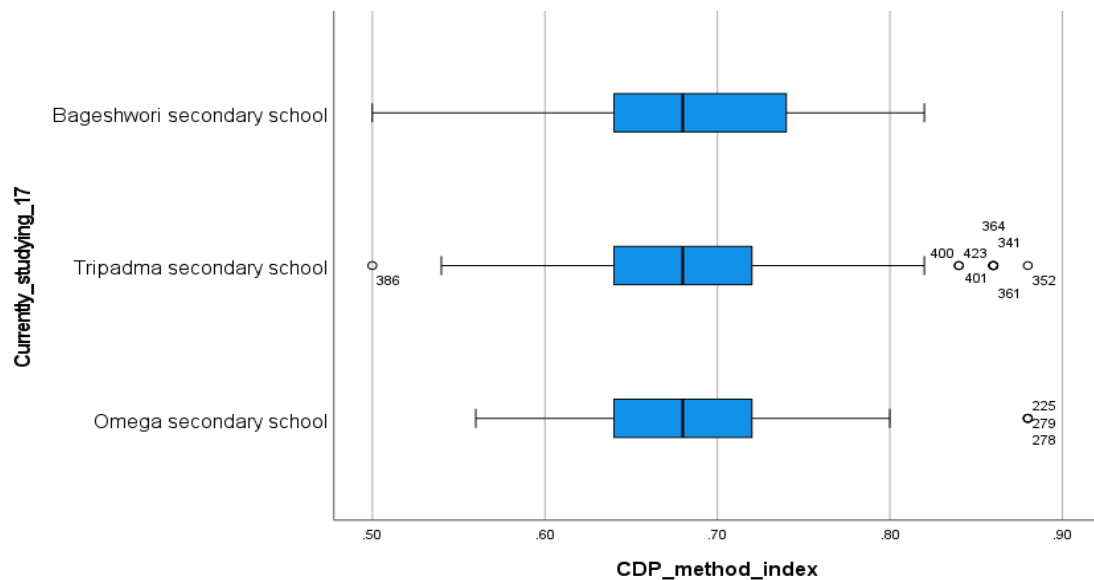
Table 4.42: CDP Method Index and Currently Studying: Kolmogorov Smirnov

Currently studying		Kolmogorov-Smirnov ^a			
		Statistic	df	Sig.	Statistic
CDP method index	Texas International College	0.07	150	0.02	0.97
	Tripadma secondary school	0.14	150	0.00	0.96
	Bageshwori secondary school	0.07	150	0.02	0.98

a. Lilliefors Significance Correction

Source: Field Survey, 2024

Figure 4.5 :Normality of Career Development Planning



In statistics, the Kolmogorov-Smirnov test (K-S test) is a nonparametric test of the equality of continuous one dimensional probability distribution that can be used to test whether a sample came from a given reference probability distribution or to test whether two samples came from the same distribution. The result shows that in all the schools' student there is uniformity or uniform properties since there is significant correlation and it imply that all the students are motivated towards their career planning development.

Hypothesis 2: CDP Method is Differ due to Sex Group

Table 4.43: Hypothesis Test Summary I

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of CDP method index is the same across categories of Sex group	Independent-Samples Mann-Whitney U Test	0.024	Reject the null hypothesis.

a. The significance level is .050. b. Asymptotic significance is displayed

Independent sample Mann Whitney U Test Summary	
Total Number	450
U test	28365.50
W test	51585.50
Test statistic	28365.50
Standard Error	1371.33
Standardized test statistic	2.26
Asymptotic sig. (2-sided test)	0.02

Source: Field Survey, 2024

Table 4.43 presents the results of an Independent-Samples Mann-Whitney U Test used to compare the distribution of the CDP method index across different categories of Sex group. The test shows a significance value of 0.02, which is below the chosen significance level of 0.05. Therefore, the null hypothesis, which posited that the distribution of CDP method index is the same across categories of sex group which is rejected. The result concludes that career developing planning and sex group are drawn from the same population. In other words, the distribution of CDP method index is the same across categories of sex group

Hypothesis 3: CDP Method Index Differ due to SEE Grade

Table 4.44: Hypothesis Test Summary II

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of CDP method index is the same across categories of Obtained grade SEE	Independent-Samples Kruskal-Wallis Test	0.585	Retain the null hypothesis.

a. The significance level is .050. b. Asymptotic significance is displayed.

Source: Field Survey, 2024

Table 4.44 presents the results of the Independent-Samples Kruskal-Wallis Test, which assesses whether the distribution of the CDP method index varies across different categories of Obtained grade SEE. The test statistic yielded a significance value of 0.58. The significance level of 0.05, this p-value is greater than the threshold leading to the decision to retain the null hypothesis. This result suggests that there is no significant difference in the distribution of the CDP method index among the different categories of Obtained grade SEE.

Table 4.45: Independent-Samples Kruskal-Wallis Test Summary

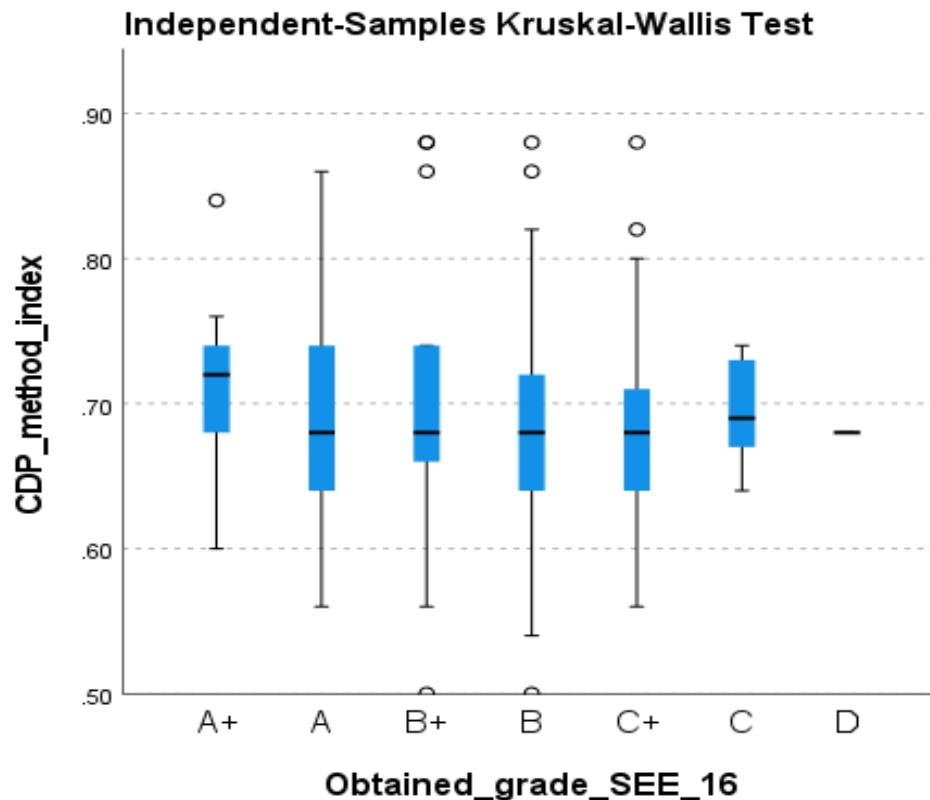
Total Number	450
Test statistic	4.68
Degree of freedom	6
Asymptotic sig. (2 – sided test)	0.58

a. The test statistic is adjusted for ties. b. Multiple comparisons are not performed because the overall test does not show significant differences across samples

Source: Field Survey, 2024

Table 4.45 reveals that Z value is greater than p-value i.e. $0.58 > 0.05$ which shows that null hypothesis is accepted results CDP method index and obtained grade in SEE are drawn from different population. In other words, the distribution of CDP method index is different across categories of obtained grade in SEE.

Figure 4.6 :H Test Summary III



4.5 Discussions of Findings

Findings of this study specially provide the valuable insights regarding the demographic and educational characteristics of students in Nepal, reflecting broader trends in the country's educational landscape. A significant proportion of respondents belong to the Janjati caste group, highlighting the importance of inclusive educational policies that cater to diverse cultural backgrounds. The near-equal distribution between nuclear and joint family structures suggests that family dynamics may not significantly influence educational choices but further research could explore this aspect in more depth. The predominance of students with a B+ grade indicates a relatively high academic performance, which may be influenced by the country's emphasis on education as a fundamental right, as enshrined in the Constitution of Nepal 2015 (Republica, 2018).

The even distribution of respondents across three institutions, with a slight majority studying in the management stream, aligns with the objectives of the School Sector Development Plan (SSDP), which aims to enhance the relevance of secondary education by strengthening pathways between technical and general education (Ministry of Education, 2016). Gender-specific trends, such as female students predominantly attending Tripadma Secondary School and male students at Bageshwori Secondary School, may reflect existing social norms and expectations, which are areas the SSDP seeks to address through its focus on inclusive education and gender equality (Ministry of Education, 2016).

Geographical patterns, with the majority of students hailing from Bagmati Province and fewer from Karnali and Sudurpashchim Provinces, underscore regional disparities in educational access and infrastructure. The SSDP emphasizes the need to overcome such disparities by improving access to quality education in remote areas and strengthening institutional capacities at the local level (Ministry of Education, 2016). Additionally, the finding that one-fourth of students come from rural areas highlights the challenges faced by rural education systems, including limited resources and infrastructure. The SSDP's focus on enhancing educational quality and equity, particularly in rural settings, is crucial for addressing these challenges and ensuring that all students have equal opportunities to succeed (MoE, 2016).

The study identifies social movement and family support as the most prominent factors influencing career planning. This aligns with Karl Marx and Friedrich Engels' perspective that education serves to reinforce existing social structures. Marx and Engels argued that education in capitalist societies often perpetuates class inequalities by promoting values that align with the interests of the ruling class (Marx, 1847). While they acknowledged the potential for education to challenge these structures, they emphasized that true societal change requires active class struggle and awareness of oppression.

In the context of career planning, family support can be seen as a form of cultural capital, providing individuals with resources and networks that facilitate career advancement. This concept is consistent with Pierre Bourdieu's theory, which posits that family background significantly influences educational and career outcomes. The study's finding that gender and geographical limitations have the lowest mean scores suggests that respondents perceive these factors as less significant in career planning. This may reflect

a shift towards recognizing individual agency and internal factors over external constraints. However, it's important to consider that Marxist theory would view such perceptions as potentially influenced by ideological state apparatuses that downplay systemic inequalities. Althusser's concept of the ideological state apparatus suggests that institutions like education and media propagate ideologies that maintain the status quo, potentially leading individuals to underestimate the impact of factors like gender and geography on career opportunities.

The study indicates relatively high standard deviations for early age encouragement, family environment and market environment suggesting diverse perceptions among respondents. This variability could be attributed to differing personal experiences and socio-economic backgrounds. Marxist theory would interpret this diversity as a reflection of the complex interplay between individual experiences and broader structural forces. The family environment, for instance, can either reinforce or challenge societal norms, influencing career aspirations and outcomes

The study highlights that skills and abilities, personal values and family support generally have higher mean scores compared to external factors like geographical limitations or gender. This finding suggests a perception that internal factors play a more significant role in career planning. From a Marxist perspective, this emphasis on individual agency may overlook the structural constraints imposed by the capitalist system. Marx and Engels emphasized that true societal change requires collective action and awareness of systemic oppression, rather than focusing solely on individual attributes.

The findings of the study suggest that students have a generally positive attitude and good knowledge regarding career planning and development activities and they recognize personal responsibility in shaping their career paths. This reflects key aspects of Social Cognitive Career Theory (SCCT), particularly the concept of self-efficacy—the belief in one's capability to organize and execute actions required to manage prospective situations (Lent & Brown, 1996; Bandura, 1997). According to SCCT, when individuals believe in their ability to succeed, they are more likely to engage in proactive behaviors, such as career planning, goal setting and skills acquisition. The acknowledgment of personal responsibility by students suggests a healthy sense of self-efficacy, which is crucial for effective career decision-making.

The students' recognition of career planning's role in personal development also aligns with Maslow's Hierarchy of Needs, particularly the levels of esteem and self-actualization (Maslow, 1943). Career development allows individuals to gain confidence, pursue meaningful goals and fulfill their potential—hallmarks of Maslow's upper-tier needs. When students understand the connection between their professional goals and their personal growth, they are more likely to be motivated and engaged in lifelong learning and career advancement efforts.

Moreover, the agreement of most students with statements related to effective career planning and knowledge suggests a mastery goal orientation—where learning is pursued for self-improvement and deeper understanding, rather than just to outperform others (Svinicki, 2009). This learning-focused mindset is beneficial for sustained growth and resilience, especially in dynamic labor markets. In contrast to performance goal orientation, which is more concerned with external validation, mastery orientation leads to greater intrinsic motivation and long-term adaptability (Elliott & Dweck, 2005).

Finally, the finding that students perceive career development programs as beneficial in enhancing social respect and standing supports Marxist perspectives on education and labor. While Marx and Engels (1847) critiqued education under capitalism as a tool for reproducing class structures, they also saw its potential to raise awareness and support upward mobility if paired with critical consciousness. In this case, students appear to associate career success with enhanced social capital, possibly viewing career development programs as a legitimate pathway to improved status and community recognition—especially relevant in a competitive and status-driven society.

The study's findings reveal that while many students are actively engaged in career planning and recognize institutional support, they still primarily depend on external and social sources for guidance. Most acknowledge the importance of individual goal setting and have developed personal career plans, indicating either strong personal initiative or effective institutional encouragement. From a Marxist perspective, this reflects how education often supports capitalism by promoting individual responsibility while masking systemic inequalities (Cole, 2019). Although students appear empowered, their reliance on external sources—often shaped by capitalist values—suggests that schools may not fully challenge class-based barriers, instead reinforcing roles aligned with the needs of the bourgeoisie (Marx, 1847).

Goal Orientation Theory provides further insight. The emphasis on personal planning suggests a mastery orientation (Svinicki, 2009), where students seek self-improvement. However, the dependence on external validation aligns with performance orientation (Elliott & Dweck, 2005), highlighting a tension between learning for growth and striving for achievement. A critical view warns that overemphasis on goal types may oversimplify motivations and obscure systemic factors—such as unequal access to resources—that affect career development outcomes.

Maslow's Hierarchy of Needs helps explain students' career engagement as a move toward fulfilling esteem and self-actualization needs, achievable only when basic needs are met (Maslow, 1943). However, disparities in support structures suggest that not all students can equally pursue higher-level goals. Thus, while theories of motivation and development illuminate individual behaviors, the findings also underscore the need to address broader structural inequalities for truly equitable career development. Students are taking initiative, but the systems around them still play a decisive role in shaping their opportunities and limitations.

According to Tang (2018), individuals who engage in effective career planning exhibit several key traits: they complete their education, remain motivated to pursue lifelong learning, establish clear professional goals, and maintain a realistic assessment of their skills and environment. Additionally, they identify work they are passionate about, recognize the value of jobs, make informed and independent career decisions and take actionable steps toward their objectives. For students, career planning is crucial—it cultivates the right mindset and equips them for long-term professional success.

Finally, in rural areas, helping high school students plan research careers is important. It gives them skills and knowledge that fit their local needs. This connects with Sustainable Development Goal -4, which focuses on quality education for all. Many rural students lack resources and guidance, so supporting research-based learning can encourage them to solve local problems, spark innovation and boost their communities' growth. This also ties into SDG 8, which promotes good jobs and economic growth. By improving education, students can find meaningful work and help Nepal's rural economies develop sustainably.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION AND IMPLICATIONS

5.1 Summary of Findings

The study focuses on quantifying career planning trends among these students, providing a structured assessment of their preparedness and decision-making processes. The study revealed that career planning among secondary-level students in Kathmandu Valley is shaped by a combination of internal and external factors, with personal values emerging as the most influential internal factor, highlighting how deeply individual beliefs guide career choices. Additionally, perceived gender roles played a notable role, reflecting lingering societal stereotypes in career decision-making. Externally, broader social movements (e.g., advocacy for gender equality) and the existing social system (e.g., family expectations, educational policies) also significantly influenced students' aspirations, though to a lesser degree than personal values. These findings underscore that while students prioritize their own principles when planning careers, external societal structures, both progressive (like movements challenging traditional norms) and restrictive (like rigid gender roles), still exert considerable pressure. The high mean score for personal values suggests that interventions promoting self-awareness and value clarification could empower students to make more aligned career decisions, even within societal constraints.

The study found that knowledge and attitudes play a major role in career planning. Most students strongly agreed that regularly reviewing and updating career choices is crucial for success. This shows they understand the importance of continuous career planning. However, while students recognized the value of preparing to create jobs (like starting businesses) instead of just looking for jobs, this idea was less emphasized compared to other factors.

The study found that schools use different approaches to help students with career planning, but two key factors stood out: cultural relevance (making sure career advice fits local values and opportunities) and career counseling (professional guidance to explore options). While career counseling was observed as very important, the study showed that not all schools provided it equally, some had strong programs, while others offered little or no support. Because of this inconsistency, the research emphasized the need for structured career education programs in schools, where all students receive step-by-step

guidance to make informed decisions about their futures. Without a clear and organized system, many students miss vital career preparation.

The study found that students' career planning is strongly influenced by background factors like gender, family type and parents' education levels. Specifically, those from nuclear families and with highly educated parents tended to have clearer, more organized career plans. Additionally, students studying management or science showed more proactive and adaptable approaches to career decision-making compared to others. These findings highlight how social and educational backgrounds shape career preparedness among students. Success is a universal aspiration, but achieving it especially in one's career, requires deliberate effort, planning and perseverance.

Career success does not happen by chance; it demands a clear roadmap, actionable steps, and the discipline to follow through. Career planning, the process of setting goals and strategizing how to achieve them, is essential for aligning one's skills and passions with the right opportunities. A well-structured career plan helps individuals find their ideal role in society, maximize their potential and turn ambitions into reality. For college students in Nepal, this planning phase is particularly critical, as it bridges the gap between education and the professional world, equipping them to navigate challenges and secure a fulfilling career. Without a thoughtful plan and dedicated effort, career success remains elusive, underscoring the importance of proactive preparation from an early stage.

5.2 Conclusions

This study concludes that interplay of personal and external factors influences on shaping career development choices. The findings emphasize that students' personal agency, including their self-confidence and proactive mindset, plays a significant role in career development. According to Goal Orientation Theory, students who engage in regular career assessments and set clear goals tend to make more informed decisions. The study also underscores the importance of self-efficacy, where students' belief in their abilities motivates them to take control of their career paths.

External factors such as family background, socio-economic status and school environment also play a significant role. Family support and the academic stream chosen (e.g., management or science) were found to positively influence career readiness. This

aligns with Marxist perspectives, which highlight how socio-economic structures and inequalities shape students' opportunities. The students belonging to rural areas and Janjati ethnicity are equally getting career development counseling facilities in their college. They might become potential human capital for the origin areas. However, most of the students studying in outside Kathmandu Valley or particularly those without adequate career guidance or financial resources are compelling to hinder their ability to stimulate career development planning more effectively.

The application of Maslow's Hierarchy of Needs helps explain that fulfilling basic needs, such as financial stability and emotional support, is crucial for career development. Students with these supports are better equipped to engage in career planning and pursue self-fulfilling careers, while those from lower socio-economic backgrounds face significant barriers. Additionally, cultural norms and gender biases further limit career choices, particularly for female students in rural areas. The study strongly recommends the implementation of structured career counseling programs and standardized guidance systems in schools. These programs should address both personal and external factors to help students make informed career decisions. Schools must recognize the role of socio-economic and cultural influences in shaping career choices and provide equitable support to all students.

Overall, this study emphasizes that effective career planning requires a balance between personal agency and the external factors that influence career development. By integrating theories like Marxism, Goal Orientation Theory and Maslow's Hierarchy of Needs. The findings provide a critical view of the challenges and opportunities in career development. To ensure equitable career opportunities, community schools must offer career development planning related guidance systems that empower all students, regardless of their family economic background, to make informed and confident career choices in their future career.

5.3 Implications

5.3.1 Policy Level Implications

The thesis proposes several key strategies to enhance career planning for secondary school students in Kathmandu Valley, beginning with the urgent need for structured career counseling programs in schools to address the current lack of guidance and ensure

all students, regardless of their academic stream or institution, they receive equitable support. It further recommends embedding career development topics into the core curriculum, enabling students to regularly evaluate and refine their career goals while fostering an entrepreneurial mindset that shifts focus from job-seeking to job creation. Recognizing the critical role of family engagement, the study urges schools and policymakers to design workshops or outreach programs that educate parents and guardians on how to constructively participate in their children's career decisions. Additionally, the study underscores the necessity of combating gender stereotypes through awareness campaigns and policy reforms to dismantle barriers that limit girls' career options, particularly in male-dominated fields. Together, these measures aim to create a more inclusive, informed, and proactive approach to career planning which equipping students with the tools to navigate an evolving job market while addressing systemic inequities.

The study emphasizes that career counseling programs must actively challenge gender stereotypes to ensure equal encouragement for both male and female students in pursuing diverse career paths including non-traditional fields. It also stresses the need for policy-level interventions to guarantee equitable access to career guidance resources—particularly for students from underprivileged backgrounds—who often face systemic barriers in career planning. By implementing these measures, schools and policymakers can foster a more inclusive and supportive environment, empowering all students to explore their full potential and work toward their career aspirations without limitations imposed by gender bias or socioeconomic disparities.

5.3.2 Managerial Level Implications

College authority: Based on the study's findings, schools should establish standardized career counseling programs to provide consistent support for students' career planning. These programs should include a structured career development curriculum that teaches continuous self-assessment, entrepreneurial skills and culturally relevant practices—equipping students with the tools to make informed, adaptable and realistic career decisions.

Parents: The study shows that family support plays a key role in shaping students' career choices. Parents and guardians should be involved in their children's career planning—offering guidance, encouragement and exposure to different career options—to help them

make informed decisions. This is especially important for students from underprivileged backgrounds, as family involvement can boost their confidence and open doors to opportunities they might not otherwise consider.

Students: The study underscores the importance of holistic career counseling that addresses both internal factors (like students' self-belief and motivation) and external influences (such as cultural expectations and job market trends). To be effective, counselors should prioritize building students' confidence (self-efficacy), offering guidance that respects their cultural and social context and promoting ongoing career planning—equipping students with the skills to adapt their goals over time. This comprehensive approach ensures students are not only prepared for today's opportunities but also resilient in facing future career challenges.

5.4 Knowledge Contribution

The research on career development planning among secondary school students in Kathmandu Valley offers critical insights into Nepal's evolving career education landscape, revealing an urgent need for robust career guidance systems to prepare students for a dynamic global economy. As job markets grow more competitive and unpredictable, fostering adaptability and self-directed career planning has become essential for young learners. The study sheds light on how intersecting factors such as socio-economic disparities, gender biases and urban-rural divides, it creates unequal access to career resources, often limiting opportunities for marginalized groups. It further examines the powerful role of social influences, including peer pressure, familial expectations and cultural norms in steering students toward (or away from) certain career paths. These findings underscore a pressing call for policy interventions—such as standardized career counseling programs and equitable resource distribution—to level the playing field and empower all Nepali students, regardless of background to pursue fulfilling and sustainable careers.

The study underscores the urgent need for schools to adopt standardized career counseling programs and integrate structured career development curricula into secondary education, equipping students with tools for continuous self-assessment, entrepreneurial skills and culturally relevant guidance to navigate evolving career landscapes. To address systemic inequities, policy reforms must ensure all educational institutions, regardless of location or resources; they provide equal access to career

planning support. This includes embedding career education as a core curricular component, prioritizing marginalized students who often lack guidance. Such measures would empower a generation of adaptable, informed decision-makers ready to thrive in diverse professional fields.

The study shows that family support plays a key role in shaping students' career choices. Parents should actively help their children explore career options by offering guidance, encouragement and exposure to different professions, especially for students from disadvantaged backgrounds, as this support can boost their confidence and opportunities. Additionally, career counselors should take a well-rounded approach, helping students build self-belief (self-efficacy), adapt to their cultural context and keep improving their skills over time. Together, these strategies empower students to make informed career decisions and succeed in their chosen paths.

5.5 Areas for Future Study

Future studies could examine how career development planning programs affect students' long-term success by tracking their career paths over several years, showing whether early guidance leads to better job satisfaction and stability. Researchers might also compare different regions of Nepal, like urban versus rural areas, in order to uncover gaps in career support and design targeted solutions for each community. With more schools using technology, another important area to explore is how well online career tools work compared to traditional counseling, helping educators modernize their guidance methods for today's digital world.

Given the significance of cultural relevance in career planning, more study might examine the ways in which students' career development is influenced by their diverse cultural origins. This would be especially helpful for creating frameworks for career advice that are sensitive to cultural differences. To evaluate the impact of certain job preparedness seminars or programs on students' career planning skills, experimental studies might be created. These studies would offer suggestions for putting in place successful job development programs in schools that are supported by data.

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APPENDICES

CAREER DEVELOPMENT PLANNING OF SECONDARY SCHOOL STUDENTS STUDYING IN KATHMANDU VALLEY

Appendix A: Survey Questionnaire

Dear respondent,

This is completely MPhil dissertation work and it does not carry any official record. The importance of this study depends on your valuable answer. Please answer the questions honestly. Your privacy will always be secured and information you provide does not effect on it. For more detail do not hesitate to consult with the researcher Mr. Hemant Bahadur Thapa (9849123553). Thanking you!

Section A: Personal Profile of the Respondents

0. Name:

1. Permanent Address: District.....

Metropolitan Sub-metropolitan/Municipality R/ Municipality

A_1: Demographic Profile

2. Your age.....

3. Your sex group: Female Male LGBTI (Lesbian, Gay Bisexual,
Trans, intersex)

4. Are you currently? Unmarried Married Living together as married
Divorced

A_2: Socio-cultural Status

5. Religion: Hindu Buddhist Kirat Christian Others, specify.....

6. Caste/ethnicity: Brahmin Chhetri Janajati Dalit

7. Family system: Joint family nuclear family Total family numbers.....

8. Family well-being ranking: High Medium Low Lowest

A_3: Economic Status

9. Family occupations: Agriculture Enterprises Business

Govt.job Private job Remittance Other:

10. Land holding irrigated Khet: ≤1Ropani 2-5Ropani 6-9 Ropani
≥10Ropani

11. Rain fed Bari: ≤1Ropani 2-5Ropani 6-9 Ropani ≥10Ropani

12. Family monthly income: ≤1 Lakh 1,00,000-1,99,000 ≥2,00,000-2,99,000
≥3 Lakh

13. Status of employment: Part-time job Freelance job Looking for job
opportunities

A_4: Educational Status

14. Educational status of the father: Higher education Basic school
Literate Illiterate

15. Educational status of the mother: Higher education
 Basic school Literate Illiterate
16. Obtained grade in SEE: A⁺ A B⁺ B C⁺ C D
17. Currently studying: Tripadma S. S. Bageshwori S. S., Texas I. C.
18. Subject stream: Pure science Management Arts

Section B: Affecting Factors of Career Planning Rating Scales: 7 (very important), 6 (important), 5 (slightly important), 4 (neutral), 3 (slightly unimportant), 2 (unimportant), 1 (very unimportant)

22: Items		Score						
<u>Internal factors</u>		7	6	5	4	3	2	1
1	Passion, interest, and hobbies							
2	Personal strength and belief system							
3	Skills and abilities							
4	Personal values							
5	Early age encouragement and influence							
6	Early job experiences							
7	Financial limitations							
8	Geographical limitations							
9	Gender							
10	Perceived gender role							
<u>External Factors</u>								
11	Social system							
12	Social status							
13	Family environment							
14	Family support							

15	Social movement							
16	Supportive role of the social organizations							
17	Supportive role of the educational institutions							
18	Government support							
19	Market environment							
20	Economic growth trend and per capita income							
21	Technological innovation							
22	Industrialization and industry change							

Section C: Knowledge and Attitude on Career Planning

Rating Scales: 7. strongly agree 6. Agree 5. Somewhat agree 4. Neutral
3. Disagree 2. Disagree 1. Strongly Disagree

18: Items		Score						
		7	6	5	4	3	2	1
1	Individual need to identify long term and short term alternatives for achieving career development goals							
2	Making career decision and updating career decisions are essential for better career development							
3	Career planning (CP) helped to become self-dependent citizens and fit in the changing labour market							
4	CP helped to make right decision in right time							
5	CP needs relieve and timely information							
6	CP focus on individual growth orientation							

7	CP collect individual interest/preference related information							
8	CP must respect personal interest and capabilities							
9	CP is about to be job creator not seeker							
10	CP focus on career decision and reconciling individual goals							
11	CP helps to achieve career development goals							
12	CP contributes career goals fulfillment efficiently							
13	CP accept responsibility for own career							
14	Career development plan (CDP) helped to assess own personal interest, capacity, skills and cultural values							
15	CDP helped to collect career information							
16	CDP helped to establish career goals							
17	CDP helped to increased respect from one's peers							
18	CDP helped to increased respect from parents/relatives							

Section D: Career Planning and Methods

25: Probing Questions		Yes	No
1	Do you have your own personal career development plan?		
2	Have you participated in any workshop for developing career planning?		
3	There is performance appraisal system in this college for career planning		
4	This college provides materials/aids for career planning		
5	Have you developed your own career action plan yourself		

6	Have you been implemented your career action plan properly		
7	Have you been updated and refined your career action plan time to time		
8	Do you have cultural related career planning Culture?		
9	Do you have society/Institution/Organization related career planning?		
10	Have you thought about any career planning?		
11	Do you think career development curriculum is essential		
12	Do you think career planning maintain balance between work and life role?		
13	Do you think career planning helped to reach the academic destination?		
14	Do you collect career planning information from parents and relatives?		
15	Do you collect career planning information from counseling institutions?		
16	Do you collect career planning information from senior professionals?		
17	Do you collect career planning information from educational institutions?		
18	Do you collect career planning information from peer groups?		
19	Career development must focus on individual goal setting		
20	Career development must focus on career path information		
21	Career development must focus on individual growth orientation		
22	State mechanism is responsible for individual career development		
23	College authorities are responsible for individual career development		
24	Social organizations are responsible for individual career development		
25	Market mechanism are responsible for individual career development		

Thank you for better cooperation

Appendix B: Consent Letter of Department



TRIBHUVAN UNIVERSITY

त्रिभुवन विश्वविद्यालय

CENTRAL DEPARTMENT OF RURAL DEVELOPMENT

ग्रामीण विकास केन्द्रीय विभाग



विभागीय प्रमुखको कार्यालय
कीर्तिपुर, काठमाडौं, नेपाल।
Office of the Head of Department
Kirtipur, Kathmandu, Nepal.

Ref. No. :

Date मिति.....
२०८०/०९/२९

जो जससँग सम्बन्ध छ।

श्री हेमन्त बहादुर थापाले यस ग्रामिण विकास केन्द्रीय विभागमा MPhil-PhD अर्न्तगत "Career Development planning of Secondary School Students in Kathmandu valley" शोध-शिर्षकमा शोधकार्यमा संलग्न हुनुहुन्छ। उहाँले यस विभाग अर्न्तगत शोधकाय गदै रहेकोले सो कार्यका लागि आवश्यक तथ्याङ्क तथा आवश्यक सूचनाहरु उपलब्ध गराई सहयोग गरिदिनुहुन अनुरोध गरिन्छ।

सह-प्रा. विष्णु बहादुर खत्री

विभागीय प्रमुख

Appendix C: Research Permission Letter [A]



Texas

International College



Estd: 2010
Mitrapark, KTM

Ref. No. : 125/081/082

मिति: २०८१/११/२०

श्री ग्रामीण विकाश केन्द्रीय विभाग
किर्तिपूर काठमाडौं ।

विषय: तथ्याङ्क उपलब्ध गराएको बारे ।

प्रस्तुत विषयमा तहाँ विभागका M.Phil सोधार्थी हेमन्त बहादुर थापाले आफ्नो सोध-
शिर्षकसंग सम्बन्धित विषयमा आवश्यक तथ्याङ्क माग गर्नु भएको र उक्त तथ्याङ्क निज
सोधार्थीकै उपस्थितिमा उपलब्ध गरीएको व्यहोरा अनुरोध छ ।


.....

श्याम सुन्दर श्रेष्ठ
प्राचार्य



 Mitrapark, Chabahil, Kathmandu 01-4579017 | 4590670 www.texasintl.edu.np enquiry@texasintl.edu.np

Appendix D: Research Permission Letter [B]



वागीश्वरी माध्यमिक विद्यालय
BAGISWORI SECONDARY SCHOOL

स्थापित: वि.स. २०१५

प.सं. २०८१/०८२
च.नं. ९१०/०८१

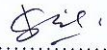


मिति : २०८१/१२/०१
ने.सं. ११४५ चिलाख्य : पुन्नि

श्री ग्रामिण विकास केन्द्रीय विभाग,
किर्तिपुर, काठमाण्डौ ।

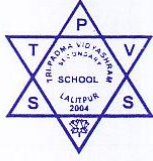
विषय:- तथ्याङ्क उपलब्ध गराएको बारे ।

उपर्युक्त सम्बन्धमा तहाँ विभागका M.Phil सोधार्थी हेमन्त बहादुर थापाले आफ्नो शीर्षक "Career Development Planning of Secondary Students in Kathmandu Valley" शीर्षकसंग सम्बन्धित विषयमा आवश्यक तथ्याङ्क माग गर्नुभएको र उक्त तथ्याङ्क निज सोधार्थीकै उपस्थितिमा गरिएको व्यहोरा अनुरोध छ ।


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कृष्णप्रसाद कर्माचार्य
प्रधानाध्यापक

Appendix E: Research Permission Letter [C]

Phone No. 5421457



त्रि-पद्म विद्याश्रम माध्यमिक विद्यालय
TRI - PADMA VIDYASHRAM SECONDARY SCHOOL
(Estd. 2004 B.S.)

बागमती प्रदेश
ललितपुर महानगरपालिका
पुल्चोक, ललितपुर



Bagmati Province
Lalitpur Metropolitan City
Pulchowk, Lalitpur

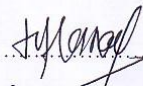
पत्र सङ्ख्या :
Ref. No. ७८/०८१/०८२

मिति : २०८१-११-२३

श्री ग्रामीण विकास केन्द्रिय विभाग
किर्तीपुर, काठमाण्डौ ।

विषय : तथ्याङ्क उपलब्ध गराएको सम्बन्धमा ।

प्रस्तुत विषयमा तहाँ विभागका M.Phil सोधार्थी हेमन्त बहादुर थापाले आफ्नो शिर्षक "Career Development Planning of Secondary School Students in Kathmandu Valley" शिर्षक सँग सम्बन्धित विषयमा आवश्यक तथ्याङ्क माग गर्नु भएको र उक्त तथ्याङ्क निज सोधार्थीकै उपस्थितिमा गरिएको अनुरोध छ ।


हरिप्रसाद खनाल
प्रधानाध्यापक

Email : schooltripadma@gmail.com