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Research Paper

Comparison of career decision-making difficulties of university students with provision and non-provision of career guidance and counseling services

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ABSTRACT

This study investigated career decision-making difficulties (CDMD) of undergraduate university students having provision and non-provision of career guidance and counseling services (CGCS). Final year undergraduate university students (N = 306) were selected through simple random sampling from two universities identified through Career Services Checklist. CDMD were measured through a questionnaire developed by Gati & Saka, 2001. Results revealed that students having non-provision of career guidance and counseling services had high level of CDMD as compared to students having non-provision of career guidance and counseling services. A significant difference was also found on the subscales of CDMD questionnaire (lack of readiness, lack of information and inconsistent information). Study has important implications in terms of determining the need to establish career development centers (CDC) and provide career related services to mitigate CDMD of students.

Keywords: *Career Guidance and Counseling Services, Career Decision-Making Difficulties, career*

Career decision plays a vital role in the social, economic and emotional well-being of individuals (Hartung, 2011). Career decision-making difficulties (CDMD) are all the problems and challenges that an individual face prior to, during and after decision making. CDMD comprise of lack of readiness, information and inconsistent information. Lack of readiness has been further divided into sub-categories of lack of motivation, general indecisiveness and dysfunctional myths. Lack of information comprise of information about career decision-making process, self, occupation, and other additional sources for obtaining information. Inconsistent information includes of unreliable information and internal or external conflicts (Gati, Krausz, & Osipow, 1996).

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Availability of a wide range of career options, uncertainty about the self and labor market, compromises in career decision-making and social barriers cause CDMD (Kim et al., 2014). CDMD difficulties sometimes compel students to avoid and slow down the decision-making process (Lenz, Peterson, Reardon, & Saunders, 2010). Moreover, CDMD have been associated with increased anxiety that lead to suicidal thought and attempts among undergraduate university students (Katz, 2013). The CDMD can be reduced through self-awareness, helping the individual to modify negative career thoughts and assisting them in developing positive career decision-making when they are going through career and life stress (Bullock-Yowell et al., 2011).

However, Normative Decision Theory (Edward, 1961) and Cognitive Information Processing theory (Sampson, Reardon, Peterson, & Lenz, 2004) provided basis to this study. The construct of CDMD is considered an important indicator for effective career counseling (Masdonati, Perdrix, Massoudi, & Rossier, 2014; Masdonati, Massoudi, & Rossier, 2009). CDMD questionnaire is rooted in Normative Decision Theory (Edward, 1961) and developed on the basis of CDMD taxonomy. Individuals are required to find out different tools, techniques, methods and computer-assisted information to make informed career decisions. However, cognitive information processing helps an individual to enhance their self and occupational knowledge by different career services. Moreover, it was conceptualized from both theories that CDMD could be overcome by using CGCS. Lack of information about personal interests, available career paths, career options, educational and career guidance, family pressure and trends are few difficulties that students face while making career decision.

Walker and Peterson (2012) reported that Dysfunctional career thoughts and occupational indecision have been found to be correlated with depression symptoms and decision-making confusion. Student's undecided status was major predictor of lower career decision-making self-efficacy, higher negative career thinking, and CDMD (Bullock-Yowell, McConnell & Schedin (2014).

Career Decision-making Difficulties in Pakistani Context

Ali and Shah (2012) investigated CDMD, environmental mastery and self-esteem among Pakistani students. They revealed that students mostly face difficulty in the career selection process because of parents' pressure and their own personal preferences. Students face difficulty in adjusting in existing environment that leads to low self-esteem. Undergraduates dropouts, job dissatisfaction, switching between career options and study options could be catered with well establish counseling and guiding system (Ali & Waheed, 2017).

Dogar, Azeem, Majoka, Mehmood and Latif (2011) assessed the need of CGC in Pakistan and revealed that students were worried about the future career paths because of having limited career information. Students have information about traditional career including Engineering, Medical and Management. They affirmed that major reason is lack of career guidance system. Undergraduate university students of Engineering often decide their postgraduate plans without self and occupational knowledge. They need career counseling to decide an area of specialization according to their interest, abilities and skills in engineering related careers. 82% undergraduate university students of Management Sciences reported that they need career counseling for choosing a particular field of study as well as it assists them to deal with CDMD (Chandio et al., 2010). Moreover, Khan, Khan, Siraj and Hijazi (2011) stated that 68% students decided their career at university and unaware about study

programs, its objectives, labor market trends, information regarding industries before joining the university.

Role of Career Guidance Counseling Services (CGCS) in Career Decision Making Difficulties (CDMD)

Career counseling and guidance have been identified as a significant factor to create productive and efficient young graduates globally. Many institutions of higher education across the globe are actively involved in providing an on campus and automated academic counseling and guidance to the students that helps them to make a well-informed career decision (Talib & Sansgiry, 2012). CGCS at the university level are considered an important avenue that enables students to acquire the potential ability to make a rational career decision (Gadassi, Gati & Dayan, 2012) and influence career decision-making process (Lichtenstein et al., 2009). Manodara, Tennakoon, and Lasanthika (2020) found that students face lack of readiness before making any career decision because general indecisiveness and dysfunctional beliefs than lack of motivation. Students need comprehensive career services to reduce these difficulties. Lasode, Lawal and Ofodile (2017) reported that university students in Nigeria had awareness of CGCS and few were using it. The need of CGC was different across the disciplines. However, it assists university students to cultivate those competencies that are needed to reduce career, academic and personal difficulties.

Amani and Sima (2015) explored the status of provision of CGCS in universities students of Tanzania. The study revealed that knowledge of self and occupation, job opportunities, requirement and preparation of world of work were requirements of students. However, lack of self-awareness, and counseling services were barriers that resulted in CDMD. Moreover, needs of career guidance and career counseling programs for students in the University of Romania were explored. Results revealed students had lack of awareness about CDC and its services (Crisan, Pavelea & Ghimbulut, 2015). Lugulu and Kipkoech (2011) indicated that CGCS are not planned and organized in universities of Kenya. Absence of career guidance information creates difficulties in career decision-making process of students.

A need analysis of CDMD of students was done in order to develop career guidance application. The result revealed that students face CDMD including lack of information and inconsistent rather lack of readiness. They have difficulties in assessing information about self and occupation. However, Career guidance android application helps them to get latest career information to make informed career decision (Hidayat, Kustandi, & Alfan, 2019).

Nyaga, Oundo and Kamoyo (2014) investigated the effect of guidance and counseling services on development of academic competencies of university students in public and private universities of Kenya. The findings of the study indicated that private university students had better academic competence than students of public universities.

Career services assists students in decision making, career choice, and improve students career success (Wulanningrum, Haryanto, & Oktafia, 2020). It also facilitates university students in the decision-making process and employment search (Pellicer, Botia, & Palma, 2014). Mann, Kashefpakdel, Rehill, and Huddleston (2017) reported that 60% of British students aged 19–24 utilized career service of CV review, university application writing and assistance in job interview. However, female students were more interested in these two career services than male students. Students who received group career counseling had increased their career decision-making abilities and faced less CDMD than those who did

not receive (Rowell, Mobley, Kemer, & Giordano, 2014). Moreover, Damian et al., (2015) found that students who had been engaged in mock interview sessions were found to perform better in job interview led by experienced professionals as compared to those students who did not utilize it. Essig and Kelly (2013) reported individualized feedbacks on career decision and counselor's feedback can facilitate students to feel confident on selected career options that fit with their career preferences and reduce their career indecision.

Career courses had a positive influence on the abilities of students to steer the process of career decision-making, particularly increasing their career decision certainty. High level of career decision satisfaction and low level of negative career thinking were reported by students after receiving career related courses (Freeman, Lenz, & Reardon, 2017).

Birle, Bonchis, Roman, and Crisan (2012) investigated the effect of career development training on CDMD of students. The results indicated that a significant difference of CDMD was found before and after training. Career intervention, individualized advices on career decision, occupational information about career options and dealing with career related obstacles have been effective in reducing CDMD of students (Milot-Lapointe, Savard & LeCorff, 2018).

Career intervention program have been found to be effective in increasing career decision self-efficacy and reducing career indecision (Lam & Santos, 2017). Career counseling significantly decreased CDMD among university students (Masdonati, Massoudi & Rossier, 2009). Moreover, in a follow-up study it was revealed that after 12 month of career counseling session, CDMD of students were significantly decreased (Perdrix, Stauffer, Masdonati, Massoudi, & Rossier, 2012).

Beka and Nikoceviq (2011) investigated the impact of career services in preparing students for labor market. It was revealed that students are not prepared for labor market because of lack of information and reported high need of career development services from university. Labour market information and employability skills among students can be enhanced through career development programs (Reddan & Rauchle, 2012). Career guidance program effectively assists university students in employability (Buraga, & Caballero, 2018).In rapid changing environment students need information to excel in world of work without any difficulty. Career development services help students in job search and employability by providing information through seminars, alumni sessions and networking (Ives, Klein, & Mason, 2020).

Problem Statement and Justification of the Research

Literature revealed effectiveness of career counseling services and career interventions on CDMD but empirical investigation of the role of CGCS in CDMD of university students in Pakistan was needed to be explored. Moreover, few CGCS were studied with CDMD but career services standards of National Association of Colleges and Employers (NACE, 2015) needed to be explored to investigate the impact of CGCS on CDMD in a comparative manner.

Despite the fact that CGC is relatively new and emerging field in Pakistan and there are no guidance and counselling programs at secondary school level. However, few educational institutions are offering CGCS to students at university level (Zaman, Choudhary & Butt, 2014). Moreover, there is scarcity of research in the domain of career counselling generally

and focusing on students CDMD at university level specifically. Considering the above-mentioned reasons, this study intends to compare the CDMD of university students on the basis of provision and non-provision of CGCS. This Study will provide a comprehensive understanding of CDMD of students having provision and non-provision of CGCS. Also there is a dire need to identify CDMD of students to make comprehensive interventions, strategies and modules of CGCS to reduce CDMD.

Current study has been conceptualized with following question. Is there any significant difference in CDMD and on the sub-scales of CDMD among undergraduate university students having provision and non-provision of CGC services? Major objective of the study is to investigate CDMD of undergraduate university students by comparing them in terms of provision and non-provision of CGCS.

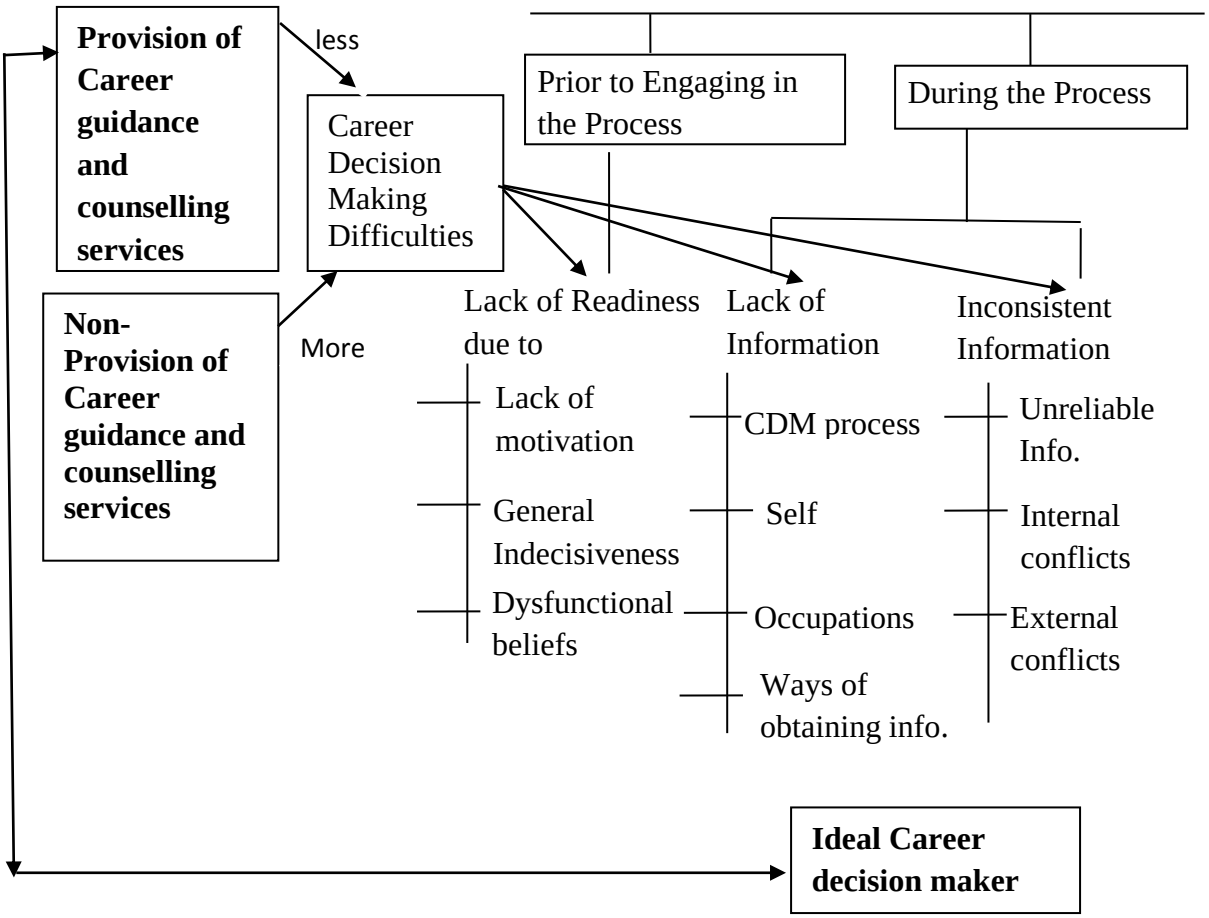

Figure 1: Conceptual Framework of study

Hypothesis

The research hypotheses of the study were;

1. There will be a significant difference in CDMD among university students having non-provision and provision CGCS.
2. Students having non-provision of CGCS will have high level of lack of readiness than student having provision of CGCS.
3. Students having non-provision of CGCS will have high level of lack of information than students having provision of CGCS.

4. Students having non-provision of CGCS will have high level of inconsistent information than students having provision of CGCS.

METHODOLOGY

Participants

Final year undergraduate university students (N= 156) from university A and university B (N=150) of Computer Sciences (CS), Management Sciences (BBA) and Engineering were included in the study. There were 140 males and 160 female students in the sample.

Instruments

Following measurement instruments were used in the study.

1. **Career Services Checklist (CSC)** Career Services Checklist (CSC) was developed on the basis of Career Standards for University Students (NACE, 2015). These indicators measure the provision and non-provision of CGCS in yes or no response categories. Experts and career counselors were consulted during the development of CSC. The panel provided feedback regarding language clarity, readability and cultural relevance of the checklist.
2. **Career Decision-making Difficulties Questionnaire (CDDQ)** CDMD questionnaire based on CDDQ has 34 items was used (Gati & Saka, 2001). The subscales of questionnaire comprised of lack of readiness, lack of information and inconsistent information. Alpha reliability coefficient of the scale is .91. The questionnaire has three additional items related to (1) the decidedness of career (2) the level of confidence on decided career and (3) overall difficulty in making a decision.
3. **Demographic Information Sheet:** Demographic information sheet includes age, gender and question related to availability of provision of CGCS in university.

Procedure

Career services checklist (NACE, 2015) was sent to concerning authorities of the universities in order to identify universities having provision of CGCS (Annexures-V). Universities were selected on the basis of availability and non-availability of CDC and CGCS through (NACE, 2015). University A had a well-developed career development center and university B had non-availability of CDC and CGCS.

Initially, permission of research was taken from the university administration (Appendix E). Two universities were visited for the data collection with the permission of concerning chairmen of the departments. Participants were informed about the purpose, nature and objectives of research. Written informed consent was taken from participants. Questionnaire was distributed among students with pertinent instructions and confidentiality was ensured. Half an hour was given for the completion of questionnaire. Queries of students were answered. Research ethics were followed while conducting the research and processing the data by coding it.

Ethical Consideration

Research ethics were followed while conducting a research. Each participant of the study was provided with a research consent form that was prerequisite of data collection. In order to maintain the privacy names of participants were not asked. Data was handled with utmost confidentiality. Participants were identified on the basis of institutions and discipline. Digital file was generated by using SPSS and were kept confidential and password protected.

Pilot-Testing

Pilot testing was carried out involving 36 undergraduate university students (18 students from each university). All items of CDDQ (Annexures-I, II) were retained as the values of all items were above 0.20 (Field, 2014).

RESULTS

Reliability of the Instruments

The Cronbach's alpha coefficient of CDDQ was .92 and Career Services Checklist was .89

Descriptive Statistics

Table 1: Mean, standard deviation, skewness and kurtosis of all the variables (N = 300)

Variables	*M*	*SD*	*Skewness Statistic*	*SE*	*Kurtosis Statistic*	*SE*
Lack of Readiness	17.17	3.84	-.498	.141	1.051	.281
Lack of Information	13.81	5.36	-.362	.141	-.476	.281
Inconsistent Information	15.21	5.87	-.304	.141	-.525	.281
CDDQ	15.24	4.38	-.470	.141	-.028	.281
CSC	9.24	6.20	.300	.141	-1.092	.281

Note: CDDQ = Career decision-making difficulties questionnaire, SD= standard deviation, SE=standard error

Table 1 illustrates the estimations of mean, standard deviation, skewness and kurtosis of the variables. The normality of the data was tested through kurtosis and skewness. The skewness of CDDQ was (-.470) and kurtosis was (-.028). The skewness of CSC was (.300) and kurtosis was (-1.092). The values of variable fall in acceptable range of -2 to +2 that shows data is normally distributed and is fit for further analysis (Brown, 2016). Histogram curve was used to determine the normality of the data. Histogram of CDDQ and CSC indicates normal distribution with no prominent skewness.

Table 2: Frequencies of overall sample on the basis of P&NPCGCS

Respondent's Characteristics		PCGCS N(150)	NPGCS N(150)
Gender	Male	83	57
	Female	67	93

Table 2 revealed that frequencies of overall sample revealed that 150 students (67 females and 83 males) had provision and 150 (93 females and 57 males) had non-provision of CGCS.

Table 3: Use of career services on the basis of P&NPCGCS

S.No	*Career Services Checklist Items*	*NPCGCS No %*	*Yes%*	*PCGCS No %*	*Yes %*
1	CV Writing	56	44	16.7	83.3
2	Cover Letter Writing	66.7	33.3	15.3	84.7
3	Mock Interview	75.3	24.7	25.3	74.7
4	Interviewing Skills	57.3	42.7	30.7	69.3
5	Computerized Resource Career Information	77.3	22.7	32	68
6	Planning Preparing Employment	74.7	25.3	36	64
7	Labor Market Information	79.3	20.7	35.3	64.7
8	Training Employability Skills	78	22	45.3	65.3

S.No	Career Services Checklist Items	NPCGCS No %	NPCGCS Yes%	PCGCS No %	PCGCS Yes %
9	Assistant CDMP	82.7	17.3	36	64
10	Work Experience	74	26	38.7	61.3
11	Career Assessment	77.5	22.7	45.3	54.2
12	Subject Selection	70.3	30	41.3	53.7
13	Career Fair	72	28	38.7	61.3
14	Seminar Workshop	80	40	28	72
15	Job Site Visit	73.3	26.7	41.3	58.7
16	Individual Counseling	79.3	29.7	58	42
17	Group Counseling	75.3	24.7	49.3	50.7
18	Application Process	66.3	34.7	43.3	56.7
19	Scholarship Process	63.3	36.7	44	56

Table 3 depicts the career services used by students. Students having NPCGCS utilized CV writing (56%) services more than any other service. The least used services by students are assistance in career decision-making process as only 17.3% utilized it. Training on employability and labor market information are least used by students. However, students having PCGCS utilized assistance in cover letter writing (84.7), CV writing (83.3), mock interview (74.7) and career related seminar and workshops. Moreover, 64 students utilized career decision making process.

Table 4: Independent Sample t-test for CDMD (n=300)

Scale	NPCGCS (150)		PCGCS (150)				95% CI		
	M	SD	M	SD	t	P	LL	UL	Cohen's d
CDDQ	16.95	3.70	13.53	4.36	4.93**	.000	2.50	4.34	3.42

Note: df= 2, 298, **.p < .01, NPCGCS= Non provision of CGCS, PCGCS= Provision of CGCS, CDDQ= Career decision making difficulties questionnaire

Table 4 illustrates the difference between the mean score of students having P&NPCGCS on CDDQ scale was significant with NPCGS (M = 16.95, SD = 3.70) and PCGCS (M = 13.53, SD =4.36). There was a statistical difference between PCGCS and NPCGCS on CDDQ with t (2,298) = 4.93, p < .01. The result showed that students having NPCGCS have high level of CDMD as compare to students having PCGCS. Hence, H1 was supported.

Table 5: Independent sample t-test for comparison of the sub scales of CDDQ on the basis of P& NPCGCS (n=300)

Sub Scale CDDQ	NPCGCS(150)		PCGCS(150)				95%CI		
	M	SD	M	SD	t	P	LL	UL	Cohen's d
Lack of Readiness	18.22	3.24	16.12	4.11	4.93**	.000	1.26	2.94	2.01
Lack of Information	15.75	4.66	11.87	5.32	6.72**	.000	2.74	5.01	3.87
Lack of Inconsistent Information	17.28	5.31	13.14	5.68	6.52**	.000	2.88	5.38	4.13

Note: df= 2,298**p < .01, *p < .05, NPCGCS= Non provision of CGCS, PCGCS= provision of CGCS

Table 5 illustrates a significant difference on lack of readiness with NPCGS (M = 18.22, SD = 3.24) and PCGCS (M = 16.12, SD = 4.11). There was a statistical difference between PCGCS and NPCGCS on lack of readiness subscale with t (2,298) = 4.93, $p < .01$. The result reveals that students having NPCGCS was less ready to make career decision as compare to students having PCGCS. Hence, H2 was supported.

The result illustrated a significant difference in mean scores on subscale of lack of information with NPCGS (M = 15.75, SD = 4.66) and PCGCS (M = 11.87, SD = 5.32). There was a statistical difference between PCGCS and NPCGCS on sub scale of CDDQ of lack of information with t (2,298) = 6.72, $p < .01$. The result revealed that students having NPCGCS have high level of lack information to make career decision than students having PCGCS. Hence, H3 was supported.

The result also illustrated a significant difference in mean scores on subscale of inconsistent information with NPCGS (M =17.28; SD = 5.31) and PCGCS (M = 13.64, SD = 5.68). There was a statistical difference between PCGCS and NPCGCS on sub scale of CDDQ of inconsistent information with t (2,298) = 6.52, $p < .01$. Hence, H4 was supported. The result revealed that students having NPCGCS process more inconsistent information to make career decision than students having PCGCS.

Following results yields from three additional items of CDM questionnaire.

1. **Item 1: Have you considered what field or occupation you would like to choose?**
   Student's responses revealed that 84% students having PCGCS and 82.7% having NPCGCS decided about their occupation.
2. **Items 2: If so, to what extent are you confident of your choice?**
   Results revealed that respondents having NCGCS were less confident (47.33%), medium level of confidence (25.33%) and highly confident (27.33) of their career choice. However, respondents having PCGCS reported less confident (9.33%) on their selected career choice, medium level of confidence (38.66) and highly confident (52%) of their career choice.
3. **Item 3: How would you rate the degree of your difficulty in making a career decision?**
   Students having NPCGCS reported fewer difficulties (9.33%), medium level of difficulty (42%) and high level of CDMD (48.66). Whereas, respondents having PCGCS reported fewer difficulties (49.33), medium level (35.33%) and high level of CDMD (15.33%).

In conclusion, all three-item revealed that students having NPCGCS decided their field and occupation but less confident on their career decision, hence face difficulties. On the other hand, students having PCGC services were decided their field and occupation and confident on their decision and reported less difficulties.

DISCUSSION

The finding of the study revealed that students having NPCGCS had high level of CDMD than students having PCGCS. Moreover, students of university A were receiving CGCS that's why they were more ready to make career decision as they feel motivated and decisive on their selected career. However, career orientation session, career counseling and career information session assist university students to avoid dysfunctional beliefs and make them

ready to pursue their selected career as indicated by (Crisan, Pevelea & Ghiubulut, 2015; Bullock-Yowell, McConnell, & Schedin, 2014; Lasode, Lawal & Ofodile , 2017).

Moreover, students of university B don't have CDC and CGCS. They may have lack of motivation to use career related intervention are indecisive to make career decision (Leung et al., 2010; Walker and Peterson, 2012). Students are not self-motivation to explore about their desired career, goals, interest, abilities, and values that leads to lack of readiness. Lack of career information creates confusion and uncertainty to take decision. Students who received career related services might feel motivated to take career transitions positively and overall have less negative career thinking as indicated by (Vertsberger and Gati, 2015). PCGCS may enable students to deal with factors that cause low readiness. CGCS help students to foresee their career path and help them to overcome dysfunction career thoughts and myths. Maybe career counseling could enable students to understand their career interest, values and select a career path accordingly as indicated by (Bullock-Yowell et al., 2014; Birle, Bonchis, Roman & Crisan, 2012).

The findings of this study revealed that students having NPCGCS face high level of lack of career information as compared to students having PCGCS. In presence of CDC students get exposure about resume and CV writing, job search skills, employability skills, mock interview session, internship and placement, career seminars and workshop, career fairs, career assessment tools, individual and group counseling services that provide accurate information to make informed career decisions to reduces their CDMD which is consistent with the study of (Freeman, Lenz, Robert & Reardon, 2017; Beka & Nikoceviq ,2011; Crisan, Pavelea & Ghimbulut, 2015; Birle, Bonchis, Roman & Crisan, 2012; Reddan and Rauchle, 2012).

Students having NPCGCS may have lack of information pertinent to self and occupation. They also have less information about workplace trends and employability skills that does not prepare them to face job difficulties. The finding of this study reveals students having NPCGCS process more inconsistent information as compared to students having PCGCS because they may get information from unreliable sources as indicated by (Rani, Ananda & Krishnaveni, 2013; Amani & Sima, 2015).

CONCLUSIONS

Results clearly showed that PCGCS reduces CDMD of university students as compared to NPCGCS.

Implications for practice

This study has potential utility for career counselors to understand CDMD of university students and devise intervention targeting career decision-making skills to assist students in well informed decision making. Also, career development centres should be mandatory in university and provide CGCS to reduce CDMD of students.

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Conflict of Interest

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ANNEXURES

Annexures-1

Reliability of Career Decision-making Difficulties

Item- total correlation of CDDQ (N=36)

The Cronbach's alpha coefficient of career decision-making difficulties questionnaire was α =.92

Item No.	Statements	*R*
1	Lack of motivation	.33
2	Choosing a career	.37*
3	Don't choose a career	.29
4	Decision-making difficulty	.37*
5	Professional support	.44*
6	Afraid of failure	.53**
7	My own way	.65**
8	Solve personal problems	.59**
9	One career suits me	.49**
10	Fulfill career aspirations	.59**
11	Commitment of career choice	.63**
12	Against own will	.60**
13	Steps of CDM	.42*
14	Factors for consideration	.36*
15	Different careers	.65**
16	Occupations interest me	.59**
17	Unsure about career preferences	.68**
18	Lack of information about competencies	.62**
19	Abilities and personality traits	.56**
20	Variety of occupations	.63**

Item No.	Statements	*R*
21	Occupations interest me	.54**
22	Future careers	.56**
23	Additional information	.51**
24	Updated information	.70**
25	Change career preferences	.51**
26	Contradiction in abilities	.60**
27	Contradictory particular occupation	.38*
28	Difficult to choose career	.57**
29	Don't like training programs	.45**
30	Occupation interested in	.60**
31	Can't combine one career	.45**
32	Skills/abilities mismatch	.38*
33	Desired career characteristics	.32
34	Recommendations of people	.42*

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

The above table shows item total correlation of CDDQ. All items of CDDQ were retained, as all value of item-total correlation was greater than .2 and acceptable (Field, 2013).

Annexures-II

Reliability of Career Services Checklist

Item- total correlation of Career Services Checklist (N=36)

The Cronbach's alpha coefficient of career services checklist was α =.89

Item No	Statements	*R*
5	CV/ resume writing	.58**
6	Cover letter writing	.57**
7	Mock Interviews	.80**
8	Interviewing skills	.62**
9	Computerized resources	.71**
10	Planning and preparing for employment	.72**
11	Labor market information	.66**
12	Training on employability skills	.70**
13	Assistance in CDM	.56**
14	Work experience	.52**
15	Career related assessment	.58**
16	Selecting major subject	.34*
17	Career /job fairs	.67**
18	Career seminars and workshop	.27
19	Job-site visits	.55**
20	Individual counseling sessions	.75**
21	Group counseling sessions	.60**
22	University application process	.48**
23	Scholarship process	.31

*. Correlation is significant at the 0.05 level (2-tailed)
**. Correlation is significant at the 0.01 level (2-tailed)

The above table illustrates item total correlation of career services checklist. All items were retained for further analysis (Field, 2013).