

VOCATIONAL IDENTITY DEVELOPMENT AND CAREER CHOICE AMONG
ADOLESCENTS: A CONVERGENT MIXED METHODS STUDY IN PRIVATE
SCHOOLS OF LALITPUR

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AN ABSTRACT

of the dissertation of *Uttisikha Adhikari* for the degree of *Masters of Philosophy in Educational Leadership* presented on 9 March 2025, entitled *Vocational Identity Development and Career Choice among Adolescents: A Convergent Mixed Methods Study in Private Schools of Lalitpur*.

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Vocational Identity Development (VID) is the development of clarity about an individual's self, including personality, abilities and intelligence, values, and interests and aspirations. Without VID, adolescent students get confused about their higher academic endeavors and join higher studies that do not match their ideal job. This causes distortion among adolescents about their interests and passions, leading to random and incompatible career choices. Since adolescents learn and explore the most at school, the VID of adolescents is highly dependent on school practices. This research aimed to examine the impact of VID practice on career choice among adolescents and explore their experiences of VID for class teachers and students.

Concurrent triangulation mixed methods research was employed to handle the twofold facets of the problem: the existence of relative objectivity and multiple reality, the need to find out both subjective and objective opinions, and the interplay in the value as a researcher. A multi-paradigmatic approach utilizing both post-positivist and interpretive ways was used in this research where 215 class teachers of either Grade 9 or 10 from private schools of Lalitpur district participated in the survey, and one class teacher of Grade 9 and one student of Grade 10 each from three different schools participated in the qualitative semi-structured interviews.

The quantitative research findings suggested that the activities conducted in schools for adolescents support VID and that VID positively impact adolescents' career choices. Qualitative findings also highlight the key practices that class teachers and students believe support VID. The qualitative findings from the experiences of class teachers suggest that various programs and activities conducted in school, constant encouragement to students, and involvement of parents are the major practices that support the VID of adolescents at school. Similarly, the qualitative findings from the students' perception found various school programs and activities, teachers' efficiency, and disciplinary measures to be the major school practices that impact their VID. From the qualitative and quantitative findings, it is evident that VID and clarity in career choice among adolescents can be developed via various practices at school. School practice should be cultivated by focusing on the clarity of components of vocational identity.

In conclusion, the study highlights the necessity of educators being aware of the impact of their practices on students' VID. It also encourages the school leaders to design school and classroom practices for adolescents to explore their vocational identity in school settings. It further suggests certain interventions like increasing the efficiency of class teachers to keep the students engaged, motivated, and eager to learn, and increasing parental involvement in school settings to make them aware of the importance of exploration of VID and jointly working for the VID of adolescent students.

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9 March 2025

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शोध सार

शैक्षिक नेतृत्व तथा व्यवस्थापनमा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि उत्सिखा अधिकारीको शोध प्रबन्धको शीर्षक " किशोरकिशोरीहरूमा व्यावसायिक पहिचान विकास र पेशा चयन: ललितपुरका संस्थागत विद्यालयहरूमा संसृप्त मिश्रित विधिद्वारा गरिएको अध्ययन" २५ फागुन २०८१ मा प्रस्तुत गरिएको थियो ।

.....
उप प्रा बासु प्रसाद सुबेदी, पीएचडी
शोध निर्देशक

व्यावसायिक पहिचान विकास भनेको व्यक्तिको व्यक्तित्व, क्षमता, मूल्य र चासोको स्पष्टताको विकास हो । VID बिना किशोरावस्थाका विद्यार्थीहरू आफ्नो उच्च शैक्षिक निर्णय गर्दा अन्योलमा पर्छन् र अन्ततः आफ्ना आदर्श पेशासँग मेल नखाने उच्च अध्ययनमा प्रवेश गर्छन्। यसले किशोरकिशोरीहरूमा उनीहरूको रुचि र उत्साहप्रति अन्योलता सिर्जना गरी अनियमित र असंगत पेशाको विकल्पतर्फ धकेल्ने सम्भावना हुन्छ। किशोरकिशोरीहरूले विद्यालयमा सबैभन्दा धेरै सिक्ने र अन्वेषण गर्ने भएकाले, VID को विकास विद्यालयका अभ्यासहरूसँग प्रत्यक्ष रूपमा जोडिएको हुन्छ। यस अनुसन्धानको उद्देश्य विद्यालयका VID अभ्यासले किशोरकिशोरीहरूको पेशाको चयनमा पार्ने प्रभावको अध्ययन गर्नु र कक्षाका शिक्षक तथा विद्यार्थीहरूको VID सम्बन्धी अनुभवहरूको अन्वेषण गर्नु थियो।

समस्या समाधानका लागि समवर्ती त्रिकोणीय मिश्रित विधि अनुसन्धान (Concurrent Triangulation Mixed Methods Research) प्रयोग गरिएको थियो। यस अनुसन्धानले समस्याको दोहोरो प्रकृति, सापेक्षिक वस्तुनिष्ठता र बहुवास्तविकताको अस्तित्व, व्यक्तिपरक र वस्तुपरक राय दुवै पक्षा लगाउनुपर्ने आवश्यकता, र मूल्यमा अन्तर्क्रियालाई समेट्न मद्दत पुऱ्यायो। यस अनुसन्धानमा व्याख्यात्मक र उत्तर-सकारात्मक दुवै तरिकाहरू प्रयोग गरी बहु-प्रतिमानात्मक दृष्टिकोण प्रयोग गरिएको छ जहाँ ललितपुर जिल्लाका निजी विद्यालयहरूका कक्षा ९ वा १० का २१५ कक्षा शिक्षकहरू सर्वेक्षणमा सहभागी थिए र तीनवटा विद्यालयका कक्षा ९ का एक शिक्षक र कक्षा १० का एक विद्यार्थी गरी छजना गुणात्मक अन्तर्वार्ताका सहभागी थिए।

मात्रात्मक अनुसन्धानका निष्कर्षहरूले विद्यालयहरूमा सञ्चालन गरिएका गतिविधिहरूले किशोरकिशोरीहरूको VID समर्थन गर्ने र VIDले उनीहरूको पेशाको चयनमा सकारात्मक प्रभाव पार्ने देखाएको छ। गुणात्मक निष्कर्षहरूले पनि कक्षाका शिक्षक र विद्यार्थीहरूले VID मा सहयोगी मात्रै प्रमुख अभ्यासहरूलाई उजागर गरेको छ। कक्षाका शिक्षकहरूको अनुभवका आधारमा, विद्यालयमा सञ्चालन गरिएका विभिन्न कार्यक्रमहरू र गतिविधिहरू, विद्यार्थीलाई निरन्तर प्रोत्साहन दिने प्रयास, तथा अभिभावकहरूको सक्रिय सहभागिता VID का लागि प्रमुख अभ्यास भएको पाइएको छ। विद्यार्थीहरूको

धारणा अनुसार, विद्यालयमा सञ्चालन गरिएका विभिन्न कार्यक्रमहरू र गतिविधिहरू, शिक्षकहरूको दक्षता, तथा अनुशासनात्मक उपायहरू VID मा प्रभाव पार्ने मुख्य अभ्यासका रूपमा पाइएको छ। गुणात्मक र मात्रात्मक निष्कर्षहरूबाट स्पष्ट हुन्छ कि VID को विकास तथा किशोरकिशोरीहरूको पेशाको चयनमा स्पष्टता विद्यालयका विभिन्न अभ्यासमार्फत सम्भव छ। विद्यालयका अभ्यासहरूले व्यावसायिक पहिचानका घटकहरूको स्पष्टतालाई केन्द्रबिन्दु बनाएर सुधार गर्नुपर्ने आवश्यकता देखिन्छ।

अन्ततः, यस अध्ययनले शिक्षकहरूलाई विद्यार्थीहरूको VID मा उनीहरूको अभ्यासको प्रभावबारे सचेत रहन प्रेरित गर्छ। साथै, विद्यालयका शिक्षकहरूलाई किशोरकिशोरीहरूले विद्यालयमा आफ्नो व्यावसायिक पहिचान अन्वेषण गर्न सक्षम हुने किसिमको अभ्यासहरू निर्माण गर्न सिफारिस गर्दछ। अभ्यासहरूमा कक्षाका शिक्षकहरूको दक्षता वृद्धि गरी विद्यार्थीहरूलाई संलग्न, प्रेरित र सिक्न उत्सुक बनाउन सहयोग गर्ने उपाय समावेश छ। साथै, अभिभावकहरूको सक्रिय सहभागिता बढाई उनीहरूलाई VID को महत्त्वबारे सचेत बनाउने र विद्यार्थीहरूको VID विकासका लागि संयुक्त रूपमा काम गर्ने वातावरण सिर्जना गर्नुपर्ने आवश्यकता पनि औल्याइएको छ।

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उत्सिखा अधिकारी
उपाधि उम्मेदवार

२५ फागुन २०८१

This dissertation entitled *Vocational Identity Development and Career Choice among Adolescents: A Convergent Mixed Methods Study in Private Schools of Lalitpur* presented by *Uttsikha Adhikari* on 9 March 2025.

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

.....

9 March 2025

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DEDICATION

To my grandfather, Shambhu Bahadur K.C. and my grandmother, Bindu K.C.
(pillars of my strength)

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ABBREVIATIONS

ANOVA	Analysis of Variance
IT	Information Technology
KUSOED	Kathmandu University School of Education
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
NGO	Non-Governmental Organization
NPC	National Planning Commission
PTM	Parent-Teacher Meeting
QUAL	Qualitative Component
QUAN	Quantitative Component
SCCT	Social Cognitive Career Theory
SD	Standard Deviation
SEE	Secondary Education Examination
SLC	School Leaving Certificate
SPSS	Statistical Package for the Social Sciences
TLT	Transformational Leadership Theory
UK	United Kingdom
VID	Vocational Identity Development
WBL	Work-Based Learning

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CHAPTER I

INTRODUCTION

This chapter begins with an overview of the study, problem, and purpose statement. It then presents the four research questions formulated to address the purpose of the research. It continues by presenting six hypotheses formulated to answer the quantitative research questions. Then, the chapter provides the study's rationale, followed by delimitations. Finally, the chapter concludes with the organization of the dissertation.

Study Background

My future goal was never clear during childhood. I struggled to suggest an answer to a common question: "What do you want to be in the future?" I never had a strong opinion and had limited hobbies and interests. I struggled to find my hobbies, interests, inclinations, calling, and passion. Not having a clear idea about myself led to a lot of exploration and change in career choice. My personal education background is a mix of fields such as biology, computer science, information technology, and business administration. Having a perspective on various subject areas has had many perks in my life. However, I have seen students (my friends, family members, and colleagues) who had clarity from their late teens about their interests, skills, and hobbies and make informed and satisfied decisions concerning higher education and career choice, thus excelling in their subject area at an early age. With a diverse educational background, I also explored my career in varied fields, from management to social work to information technology. However, I was always pulled toward the education sector somehow, and I finally found education to be my true calling. Had I developed a clear vocational identity in my adolescent years, I could have worked and improved myself to prosper in the field of my interest early on. Adding to my experience, I also find many people in my circle in their early career years still confused regarding their vocational identity, resulting in struggles in their personal and professional lives. As an educator (mostly working with teenagers), I have also seen a lot of students facing the same identity crisis.

With my own experience and from what I can draw from my interactions, VID during adolescence is an important aspect that can be life-shaping for an individual. The VID of adolescents goes through various stages and is influenced by many

factors. Adolescents dedicate much time to their school and interact within a school environment. The school context is vital to developing the student's identity (Subtirica, 2024; Verhoeven et al., 2019; Willems & Bosma, 2006). Teachers are the key figures within the school and can greatly influence how students perceive themselves. Hence, teachers' power is also one such factor that influences the VID of adolescents (Batool & Ghayas, 2020). Since the school environment and teachers shape adolescents and influence their VID, I see a need to understand the school practice related to VID.

Higher education is one major aspect that helps an individual navigate life and career. It is a rich asset that aids personal development and promotes change in various areas. It promotes the exchange of knowledge, research, and innovation and prepares students with the skills to meet market demands. Utilization of the acquired higher education by individuals can be done to its full potential when they stay committed to their higher education choice and develop their career in the same field. Usually, students interested in their subject choice are the ones who are interested in developing their careers in the same area and are decisive in their career plans (Quinlan & Renninger, 2022). Many factors highly influence the decision to pursue higher academic persuasion. Many students decide not to continue their higher education. Lack of information and guidance is also why students do not go to college (Temple, 2009). For students wanting to continue their education, there are many higher education programs that individuals can opt for nationally and internationally after completing their schooling. The current Nepali scenario is highly influenced by studies abroad.

The number of students from Nepal traveling abroad to study rose from 44,255 in 2017 to 95,268 in 2022 (Colbran, 2023). Similarly, the number of students obtaining their no-objection certificate to study abroad is 110,217 (Online Khabar, 2023). Additionally, while exact data on return rates is scarce, there is a general perception that many Nepali students do not return after completing their education overseas (Dalkota, 2024). With a significant number of Nepali youths leaving the country for education abroad (over 100,000 annually), this trend results in a concerning brain drain, leaving Nepal with relatively fewer human resources to nurture for its future (Awale, 2024; Upreti, 2025). Similarly, a skills gap exists between the curriculum of higher education and the needs of the labor market in the Nepali context (Gaulee & Bista, 2019). This might lead the students who tend to stay

back in Nepal and continue their higher education on a particular subject to not stay committed to a program they get enrolled in. After graduating from a program, many students divert from their academic background and take a new career path instead. The students adjust their commitment by dedicating themselves to a different program or considering and determining alternative options afterward (Vulperhorst et al., 2021). With the limited number of students staying committed to their subject choice in their home country itself, the necessity to groom the remaining students in the nation from an early age to know their passion, interests and calling for them to reach their highest potential by utilizing their education and contribute to the human capital of the nation is quite urgent.

Hence, an informed career choice is highly important and is related to an individual's clear VID. Vocational identity is the combination of clarity, coherence and stability about an individual's occupation or career-related abilities and motivation. Exploring and focusing on VID in adolescence can be a life-changing arena for an individual since it can help students choose higher education and careers wisely. Vocational identity is an important identity that has a crucial role in maintaining quality throughout one's life. Hence, it is important to explore the VID of adolescents and its relationship with career choice. Adolescents devote much time to school while being heavily shaped by school and its practices (Marin & Brown, 2008). Due to this, it is necessary to understand VID practice for adolescents and its relationship with career choice in school.

Problem Statement

The adolescence, especially late years, are pivotal in shaping an individual. Adolescents experience rapid physical, cognitive, and psychosocial growth. The changing context can, however, create difficulty in understanding everything happening around them. There is confusion among teenagers about a lot of things, including their interests, passion, and identity. Hence, they explore and discover about themselves and their interests most during this period. It is also easier to mold and shape teenagers. At an earlier age, when young people can still accept new ideas and views, career education or career awareness needs to be started (Foskett & Brown, 2006). Young people can understand the relationship between education and jobs, have broad career prospects in mind, and be more informed on their way to reaching their goals via effective career development activities. However, the practice aimed at

VID and the mapping of adolescents' interests, personalities, and qualities to shape their career choices is not quite prevalent and is rarely found in the Nepali context.

When students aged 13–19 are unaware of themselves and their career choices, they get confused about their higher academic endeavors and end up joining higher studies that do not match their ideal job. This leads to distortion among teenagers about their interests, passions, and incompatible subject choices (Super, 1990). Self-confidence issues, random and inappropriate career choices, and performance issues in professional life can occur, resulting in poor quality of life (Lent, 2005). It can also result in a change in career after long commitments, job dissatisfaction, and stress in the long run (Judge & Bono, 2001). Hence, if students' needs, qualities, interests, and personalities are mapped from their adolescence, it can help them shape their personal and professional lives/careers. In summary, the absence of VID during adolescence can cause a lot of personal and professional distress in the future.

Counseling systems are being implemented in many schools to provide them with proper guidance. Even if private schools nowadays have counselors, counseling practice is seldom found (Thagunna et al., 2023). The provision of a counselor is part of the policy but has yet to be actively implemented. In addition, counselors must be qualified and committed to helping the children, or there is no point in introducing counselors only in schools (Dhakal, 2017). To provide competent guidance, Kandel (2020) also suggests an urgent need for a curriculum of teaching and counseling to be introduced into the universities of Nepal. Schools provide different extra-curricular activities to explore student's interests (Bekomson et al., 2020). Schools have also created various subject clubs and activities that support VID. Expos and education fairs are also frequently conducted for late teens planning to take their higher educational expedition, which also aids in providing students clarity. However, the proper action to identify these students' personalities, interests, and qualities and lead them toward the appropriate course of action needs to be identified in the Nepali educational context. Ample research has been carried out regarding the vocational education of adolescents and adults globally. For instance, a study by the World Bank highlights successful case studies of vocational schools in East Asia, emphasizing the need for demand-driven education to address skills shortages and enhance job creation (World Bank, 2020).

Additionally, research from Cisco identifies key trends in VET, such as the increasing importance of multi-channel and immersive learning environments, which reflect the evolving needs of students entering vocational training at various stages of life (Cisco, 2011). Furthermore, a literature review demonstrates the complexities involved in the international transfer of VET systems, noting that factors such as youth unemployment and economic growth drive policy transfers across countries (Davoine & Deitmer, 2020). These examples illustrate the diverse approaches and challenges associated with vocational education globally. Various practices have also been developed and exercised. However, the existing research papers can provide minimal value to VID due to cultural differences and the limited study options available in Nepal. In the context of Nepal, there has been a lot of research, policy changes, and reengineering in terms of vocational education. However, little attempts at research and practice are visible for developing the vocational identity of individuals, especially adolescents.

The current practices like counseling extra-curricular activities are not aimed at VID of adolescents. These practices have complemented VID. However, creating practices aimed explicitly at VID can be more impactful. There is a substantial context gap in the practice and research related to VID in Nepal. Hence, it is vital to understand the VID practice of school and how it can be directed towards a fulfilling career.

Purpose of the Study

This study aimed to examine the impact of vocational identity development practice on career choice among adolescents and explore the experiences of adolescents' vocational identity development for class teachers and students.

Research Questions

1. What are the key practices for VID of adolescents related to their career choice?
2. What are the experiences of class teachers regarding adolescent VID due to various practices at school?
3. In what ways does the class teacher's perception of VID practice for adolescents differ based on their personal characteristics and school location?
4. How do students perceive the influence of practices at school on their VID?

Hypotheses

The hypotheses developed to address the research question 1 are presented below.

Hypothesis 1

H₁: There is a statistically significant correlation between VID practice (constructs, personality, abilities & intelligence, values, and interests & aspirations) and career choice (constructs, self-efficacy, outcome expectations & personal goals).

The hypotheses developed to address the research question 3 are presented below.

Hypothesis 2

H₁: There is a significant difference in the perceived practice of VID for adolescents among the male and female class teachers. [H₀: practice by male teachers (μ_1) = practice by female teachers (μ_2)].

Hypothesis 3

H₁: There is a significant difference in the perceived practice of VID for adolescents among the class teachers whose academic qualifications are Bachelor and Master.

Hypothesis 4

H₁: The VID practice for adolescents differs among the class teachers of all three locations (Lalitpur Metropolitan City, Godavari Municipality, & Mahalaxmi Municipality).

Hypothesis 5

H₁: The VID practice for adolescents differs among the class teachers of different age groups (Under 35, 35-54, & 55 & above).

Hypothesis 6

H₁: The VID practice for adolescents differs among the class teachers with varying levels of teaching experience (Less than 5 years, 5-15 years, & more than 15 years).

Rationale of the Study

Even if a lot of policy, program, and practice-related progress can be seen in terms of vocational education in Nepal, vocational identity, in particular, could not be explicitly indicated in any form during the literature review in the context of Nepal. Identity development in VID, specifically for adolescents, is missing in the Nepali context. VID in adolescents can result in informed career choices (Turda, 2023) and an increased likelihood of career commitment. Informed career choices from the adolescent years can significantly affect the individual's life satisfaction (Deshmukh,

2020). In addition, it benefits individuals and the nation by providing the best human capital. With the limited number of students staying back in this country and an even smaller pool staying committed to careers related to their higher education, creating a pool of quality human capital in a developing country like ours is important. This can be addressed by helping students make informed and gratified decisions. Such major life-shaping decisions in higher education are usually made during late adolescence.

Hence, this research helps to develop a practice that aids students in shaping their vocational identity and exploring the best career choice, ultimately contributing to individual satisfaction and national human capital and growth. From a larger perspective, contribution to VID helps create many fulfilled young people who can contribute to the nation's overall growth by reaching their full potential. This research also helps understand the current implicit practices contributing to the VID of adolescents in Nepal and helps create a sustainable VID practice for adolescents. Suppose this issue is not addressed in the present context. In that case, there is a high possibility of a nation without skilled manpower, which is fundamental to the country's economic and social development. This research thus highlights and addresses issues related to VID and career choice.

Delimitations

An individual possesses various identities. However, this study has been limited to vocational identity only. Similarly, identity is an aspect that can be obtained, developed, and changed throughout one's life. But, for this research, VID has been delimited to adolescents only. Additionally, the identity development and achievement process goes through multiple phases of exploration and commitment. It has not been considered for this study. VID is molded by diverse interior and exterior factors. None of the factors have been considered in this study. Vocational identity comprises career-related beliefs, interests, goals, values, abilities, and other concepts. However, this research has delimited VID to the students' personality, abilities, intelligence, values, interests, and aspirations. Other aspects are not to be considered. In addition, vocational identity is often attributed to vocational education or subjects. However, this research does not consider vocational subjects and talks about the vocational identity of adolescents irrespective of their chosen subject and vocational education. An individual's career choice can differ at various points of their life. In this study, the career choice has been attributed to the three dimensions of social

cognitive career theory (SCCT). The career choice is determined by the career-related beliefs that the students possess.

Organization of the Dissertation

This research is categorized into nine chapters. Chapter I provides the research introduction with the study background, the problem the research intends to address, the purpose of the study, the research questions developed, the hypotheses to be tested to answer the quantitative research questions, the need for the study, and the delimitations. Chapter II is the literature review chapter, where the major themes of the research have been thoroughly described. In addition to the themes, previous research findings and policies related to the research theme have also been clarified. Additionally, two theories, social cognitive career theory and transformational leadership theory (TLT), have been described along with their usage and application in the research. Finally, the chapter presents a summarization of the review and identification of the research gap. The chapter concludes with the depiction of a conceptual framework. Chapter III is the research methodology chapter that describes the philosophical assumptions leading to the choice of a multi-paradigmatic approach and the detailed method of how this research has been carried out. It thoroughly explains how the mixed methods methodology and concurrent mixed methods research design were adopted. It further describes surveys and interviews as data collection methods and explains the choice of participants followed by sampling. It also presents a detailed description of the study tool preparation and data collection procedure adopted. It continues with the data analysis and interpretation, validity and reliability of the survey, and the credibility of the interview. Finally, the chapter addresses the ethical considerations adhered to throughout the research.

Chapters IV and V reveal the outcomes of quantitative research questions. The results and analysis of various descriptive statistics, including frequency, percentage, mean, and standard deviation, as well as inferential statistics, such as the independent sample t-test and Analysis of Variance (ANOVA), performed to assess perceptions of VID practice across different demographic variables is presented in Chapter IV. Similarly, Chapter V presents the relationship between VID practice and career choice via a detailed analysis of the association found between the two variables by using Bivariate Pearson Correlation.

Chapters VI and VII present the findings of qualitative research questions. Chapter VI provides concise details about the class teachers involved in the

interviews, followed by the three themes: programs and activities, encouragement, and parental involvement, which emerged from the analysis of the experiences of class teachers regarding VID practice in the school. Chapter VII provides brief information on the students who participated in the interviews, followed by the three themes: programs and activities, teacher's efficiency, and disciplinary measures revealed through the analysis of students' experiences regarding VID practice in the school.

Chapter VIII presents the discussion section by merging the interpretation of qualitative and quantitative research findings and relating them with the theories previously identified. Finally, Chapter IX summarizes the entire research, concludes the research, and provides implications for key stakeholders.

Summing up the Chapter

Serving as the study's introduction, this chapter provided essential background highlighting the significance of the research topic. It began with a clear problem statement that identified the main issue the study aimed to address, followed by a purpose statement outlining the research objective. The chapter presented specific research questions that guided the investigation and listed six hypotheses that proposed potential outcomes related to these questions. Additionally, it explained the rationale for conducting the study, detailing its importance and expected contributions. The delimitations section clarified the boundaries of the research, specifying what would and would not be included. Finally, the organization of the dissertation was outlined, giving readers an outline of how the document was organized and what all chapters would cover.

CHAPTER II

LITERATURE REVIEW

The literature review I carried out before conducting my research is presented in this chapter. The thematic review section thoroughly describes the themes I reviewed and adopted in the context of my research. It then explains various theories related to my theme in the theoretical review section. It further presents the past research work conducted on the same and similar research theme in the empirical review section. It then presents the policies adopted by various countries, non-governmental organizations (NGOs), and universities in the policy review section. It then summarizes the entire literature review section and identifies the research gap. Finally, this chapter ends by presenting the conceptual framework I designed after conducting the literature review of this research.

Framing the Vocational Identity Development and Career Choice among Adolescents

I present the major themes of the research in this section. The section begins by exploring the concept of vocational identity and continues by describing the different aspects involved in VID. I further describe VID in adolescents and conclude by providing a context of VID in adolescents and their career choices.

Vocational Identity

As argued by Fearon (1999), identity has been and can be used in multiple contexts, and a short statement or definition is inadequate to cover all of its usage. Among multiple ways of perceiving identity, I choose to understand identity as a “dynamic fitting together of parts of the personality with the realities of the social world so that a person has a sense both of internal coherence and meaningful relatedness to the real world” (Josselson, 1987, as cited in Merry, 2010). The identity of an individual can be present in a complex manner. An individual can have an identity related to their personality, society, culture, gender, profession, and many more, leading to an individual having a particular sense of themselves concerning a specific context. Among various forms of identity, such as personal, social, cultural, and many more, vocational identity is one. According to Holland et al. (1980, as cited

in Steiner et al., 2019), clear vocational identity denotes “the clarity of an adolescent's work and career-related beliefs, interests, goals, values, and abilities as well as suitable occupations.” Similarly, Skorikov and Vondracek (2007) define vocational identity as a “core structure within self-concept characterized by clarity, coherence, and stability of perceived occupational motivation and abilities.” Similarly, vocational identity is described as the integration of information about individual strengths (abilities, talents), interests, limitations, values, and personality, along with energy, aptitudes, and opportunities, into a consistent and unique sense of oneself and one's fit in the vocational world (Lent & Brown, 2013). Savickas et al. (2009) refer to vocational identity as “how clear a picture an individual has of his or her type and how many distinct behavior situations occur in a work environment.” It is evident from the multiple definitions suggested by multiple authors that the vocational identity of an individual is a sophisticated and unique self-concept that comprises various aspects of an individual, such as interests, goals, values, abilities, personalities, personal strengths, limitations, talents, energy, aptitudes, opportunities and the perception of the self-concept concerning the vocational arena. For this research, I have coined vocational identity as the integration of personality, abilities, values, and interest in forming an individual's belief of self.

Vocational Identity Development

Identity development includes individual's sense-making of themselves in terms of the environment (Torres et al., 2009). It included the totality of alterations in the content, the strength of commitments, and the exploration involved in achieving and changing these commitments (Erikson, 1985, as cited in LibreTexts, 2020). It is a complex process with many internal and external factors in play. In this research, I considered clarity in personality, abilities and intelligence, values, and interests and aspirations as major determinants of the VID of an individual.

Personality

Personality is a complex, dynamic integration of characteristics and behavior configured into an individual's unique adjustment to life (Hlozman, 2024). It is a mindset, emotional state, and behavioral approach, encompassing patterns of thoughts, actions, and feelings. Personality traits are characteristics that describe an individual's attitude and behavior via the identification of recurring patterns of thought, emotion, or behavior that remain stable over time and in various situations

(Soto, 2018). To know about one's personality, identifying one's personality traits is a good way.

Big Five Personality Traits: The Big Five Personality Traits consist of five dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Eysenck, 1992). A person's inclination toward intellectual inquisitiveness, creativity, and a preference for innovation and variety is reflected by the dimension of openness to experience. The dimension of conscientiousness denotes the level of self-discipline, organization, and dependability. Sociability, assertiveness, and a high level of emotional expressiveness are the characteristics of the dimension extraversion. The magnitude to which a person is compassionate, cooperative, and trusting towards others is measured by the agreeableness dimension. A tendency toward emotional instability and the experience of negative emotions like anxiety, anger, and depression are reflected by the dimension of neuroticism. In this research, I use these five personality traits as the factors that help to understand an individual's personality clearly.

Abilities

Abilities are “the physical or mental power of skill needed to do something.” There are different forms of abilities an individual possesses. Knowledge about one's ability of an individual requires the identification of various forms of abilities. The theory of multiple intelligences differentiates intelligence into specific multiple categories rather than considering it as a single ability (Armstrong, 2018). Hence, I use abilities and intelligence together to grasp the essence of an individual's abilities.

Theory of multiple intelligences. Proposed by Gardener, the theory of multiple intelligences presents eight distinct intelligences. The distinct intelligences are linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist (Kornhaber, 2019). Linguistic intelligence denotes the ability to steer language structure and syntax, phonology or sounds, semantics or meaning, and language's pragmatic aspects or practical applications. Logical-mathematical intelligence spatial intelligence denotes the capability to perceive the visual-spatial world and manipulate those perceptions precisely. Bodily-kinesthetic intelligence involves skillfully using the entire body to express ideas and emotions and effectively utilizing the hands to create or transform objects. Musical intelligence denotes the capability to recognize, differentiate, transform, and express musical forms. Interpersonal intelligence denotes the skill of perceiving and distinguishing the

moods, intentions, motivations, and emotions of others. Intrapersonal intelligence involves self-awareness and the capacity to adapt one's actions based on that understanding. Naturalist intelligence is the expertise in identifying and categorizing various species of flora and fauna within one's environment. I consider that clarity in these eight types of intelligence aids the clarity of an individual's overall abilities and intelligence.

Values

Values are the guiding principles that shape behavior, influence perceptions, and inform decisions (Thome, 2015). There are different types of values. Ethical values guide behavior in societal contexts (Landheer et al., 1960). Moral values are personal beliefs about right and wrong, often influenced by culture and individual experiences. Personal values are essential beliefs and principles in person's life (Rachels & Rachels, 2019). In contrast, the guiding beliefs and principles influencing the work behavior of a person are professional values (Velasquez, 1982). For this research, I consider four different types of values: ethical values, moral values, personal values, and professional values.

Interests

Interest relates to a person's curiosity or engagement with a particular subject or activity. Interests often serve as the foundation for aspirations. Aspiration refers to a strong desire or ambition to achieve something significant in the future. Hence, clarity of interests and aspirations is the final determinant of an individual's VID. I consider the academic interest and educational aspirations, career interest and aspirations, and personal interests, and personal development aspirations as the types of interest and aspirations for this research. Academic interest refers to a student's engagement and curiosity in academic subjects. At the same time, educational aspirations are student's goals, such as pursuing higher education or specific fields of study. Career interest pertains to the specific fields or roles individuals are drawn to in their professional lives, while career aspirations reflect their ambitions and goals regarding their future careers. Personal interests are individual preferences and hobbies that engage a person's curiosity and enjoyment outside academic or professional settings. Personal development aspirations refer to the goals that individuals set for their growth and improvement, encompassing various areas such as skills, self-awareness, and emotional well-being.

Vocational Identity Development of Adolescents

According to Erikson, identity establishment is the dominant psychosocial task of adolescence, and identity formation is the key indicator of effective development during adolescence. Skorikov & Vondracek (2007) have also supported this.

Expanding on Erikson's theory, in 1996, Marcia described identity formation during adolescence as involving both exploration and commitment concerning ideologies and occupations. Specifically, vocational identity undergoes developmental transformations in childhood and adolescence due to occupational self-exploration and commitment shaped by individual characteristics and social context. (p. 146).

Considering adolescents as the major age group where vocational identity is explored and developed, I chose to study the VID of adolescents.

Vocational Identity Development Practice

VID of an adolescent is a sophisticated and continuous process influenced by the school setting and various school practices. Hence, I aimed to understand the school practices that impact adolescents' vocational identity. VID practices in school are the strategies and activities designed to help students form a clear self-awareness regarding their personality, abilities and intelligence, values, interests and aspirations. The practice involves screening students, classifying them, and supporting them.

Vocational Identity Development and Career Choice among Adolescents

Possessing a strong sense of vocational identity can drive a person's motivation and shape their actions when it comes to their career. It helps them decide their future and the path they want to pursue (Eveline et al., 2015). A clear vocational identity of an individual contributes to confidence in making career decisions (Holland et al., 1980). Super and Savickas (1980) proposed that developing a strong vocational identity helps individuals decide on career choices that align well with their strengths and interests. People with clear goals, a good understanding of their abilities, stable personality traits, and defined interests tend to make successful career decisions compared to those with a weaker sense of vocational identity. Other research, such as Yanchak et al. (2005), found that individuals with a sturdier vocational identity are less apt to experience negative or uncertain thoughts about their career choices. Successful career identity development is also linked with the well-being of adolescents. VID is also used interchangeably with career or occupational identity development, and there is no common or universal definition or

specific distinction between these identities. Hence, given the close association between the vocational identity of an individual and career choice, I study the VID of adolescents and career choice together.

Review of Previous Studies

Multiple studies have been conducted to understand vocational identity or aspects of vocational identity and its association with career choice. This section contains the review of previous studies divided into different sub-sections. The section starts by discussing previous studies that relate to interests and careers. It then continues by presenting the previous studies related to VID during adolescence. It finally presents the findings that provide practices for VID.

Interest and Career

A mixed methods cross-sectional study conducted in a UK university to examine the relation between students' interest development and career decidedness indicated that student's interest in the subject significantly predicted career decidedness. Interest was also found to be a major factor for successful employment outcomes. Developing an interest in a specific field encourages students to research and explore career possibilities actively. This highlights the significance of helping students refine their interests by connecting their academic subjects with related career paths while supporting their exploration of how these interests can be pursued in different careers (Quinlan & Renninger, 2022). Additionally, a study conducted with 296 first-year students from six universities in Kenya examined how interest influences career choices. The findings showed that a student's interest is instrumental in shaping their career decisions and that having previous knowledge of a career is crucial for fostering and nurturing that interest (Nyamwange, 2016). These studies underscore the significant role that interest and aspiration—important factors in vocational identity development—play in guiding an individual's career choices. However, a study involving eighteen students of Dutch pre-university in their final year of secondary school (6th year) was conducted to explore the underlying forces that cause students to shift their commitment from one program to another during their decision-making for higher education found that two mechanisms each that keep them either committed to or switch a program. The mechanisms further suggested the possibility of student holding on to specific career choices or commitments even when programs that attune better to their current interest are available (Vulperhorst et al., 2021). Hence, it can be argued that even if interest is an important factor, it alone is

not enough to determine an individual's career choice. A survey conducted in Nepal on the impact of School Leaving Certificate (SLC) results on technical and vocational education, as well as the mental well-being of youth, revealed the necessity for reform in the system. The survey stressed the importance of preventing students from being marked as failures in subjects they are not interested in and advocated for providing opportunities in technical and vocational education to help them discover and develop their talents (Rijal, 2014). This research highlights the need to study VID and career choices in Nepal.

Vocational Identity Development and Career Choice during Adolescence

A study involving 58 college students at a Brazilian university explored the connection between occupational identity and career processes using a model based on various socio-cognitive factors. The findings revealed that students who were confident in their capability to overcome challenges and had higher academic satisfaction were more likely to develop a strong occupational identity. Additionally, the study highlighted a significant link between occupational identity and factors related to career development. It further suggested that addressing the barrier to occupational identity formation of students can provide them with new opportunities for explorations and new commitments toward a choice made (Vautero & Silva, 2022). This research suggests a strong association between VID and career choice. Another study among Grade 10 students regarding their preference for senior high school track conducted in the Philippines suggested that most students chose General Academic Standards and demonstrated their confusion regarding higher study or career choice (Moneva & Malbas, 2019).

On the other hand, this research illustrates the need to ensure VID during adolescence to provide students with clarity and purpose. A systematic review aimed at understanding the connection between occupational and vocational identity based on Erikson's first five stages of development found that the key factors contributing to healthy psychosocial growth in these stages were strong predictors of occupational identity development during adolescence. This research suggests the need to study the VID of an individual during the adolescent phase of their life. The review contributes to ongoing discussions about youth development and how adolescents connect with occupations by integrating existing empirical evidence during adolescence and throughout the pre-adult lifespan (Chavez, 2016). In another study, researchers examined 42 young adolescents aged 11 to 13 in Canada to develop an appropriate

measure and assess the significance of the concept of possible selves for this age group. The results indicated that young adolescents understood the concept of possible selves, which includes a mix of goals, aspirations, values, and fears. Among the most common themes were hoped-for and safety-feared occupational selves. For young adolescents, occupation represents a meaningful developmental aspect of self, reflecting what you do, how much you earn, and where you live, forming a tangible and material vision of one's future (Shepard & Marshall, 1999). Although VID needs to be studied across all ages, the research suggests a great possibility of exploring VIDs in adolescents.

Practices Aiding Vocational Identity Development

A study involving 28 qualitative interviews with students from industrial programs at four upper secondary schools in Sweden explored how vocational students form their identities about their chosen vocations. The findings revealed that vocational identity development is not a straightforward, linear process but rather a complex and dynamic one. The study highlighted the diversity in students' learning paths, emphasizing the need to understand these trajectories in the upper secondary school environment (Ferm et al., 2019). This suggests the need to understand the multifaceted and dynamic nature of the adolescent VID process. A study conducted with first-semester students (19 years old) at a private university in Indonesia examined how vocational identity mediates the relationship between parental career-related behaviors and the career decision-making process. The findings indicated that vocational identity directly influences students' ability of career selections and that parental involvement in adolescents' vocational identity development is pivotal in shaping this ability. The research also suggested that vocational identity and parental involvement are distinct predictors affecting career decision-making (Eveline et al., 2015). Overall, the study signifies the important role of parental involvement and its interconnectedness in the relationship between vocational identity and career choices. A survey conducted in Australia involving 415 high school students and 415 parents or guardians explored the differences and overlaps in adolescent career development task perceptions and vocational identity. The findings suggest that school educators and career counselors should encourage students to participate in activities that increase their understanding of career development tasks, as these activities can help develop their Vocational Identity (VID).

Additionally, educators and counselors should create career education programs that engage parents in career development, improving their understanding of their child's career journey. This involvement may lead to greater alignment between parents' and adolescents' perspectives, increased parental support, and improved student career and life outcomes. The research also underscored the significant role of parents in both vocational identity development and career decision-making. Furthermore, it highlighted educators' crucial role in bridging the gap between parents and students (Rogers et al., 2018). A qualitative study to explore the process and factors that influence career identity formation was conducted among 18 middle-aged adolescents in Pakistan aged between 15 and 17 years. The study revealed parental influence, personal preference, and teacher's power are among the many factors identified (Batool & Ghayas, 2020). This suggests the need to understand the perception and practices of teachers related to VID and career choice even more. Hence, the previous research findings provide ample evidence of the relationship between adolescent VID and career choice and the need to understand the practices for VID of adolescents in schools.

Policies Relatable to Vocational Identity Development and Career Choice

Several policies are related to individuals' vocational development at the national level. The sixteenth periodic plan of Nepal (National Planning Commission, 2024) mentions a few transformational strategies in the education and skills development sector. It mentions the development of contemporary and practical curriculum and academic activities at all levels of education and the adoption and development of educational mechanisms and frameworks. This is to ensure the lasting workforce progression of the nation. Similarly, it also ensures the linking of secondary education to knowledge and skills development educational programs to ensure that education and skills can be connected with employability and the job market. These are some of the strategies that can be aligned with VID and career choice. The School Sector Reform Plan (SSRP) developed by the Government of Nepal, Ministry of Education for the period starting from the fiscal year 2009/10 till 2015/16 had the goal of building a skilled and competent workforce and offering a reliable foundation for tertiary education (Ministry of Education [MoE], 2009). Likewise, the School Sector Development Plan (SSDP) developed by the Government of Nepal for the July 2016 to July 2023 period had the development of the basic life skills and knowledge required to lead a fulfilling and productive life as one of the

goals (MoE, 2016). Both plans aim to produce competent and skillful human resources so that they can enjoy productive lives. Though the plans do not mention vocational identity or VID, the goals can be aligned as benefits that can be attained due to VID of adolescents. In addition, one of the four objectives of the School Education Sector Plan (Ministry of Education, Science, and Technology [MoEST], 2022a) is “To strengthen alternative pathways of education and their linkage to formal education or accreditation of skills, ensuring all adolescents leave the system with life skills and able to pursue further education and lifelong learning.” Since abilities and skills are a major construct of VID, this objective can be considered to contribute to the VID of adolescents.

Similarly, among the thirteen objectives of the National Education Policy (MoEST, 2019a), one of the objectives is to provide quality secondary education to develop a competitive, skillful, and productive workforce with attributes like creativity, innovativeness, and critical thinking. One of the policies aimed to meet the objective mentions providing technical and occupational education opportunities to secondary-level students based on their interests and market needs. Vocational identity involves the exploration of interests and the development of aspirations. This policy also acts as an aid to adolescents' VID. The National Curriculum Format for School Education (MoEST, 2019b) mentions the development of a work-oriented curriculum based on life skills as one of the guiding principles of curriculum development. It further mentions the plan to adopt various methods to ensure secondary education that enforces employment and self-employment of students in the future. This indirectly aids in the VID of adolescents. Although the vision of the Technical and Vocational and Educational Training Sector Strategic Plan (MoEST, 2022b) is the development of “Skilled human resources for sustainable development and a prosperous Nepal,” signifying strengthening of one of the components (abilities and intelligence) of vocational identity, its goal is to strengthen and make all TVET institutions more effective and elevate the importance and credibility of technical and vocational education programs throughout the nation. This can aid in the VID of adults. Additionally, The Kathmandu Metropolitan City’s “Textbook-free Friday” program allows students in community schools to attend classes without textbooks or school bags every Friday, focusing instead on life skills and practical vocational training. Activities include hands-on learning in areas like agriculture, arts, and

technical skills to complement formal education (Ojha, 2023). This is also an ongoing practice for vocational education, which can also aid in VID of adolescents.

International NGOs and bodies have also identified the need for career-related policies and VID. There are also a lot of policies for career growth in the international scenario. The Career Development Policy Group of the United Kingdom (UK) brings together a range of organizations to form the group that works to develop policies and initiatives that support career development. It works with different stakeholders, including the Government. Similarly, in 2010, the British Library agreed on a specific career development policy to enhance the career development of staff. Some organizations do not have a separate career-related policy but a section for the career development of employees. Administrative Policies and Procedures Manual - Policy 3260 of the University of Mexico, developed in 1998, can be considered one such organization. However, these policies relate to employee career growth, where adults are the major beneficiaries instead of adolescents. For adolescents, I could identify a few career-counseling policies developed by some of the international schools. Amity Private School, Sharjah, and Global Education Management Systems Metropos School, United Arab Emirates, are some schools that have career counseling policies in the act.

In contrast, Belgrade Open School, Serbia, performs numerous activities to develop career guidance and counseling policies. These policies address a few components of vocational development or vocational education. They do not encompass and contain explicit policies for VID of adolescents. Though many related policies have been found concerning vocational education, career development, and career counseling, direct policies related to VID of adolescents in particular could not be identified during the review.

Contextualizing Vocational Identity Development and Career Choice with Theories

This section presents the two major theories referred to while framing this research. I begin the section by exploring the Social Cognitive Career Theory and later describe the TLT. I have also adopted and defined three career choice-related dimensions from SCCT that were used in this research. I also relate the theories with my conceptual framework and the research.

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT), introduced by Lent et al. (2002), focuses on the impact of beliefs about self-efficacy, outcome expectations, and goals on career choices. This theory has been used to predict how interests, social support, barriers, self-efficacy, and outcome expectations influence career aspirations. SCCT integrates various concepts, such as interests, abilities, values, and environmental factors, which were also highlighted in previous career development theories and have been shown to influence career paths (Skorikov & Patton, 2007). The theory centers on three key variables: self-efficacy beliefs, outcome expectations, and goals. Brown and Lent (2023) further emphasized that self-efficacy and outcome expectations are fundamental drivers of educational and vocational behaviors. The key themes used for career choice have been guided by this theory and described henceforth.

Self-Efficacy

Self-efficacy denotes a person's belief in their capability to plan and carry out actions to achieve specific personal goals. According to Lent and Brown (2013), self-efficacy beliefs are shaped by four main sources of information: personal achievements, vicarious learning, social persuasion, and physiological and emotional states. Personal performance accomplishments reflect individuals' confidence in their success in career-related tasks. Vicarious learning involves acquiring knowledge through observation or hearing about others' experiences rather than through direct action. Social persuasion denotes the encouragement and positive feedback an individual receives, which helps them stay committed to their career goals. Lastly, physiological and affective states refer to how the emotional and physical condition influences an individual's confidence in their career abilities.

Outcome Expectations

Outcome expectations are the anticipated results, effects, or consequences of specific actions. Individuals generally prefer outcomes they perceive as positive and are more likely to avoid activities that may lead to negative consequences, even if they have high self-efficacy regarding the required action. Bandura (1986) identified three categories of outcome expectations: physical outcomes, social outcomes, and self-evaluative outcomes. Physical outcome signifies the influence of an individual's belief in their career capabilities through tangible results such as salary increases or promotions. Social outcome signifies an individual's confidence in the career path via support and encouragement of social networks. Similarly, self-evaluative outcome

refers to boosting an individual's confidence in their career by reflecting on career-related accomplishments and growth.

Personal Goals

Personal goals involve wanting to participate somewhere or achieve a particular objective (Bandura, 1986). Choice-content goals and performance goals are two types of personal goals. Choice-content goals pertain to the areas of career individuals want to engage in, while performance goals relate to the level of achievement or excellence they seek within a specific task or domain.

Hence, this theory is related to this research to understand the effect of VID on career choice. The theory helped in my research to identify that the VID of adolescents has a strong positive relationship with their career choice. Additionally, with the lens of this theory, I determined the constructs of career choice for the study and further identified the primary components of constructs of VID that positively influenced the constructs of career choice.

Transformational Leadership Theory

“Transformational leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation (Burns, 1978).”

Transformational leadership theory promotes a style of guidance that emphasizes motivation, vision creation, and encouragement to fulfill it. Transformational leaders usually follow four methods: charisma, inspirational motivation, intellectual stimulation, and individual consideration. It benefits team development since it encourages team building and group performance. For organizational effectiveness, six behaviors associated with transformational leadership are inspiring others with a collective vision, leading by example, encouraging teamwork, setting high standards, respecting individual feelings and differences, and intellectual challenges.

Transformational leadership promotes a creative culture, motivates others, and provides opportunities to utilize skills that benefit all stakeholders.

Transformational school leaders are crucial in fostering educational innovation and restructuring by developing a clear vision for the future, cultivating a collaborative culture, and empowering others to take on leadership roles.

Transformational leadership has been associated with various positive educational results, including improved student performance, higher teacher satisfaction, and better school climate (Jovanovic & Ciric, 2016). Shields (2013) also supports the

value of transformational leadership, highlighting its potential to bring about relevant and profound change in educational environments.

With the lens of this theory in this research, I explored the possibility of enhancing vocational development practice in schools by developing transformational practices for educators, especially class teachers. I examined how the practices could be grounded in transformational leadership theory so that professional growth and effectiveness of teachers could be attained and strategies to empower educators to evolve in their teaching approaches continuously could be developed, ultimately enhancing the overall quality of education within schools.

Summary with Research Gap Identification

From the previous research findings, it is clear that there is a relationship between VID and career choice, which can be studied in depth. In addition, there is an evident gap in the research related to school practices for VID and career choice among adolescents, thus adding to the importance of the study. Similarly, the previous studies reviewed are in the context of developed countries like the UK, Germany, Australia, and Canada and developing countries like Brazil, Indonesia, Philippines, Kenya, and Pakistan. Though there was a lot of research related to vocational education, I could not find previous studies that aimed specifically to look into school practices for VID in Nepal. Additionally, the previous research reviewed was either quantitative or qualitative, with only one study being conducted with a mixed-methods research design. This suggests a huge context, content, and methodological gap, emphasizing the need for this study in the Nepali context.

A noticeable time gap was also identified while reviewing the existing literature. Various theories, such as Erikson's theory of psychosocial development and Marcia's theory of ego identity statuses encountered during the literature review, provided a framework for adolescents to explore and commit to various aspects of their identity. However, it does not address the aspects and ways in which identity development can be fostered. This also demonstrated the theoretical gap and the need to explore the topic even more.

In conclusion, even though there is research exploring the vocational identity, vocational identity of adolescents and its close link with career choice, research conducted using mixed methods study on school practices for VID and career choice of adolescents, specifically in the context of Nepal, was missing during this literature review. This encourages divulgence in terms of content to understand VID and career

choices of adolescents due to school practices. Similarly, the available content discovered covers seldom work that can be contextualized in Nepal. Hence, a huge gap in content, context, method, and time has been discovered that encourages studying school practice for VID and adolescents' career choices.

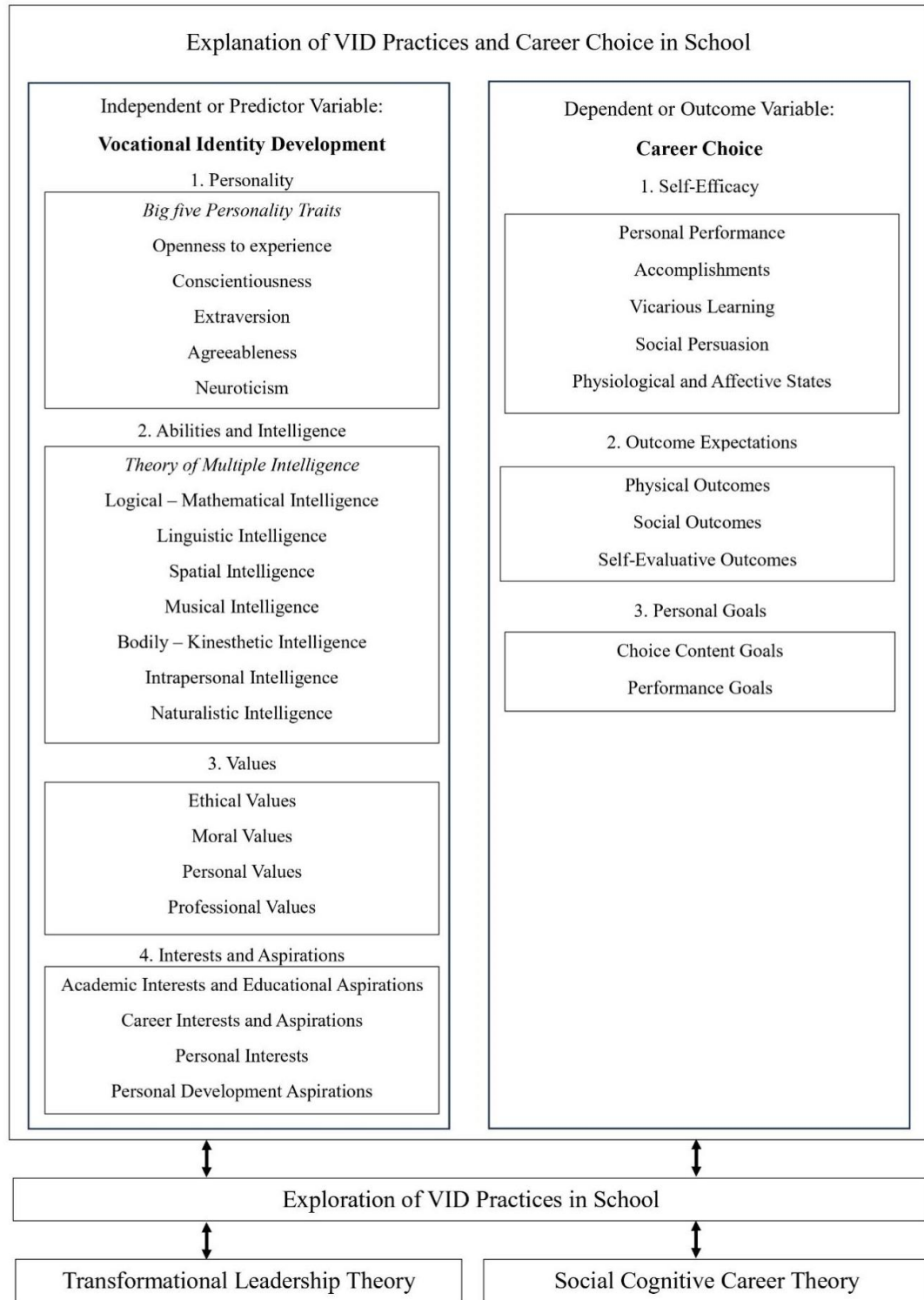
Chapter Summary

This chapter provides a comprehensive literature review defining vocational identity and its evolution during adolescence. It begins by defining vocational identity and exploring its components, including personality, abilities, values, and interests. The chapter emphasizes the unique aspects of vocational identity development in adolescents and how this process influences their career decisions. It reviews previous studies, discusses relevant policies, and contextualizes the findings within theoretical frameworks such as Social Cognitive Career Theory and Transformational Leadership Theory. Finally, it identifies gaps in existing research that justify the need and area of research.

Conceptual Framework

Figure 1

Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the philosophical assumptions that guided my selection of a multi-paradigmatic approach and a detailed method of conducting my research. It thoroughly explains how I adopted the mixed methods methodology, concurrent mixed methods research design, and survey and interview as data collection methods. It further explains my choice of participants, followed by sampling. It also presents a detailed explanation of the study tool preparation and data collection procedure I adopted. It continues with my data analysis and interpretation, followed by the validity and reliability of my survey and the credibility of my interview. Finally, this chapter discusses the ethical considerations I undertook during the research.

Philosophical Foundations of the Study

In my study, I intend to examine and explore the practice of VID for adolescents and their career choices. Before beginning my study, I realized the need to have clarity regarding certain aspects related to this research, like the nature of my reality, the source of my knowledge, and the values I withheld during this research. In this segment, I clarify these aspects to lay the philosophical foundation of this study.

Nature of Reality

Since my major subject of study was adolescent VID practice, I understood that every individual would have an identity-related understanding and experience. In this context, there could be no single truth, and different individuals could have different realities. Hence, the reality was multiple. However, I aimed to delve into the experiences and investigate the VID practice for school adolescents and its association with career choice. This investigation required some form of grounding. Hence, in this context, I decided that reality was not to be influenced by individuals but to remain relatively objective (Guba & Lincoln, 1994). Thus, the nature of my reality was both relative objectivity and subjectivity.

Source of Knowledge

To understand the subjective reality of my participants regarding their VID practice-related understanding, I decided to take the subjective experiences of my participants into account. Similarly, I decided to collect objective information from my participants to investigate the relative objectivity regarding the link between VID

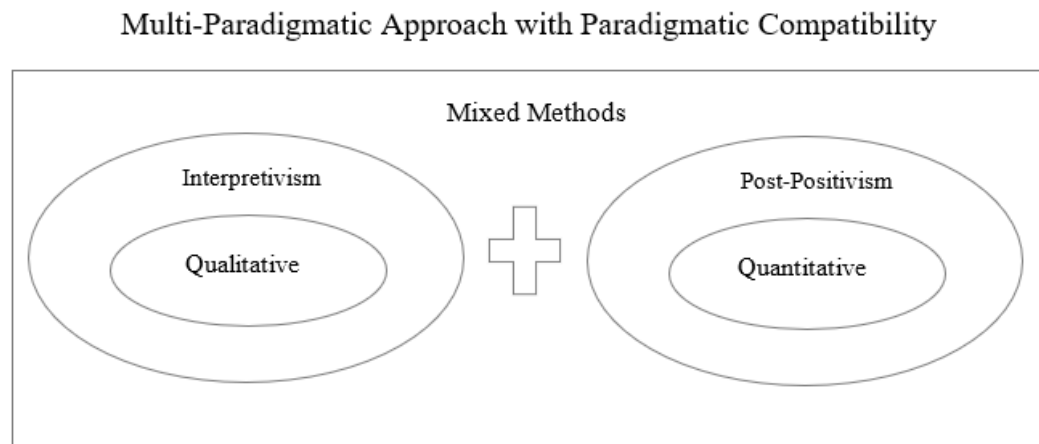
practice and career choice (Bryman, 1992). Thus, the source of my knowledge was both subjective and objective information.

Value as a Researcher

While dealing with the subjective information, I was influenced by my values and the participants' values. However, I tried to maintain freedom from value while collecting objective information. As an educational researcher in social science, I find complete freeness of value impossible. Hence, my value as a researcher was interplaying between value-freeness and biases.

Paradigmatic Differences

For my research, my ontology was relative objectivity and multiple realities (Crotty, 1998), and my epistemology was objective and subjective information (Bryman, 1992). Similarly, my axiology also interplayed between value-laden and value-free since the nature of the research demanded the need for back and forth (Guba & Lincoln, 1994). Thus, the dual nature of the problem, the existence of relative objectivity and multiple realities, the need to find out both subjective and objective opinions, and the interplay in my value as a researcher are evident in my research. My research aligned with post-positivist (Creswell, 2009) and interpretive paradigms (Schwandt, 2000). Hence, I decided to use a multi-paradigmatic approach utilizing both the interpretivist and post-positivist ways (Tashakkori & Teddlie, 2003) however, the philosophical differences between the paradigms needed to be addressed before moving ahead in the study. Upon study, I came across the possibility of settling the incompatibility of issues by either utilization of multiple methods under a single overarching paradigm (Johnson et al., 2010 as cited in Mayoh & Onwuegbuzie, 2013) or by searching for paradigmatic compatibility (Mayoh & Onwuegbuzie, 2013). I decided to adopt the second alternative by searching for paradigmatic compatibility.

Figure 2*Methodological Framework***Mixed Methods Research**

My research is guided by interpretivist and post-positivist ways, consisting of qualitative and quantitative strands. Mixed methods research has been defined as “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry” (Tashakkori & Creswell, 2007 as cited in Tashakkori & Teddlie, 2010). Using mixed methods research, I could address the complexity of my research problem and do justice to my philosophical underpinnings for the research. It further provided a fuller picture of the study area by combining the key advantages of qualitative and quantitative methods. Thus, I employed mixed methods as my methodology. While employing mixed methods, four important aspects (timing, weighting, mixing, and theorizing) need to be considered when choosing the appropriate strategy (Creswell, 2009).

I explored sequential and parallel timings to decide the timing of the two strands. In mixed methods research, sequential timing refers to a design where one type of data (either qualitative or quantitative) is gathered initially, followed by a different form of data to provide a more profound comprehension of the initial findings. In contrast, parallel timing involves the simultaneous collection and analysis of qualitative and quantitative data, allowing for a further integrated comprehension of the research problem without dependency between the two data types (Tashakkori & Teddlie, 2009). Here, parallel timing provides the advantage of synchronization in

data collection, leading to the integrated and coherent interpretation of quantitative data, qualitative insights, and a holistic view. My research aimed to gain a holistic view via simultaneous confirmation and exploration, which is enabled by the parallel timing of the research (Tashakkori & Teddlie, 2009). Hence, the timing should be convergent for both data types.

Additionally, my research aimed to identify and explore the practice of VID through side-by-side integration of the data obtained from diverse sources. Both quantitative and qualitative data are integral to fulfilling the research purpose. Hence, I chose an equal-weight assignment for the strands for a balanced and comprehensive understanding. I chose to mix the data in the discussion section to comprehend how the findings from the two datasets complement each other in my research, theorizing involved integrating the insights gained from both data types and relating them to the conceptual framework developed. The quantitative findings offered insights that could be generalized, while the qualitative findings provided deeper explanations and nuances. These findings were utilized to develop ideas with the help of existing theories. I wanted to study the overall identity development practice while confirming/disconfirming the findings via multiple sources. Hence, I used a concurrent triangulation mixed methods research strategy (QUAN + QUAL).

Research Participants

My research aimed to understand the practice related to VID of adolescents in private schools. I selected class teachers and students as my study participants to understand this. As previously delimited, even though adolescents cover a larger age group, I chose the students in the secondary level (i.e., Grade 9 or Grade 10) and teachers serving as class teachers in the secondary level (i.e., Grade 9 or Grade 10) as the participants of my study. I chose the secondary level as my study center since the students moving on to the secondary level from the primary level is the first point where adolescents choose an optional subject. The optional subject chosen could also be beneficial in determining their possible course of study and career prospects, leading to vocational identity exploration. Similarly, the reason behind selecting only class teachers and no other subject teachers is because they are more acquainted, informed, aware, and responsible for the students and practice conducted for the students of their class. Trpin (2023) also supported this consideration by stating that the class teachers play an added role in students' development than other teachers in various ways. In addition, since my research tended to understand practice for

adolescents, I found it important to collect the experiences of adolescent students and those of class teachers. I believed that this would aid me in understanding their viewpoint on the activities conducted. Hence, I decided to collect qualitative and quantitative data from the class teachers and only qualitative data from adolescent students.

QUAN: Population and Sample

For the quantitative part, the total population of the study was secondary-level class teachers of all the private schools of Lalitpur District. For this, I initially contacted the education section of all the administrative divisions of Lalitpur district. There is one metropolitan city (Lalitpur Metropolitan City), two municipalities (Godawari Municipality and Mahalaxmi Municipality), and three rural municipalities (Konjyoson Rural Municipality, Bagmati Rural Municipality, and Mahankal Rural Municipality) in “Lalitpur District, Nepal” (2024). None of the rural municipalities consisted of private secondary schools. The number of private secondary schools, according to the database provided by the other three divisions, has been presented in Table 1.

Table 1

Number of Private Secondary Schools in Lalitpur District

Location	Number of Private Secondary Schools
Lalitpur Metropolitan City	138
Mahalaxmi Municipality	35
Godawari Municipality	39
Total in Lalitpur District	212

From the table, it can be seen that there were 212 private secondary-level schools in Lalitpur District. As per the conversation with local educators and school administrators of private schools for a specific grade. Since my study participants for quantitative data were class teachers of both Grade 9 and Grade 10, my study has 2 class teachers from 1 school. Hence, the population of the study is

$$\text{Total Population} = 212 \times 2 = 424$$

The random probability sampling method is used as a sampling technique. I calculated the sample size from the population by applying the sampling formula of Yamane (Israel, 1967).

$$n = \frac{N}{1 + N * e^2}$$

Where,

n = Sample size

N = Total population = 424

e = Level of significance = 0.05

$$n = \frac{424}{1 + 424 * 0.05^2} = 205.83 \sim 206 \text{ class teachers}$$

Hence, 206 was the sample size of the quantitative study.

QUAL: Purposeful Selection of Participants

For the qualitative part, three secondary-level students and three secondary-level class teachers from three different schools were purposefully selected to recall experiences of a particular kind (Nikolopoulou, 2022) and collect and select information-rich cases (Palinkas et al., 2013) that can help in identifying the phenomena. One secondary-level student and one secondary-level class teacher were selected from each school. Considering my closeness with participants and convenience, I first reached out to 10 adolescent students and their parents (with whom I had a previous connection) to understand their perspective within the context. After conversing, I purposefully chose a few students I believed could provide me with enriched information. I then reached out to the class teachers serving in the respective schools they were enrolled in. After conversing with all the potential participants, I purposefully selected 3 class teachers and three adolescent students from 3 schools in Lalitpur district. When I felt that all the participants were comfortable and could provide me with their experience, I finalized the participants and proceeded with the data collection procedure.

Data Collection Methods and Study Tool Preparation

Since surveys can collect information about people's attitudes, behaviors, opinions, and beliefs systematically, the data collection method I selected for the quantitative part is a survey. I believe a survey is a suitable method to understand the prevalence of VID practice as perceived by class teachers. Among various data collection tools that can be adopted while conducting a survey, I selected a survey questionnaire as a data collection tool, considering its various advantages, such as low

cost, reduction in biasing error, and accessibility (Dalati & Gomez, 2018). While exploring the development of a survey questionnaire, I discovered that Likert (1932, as cited in Subedi, 2016) developed a summative method called the Likert scale, commonly employed for data collection in survey research (Weng & Cheng, 2000 as cited in Subedi, 2016). Additionally, Subedi (2016) highlighted the ease of use and capacity to measure the attitude of the respondents on the Likert Scale. Hence, I decided to develop a Likert scale-type data in my questionnaire. For the development of the questionnaire, I opted to utilize the Delphi technique to build unanimity regarding using my study tool (Giannarou & Zervas, 2014).

While using the Delphi technique, I conducted a thorough literature review to identify the constructs and variables. Based on my construct and variable identification, I drafted an initial self-administered Likert scale questionnaire with the scales graded as “SD” = Strongly Disagree, “D” = “Disagree,” N = “Neutral,” A = “Agree,” SA = “Strongly Agree.” I then selected a panel of experts. My research participants were secondary-level class teachers. Hence, the panelists comprised two principals of the school, two secondary-level administrative heads, and 2 class teachers. Then, I conducted a first round of expert focus group discussions and encouraged them to provide detailed responses and feedback on each statement. I further collected and analyzed the responses, identifying common themes, insights, and suggestions for improvements and adding new statements. I revised the questionnaire based on the feedback by rephrasing five statements, eliminating two unclear ones, and adding two new statements. I then conducted one more round of focus group discussion and finalized the questionnaire for pilot testing. The finalized Likert scale survey questionnaire comprised 34 statements with the same scales. I then conducted a pilot test of the finalized questionnaire with participants from other districts who matched the characteristics of my participants. As stated by Baker (1994, as cited in Hazzi & Maldaon, 2015), 10–20% of the main sample size can be ideal for piloting the questionnaire. In my case, 10% would be around 21 participants. Hence, once participants exceeded 21, I conducted the Cronbach’s Alpha test for reliability. I asked the participants about ease of use, confusion in responding, time required, and other details. After the results from the pilot tests were analyzed, I made the necessary changes, and the survey questionnaire was ready to be circulated. The finalized survey questionnaire is presented in Appendix V. For circulation of the self-administered questionnaire, I created an online Google Form and a PDF version for

printing physical copies of the questionnaire. Hence, the quantitative part's study tool was finally prepared.

Accordingly, interviews can best capture the opinion of research participants and are the most direct and easy way to obtain rich, in-depth qualitative information about a particular phenomenon (Barret& Twycross, 2018). Hence, I conducted in-depth interviews with the class teachers and students. For the semi-structured interviews, I developed two interview guidelines (one for class teachers and the other for students) with probing and open-ended questions. Both the interview guidelines were then arranged in a logical order and separated into sections. It was also discussed with the same group of expert panels from quantitative survey design. I integrated the feedback and discussion of the expert group and finalized the interview guidelines after one iteration of the review. After this, both interview guidelines were ready to be used to accumulate qualitative data.

Data Collection Procedure

To collect the data, I first e-mailed all 212 schools in the Lalitpur district, informing them about my research and requesting them to circulate the Google Form among secondary-level class teachers. After sending them the email, I also telephoned the point of contact of all schools. I used the data provided by the education department to contact them and inform them about my research. Few of the schools could not be contacted, and few of them expressed their disinterest. Additionally, few agreed to circulate the form online, and few schools requested physical visits to the school. After contacting the schools, I printed the physical copies of the form and visited most of the schools. Some schools were supportive and allowed me to meet the class teachers, while others requested me to come for form collection another day. In this way, I collected the self-administered forms via Google Forms and physically filled copies of the forms. I checked the personal information section and ensured the data was not duplicated. Table 2 below demonstrates the status of the filled questionnaire.

Table 2

Number of Survey Responses Collected

Total Number of responses collected	Complete Responses			Dropped out	Total
	Responses Collected	Responses Collected	Total		

	from Physical Form	from Online Forms	responses		
Lalitpur Metropolitan City	103	10	113	15	128
Mahalaxmi Municipality	60	4	64	5	69
Godawari Municipality	35	3	38	2	40
Total	198	17	215	22	237

As shown in Table 2, out of 237 participants who responded, 215 responses were valid and complete, whereas 22 responses were not considered since the responses had either duplicated entries or were incomplete.

For qualitative data collection of class teachers, since I had already contacted them during the purposeful selection, I cultivated some form of trust within the participants. I fixed separate face-to-face appointments with each of the class teachers and visited the schools at the time of their convenience. I initially took their consent for participation via a consent form. I had previously circulated the consent form for their review. I also informed them regarding the audio recording. After getting their consent, I started with the recording and conducted the interview, referring to the interview guidelines that had been developed. Similarly, for qualitative data collection of students, I fixed separate face-to-face appointments with each student after obtaining consent from their parents. The students and parents were asked about their comfort and consent to record the audio interview. After their approval, on the day of the appointment, I interviewed the students while recording the interview and referring to the interview guidelines developed. Since I had already conversed and built some rapport with the class teachers and the students, they felt comfortable sharing their experiences. I started the conversation with the class teachers and the students by orienting them about my research and clarifying my expectations. I also ensured them that the interview was not about their knowledge of the content but their perceptions and experiences. I tried to make them comfortable so they could open up and share their experiences with me without having to think about the correctness of the content. In this way, I started with rapport building, followed the interview guidelines, and completed the interview.

Data Analysis and Interpretation

The quantitative and qualitative data collected were structured and unstructured, respectively. The quantitative data collected was first coded. Since reverse coding was unnecessary for any statements, I input the coded data into Statistical Package for the Social Sciences (SPSS) -25. Then, I checked for the responses with missing values. I also checked for responses with incorrect, irrelevant, and duplicate data and removed such data. While checking with the sample size, I found that even after such responses were removed, the number of responses would be above the sample size. Hence, I decided to remove such data. I further checked for improper format and variable types and made changes where necessary. Then, I initially performed descriptive statistics to generate tables of measures of central tendency, frequency distribution tables, shape of distributions, and visualization. Then, I moved on to inferential statistics, where I conducted different parametric tests once the tests' assumptions were met, as mentioned in Table 3.

Table 3*Research Questions, Hypotheses, and Tests for Quantitative Data Analysis*

Research Questions	Hypotheses	Tests
To what extent are the practices for VID of adolescents related to their career choice?	There is a statistically significant correlation between VID practice (constructs, personality, abilities and intelligence, values, and interests and aspirations) and career choice (constructs, self-efficacy, outcome expectations and personal goals).	The Pearson correlation coefficient
In what ways does the class teacher's perception of VID practice for adolescents differ based on their personal characteristics and school location?	Overarching Hypothesis: There is a significant difference in the perceived practice of VID for adolescents among class teachers of different ages and sexes, with the highest academic qualifications, years of experience, and location of the school.	ANOVA test, t-test

As shown in the table 3, various tests were performed. After the generation of the test results, tables were modified by removing unnecessary and redundant information. Then, multiple tables were merged to present the data concisely and structured. The tables developed were then analyzed and interpreted for hypothesis testing and answering the research questions.

Data analysis is the sense-making process of data (Butina, 2015). I manually transcribed the recordings and translated the transcription line-by-line in the initial phase for qualitative data analysis. Then, I removed the informal information and assigned a pseudo-name to each participant. I ensured prolonged engagement with the data through repeated reading to grasp the essence of the interview. Further, I color-coded and categorized the organized data. While coding and categorizing the data, I ensured constant comparison and contrast to identify categories and themes. The coded data was hence categorized and further thematized. Further, the themes were linked to answering the specific research questions. A sample of coding, categorizing, and thematizing has also been presented in Appendix IX.

After both data types were individually interpreted, the data was carefully structured and interpreted for meaning-making with the help of the theories referred to. The data was analyzed to draw the essence that provided a broader meaning and served the research purpose.

Validity and Reliability of the Study

The first step in ensuring validity was verifying the survey questionnaire by the supervisor and panel of experts. In the case of content validity, I ensured that the questionnaire prepared for this research covered all areas of quantitative research questions. Content validity was based on the literature review. Additionally, construct validity was ensured by maintaining the interconnectedness between the problem statement, research questions and hypothesis. The interconnectedness was maintained by ensuring logical flow between all three elements. I started by clearly identifying and developing the problem statement and formulated my research questions in alignment with the problem statement. Then, I developed the hypothesis based on the research questions. I finally refined the three elements iteratively and regularly reviewed them for maintaining the interconnectedness. The theoretical link was also identified to maintain the construct validity. Criterion validity was maintained by comparing the research results with similar studies while examining inconsistencies. The findings of previous studies were compared with the study results and theorized.

Additionally, piloting was done using the developed questionnaire. The reliability of the factors for the quantitative part was established through the coefficient alpha calculated from the piloting responses. As shown in the table below, the value of Cronbach's Alpha test for reliability was .834 and .810 for VID practice and career choice, respectively, which further ensured the reliability of the questionnaire developed.

Table 4
Cronbach's Alpha Test

Theme	Construct	Cronbach's Alpha
VID Practice	Personality	.753
	Abilities and Intelligence	.893
	Values	.921
	Interest and Aspirations	.768
	Average Value	.834
Career Choice	Self-Efficacy	.823
	Outcome Expectations	.817
	Personal Goals	.791
	Average Value	.810

Additionally, after gathering the pilot responses, the test participants shared their difficulty understanding certain questions. This could result in inconsistent and unreliable data. Hence, I also revised some survey questions to improve clarity and eliminate ambiguity. I also adjusted the survey process length by shortening the response duration since the response time of pilot participants was less than initially estimated. This ensured that the participants could have tentative ideas about the time they needed to allocate to respond. The pilot study also provided me insights into the need to provide clearer instructions for Likert scale questions. Hence, I refined the data collection process by providing clearer instructions at the beginning to ensure smoother data collection during the main study. Hence, the validity and reliability of the survey were maintained.

Credibility of the Study

Credibility is one of the best-known criteria for ensuring trustworthiness and is considered comparable to internal validity (Lincoln & Guba, 1985). Hence, while conducting the research, I adopted various strategies to maintain the study is credibility. I began at an early stage by skeptically evaluating traditional and non-traditional sources to ensure their contextuality to my research. As suggested by Yardley (2000), impact and importance, sensitivity to context, commitment and rigor,

and transparency and coherence were considered and adopted as important quality measures. Context sensitivity was ensured by framing the questions during the interview in a mindful manner via continuous iterations of changes with a panel of experts. In addition, I also ensured that the sensitive contents were always discussed with care, taking the participant's accounts and feelings into consideration. Qualitative research requires detailed analyses of transcripts. I also re-read the transcribed and translated text multiple times during interpretation to maintain commitment and rigor. In addition, I provided a comprehensive description of the entire approach. I was also mindful while writing the entire dissertation by re-reading and making changes whenever necessary so the reader could understand the text and accept the description. This aided in maintaining transparency and coherence.

Obtaining data from a natural setting is also essential to credibility in qualitative studies. In my case, the school was the natural setting. I visited the school and obtained the data from the school in a natural setting. I also ensured prolonged engagement with data by examining the audio recording multiple times, reading the translated version of transcripts multiple times, and maintaining back-and-forth engagement with data. In addition, I maintained methodological rigor, which is an important part of a qualitative study. I ensured clarity in my research purpose, questions, study participants, and method of data collection such that I adhered to the standards of the qualitative research component.

My Positionality

I am an educator working with students of various age groups, including adolescents. However, I do not have a teaching experience for secondary-level adolescents at a private school. I have also not served as a class teacher. Though I believe that the mentorship, academic guidance, and counseling I provide to the secondary level students at private schools influence their VID in some way since the research focuses on VID practice for adolescents in private schools, my position is not entirely insider. Given my professional background, knowledge, and experience as a secondary-level educator and during my adolescent years, I am not completely an outsider. Since it is important for a researcher to adopt a positionality during their research and continually reflect upon it, keeping in mind how their positionality might affect data collection and analysis (Wilson et al., 2022), I chose my positionality to be that of an in-betweenener. The in-betweenener positionality provided me with a strong

foundation while conducting this mixed methods study during various stages of my research.

Ethical Considerations

While conducting any form of research, safeguarding participants and ensuring that they are protected from unnecessary stress is a major responsibility of the researcher (Cacciattolo, 2015). Since mixed methods design combines qualitative and quantitative methods, the ethical considerations of both research methods pertain to mixed methods (Caruth, 2013). To maintain ethical considerations of the research, I thoroughly studied and filled out the ethical approval form of Kathmandu University School of Education (KUSOED) and got approval from the research committee, as mentioned in Appendix VIII. In addition, I took the informed consent of all the class teachers who participated in the qualitative and quantitative data collection procedures. The consent form is also present in Appendix I and II. For the quantitative part, a section for consent was placed at the beginning of the survey questionnaire. For qualitative interviews, class teachers were informed about the interview and requested to sign a consent form before conducting the interview. The consent form was presented to participants before the interview day so that they could review it. Similarly, I also obtained the informed consent of the parents of all three students (all students below 18 years old) who participated in the interview. The students were initially informed about the interview, and when they expressed their interest in participating, their parents were contacted. Once the parents provided their oral consent, they were forwarded the consent form. They were provided time to reconsider the consent form, and the consent form was collected before making an appointment for the interview with the students.

The participants were also informed of voluntary participation and their right to opt out of participation in both the survey and interview at any point in time. I valued the choice of participants to skip the questions asked or their participation altogether. In addition, I avoided the distortion of quantitative data by maintaining neutrality. I also maintained the confidentiality and anonymity of participants by providing pseudo-names to the interview participants and numbering the survey participants. Similarly, I also paid attention to the sensitivity of the participants, and I did my utmost to make them feel at ease throughout the interview. I ensured honesty and integrity throughout the research activity by avoiding any possible plagiarism and

providing citations and references whenever I referred to the work of others. Hence, I maintained the ethical considerations of the study to the best of my ability.

Summing up the Chapter

The detailed research methodology adopted in the study has been presented in this chapter. It began by detailing the philosophical foundations that guided the research approach, emphasizing mixed methods to present a comprehensive understanding of the topic. The chapter describes the research participants, differentiating between quantitative and qualitative samples, and explains how participants were purposefully selected for qualitative insights. Various data collection methods were outlined, along with the preparation of study tools to ensure effective information gathering. The procedures for data collection were detailed, followed by a discussion on how the data was analyzed and interpreted. The validity and reliability of the study, as well as the assurance that the findings would be credible and trustworthy, were also addressed in this chapter. The positionality adopted was also discussed, acknowledging personal biases and perspectives that could influence the research. Ethical considerations were further highlighted to ensure the study upheld moral norms and protected participants' rights.

CHAPTER IV

VOCATIONAL IDENTITY DEVELOPMENT PRACTICE

This chapter analyzes the perception of VID practice and the demographic situation of the survey participants (class teachers). It presents the demographic variables of the class teachers and analyzes the data obtained regarding VID practice along the demographic variables. It presents the results and analysis of the different descriptive and inferential statistics performed to assess the perception of VID practice among various demographic variables. It includes the outcome of the parametric tests, independent sample t-test, and ANOVA test performed after various assumptions were met for these parametric tests. Hence, this chapter thoroughly demonstrates the test results, interpretation of the test results, and hypothesis testing of differences in the class teacher's perception of VID practice among various demographic variables and the presentation of demographic variables. It ends with the summarization of the interpretation and key findings.

Assumptions of Parametric Tests

The key assumptions for performing parametric tests are: (a) normal distribution of the characteristic of interest in the population, (b) randomization for sample selection, (c) an interval or ratio level of measurement, and (d) population with equal variance (Garson & Statistical Associates Publishing, 2012; Mertens, 2014). The test of normality of data was performed using the Shapiro-Wilk Test. The p-value of the test for all constructs was greater than 0.05 ($p\text{-value} > 0.05$). It confirmed the first assumption of normality. I performed randomization for sample selection using a simple random sampling method, ensuring that each participant had an even chance of being included in the study. This confirmed the second assumption of the parametric test. The data type used was the Likert scale, an interval scale data. This confirmed the third assumption. Levene's Test for Equality of Variances was performed to confirm the final assumption of the population with equal variance. The p-value of the test of all constructs was greater than 0.05 ($p\text{-value} > 0.05$), confirming the final assumption of the parametric test. The results are presented in Appendix VII.

Constructs of Vocational Identity Development and Demographic Variables

The demographic situation of the survey participants included the personal characteristics of class teachers (age, sex, qualification, and years of experience) and the location of the school in which the class teachers were serving. Likewise, the VID practice synthesized four constructs: personality, abilities and intelligence, values, and interests and aspirations. Each construct contained various dimensions. The five dimensions of personality were openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Similarly, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence were the eight dimensions of abilities and intelligence. Values consist of four dimensions: ethical values, moral values, personal values, and professional values. The final construct interests and aspirations also consisted of four dimensions: academic interest and educational aspirations, career interest and aspirations, personal interests, and personal development aspirations. Each construct of the VID practice was calculated as the composite score of all the Likert scale items of the respective dimension using the SPSS window program.

Measuring the Significant Differences

This section presents the descriptive statistics and parametric tests that were performed. Before performing parametric tests, key assumptions of normality, homogeneity of variance, and independence were checked. The results are presented in Appendix VI and VII. Respective frequency, percentage, mean, standard deviation, and the result of independent-samples *t*-test or ANOVA test have been presented in compact and tabular form and further interpreted. The 5-point Likert Scale consisted of 5 categories of responses: from ‘strongly disagree’ to ‘strongly agree.’ 1 has been assigned to ‘strongly disagree,’ 2 to ‘disagree,’ 3 to ‘neutral,’ 4 to ‘agree,’ and 5 to ‘strongly agree’. The mean interpretation was also calculated according to the value assigned. The interpretation of the mean score from a 5-point Likert scale relies upon the average value of responses, where lower scores (1–2) indicate disagreement or negative sentiment, and higher scores (4–5) indicate agreement or positive sentiment (Likert, 1932 as cited in Subedi, 2016). Specifically, a mean score closer to 3 suggests neutrality, while scores above 3 reflect agreement and below 3 reflect disagreement or dissatisfaction (Croasmun & Ostrom, 2011). Similarly, all the parametric tests have

also been interpreted. After the interpretation, hypothesis testing has also been conducted.

VID Practice along Sex

The central objective of this sub-section is to analyze the VID practice as perceived by class teachers along sex. Table 5 below demonstrates the frequency, percentage, mean, and standard deviation, along with the t-test outcome of each construct and the sex of males and females. This assesses the level of perception of the practice between two different sexes.

Table 5

VID Practice along Sex (N = 215)

Category	Sex	N	Percent	Mean	SD	t value	Sig. (2-tailed)
Personality	Male	140	65.1	4.2629	.56011	-1.274	.204
	Female	75	34.9	4.3600	.47761		
Abilities and Intelligence	Male	140	65.1	4.0464	.55424	-2.038	.043
	Female	75	34.9	4.2033	.50620		
Values	Male	140	65.1	4.0732	.62365	-1.523	.129
	Female	75	34.9	4.2033	.54322		
Interests and Aspirations	Male	140	65.1	4.1089	.64819	-1.141	.255
	Female	75	34.9	4.2100	.56059		

SD = Standard Deviation

Table 5 reveals that out of the total survey participants ($N=215$), the number of male class teachers ($N=140$) is significantly more than the number of female class teachers ($N=75$). The number of male participants is more than fifty percent of the total participants. Data shows a relatively lesser number of females in the secondary level class teacher position. The table also presents that the mean value for both males and females in all four constructs: personality, abilities and intelligence, values, and interests and aspirations are above 4. It suggests that the practice of class teachers for all the constructs is highly prevalent in male and female teachers. Further, for the construct of personality, the mean score of male class teachers ($Mean = 4.26$) is slightly larger than that of females ($Mean = 4.36$). Similarly, for abilities and intelligence, the mean score of male class teachers ($Mean = 4.05$) is also slightly lower than that of females ($Mean = 4.20$). The mean score of male class teachers for

values ($Mean = 4.07$) is also slightly smaller than that of females ($Mean = 4.20$). Finally, the mean score of male class teachers for interests and aspirations ($Mean = 4.11$) is also slightly smaller than that of females ($Mean = 4.21$). This shows that the mean of male teachers related to the prevalence of vocational identity practice is slightly less than that of female teachers. However, in summary, both the male and female class teachers perceive that the practice of VID is strongly prevalent.

Hypothesis Testing

Six different hypotheses were formulated in the first chapter based on the reviewed theories, previous research findings, and stated research questions. The second hypothesis is related to the perception of VID practice along sex. The alternative hypotheses were converted into null hypotheses, and an independent samples t -test was performed, resulting in the statistics presented in Table 5. The null hypothesis is that there is no significant difference in the perceived practice of VID among adolescents among male and female class teachers. [H_0 : practice by male teachers (μ_1) = practice by female teachers (μ_2)].

As mentioned in Table 5, among the four constructs: personality, abilities and intelligence, values, and interests and aspirations, the stated null hypothesis is retained for three of the constructs: personality, values, and interests and aspirations, as their p -value is greater than 0.05 ($p > 0.05$). In these dimensions, there were no differences in practice between male and female teachers and both the male and female teachers demonstrated similar perceptions of the practice related to the constructs: personality, values, and interests and aspirations, and their respective dimensions. However, the stated null hypothesis is rejected for the construct abilities and intelligence as the p -value is smaller than 0.05 ($p < 0.05$). This means that in the dimension of abilities and intelligence, there is a significant difference in practice between male and female teachers, and the male and female teachers demonstrated a difference in perception of their practice related to the construct of abilities and intelligence and their dimensions.

In short, in the three constructs: personality, values, and interests and aspirations, the practice conducted by male and female teachers is similar. However, the practice conducted by male and female teachers is different for the construct abilities and intelligences.

VID Practice Along Qualification

The central objective of this sub-section is to analyze the VID practice as perceived by class teachers, along with qualifications. Table 6 below demonstrates the

frequency, percentage, mean, standard deviation, independent sample t-test outcome of each construct, and qualifications: Bachelor and Master. This assesses the level of perception of practice along two different qualifications.

Table 6

VID Practice along Qualification (N = 215)

Category	Qualification	N	Percent	Mean	SD	t value	Sig. (2-tailed)
Personality	Bachelors	51	23.7	4.3255	.48160	.440	.661
	Masters	164	76.3	4.2878	.54993		
Abilities and Intelligence	Bachelors	51	23.7	4.1373	.53342	.544	.587
	Masters	164	76.3	4.0899	.54575		
Values	Bachelors	51	23.7	4.0588	.67932	-.816	.416
	Masters	164	76.3	4.1372	.57244		
Interests and Aspirations	Bachelors	51	23.7	4.1275	.64104	-.220	.826
	Masters	164	76.3	4.1494	.61470		

SD = Standard Deviation

Table 6 reveals that out of the total survey participants ($N= 215$), the number of class teachers with Masters as their highest academic qualification ($N= 164$) is more than the number of class teachers with Bachelors as their highest academic qualification ($N= 51$). The number of participants with a Master's as their highest qualification is more than half of the total participants. Most secondary-level class teachers had a Master's as their highest academic qualification ($N= 164$), though class teachers with a Bachelor's as their highest academic qualification ($N= 51$) were also present. Further, from the table, the mean value for class teachers with the highest academic qualification of both Bachelor and Master in all four constructs: personality, abilities and intelligence, values, and interests and aspirations are above 1.5 and below 2. It suggests that the practice of VID, as perceived by class teachers of both academic qualifications for all the constructs, is highly prevalent. For personality, the mean score of class teachers with a qualification of Bachelor ($Mean = 4.32$) is slightly more than that of class teachers with Masters qualification ($Mean = 4.29$). Similarly, for abilities and intelligence, the mean score of class teachers with a qualification of

Bachelor ($Mean = 4.14$) is also slightly more than that of class teachers with a Masters qualification ($Mean = 4.09$). For values, the mean score of class teachers with a Bachelor's qualification ($Mean = 4.06$) is slightly smaller than that of class teachers with a Master's qualification ($Mean = 4.14$). Finally, the mean score of class teachers with a Bachelor's qualification for interests and aspirations ($Mean = 4.13$) is also slightly smaller than that of class teachers with a Master's qualification ($Mean = 4.15$). There is a slight difference in the mean perception of teachers with different qualifications. Hence, in summary, the class teachers perceive that the practice of VID is strongly prevalent, as perceived by class teachers at both levels of the highest academic qualification.

Hypothesis Testing

The third hypothesis is related to the perception of VID practice and qualification. The alternative hypotheses were converted into null hypotheses, and an independent samples t -test was performed, resulting in the statistics presented in Table 6. The null hypothesis is that there is no significant difference in the perceived practice of VID for adolescents among teachers whose academic qualifications are Bachelor's and Master's. [H_0 : practice by teachers of academic qualification Bachelors (μ_1) = practice by teachers of academic qualification Masters (μ_2)].

As mentioned in Table 6, for all four constructs: personality, abilities and intelligence, values, and interests and aspirations, the stated null hypothesis is retained as there is a p -value greater than 0.05 ($p > 0.05$) in all the dimensions of the stated four. It means, in these dimensions, there were no differences in practice between teachers of qualification: Bachelor and Master. In short, in all four constructs, the perception of class teachers with qualifications of Bachelor and Master are found to be similar.

VID Practice along Location

The central objective of this sub-section is to analyze the VID practice as perceived by class teachers in various locations. Table 7 below demonstrates the frequency, percentage, mean, and standard deviation along with the ANOVA-test outcome of each construct along locations: Lalitpur Metropolitan City, Mahalaxmi Municipality, and Godavari Municipality. This assesses the level of perception of practice in three different locations.

Table 7*VID Practice along Location (N = 215)*

Category	Location	N	Percent	Mean	SD	F	Sig. (2-tailed)
Personality	Lalitpur	113	52.6	4.2743	.61771		
	Metropolitan City						
	Mahalaxmi	64	29.8	4.3406	.43597		
	Municipality						
	Godavari	38	17.7	4.2895	.40456		
	Municipality						
	Total	215	100.0	4.2967	.53367	.317	.728
Abilities and Intelligence	Lalitpur	113	52.6	4.1073	.59852		
	Metropolitan City						
	Mahalaxmi	64	29.8	4.1641	.52840		
	Municipality						
	Godavari	38	17.7	3.9770	.34122		
	Municipality						
	Total	215	100.0	4.1012	.54199	1.442	.239
Values	Lalitpur	113	52.6	4.1416	.61408		
	Metropolitan City						
	Mahalaxmi	64	29.8	4.1523	.62459		
	Municipality						
	Godavari	38	17.7	3.9934	.49826		
	Municipality						
	Total	215	100.0	4.1186	.59877	1.015	.364
Interests and Aspirations	Lalitpur	113	52.6	4.1836	.65722		
	Metropolitan City						
	Mahalaxmi	64	29.8	4.1133	.61871		
	Municipality						
	Godavari	38	17.7	4.0789	.50036		
	Municipality						
	Total	215	100.0	4.1442	.61960	.517	.597

SD = Standard Deviation

Table 7 reveals that out of the total survey participants ($N = 215$), the number of class teachers from schools located in Lalitpur Metropolitan City ($N = 113$) is notably more than the number of class teachers from schools located in Mahalaxmi Municipality ($N = 64$) and the number of class teachers from schools located in Godavari Municipality ($N = 38$). The number of class teachers from schools located in Lalitpur Metropolitan City is more than half of the total participants and more than the total number of participants from schools in the other two locations. The number of participants from schools in Godavari Municipality ($N = 38$) was the lowest, followed by participants from Mahalaxmi Municipality ($N = 64$).

The table shows the mean value for class teachers at schools from Lalitpur Metropolitan City and Mahalaxmi Municipality in all four constructs: personality, abilities and intelligence, values, and interests and aspirations are above 4. It suggests that the practice of class teachers from schools of Lalitpur Metropolitan City and Mahalaxmi Municipality for all the constructs is highly prevalent. However, for Godavari Municipality, the mean value for personality ($Mean = 4.29$) and interest and aspirations ($Mean = 4.08$) is above 4, but that of abilities and intelligence ($Mean = 3.98$) and values ($Mean = 3.99$) is slightly less than 4 and more than 3.75. It suggests that the practice of class teachers from schools of Godavari Municipality for all the constructs is prevalent but not as prevalent as that for the other two locations. Nevertheless, in summary, the class teachers from schools in all three locations perceive that the practice of VID practice is prevalent.

Hypothesis Testing

The fourth hypothesis is related to the perception of VID practice along location. The alternative hypotheses were converted into null hypotheses, and an ANOVA test was conducted, resulting in the statistics presented in Table 7. The null hypothesis is that the VID practice for adolescents is the same among the class teachers in all three locations (Lalitpur Metropolitan City, Godavari Municipality, and Mahalaxmi Municipality). [H_0 : practice by teachers of Lalitpur Metropolitan City (μ_1) = practice by teachers of Godavari Municipality (μ_2) = practice by teachers of Mahalaxmi Municipality (μ_3)].

As mentioned in Table 7, for all four constructs: personality, abilities and intelligence, values and interests, and aspirations, the stated null hypothesis is retained as there is a p -value greater than 0.05 ($p > 0.05$) in all the dimensions of the stated four. It means, in these dimensions, the practices between teachers of different

locations, Lalitpur Metropolitan City, Mahalaxmi Municipality, and Godavari Municipality, are similar. In short, in all four constructs, the practice perceived by class teachers of all locations is similar.

VID Practice along Age

The central objective of this sub-section is to analyze the VID practice as perceived by class teachers in various age groups. Table 8 below demonstrates the frequency, percentage, mean, and standard deviation along with the ANOVA-test outcome of each construct among age groups under 35, 35-54, and 55 and above. This assesses the practice's perception level among three different age groups.

Table 8

VID Practice along Age (N = 215)

Category	Age	N	Percent	Mean	SD	F	Sig. (2-tailed)
Personality	Under 35	78	36.3	4.3000	.49386	.012	.988
	35-54	126	58.6	4.2968	.56948		
	55 & above	11	5.1	4.2727	.40272		
	Total	215	100.0	4.2967	.53367		
Abilities and Intelligence	Under 35	78	36.3	4.1250	.50203	.581	.560
	35-54	126	58.6	4.0744	.57253		
	55 & above	11	5.1	4.2386	.46252		
	Total	215	100.0	4.1012	.54199		
Values	Under 35	78	36.3	4.0833	.64550	.218	.805
	35-54	126	58.6	4.1369	.58018		
	55 & above	11	5.1	4.1591	.49082		
	Total	215	100.0	4.1186	.59877		
Interests and Aspirations	Under 35	78	36.3	4.2051	.59727	2.236	.109
	35-54	126	58.6	4.0813	.63074		
	55 & above	11	5.1	4.4318	.57108		
	Total	215	100.0	4.1442	.61960		

SD = Standard Deviation

Table 8 reveals that out of the total survey participants ($N = 215$), the number of class teachers from age group 35-54 ($N = 126$) is notably more than the number of class teachers from age group under 35 ($N = 78$) and the number of class teachers

from age group 55 and above ($N = 11$). The number of class teachers aged 35-54 is more than half of the total participants and more than the total number of participants from the other two age groups. It can also be seen that the number of participants from the age group 55 and above ($N = 11$) is the least, followed by the number of participants from the age group under 35 ($N = 78$).

The table shows the mean value for class teachers of all three age groups under 35, 35-54, and 55 and above in all four constructs: personality, abilities and intelligence, values, and interests and aspirations are above 4. It suggests that the practice of class teachers for all the constructs is highly prevalent. Hence, in summary, the class teachers of all three age groups perceive that the practice of VID is strongly prevalent.

Hypothesis Testing

The fifth hypothesis formulated is related to the VID practice among age groups. The alternative hypotheses were converted into null hypotheses, and an ANOVA test was conducted, resulting in the statistics presented in Table 8. The null hypothesis is that the VID practice for adolescents is the same among the class teachers of all age groups (Under 35, 35-54, 55, and above). [H_0 : practice by teachers under 35 years old (μ_1) = practice by teachers of age group 35 - 54 (μ_2) = practice by teachers of age group 55 and above (μ_3)].

As mentioned in Table 8, for all four constructs: personality, abilities and intelligence, values, and interests and aspirations, the stated null hypothesis is retained as there is a p -value greater than 0.05 ($p > 0.05$) in all the dimensions of the stated four. This means that, in these dimensions, the practice between teachers of different age groups: under 35, 35-54, and 55 and above, is similar. In short, in all four constructs, the perception of practice is similar among class teachers of all age groups.

VID Practice along with Teaching Experience

The central purpose of this sub-section is to analyze the VID practice as perceived by class teachers among various teaching experience groups. Table 9 below demonstrates the frequency, percentage, mean, and standard deviation along with the ANOVA-test result of each construct along groups of teaching experiences: less than 5 years, 5–15 years, and more than 15 years. This assesses the level of perception of practice along three different groups of teaching experiences.

Table 9*VID Practice along Years of Teaching Experience (N = 215)*

Category	Teaching Experience	N	Percent	Mean	SD	F	Sig. (2-tailed)
Personality	Less than 5 years	39	18.1	4.2462	.48224	.213	.809
	5-15 years	80	37.2	4.3075	.58931		
	More than 15 years	96	44.7	4.3083	.50839		
	Total	215	100.0	4.2967	.53367		
Abilities and Intelligence	Less than 5 years	39	18.1	4.0897	.53415	.035	.966
	5-15 years	80	37.2	4.0938	.59351		
	More than 15 years	96	44.7	4.1120	.50441		
	Total	215	100.0	4.1012	.54199		
Values	Less than 5 years	39	18.1	4.0513	.77837	.675	.510
	5-15 years	80	37.2	4.0906	.58629		
	More than 15 years	96	44.7	4.1693	.52377		
	Total	215	100.0	4.1186	.59877		
Interests and Aspirations	Less than 5 years	39	18.1	4.1474	.69471	.318	.728
	5-15 years	80	37.2	4.1844	.61719		
	More than 15 years	96	44.7	4.1094	.59362		
	Total	215	100.0	4.1442	.61960		

SD = Standard Deviation

Table 9 reveals that out of the total participants ($N = 215$), the number of class teachers with less than 5 years of teaching experience is the lowest ($N = 39$).

Similarly, the number of class teachers with experience of more than 15 years ($N =$

96) is the largest, followed by the number of class teachers with experience of 5-15 years. ($N = 80$).

From the table, the mean value for class teachers of all groups of teaching experience: less than 5 years, 5-15 years, and more than 15 years in all four constructs: personality, abilities and intelligence, values, and interests and aspirations are above 4. It suggests that the practice, as perceived by class teachers from different groups of teaching experience, is highly prevalent in all constructs. Hence, in summary, the class teachers perceive that the practice of VID is strongly prevalent for all groups of teaching experience.

Hypothesis Testing

The sixth hypothesis is related to the VID practice along different groups of teaching experiences. The alternative hypotheses were converted into null hypotheses, and an ANOVA test was conducted, resulting in the statistics presented in Table 9. The null hypothesis is that the VID practice for adolescents differs among class teachers with varying levels of teaching experience (Less than 5 years, 5-15 years, and more than 15 years). [H_0 : practice by teachers of age group less than 5 years (μ_1) = practice by teachers of age group 5-15 years (μ_2) = practice by teachers of age group more than 15 years (μ_3)].

As mentioned in Table 9, for all four constructs: personality, abilities and intelligence, values, and interests and aspirations, the stated null hypothesis is retained as there is a p -value greater than 0.05 ($p > 0.05$) in all the dimensions of the stated four. This means, in these dimensions, the practice between teachers of different groups of teaching experience: under 5 years, 5-15 years, and more than 15 years is similar. In short, in all four constructs, the perception of practice is similar by class teachers of all groups of teaching experiences.

Overarching Interpretation

From the above interpretation of the mean values, since the mean value of all four constructs (personality, abilities and intelligence, values, and interests and aspirations) of VID practice for the class teachers of different sexes (male and female), different highest academic qualification (Bachelors and Masters), different age groups (under 35, 35-54, and 55 and above) and different years of teaching experience (less than 5 years, 5-15 years, and more than 15 years) is above 4, it can be concluded that class teachers of different sex, academic qualification, age and years of experience perceived that the VID practice is strongly prevalent. However, the mean

value of all the four different constructs (personality, abilities and intelligence, values, and interests and aspirations) of VID practice for the class teachers teaching in various locations (Lalitpur Metropolitan City, Mahalaxmi Municipality and Godavari Municipality) is slightly less than 4. The lowest mean value is 3.9770 and the highest mean value is 4.3406. This value still shows the prevalence of VID practice in the perception of class teachers teaching in various locations.

From the above interpretation of the parametric tests, overarching hypotheses developed for research question 3 can be tested. The null hypothesis for the overarching hypothesis was developed as follows: There is no significant difference in the perceived practice of VID for adolescents among class teachers of different ages, sexes, highest academic qualifications, years of experience, and school location. The test outcomes of the overarching hypothesis developed and the key findings of vocational identity development practice are presented below.

1. The perception of male and female class teachers regarding the three constructs of vocational development practice, personality, values, and interests and aspirations is similar. However, regarding constructs, abilities, and intelligence, the perception of practice conducted by male and female teachers differs.
2. The perception of class teachers with qualifications for Bachelor's and Master's regarding vocational development practice is similar.
3. Class teachers serving in schools in different municipalities in the Lalitpur district have similar perceptions of VID practice.
4. Class teachers of different age groups similarly perceive VID-related practice in their schools.
5. The perception of VID practice is found similar by class teachers of all groups of teaching experiences.
6. The personal characteristics of class teacher do not affect their perception of VID practice in the schools.

From the above findings, it can be seen that there is no significant difference in the perceived practice of VID for adolescents among class teachers of different ages, sexes, highest academic qualification, years of experience, and school location. Regarding constructs, abilities, and intelligence, the perception of practice conducted by male and female teachers differs. A comparative study comparing the prospective teachers' attitudes in Pakistan found no significant difference between male and

female teachers' perceptions before and after teaching practice regarding their qualifications and age (Munawar et al., 2020). This can provide insight into how sex, qualification, and age do not always affect teachers' perception of a certain idea. My research findings also show no significant difference in perception regarding age, sex, or gender. However, regarding constructs, abilities, and intelligence, the perception of practice conducted by male and female teachers differs. Another study exploring the perception of male and female teachers of learning needs in Shiraz showed a significant difference between male and female teachers regarding learning needs (Rezaie & Sayadian, 2015) and teaching competence (Meenu & Verma, 2024). This demonstrates that some form of gender bias can arise when discussing perceptions related to various matters. A study determined the influence of certain demographic variables – gender, age, teaching experience, and school location- on secondary school teachers' perceptions of the teaching profession in India. The study demonstrated no significant difference in perception based on gender, age, teaching experience, and location (Rao & Murthy, 2020). My research findings also show no significant difference based on these demographic variables. Hence, the research findings that there is no significant difference in the perceived practice of VID for adolescents among class teachers of different ages, sexes, highest academic qualification, years of experience, and school location can be further justified.

Summing up the Chapter

This chapter focused on vocational identity development practice, beginning with the assumptions underlying parametric tests used in the analysis. It explored various constructs related to vocational identity development and how these interacted with demographic variables such as sex, educational qualifications, location, age, and teaching experience. The chapter examined significant differences in vocational identity development (VID) practices across these demographic factors. It presented findings on how VID practices did not vary along gender lines, educational backgrounds, geographical locations, age groups, and levels of teaching experience. An overarching interpretation of the data was provided, summarizing key insights into how different factors influenced vocational identity development. The chapter concluded by drawing attention to the study's key findings, stressing the complex interplay between demographic variables and vocational identity formation among participants.

CHAPTER V

VOCATIONAL IDENTITY DEVELOPMENT PRACTICE AND CAREER CHOICE

This chapter presents the relationship between VID practice and career choice. The VID practice has been considered the independent or prediction variable, whereas career choice is the dependent variable or outcome variable. This chapter comprehensively analyzes the association between the two variables using a Bivariate Pearson Correlation. The chapter starts with an outline of various VID and career choices constructs, and dimensions of each of the constructs. It continues with the presentation of the connection among variables. All the dimensions and constructs have been analyzed individually and later in a composite manner to grasp the larger view.

Existing Connection among Variables

This section analyzes the connection between the dimensions of the VID practice constructs and the career choice constructs. VID practice consists of four constructs: personality, abilities and intelligence, values, and interests and aspirations. Each construct contains various dimensions. The five dimensions of personality are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Similarly, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence are the eight dimensions of abilities and intelligence. Values consist of four dimensions: ethical values, moral values, personal values and professional values. The final construct interests and aspirations consist of four dimensions, academic interest and educational aspirations, career interest and aspirations, personal interests, and personal development aspirations. Similarly, career choice consists of three constructs, self-efficacy, outcome expectations, and personal goals. These constructs also contain various dimensions. The first construct self-efficacy, consists of four dimensions, personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states. The second construct outcome expectation, consists of three dimensions, physical outcomes, social outcomes and self-evaluative

outcomes. The third and final construct personal goal, consists of two dimensions: choice content and performance goals.

Each of the above-stated constructs has been analyzed, and the composite score of all the items (Likert scale) composed of respective dimensions has been calculated. The relationship between different constructs and dimensions of the VID practice and career choice has been computed using bivariate Pearson correlation and presented in this section.

Vocational Identity Development Practice and Self-Efficacy

The relationship between four constructs with 21 dimensions of VID practice and four dimensions (personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states) of the construct self-efficacy of career choice were computed in this sub-section. The result is presented in Table 10.

Table 10

*The Relation between VID Practice Dimensions and Dimensions of Self-Efficacy
Construct of Career Choice (N = 215)*

Dimensions of VID Practice	Self- Efficacy → ↓	Personal Performance Accomplishme nts	Vicariou s Learnin g	Social Persuasi on	Physiologic al and Affective States
Personality		.224**	.299**	.281**	.298**
Openness to Experience		.056	.130	.197**	.203**
Conscientiousness		.138*	.216**	.230**	.213**
Extraversion		.177**	.278**	.100	.240**
Agreeableness		.130	.270**	.160*	.218**
Neuroticism		.253**	.166*	.268**	.174*
Abilities and Intelligence		.453**	.422**	.358**	.399**
Linguistic Intelligence		.141*	.230**	.210**	.252**
Logical-Mathematical Intelligence		.231**	.219**	.243**	.193**
Spatial Intelligence		.370**	.200**	.188**	.166*
Bodily-Kinesthetic		.350**	.274**	.282**	.308**

Intelligence				
Interpersonal	.340**	.451**	.274**	.294**
Intelligence				
Intrapersonal	.254**	.278**	.248**	.327**
Intelligence				
Naturalistic Intelligence	.330**	.310**	.240**	.313**
Musical Intelligence	.369**	.296**	.222**	.273**
Values	.509**	.423**	.383**	.336**
Ethical Values	.413**	.329**	.346**	.298**
Moral Values	.425**	.333**	.308**	.370**
Personal Values	.328**	.341**	.270**	.193**
Professional Values	.408**	.308**	.259**	.181**
Interests and Aspirations	.477**	.422**	.380**	.380**
Academic Interest and Educational Aspirations	.317**	.318**	.296**	.308**
Career Interests and Aspirations	.385**	.343**	.348**	.277**
Personal Interests	.379**	.301**	.198**	.291**
Personal Development Aspirations	.388**	.341**	.335**	.312**

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

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

Table 10 reveals that the relationship between the dimension *openness to experience* of the construct *personality* and the dimensions *personal performance accomplishments* and *vicarious learning* of the construct *self-efficacy* is not significant. Similarly, the relationship between the dimension *extraversion* of the construct *personality* and the dimension of *social persuasion* of the construct *self-efficacy* is insignificant. Another relationship that is not significant is between the dimension *agreeableness* of the construct *personality*, and the dimension of personal performance accomplishments of the construct *self-efficacy*. Apart from these four, all the other relationships are significant. Similarly, all the significant relationships are positive, indicating a positive correlation between the significant dimensions.

The table suggests an insignificant relationship between a few dimensions of the constructs, *personality and self-efficacy*. However, there is an overall significant relationship between the construct *personality* and each of the four dimensions, *personal performance accomplishments*, *vicarious learning*, *social persuasion*, *physiological and affective states* of the construct *self-efficacy*. The construct *personality* has a highly significant weak positive correlation with all four dimensions, *personal performance accomplishments*, *vicarious learning*, *social persuasion*, and *physiological and affective states* of the construct *self-efficacy*.

Similarly, all the dimensions of the construct *abilities and intelligence* and all the dimensions of the construct *self-efficacy* have a significant positive correlation. The construct *abilities and intelligence* significantly correlate with the first, and second dimension, *personal performance accomplishments*, and *vicarious learning* of the construct *self-efficacy* respectively. There is also a highly significant weak positive correlation between the construct *abilities and intelligence* with the remaining two dimensions, *social persuasion*, and *physiological and affective states* of the construct *self-efficacy*.

Likewise, all the dimensions of the construct *values* and all the dimensions of the construct *self-efficacy* have a significant positive correlation. The construct *values* has a highly significant moderate positive correlation with the first, and second dimensions, *personal performance accomplishments*, and *vicarious learning* of the construct *self-efficacy* respectively. There is also a highly significant weak positive correlation of the construct *values* with the remaining two dimensions, *social persuasion*, and *physiological and affective states* of the construct *self-efficacy*.

For all the dimensions of the construct *interests and aspirations*, there is a significant positive correlation between all the dimensions of the construct *self-efficacy*. The construct *interest and aspiration* has a significant moderate positive correlation with the first and second dimensions, *personal performance accomplishments*, and *vicarious learning* of the construct *self-efficacy*. There is also a highly significant weak positive correlation between the construct *interest and aspiration* with the remaining two dimensions, *social persuasion*, and *physiological and affective states* of the construct *self-efficacy*.

Vocational Identity Development Practice and Outcome Expectations

The relationship between four constructs with 21 dimensions of VID practice and three dimensions (physical outcomes, social outcomes, and self-evaluative

outcomes) of the construct outcome expectations of career choice were computed in this sub-section. The result is presented in Table 11.

Table 11

The Relation between VID Practice Dimensions and Dimensions of Outcome Expectation Construct of Career Choice (N = 215)

Dimensions of VID Practice	Outcome Expectation → ↓	Physical outcomes	Social outcomes	Self- evaluative outcomes
Personality		.119	.284**	.244*
Openness to Experience		.092	.173*	.143*
Conscientiousness		.067	.214**	.250**
Extraversion		.190**	.200**	.137*
Agreeableness		.121	.290**	.200**
Neuroticism		-.025	.138*	.135*
Abilities and Intelligence		.208**	.366**	.433**
Linguistic Intelligence		.112	.263**	.220**
Logical-Mathematical Intelligence		.036	.221**	.325**
Spatial Intelligence		.099	.136*	.214**
Bodily-Kinesthetic Intelligence		.071	.123	.317**
Interpersonal Intelligence		.264**	.374**	.310**
Intrapersonal Intelligence		.116	.262**	.197**
Naturalistic Intelligence		.188**	.356**	.380**
Musical Intelligence		.227**	.227**	.324**
Values		.212**	.342**	.438**
Ethical Values		.228**	.230**	.351**
Moral Values		.193**	.315**	.377**
Personal Values		.131	.240**	.348**
Professional Values		.101	.280**	.282**
		.216**	.455**	.493**
Interests and Aspirations				
Academic Interest and Educational Aspirations		.113	.347**	.342**
Career Interests and Aspirations		.162*	.369**	.408**

Personal Interests	.230**	.391**	.313**
Personal Development Aspirations	.155*	.293**	.460**

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

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

Table 11 reveals that many insignificant relationships exist between various dimensions and constructs of VID practice and dimensions of the construct *outcome expectations*. The relationship between most of the dimensions (12 out of 21) of *VID practice* and the dimension of *physical outcome* is insignificant. Likewise, the dimension *bodily-kinesthetic intelligence* of the construct *abilities and intelligence* also do not have a significant relationship with the dimension *social outcome* of the construct *outcome expectations*. Apart from these, all the dimensions of *VID practice* are significantly related to the dimensions (*physical outcome*, *social outcome*, and *self-evaluative outcome*) of the construct *outcome expectations*. Similarly, all the constructs of VID practice (*abilities and intelligence*, *values*, and *interests and aspirations*) except the construct *personality*, have a significant relationship with the dimensions (*physical outcome*, *social outcome*, and *self-evaluative outcome*) of the construct *outcome expectations*.

However, there is an overall significant relationship between the construct *personality* and the two dimensions (*social outcome* and *self-evaluative outcome*) of the construct *outcome expectations*. The construct *personality* has a highly significant weak positive correlation with the second and third dimensions, *social outcome*, and *self-evaluative outcome* of the construct *outcome expectations*.

Similarly, the constructs, *abilities and intelligence* and *values* have a highly significant positive correlation with all the *outcome expectations* construct's dimensions. Both the constructs, *abilities and intelligence* and *values* have a highly significant weak positive correlation with the first dimension, *physical outcome* of the construct *outcome expectations*. There is also a highly significant weak positive correlation and a highly significant moderate positive correlation of both the constructs, *abilities and intelligence* and *values* with the second dimension, *social outcome*, and the third dimension, *self-evaluative outcome*, of the construct *outcome expectations* respectively.

For all the dimensions of the construct *interests and aspirations*, there is a significant positive correlation with all the dimensions of the construct *outcome expectations*. The construct *interest and aspiration*, has a highly significant weak

positive correlation with the dimension *personal outcome* of the construct *outcome expectations*. There is also a highly significant moderate positive correlation of the construct *interest and aspiration* with the remaining two dimensions, *social outcome* and *self-evaluative outcome* of the construct *outcome expectations*.

Vocational Identity Development Practice and Personal Goals

The relationship between four constructs with 21 dimensions of VID practice and two dimensions (choice content goals and performance goals) of the construct personal goals of career choice were computed in this sub-section. The result is presented in Table 12.

Table 12

The Relation between VID Practice Dimensions and Dimensions of Personal Goal Construct of Career Choice (N = 215)

Dimensions of VID Practice	Personal Goals →	Choice content goals	Performance goals
Personality	↓	.371**	.343**
Openness to Experience		.256**	.244**
Conscientiousness		.288**	.219**
Extraversion		.345**	.179**
Agreeableness		.235**	.338**
Neuroticism		.181**	.228**
Abilities and Intelligence		.456**	.409**
Linguistic Intelligence		.295**	.287**
Logical-Mathematical Intelligence		.232**	.232**
Spatial Intelligence		.224**	.203**
Bodily-Kinesthetic Intelligence		.290**	.309**
Interpersonal Intelligence		.484**	.375**
Intrapersonal Intelligence		.335**	.245**
Naturalistic Intelligence		.314**	.212**
Musical Intelligence		.282**	.334**
Values		.415**	.334**
Ethical Values		.309**	.358**
Moral Values		.345**	.224**
Personal Values		.350**	.193**

Professional Values	.284**	.246**
Interests and Aspirations	.472**	.406**
Academic Interest and Educational Aspirations	.330**	.298**
Career Interests and Aspirations	.393**	.298**
Personal Interests	.253**	.269**
Personal Development Aspirations	.486**	.394**

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

Table 12 reveals a highly significant positive relationship between all the dimensions and constructs of VID practice and all the dimensions of the construct of *personal goal*. The construct *personality* has a highly significant weak positive correlation with the two dimensions, *choice-content goals* and *performance goals* of the construct *personal goals*. On the other hand, the construct *abilities and intelligence* and *interest and aspirations* both have a highly significant moderate correlation with the first and second dimensions, *choice-content goals* and *performance goals* of the construct *personal goals*.

Likewise, the constructs *values* have a highly significant moderate positive correlation with the dimension *choice-content goals*, and a highly significant weak correlation with the *performance goals* of the construct *personal goals*.

Mutual Relationship between Vocational Identity Development Practice and Career Choice

The overall transformed data of VID practice (combination of 4 constructs with 21 dimensions) and career choice (combination of 3 constructs with nine dimensions) were also correlated to find the overall relationship between VID practice and career choice. Table 13 presents the results obtained.

Table 13

The Relation between VID Practice Constructs and Career Choice Constructs (N = 215)

Career Choice VID Practice ↓	→	Self- Efficacy	Outcome Expectations	Personal Goals	Overall Career Choice
Personality		.380**	.263**	.397**	.420**
Abilities and Intelligence		.568**	.411**	.481**	.588**
Values		.577**	.406**	.416**	.561**
Interests and Aspirations		.579**	.471**	.489**	.621**
Overall VID Practice		.630**	.466**	.531**	.655**

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

Table 13 demonstrates that all the constructs of *VID practice* and *career choice* have a highly significant positive relationship. The correlation coefficient ($r = .630$, $N = 215$, $p = .000$) of overall VID practice with the construct *self-efficacy* of career choice shows a strong association. Similarly, the correlation coefficient ($r = .466$, $N = 215$, $p = .000$) of overall VID practice with the construct *outcome expectations* of career choice demonstrate a moderate association. Additionally, the correlation coefficient ($r = .531$, $N = 215$, $p = .000$) of overall VID practice with the construct *personal goals* of career choice highlights a moderate association. The correlation coefficient ranges from .263 to .655. The correlation coefficients suggest a spectrum of relationships from weak to strong. A highly significant weak relationship between the construct *personality*, and the construct *outcome expectations*. All the other constructs of *VID practice* and *career choice* have highly significant moderate or moderate to strong relationships with each other. The overall correlation coefficient of the *VID practice* and *career choice* is stimulating ($r = .655$, $N = 215$, $p = .000$). The result explains that the VID practice of private schools might play a role in determining the career choice of adolescent students in their future.

Hypotheses Testing

The first hypothesis formulated is related to the relationship between VID practice and career choice. The alternative hypotheses were converted into null hypotheses and bivariate Pearson correlation statistics were conducted, resulting in the statistics presented in Tables 10, 11, 12 and 13. The null hypothesis is: There is

no statistically significant correlation between *VID practice* (constructs, *personality, abilities and intelligence, values, and interests and aspirations*) and *career choice* (constructs, *self-efficacy, outcome expectations and personal goals*). In notational form, the null hypothesis has been expressed as $H_0: \rho = 0$ (the population correlation coefficient is 0, there is no association).

The interpretation and analysis show significant correlations between all the constructs. However, the construct personality of VID practice does not correlate significantly with one dimension of the construct *outcome expectations* of career choice. This indicates that the overall relationship is more complex, while ample support for the null hypothesis exists. It indicates that VID practice and career choice are interrelated variables. In other words, the VID practice of private schools might play a role in determining the career choice of adolescent students in the future.

Key Findings of the Relationship between Vocational Identity Development Practice and Career Choice

1. There is a positive relationship between VID practice (constructs, *personality, abilities and intelligence, values, and interests and aspirations*) and career choice (constructs, *self-efficacy, outcome expectations and personal goals*), suggesting that changes in practice related to different constructs of VID also strengthen the career choice of adolescents.
2. There is a positive relationship between all the dimensions of the constructs of VID practice and construct personal goals of career choice, suggesting that changes in practice related to different constructs of VID also strengthen all the variables associated with the dimension of personal goals of career choice.
3. All the dimensions of the constructs of VID practice and the dimensions of the construct, *outcome expectations and self-efficacy* of career choice do not have a significant relationship. This suggests that various variables of constructs of vocational development practice do not directly enhance the constructs, such as *outcome expectations and self-efficacy* of career choice.
4. Even though changes in different constructs of VID practice deepen adolescents' career choice, there are few variables of various constructs of VID practice that do not significantly affect the variables of various constructs of career choice, indicating that not all components of VID directly affect the components of career choice.

Summing up the Chapter

This chapter presented the association between VID practice and career choice, thus answering research question 1. It provided some insights into the impact of VID practice on adolescents' career choices and the extent to which the VID of adolescents influences their career choices. The relationship between the 21 VID dimensions and the nine career dimensions was calculated using the bivariate correlation. Further, the association between four constructs of VID and three constructs of career choice was also calculated to identify the complex relationship of different dimensions and overall interrelatedness between the predictor variable, VID, and the outcome variable, career choice.

CHAPTER VI

PERCEPTION OF CLASS TEACHERS REGARDING VOCATIONAL IDENTITY DEVELOPMENT PRACTICE

This chapter briefly details the class teachers who participated in the interviews. Following their introduction, the chapter presents the three themes that came forth from the analysis of the experience of class teachers regarding VID practice in the school. The chapter describes the three themes, programs and activities, encouragement, and parental involvement, along with the presentation of excerpts from the interviews. The chapter concludes by summing up the themes that surfaced from the experiences of the class teachers.

Participants

The interviewees are class teachers and students of private schools in the Lalitpur district. There were 6 participants, 3 were students, each from a different school, whereas the remaining three were the class teachers at the same school where the students were studying. The class teachers have been provided pseudo names such as Kashi, Prahlad, and Dilip. The schools they were teaching in are provided pseudo names School A, School B, and School C, respectively. All the class teachers participated in the semi-structured interview, in which they shared their demographic information, followed by their perceptions regarding VID practice. They also consented to participate in the interview and survey. They initially filled out the survey form for the quantitative part and then were interviewed for their understanding.

Kashi

Kashi is a secondary-level female teacher. She is 50 years old and has over 15 years of teaching experience in School A. She is a Masters graduate and has been teaching Social Studies. She has also been serving as the class teacher of Grade 9 for more than 5 years. When approached for the interview, she shared her interest in and happiness in being able to contribute. She said:

I feel very happy that detailed research on topics like these is being conducted in our country. As a teacher with many years of experience, I feel that my past

students are progressing forward, and some must also conduct such research activities. I feel very good about it.

Praladh

Praladh is a 42-year-old secondary-level male teacher. He has more than 15 years of teaching experience in School B. He is also a Masters graduate and has been teaching English. He has been serving as a class teacher of Grade 10. In school B, the class teacher for Class 10 is usually the same person as the Class Teacher for Class 9 in that particular section, and the class teacher is not changed for two years. When approached for the interview, he was initially hesitant and worried about his identity and school. However, he voluntarily participated after becoming aware of the confidentiality and use of pseudonyms.

Dilip

Dilip is a 36-year-old secondary-level male teacher teaching in School C for around 2 years. He serves as a class teacher of Grade 9. He has, however, been in the teaching occupation for around 11-15 years. He is also a Masters graduate and teaches English and Social Studies. He was very happy to share his experience and stories. He said:

As teachers, we cannot share many things anywhere. This is an opportunity for me to honestly share what I feel without the fear of judgement. I feel excited to be a part of it. I know that it will make me feel relieved.

Experiences of Class Teacher

This section discussed the answer to the research question two. Three primary themes emerged from the semi-structured interview conducted with students. The research question is:

What are the experiences of class teachers regarding adolescent VID due to various practices at school?

Henceforth, I discuss the three themes: programs and activities, encouragement, and parental involvement.

Programs and Activities

All the teachers mentioned that the activities and programs in the school provided students with good exposure to explore their interests and hobbies and hone their abilities. When asked about how students develop their vocational identity in school, Kashi shared:

We focus not only on academics but also on extra-curricular activities. The children also get opportunities to explore themselves here. We have a tie-up with another school for vocational subjects. Via this, students explore their interests in professional areas like Information Technology (IT), mass media, fashion design, beauty, health sciences, and many more. Vocational subjects are mandatory, and students must choose their path independently. Such activities are very good for exploration.

From what Kashi shared, it is evident that the school activities prioritize both academics and extracurricular activities. Such balance helps students grow academically, socially, and personally. The mention of opportunities for self-exploration indicates that the school values individual growth and self-discovery. Similarly, vocational subjects can provide exposure that assists students in making well-informed judgments about their prospective careers. The choice of subjects individually by students empowers them by instilling autonomy and responsibility, further preparing students for real-world decision-making. Engaging in diverse fields can enhance critical thinking, creativity, adaptability, and exploration. The programs and activities mentioned help students explore their interests and develop aspirations. Such activities also enhance student's abilities and intelligence.

When the school allows the students to explore their interests autonomously, it provides them with prior experience or somewhat relevant ideas in that field. Exploration can lead to exposure to their abilities and aspirations. This will further aid in the VID of adolescents due to prior knowledge and experiences about their interests, abilities, values, and aspirations concerning different fields.

Prahlad also emphasized that even if there are no specific activities for vocational identity, the existing programs and activities play a huge role. He shared:

Apart from academics, there are co-curricular activities. The literary category includes speech competitions, extemporaneous writing, essay writing, and poetry recitation. There are also inter-house competitions, which are mostly sports-related. Sports activities are abundant, including basketball and table tennis, and they occur throughout the year. They even have teams and train with national-level instructors guiding the students. There are fine arts activities as well, including music, where there are instructors for vocals and various instruments.

Prahlad mentioned diverse literary activities, inter-house competitions, abundant sports opportunities, engagement in fine arts, and year-round availability. The various co-curricular activities at school highlight a rich and diverse educational environment that helps develop abilities and multiple intelligences. The comprehensive educational experience that values academic and extracurricular pursuits help students develop various skills and interests, preparing them for diverse futures. He further added:

If students do not like guitar, they might try sitar. If they don't prefer football, they can join futsal, cricket, or photography. They can change activities but not simply opt out and stay in class. The goal is to involve everyone in at least one activity to maximize participation. These activities allow students to explore hobbies and passion outside of academics, which can sometimes feel rigorous and monotonous. Engaging in physical activities helps them break the routine, and there is also the aspect of health. I have observed students play games like chess during breaks.

This shows the flexibility and inclusivity of extracurricular activities, stressing the significance of engagement in student life. The variety of options demonstrates flexibility and emphasis on individual preferences. This flexibility allows students to find their true interests of students, fostering a sense of ownership. The requirement of participation in at least one activity emphasizes the school's commitment to involvement and community. The balance of academics and other activities allows students to recharge and pursue their passions while providing physical and mental health benefits for students.

Students' participation in co-curricular activities enables students to find their interests and explore various opportunities besides academics. This gives students a baseline idea of how they fit into different fields. It can also help students map out their passions and interests, improving their skill range and abilities. It can also lead to the development of aspirations. Mandatory participation also leads students to at least work on something closer to their interests, which can provide relatable knowledge. Thus, students can attain a degree of clarity in what they want and what they do not want. This can also aid in VID.

Dilip also shared that ongoing activities and programs help in vocational identity exploration:

We have a work-based learning (fine arts activities) class once a week and extracurricular activities like vocal, guitar, and piano classes. There's a lot of reflection involved. For example, they took their cameras and captured images when they were doing photography. They even set up a small mini-market for their photos. They took pictures, signed them, and sold them to guardians. When they sold their photos, they reflected on which images sold better, and those whose sales were high realized and reflected that they could also choose photography for a living.

Sharing of Dilip indicates weekly WBL, diverse extracurricular options, reflection activities for interest exploration and learning, practical application of skills, and career exploration. It emphasizes the value of experiential learning and self-discovery in education. By combining creative activities with practical applications and reflection, students are better positioned to pursue their passions and make educated decisions regarding their future. In this way, class teachers mentioned that apart from academics, the schools organize and conduct various programs and activities that help students understand and hone their abilities and intelligence, explore interests, and develop aspirations. Hands-on experience through workshop-based learning allows in-depth exploration of students with a particular skill. It encourages creativity and practical elements that allow the students to understand their skills and interests better. This can further attune them to self-knowledge based on their skill and interests and lead to aspirations. Thus, adolescents can have better clarity and develop VID.

All the class teachers expressed how various school programs and activities aided students in exploring their interests, honing their abilities, acknowledging their personalities, and developing vocational identities. The experiences of class teachers demonstrated that programs and activities like extra-curricular activities and workshop-based learning conducted in schools aid in adolescent's VID.

Encouragement

Apart from exposure, all the teachers mentioned that students need to be constantly encouraged to make them realize their potential and nurture them. When asked about specific ways students could have clarity in their vocational identity, Kashi shared:

Even if you know your students well, you might not have many chances to be involved in internal activities at school. Instead, you forward their names for

opportunities, as sometimes students are recognized in different sessions. Teachers should provide opportunities for students to explore their talents. For instance, a student who spoke well but had poor written performance faced challenges when her parents preferred her to focus on academics. We encouraged her to participate, and she showed improvement over time.

It is evident from the sharing of Kashi that even with a good understanding of the students, there may be constraints on the teacher's proficiency in internal school activities. However, advocating for students, encouraging talent exploration, looking after students individually, and enabling the growth of students through making them participate can help students thrive. The encouragement of teachers helps students explore and know themselves better.

Facilitating and guiding students by providing referrals to participate in various opportunities can aid students in understanding their talent and exploring beyond academics. This can create recognition in different areas and self-clarity, aiding in VID. Similarly, Prahlad mentioned:

If a student excels in spoken skills, it becomes the responsibility of the Class Teacher to encourage them to hone their skills, which can be achieved by making them give speeches. If there are students who excel in writing, they are recommended for competitions from houses. We recommend various activities when the housemaster asks about a student's writing or other abilities.

Prahlad mentioned encouragement for public speaking, recognition of writing talent, collaboration with house masters, and tailored recommendations for individual students. This pays attention to each student and helps them be confident. This signifies proactive mentorship and collaboration in supporting students' diverse talents. It signifies that teachers can promote a culture of encouragement and exploration that benefits the entire school environment. He further added:

We tell them, "If you are considering studying to become a doctor, you need to realize that this level of effort may not be enough. You have to be on the merit list." In that way, we can alert them, so to speak. Some students may not care much and go along with it, but we encourage them.

He further shares about setting realistic expectations for students, alerting and motivating them to achieve their goals, understanding their diverse attitudes, encouraging them to foster a growth mindset, and building awareness and responsibility. This helps students navigate their aspirations with a strong

comprehension of the work required to fulfill their goals. If a student has a particular skill, encouragement from the teacher and nudging towards participation related to the particular skill can help students hone their skills. Communication between teachers and students provides exposure to opportunities for participation. Motivation with end goals and personal aspirations allows students to understand the effort required to achieve their goals. This will aid in the VID of students.

Dilip also mentioned that the students are encouraged by constant rewards. He shared an incident with a student:

In 2073 (2016), a student asked me how to become the Army's Chief. He wanted to join the army and was curious about what it takes to become the Chief. I had given him ideas and encouragement. We had some discussion. He joined the army and is still in the army.

He also shared another incident with a student where, upon meeting after a long time, a past student shared how he realized that Dilip's motivational conversation was words of wisdom. His sharing demonstrates his proactiveness towards students' curiosity and ambition by providing guidance and encouragement and instilling meaningful discussions that help achieve the goal, ultimately leading to long-term impact. Understanding and nurturing student's curiosity and providing proper guidance allow students to have a clear vocational identity. Encouraging and instilling ideas in the individual towards their goal leads to long-term impact.

Understanding and nurturing students' curiosity and proper guidance allows students to have a clear vocational identity. Encouraging and instilling ideas in the individual towards their goal leads to long-term impact. In this way, class teachers strongly believe that the encouragement and motivation that class teachers provide to their students also help in honing the personality of students. All the class teachers were adamant about the pivotal role of positive encouragement and motivation in molding the identity of the students. They also strongly believed that constant criticism and the pessimistic attitude of class teachers towards the students also play a significant part in negatively impacting the personality of students. The class teachers strongly believe that the encouragement provided by teachers in school settings strongly aids in the VID of adolescents.

Parental Involvement

All the participants strongly pointed out the role of parents as crucial in the VID of the students. Since parents are the major decision makers and primary

guardians of the students, the students are highly influenced and impacted by the mindset and thought process of parents. The expectations and decisions of parents from their children regarding academics, subject choice, and future aspirations highly influence the students. They can lead to situations where the students' vocational understanding of themselves shifts. All the participants mentioned two types of parents: those who look for the student's overall growth and those focused only on academics. They believed that discussing with parents is crucial for VID students and shared some incidents. Kashi shared:

For instance, some students are exceptionally good at art, but their parents suggest they shouldn't focus on that and should concentrate on their studies instead. Similarly, some students are very outspoken, but the emphasis is always on studies. For board-bound students, like in the last year of 8th grade, there was a very good student at Accent, and we encouraged her to participate repeatedly. However, her parents said that learning new things could be done later and that the focus should be on studies. Over time, this child gradually fell behind and did not participate. When I looked at her later, she had changed significantly. She was less interested in studies and not as talkative as before.

Her sharing demonstrated how students face difficulty balancing their talent or interest and parental expectations. Neglecting interests can adversely affect students and change their personalities and attitudes. Students lose motivation not just in their passion but in other areas as well. This shows teachers' crucial role in encouraging and motivating students, even in the face of opposition from parents. A holistic approach to education that values academic achievement and exploring personal interests is crucial for students. Parents also need to be made aware of this.

She further added:

Even though there was a discussion with the parents, they did not support this. Therefore, children should be allowed to freely pursue whatever they are talented in. I mention this to parents during Parent-Teacher Meetings (PTMs). There are extra activities where their talents can be honed, and they should not be stopped from pursuing them.

The teachers must address parental concerns, advocate for students' freedom, highlight the importance of extra activities, empower parents to grow students' diverse talents, and foster understanding among parents. Such partnerships between parents

and teachers can help create a more supportive atmosphere for students to thrive in academic and extracurricular domains.

Even with interests and skills, students are sometimes bound by their parents' decisions. Skills besides academics are not prioritized, and students are encouraged to pursue them later in life. This leads to students losing their identity, causing them to be bound by their parents and deviate from their interests.

Prahlad also mentioned that most of the discussions with parents occurred during PTM. He emphasized on parents' role:

Parents think that when they are in small classes, it's good that they have other interests, but there are some expectations regarding board exams. For example, they look for marks during the Secondary Education Examination (SEE). Despite all that, some parents say you don't have to score A+. You can get an A, but it is also okay to learn a good skill and go with that. There are two types of parents. Some may say their child doesn't have to score 90% in internal. If they score 80%, that is fine. They should study well and score better later.

He mentions the tension between the appreciation of diverse interests in smaller classes and the heightened focus on academic performance during critical exams in higher classes. This shift can lead parents to prioritize marks over personal development, undermining students' other talents. However, some parents also advocate for a balanced approach, appreciating the effort and instilling a growth mindset to thrive for the better in the future. There are varied perspectives of parents. He further adds:

However, some children are working hard, but their parents have high expectations, which can lead to pressure. The child may be doing well, but if they score 85 instead of 90, they might feel pressured and cry. If they are consistently hardworking, even if there are some lapses, we should remember that we shouldn't have too much expectation. Parents sometimes need to be reminded of this.

His sharing demonstrates the significant impact of parental expectations on students' emotional welfare and academic performance. The pressure from high expectations and the burden of perfectionism, negatively impact students' overall well-being and identity development. Thus, parents play a vital part in students' VID, and teachers must continually remind parents of their expectations and management.

They also need to be made aware of the consistent effort of students and the negative impact of pressure. Additionally, Dilip shared:

No matter how much effort we put in as a teacher, I see that the exposure provided by the guardians at home dictates the outcome. Despite all efforts, home exposure often influences the student's direction more than the teacher's input. Even when we encourage students based on their strengths, they sometimes go differently. It feels like the teacher's role is only 40% effective. The home environment dictates the rest.

Dilip highlighted the impact of home pressure and the teacher's role and limitations. The learning process is heavily influenced by the values and priorities instilled by families. While teachers can provide guidance and encouragement, the support and beliefs of guardians ultimately shape students' decisions and aspirations. Despite efforts to encourage students based on their strengths, students tend to choose paths that diverge from what might align better with their talents due to the influence of family. Students also feel pressured to follow conventional or prestigious career paths instead of following their interests. Even with encouragement from the teachers, parents sometimes do not let students pursue their interests or talents. The home environment plays a significant role in a student's educational journey. He further added:

To address this, we have a regular dinner event where parents come and participate with their children, and they engage in activities designed to help parents be aware of their children's future. However, there are still cases where parents impose certain things on students.

The parent's role in VID is crucial. The activities for building awareness, promoting parent-child engagement, promoting open dialogue, and encouraging flexibility are conducted in schools to ensure parents play a positive role in VID. Parental involvement in school via various activities aids in the VID of students.

The class teachers also strongly believe that parents have a crucial part in the VID of adolescents. Therefore, parental involvement is a significant practice at school that aids in the VID of adolescents.

Summing up the Experiences

From the prolonged engagement with the transcribed and translated interview, I could identify three different themes of school practice that the class teachers experienced to influence adolescents' VID. The themes are programs and activities,

encouragement, and parental involvement. Programs and activities are usually pre-planned activities set in the school calendar that happen promptly. Encouragement is usually determined by the personality of the class teachers and other teachers who engage with students regularly. The parents are responsible for caring for and making decisions for the students. Hence, parents have an abundant influence on the lives of students. Properly engaging parents to make them aware of their children and the need for identity exploration is also an important role the school plays.

Key Findings of the Perception of Class Teachers Regarding Vocational Identity Development Practice

The experiences of class teachers suggest that various programs and activities conducted in school, constant encouragement to students, and involvement of parents are the major VID practices conducted for adolescents at school.

Various programs and activities such as sports activities (basketball, table tennis, and many more), extra-curricular activities (speech competitions, extemporaneous writing, and many more), fine arts activities (music, vocal, and many more), vocational activities (mass media, fashion design, beauty, and many more), and inter-house competitions are available in school to help students explore interests, develop aspirations, understand their abilities and intelligence.

The encouragement of teachers plays a very important role in helping students discover themselves. Advocating for students, encouraging talent exploration, enabling the growth of students via collaboration with departments in the school, providing tailored recommendations for individual students, setting realistic expectations, alerting and motivating them to achieve their goals, and understanding their diverse attitudes are the key practices in schools to encourage the students. This helps students understand themselves better and develop their vocational identity.

Parental involvement plays a crucial part in the VID of adolescents, and schools involve and make aware parents by organizing various events and PTMs to address parental concerns, advocate for student's freedom, highlight the importance of extra activities, make aware of the consistent effort of students, promote parent-child engagement and open-dialogue.

Concluding the Chapter

This chapter examined the perceptions of class teachers regarding vocational identity development practice. It introduced the participants, including Kashi, Praladh, and Dilip, and highlighted their experiences as class teachers. The chapter explored

various programs and activities that added to vocational identity development, emphasizing the importance of encouragement from both teachers and parents. Parental involvement was discussed as a crucial factor in supporting students' vocational identity formation. The section summing up the experiences provided a comprehensive overview of how these experiences shaped teachers' views on vocational identity development. The chapter concluded by presenting key findings that illustrated the teachers' perceptions and insights into the practices that foster vocational identity among students, ultimately underscoring the significance of supportive environments in this process.

CHAPTER VII

PERCEPTION OF STUDENTS REGARDING VOCATIONAL IDENTITY DEVELOPMENT PRACTICE

This chapter begins with brief information on the students who participated in the interviews. Following their introduction, the chapter introduces the three themes that surfaced from analyzing students' experiences with VID practice in the school. The chapter describes the three themes, programs and activities, teacher's efficiency, and disciplinary measures, along with the presentation of excerpts from the interviews. The chapter concludes by summarizing the themes that surfaced from the students' experiences.

Students

The interviewees are class teachers and students of private schools in the Lalitpur district. There were 6 participants, 3 were students, each from a different school, whereas the remaining three were the class teachers at the same school where the students were studying. The class teachers have been provided pseudo names such as Ishan, Bhim, and Sona. The schools they were teaching in are provided pseudo names School A, School B, and School C, respectively. All the students participated in the semi-structured interview, in which they shared their demographic information, followed by their perceptions regarding VID practice. Parents of all three students provided their consent to interview their child. The students were excited to participate in the interview and voluntarily participated. They also willingly shared their perception and experience.

Ishan

Ishan is 15 years old and is studying in Grade 10 of School A. He was excited to share his story when he was told about the interview. Once requested for the interview, he continued to seek interest in the details and followed up actively to be interviewed.

Bhim

Bhim is 14 years old and is a student in Grade 10 of School B. He willingly accepted to be a part of the interview. He shared about his hectic school schedule and still emphasized giving his time for the interview. He said:

I will share whatever I know. I will help you as much as possible. Although I am a little nervous, I can be of help.

Sona

Sona is 14 years old, a Grade 10 female student at School C. She shared her willingness to participate when she was told about the interview. However, she also shared that she was nervous about what she would have to share and if she could provide meaningful details that would contribute to the research. She said:

Sharing about this topic is going to help me discover myself. I am, however, worried if I have something of use to share. I will answer your questions using my knowledge. I am nervous but also excited.

Students' Perception

This section discussed the answer to the research question four. Three primary themes emerged from the semi-structured interview conducted with students. The research question is:

How do students perceive the influence of practice at school on their VID?

Henceforth, I discuss the three themes: programs and activities, teacher efficiency, and disciplinary measures.

Programs and Activities

All three students mentioned that their skills and awareness about self are enhanced by the help of various activities and programs that are conducted in school. While discussing the practice that helped her identify her interest, Sona shared:

In grade 9, we had our WBL. We had classes focusing on different skills, like photography, hotel management, and carpentry. Those were good. Through the activity, I learned skills like photography, understanding lighting, and carpentry. I gained extra knowledge and realized I didn't want to choose those fields as a career in the future.

Sona has mentioned WBL, where students are exposed to various skills. She talked about hands-on learning with practical activities in photography, hotel management, and carpentry. Exposure to such diverse skills with practical learning broadens the skill set and provides an understanding of various professions. She also mentioned her realization of not wanting to choose those fields in the future as her career. This emphasizes her self-discovery and her clarity of her interests and self-belief.

Bhim shared that he is interested in pursuing computer engineering in the future. While asked about any incidents that have led Bhim to explore his interest in computer engineering more, Bhim said:

There is a computer exhibition that happens in our school every year. Students can showcase their skills and projects. They showcased really good models at the computer and science exhibitions last year. There was also a small Mars model, which intrigued me a lot. This exhibition sparked my interest in Robotics and Engineering. Hence, I also created a game design. I want to do something in IT.

From what Bhim shared, it is evident that his school experience significantly impacted his interests and aspirations. The computer exhibition served as a platform for students to display their skills creatively and collaboratively. Here, Bhim also shared getting inspired by the Mars model, which signifies the possibility of sparking curiosity and instilling practical application via such programs. Such programs and activities develop creative pursuits and career aspirations in students. Similarly, Ishan shared:

There are swimming competitions, football, and basketball that I enjoy. I also enjoy many programs, like Parents Day, cultural days, annual functions, Buddha Jayanti, and other events. It helps me enhance my knowledge.

Ishan shared about sports-related activities, cultural activities, and engagement in other school events. This illustrates a holistic approach to education, blending physical, social, and intellectual growth. This diverse engagement can help develop a well-rounded set of abilities and intelligence in many areas of life.

All the students acknowledged that various programs and activities at school help them explore their interests and even develop aspirations. In addition, the programs and activities conducted at school help develop various abilities and intelligence in students. Thus, the students perceived those programs and activities influenced their VID.

Teacher's Efficiency

Students emphasized that the efficiency of teachers is crucial in aiding VID. All three students mentioned that the teacher's nature and ability to understand students are important. When talking about how various practice in school helps their identity, Ishan shared:

I like various activities, but it depends on how the teacher instructs us. If they're telling us what to do without much explanation, no one is interested, and we don't know what to do. On the other hand, some teachers are very helpful. For example, my hobby is basketball. Ram Sir is our basketball coach, and he has helped me improve a lot by making me practice even on Saturdays and other holidays.

Ishan emphasized the impact of teaching methods and the need for clear instructions from teachers. He also mentioned how he appreciates supportive teachers and their dedication to improvement. His experience reflected the crucial role that effective teaching and supportive mentorship play in student engagement and success and underscored the prominence of clear communication and dedication in fostering a positive learning atmosphere.

Similarly, Sona shared how her interaction with two teachers influenced her perception of her ideal self. While talking about how various practices influence her ideal self, Sona shared:

My current teacher is quite moody. If she is in a good mood, she lets us off even if we don't do homework, but if she's in a bad mood, she points out even small mistakes. I don't like it. However, my grade 9 teacher noticed me fighting with a friend. He called me separately and made us understand each other. We started being friends again. I liked how he handled the entire conflict and solved personal issues well.

Sona highlighted the variation in the teaching and interaction styles of various teachers and her desire for fairness. When teachers' reactions vary based on their mood, it can lead to anxiety and a lack of motivation among students. Students often thrive in environments where expectations are clear and consistent, as it helps them feel more secure in their learning. She also shared her appreciation of positive conflict resolution and the value of positive relationships. This approach of positive conflict resolution can set a positive example of how to handle interpersonal conflicts and foster a sense of community and trust in the classroom, which enhances the overall learning experience. This can instill values in students and shape their personality.

Similarly, Bhim also shared how the efficiency of his teacher had a huge impact on his confidence building. He said:

My current teacher is very good as he listens to what we say and can understand the students' emotions. He clarifies all the doubts very well, and if

there is even a bit of confusion in class, he revises all the related matters very well.

Bhim constantly emphasized how his teacher promoted active listening, emotional understanding, clarity in teaching, and reinforcement of learning. This illustrates the profound impact of empathetic and attentive instruction on student engagement and learning outcomes.

The students shared how efficient teachers help them explore and clarify various topics. They also shared how certain teachers negatively impact them, leading to confusion and clarity. Thus, the students perceived that the efficiency of teachers also influenced their VID.

Disciplinary Measures

All the students mentioned that disciplinary measures are very important to learn and know oneself more. Though Ishan mentions himself to be a mischievous kid, Ishan shared:

We are kept within our limits and also allow fun at times. We are not allowed too much mischief, made to maintain uniforms, submit copies on time, complete everything, and such. If some students are causing too much trouble, they hold meetings and give those students extra work or extend their hours. I don't like it personally. But I also know it is for me only, and it will help me improve.

Ishan shared about structure and limits, fun and enjoyment, accountability, personal growth, resilience, and discipline. His sharing highlighted his acknowledgment of the long-term benefits of the disciplinary measures but also demonstrated the complexities of navigating school rules. It shows the need for a balance between disciplinary measures and personal freedom.

Bhim considers himself to be a well-behaved student and emphasizes that discipline is important. He shared:

The school is strict with discipline rules. If you break the rules, you get a demerit card and can even be restricted. That's why many students are disciplined. It is good that nobody can do troublesome activities. It gives us valuable life lessons.

Bhim's reflection illustrates the crucial role of strict discipline in shaping students' behavior and character, ultimately contributing to their growth and preparation for future challenges. He strongly believed disciplinary measures to be

crucial for preventing misconduct and life lessons to students. Additionally, his sharing showed how disciplinary measures develop a stronger sense of responsibility in students, improve the learning space, and promote a more dedicated learning environment.

Sona also shared that she prefers to avoid and stay out of touch with some disobedient students. She mentioned how she was a rebellious kid before but later understood that practice and disciplinary rules are made to help them grow. She shared:

I used to get upset about rules that I didn't agree with and wouldn't follow. My friends also feel the same way. In grades 9 and 10, we didn't follow those rules. We would get angry and go to higher authorities, which caused us to miss many classes. We later realized that those were for our benefit. After those conflicts, we realized many things and learned from them.

Sona shared her initial resistance to disciplinary measures and the collective discontent of students towards such measures. She also highlighted her evolving perspective and learning from conflicts. She shared her experience navigating school rules and the valuable insights gained through conflict and reflection that might benefit her in future challenges. She further added:

There's one example. In grade 7, I used to wear a mask all the time due to the coronavirus pandemic, and after the pandemic, I continued to wear it. I was angry when they said we couldn't wear masks while studying or speaking. We, as grade 10 students, were very addicted to wearing masks. It led to many conflicts, and later, we realized that our insecurities made us feel that way, and wearing a mask could cause breathing problems and confidence issues. That was my realization at that time.

Her initial discomfort with masks, reaction to change in rules, the realization of mask addiction, conflict and resolution, and understanding of consequences illustrate meaningful reflection and growth, instilling values. Such experience enhanced adaptability and signified the need to overcome insecurities and advance with self-belief. In this way, students perceived that the disciplinary measures helped them develop values of huge importance in life.

Summing up the Perceptions

From the prolonged engagement with the transcribed and translated interview, I could identify three different themes of school practice that the students perceived to

influence their VID. The themes are programs and activities, teachers' efficiency, and disciplinary measures. Programs and activities are usually pre-planned activities set in the school calendar that happen promptly. Teacher efficiency is the ability of the class teachers and other teachers who engage with students regularly to engage and influence students positively. Similarly, disciplinary measures are the rules and regulations set by the school and actions in case those rules and regulations are not followed.

Key Findings of the Perception of Students Regarding Vocational Identity

Development Practice

Students perceived various programs and activities at school, the efficiency of teachers, and disciplinary measures as the major practices at school that influence their VID.

Various programs and activities such as WBL (photography, carpentry, and many more), exhibitions (science, computer, and many more), sports activities (swimming, basketball, football, and many more), school programs (parent's day, annual functions, and many more) and cultural programs (Buddha Jayanti, Gai Jatra, and many more) conducted in school help students develop their abilities and intelligence and also discover their interests helping in the development of aspirations.

The efficiency of teachers has a crucial role in nurturing a learning environment and developing confidence in students. Teacher's teaching method, clear communication of instructions and expectations, dedication to improvement, supportive mentorship, positive conflict resolution, and reinforcement in learning create a healthy environment for students to demonstrate and develop their personality comfortably.

Disciplinary measures are crucial for developing values in students by preventing misconduct, providing life lessons, instilling a sense of responsibility, creating a conducive space for learning, and promoting a more focused learning environment. Even though disciplinary measures have long-term benefits and instill values in students, they involve complexities that students go through while navigating school rules and maintaining a balance between personal freedom and rule boundedness.

Concluding the Chapter

This chapter explored the perceptions of students regarding vocational identity development practice. It introduced the students involved in the study, including

Ishan, Bhim, and Sona, and examined their perspectives on vocational identity. The chapter discussed various programs and activities that contributed to their development, highlighting the importance of teacher efficiency in facilitating effective learning experiences. Disciplinary measures were also addressed, reflecting how they impacted students' perceptions and experiences within vocational identity formation. The section summarizing the experiences provided insights into how these factors shaped students' views on their vocational identities. Ultimately, the chapter concluded with key findings that illustrated the students' perceptions of vocational identity development practices, emphasizing the role of supportive environments and effective teaching in fostering a positive sense of vocational identity among students.

CHAPTER VIII

VOCATIONAL IDENTITY DEVELOPMENT: SUBJECTIVELY AND OBJECTIVELY

The chapter analyzes the quantitative and qualitative findings together. The perception of class teachers and students about vocational development practices and the perception of class teachers regarding the impact of VID practices in career choice is discussed here. The chapter begins by merging the quantitative and qualitative findings to gain an extensive understanding of the VID. It then contextualizes the findings with SCCT and TLT.

Merging Quantitative and Qualitative Findings

One effective strategy to mix quantitative and qualitative data is to utilize complementary methods, where qualitative and quantitative data are analyzed separately but discussed together to highlight their interconnections. Quantitative findings are presented first in this process, followed by qualitative themes that illustrate or challenge these results. This approach allows for a layered analysis, where statistical patterns are supported or questioned by rich qualitative data, thus strengthening the collective rigor of the research. By integrating both data types thoughtfully, researchers can address complex research questions holistically, ensuring that their findings reflect broad trends and individual experiences (Tessera, 2022). I also aimed to use this approach to mix my findings. In my quantitative findings of Chapter V, the mean value of all four constructs (personality, abilities and intelligence, values, and interests and aspirations) of VID practice for the class teachers is above 4, suggesting that the VID practice is strongly prevalent in school. Similarly, the quantitative findings of Chapter VI demonstrate a positive relationship between VID practice (constructs: personality, abilities and intelligence, values, and interests and aspirations) and career choice (constructs: self-efficacy, outcome expectations and personal goals), suggesting that changes in practice related to VID also strengthen the career choice of adolescents. From the quantitative findings, it is apparent that school activities for adolescents support VID. It was also found that VID positively influences adolescents' career choices. Similarly, qualitative findings

highlight various key school practices that class teachers and students believe to be supportive and discouraging in VID of adolescents.

Table 14

Alignment of Themes from Quantitative and Qualitative Findings

Themes for Quantitative Findings		Themes from Qualitative Findings		
Variable	Constructs	Teacher's Experience		Student's Experience
VID	Personality	Encouragement to Students	Parental Involvement	Teacher's Efficiency
	Abilities and Intelligence	Programs and Activities		Programs and Activities
	Values	-		Disciplinary Measures
	Interests and Aspirations	Programs and Activities		Programs and Activities

From quantitative findings, it is evident that the practices that enhance the components of VID are conducted in private schools, and the practices for VID influence adolescents' career choices. The components considered essential for VID are personality, abilities and intelligence, values and interests and aspirations. The components identified as determiners of adolescents' career choices are self-efficacy, outcome expectations, and personal goals. The qualitative findings also complement the findings. The qualitative findings from the experiences of class teachers suggest that various programs and activities conducted in school, constant encouragement to students, and involvement of parents are the major practices in school that aid in VID of adolescents. Additionally, the qualitative findings from students' perception suggest that various school programs and activities, teacher's efficiency, and disciplinary measures are the major practices that impact their VID. The programs and activities conducted in school are the common practices that both class teachers and adolescent students found to be essential in VID. The programs and activities conducted in school help develop students' abilities and intelligence. It also helps students explore their interests and aspirations. Similarly, teachers and students found encouragement to students and the efficiency of teachers, respectively, to be essential

and helpful in VID. Both themes signify teachers' importance and influence in shaping adolescents' VID. The encouragement of teachers to students, and the efficiency of teachers, help students understand themselves better and shape the personality of the students. In addition, disciplinary measures that students find essential can help students understand the importance of values and explore and cultivate their values. Parental involvement, which the class teachers found essential, is also crucial since parents play a huge role in shaping personality, exploring interests, developing skills, abilities and aspirations, and instilling values.

Theorizing with Previous Findings

There is a positive relationship between vocational identity and career choices (Vautero & Silva, 2022), and vocational identity plays a core role in shaping the career decisions of adolescents (Eveline et al., 2015). The quantitative findings further signify that adolescents' vocational identity and career choices have a significant positive relationship. School educators and career counselors are pivotal in vocational identity development, eventually leading to better adolescent career choices (Rogers et al., 2018). Teachers' power is also considered crucial in adolescents' VID. The qualitative findings of my research also highlight the efficiency of teachers and encouragement of teachers to students to be a major practice in school that aids in VID of adolescents. Parental involvement in school is a crucial practice that can aid in the VID of adolescents (Batool & Ghayas, 2020; Eveline et al., 2015). The qualitative findings of my research suggested parental involvement as a key theme perceived by class teachers. Hence, the research findings provide additional backup to the existing research findings. It also sheds light on various programs and activities as a practice that aids in VID.

Theorizing the Findings with Social Cognitive Career Theory

SCCT suggests that career development is an ongoing progression influenced by both the personal mindset and the external factors encountered (Brown & Lent, 2023). The theory takes environmental supports and barriers such as family, societal norms, and access to opportunities as key factors that shape career development (Lent & Brown, 2013). It describes individuals' self-efficacy, outcome expectations, and personal goals as the major influencers of career choices alongside the environmental supports and barriers they encounter (Brown & Lent, 1992). The three influencers, a) self-efficacy, b) outcome expectations, and c) personal goals, were considered constructs of career choice in this research. The VID practice and its relationship with

career choice were further found by looking into each construct of the predictor variable, VID, and the outcome variable, career choice. The constructs for VID were personality, abilities and intelligence, values and interests, and aspirations.

The findings suggest that various types of abilities and intelligence, interests and aspirations, and values positively influence all the components of self-efficacy and self-efficacy. However, some personality traits do not influence all of the components of self-efficacy. The openness to experience trait of personality trait does not influence the personal performance accomplishments and vicious learning component of self-efficacy (Schunk, 2012). The extraversion and agreeableness personality traits do not influence self-efficacy's social persuasion and personal performance accomplishment components (Ozer & Benet-Martínez, 2006). From this, it can be suggested that while all the types of abilities and intelligence, values, interests, and aspirations can influence students' self-efficacy positively, specific personality traits can be focused on to develop specific components of self-efficacy. Openness to experience traits can help develop persuasion and physiological and affective states, which are components of self-efficacy.

In contrast, the extraversion trait can be focused on influencing personal performance accomplishments, vicious learning and physiological and affective states, which are components of self-efficacy (McCrae & Costa, 2008). Agreeableness traits can help influence vicious learning, social persuasion, and self-efficacy's physiological and affective state components. Additionally, conscientiousness and neuroticism traits can influence all four components of self-efficacy (Roberts et al., 2007). In this way, personality traits can be focused on to develop specific components of self-efficacy.

Similarly, personality trait extraversion, three types of abilities and intelligence, interpersonal intelligence, naturalistic intelligence, and musical intelligence, two types of values, ethical, and moral values, and three types of interests and aspirations, career interest and aspirations, personal interests, and personal development aspirations influence the physical outcome (Gardner, 1999). Hence, these aspects should be worked upon to influence physical outcomes positively. All the components within the constructs of VID influence the social outcome component of outcome expectations except bodily-kinesthetic intelligence (Lent et al., 2002). Hence, apart from bodily-kinesthetic intelligence, all aspects should be considered for the social outcome. Similarly, all the components within the

constructs of VID influence the self-evaluative outcome component of outcome expectations. Hence, all the variables of VID should be considered for self-evaluative outcomes (Lent & Brown, 2013). In this way, specific aspects can be considered to develop specific components of outcome expectations. Likewise, the various personality traits, types of abilities and intelligence, types of values, and types of interests and aspirations influence the components: choice of content goals and performance goals of personal goals and personal goals in general positively (Bandura, 1997; Lent et al., 2002). Hence, all the components within the constructs of VID can be considered together to develop personal goals.

From the quantitative findings, two major components from each construct of VID that have a major impact on each of the components of career choice are mentioned in the tables below.

Table 15

Primary Components of Constructs of VID that Positively Influence Self-Efficacy

Self-Efficacy	Constructs of VID	Components of each Construct
Personal	Personality	Neuroticism
Performance		Extraversion
Accomplishments	Abilities and Intelligence	Spatial Intelligence
	Values	Musical Intelligence
		Ethical Values
		Moral Values
	Interests and Aspirations	Career Interests and Aspirations
		Personal Development Aspirations
Vicarious Learning	Personality	Extraversion
		Agreeableness
	Abilities and Intelligence	Interpersonal Intelligence
	Values	Naturalistic Intelligence
		Moral Values
		Personal Values
	Interests and Aspirations	Career Interests and Aspirations
		Personal Development Aspirations
Social Observation	Personality	Conscientiousness

		Neuroticism
	Abilities and Intelligence Values	Bodily-Kinesthetic Intelligence Interpersonal Intelligence Ethical Values Moral Values
	Interests and Aspirations	Career Interests and Aspirations Personal Development Aspirations
Physiological and Affective States	Personality	Extraversion Agreeableness
	Abilities and Intelligence Values	Intrapersonal Intelligence Naturalistic Intelligence Ethical Values Moral Values
	Interests and Aspirations	Academic Interest and Educational Aspirations Personal Development Aspirations

As mentioned in Table 15, the component personal performance accomplishments of construct self-efficacy are positively affected at most by neuroticism and extraversion traits among the various personality traits, spatial intelligence and musical intelligence among various types of abilities and intelligence, ethical values and moral values from various values, and career interest and aspirations and personal development aspirations among various interests and aspirations. Similarly, the component vicarious learning of construct self-efficacy is positively affected at most by extraversion and agreeableness traits among the various personality traits, interpersonal intelligence and naturalistic intelligence among various types of abilities and intelligence, moral values and personal values from various values, and career interest and aspirations and personal development aspirations among various interests and aspirations. Likewise, the component social observation of construct self-efficacy is positively affected at most by conscientiousness and neuroticism traits among the various personality traits, bodily-kinesthetic intelligence and interpersonal intelligence among various types of abilities and intelligence, ethical values and moral values from various values, and career interest and aspirations and personal development aspirations among various interests and aspirations. The component physiological and affective states of construct self-

efficacy are positively affected at most by extraversion and agreeableness traits among the various personality traits, interpersonal intelligence and naturalistic intelligence among various types of abilities and intelligence, ethical values and moral values from various values, and academic interest and educational aspirations and personal development aspirations among various interests and aspirations.

Table 16

Primary Components of Constructs of VID that Positively Influence Outcome Expectations

Outcome	Constructs of VID	Components of each Construct
Expectations		
Physical Outcomes	Personality	Extraversion
		-
	Abilities and Intelligence	Interpersonal Intelligence
	Values	Musical Intelligence
		Ethical Values
		Moral Values
	Interests and Aspirations	Career Interests and Aspirations
		Personal Interests
Social Outcomes	Personality	Conscientiousness
		Extraversion
	Abilities and Intelligence	Interpersonal Intelligence
	Values	Naturalistic Intelligence
		Moral Values
		Professional Values
	Interests and Aspirations	Personal Interests
		Career Interests and Aspirations
Self-Evaluative Outcomes	Personality	Conscientiousness
		Agreeableness
	Abilities and Intelligence	Naturalistic Intelligence
	Values	Logical-Mathematical Intelligence
		Ethical Values
		Moral Values
	Interests and Aspirations	Personal Development Aspirations

Aspirations	Career Interests and Aspirations
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From Table 16, the component physical outcomes of construct outcome expectations are positively affected at most by extraversion traits among the various personality traits, no other personality traits affect physical outcomes. The physical outcome is also positively influenced by interpersonal intelligence and musical intelligence among various types of abilities and intelligence, ethical and moral values from various values, and career interests and aspirations and personal interests among various interests and aspirations. Similarly, the component social outcomes of construct outcome expectations are positively affected at most by conscientiousness and extraversion traits among the various personality traits, interpersonal intelligence and naturalistic intelligence among various types of abilities and intelligence, moral values and professional values from various values, and career interest and aspirations and personal interests among various interests and aspirations. Likewise, the component self-evaluative outcomes of construct outcome expectations are positively affected at most by conscientiousness and agreeableness traits among the various personality traits, naturalistic intelligence and logical-mathematical intelligence among various types of abilities and intelligence, ethical values and moral values from various values, and career interest and aspirations and personal development aspirations among various interests and aspirations.

Table 17

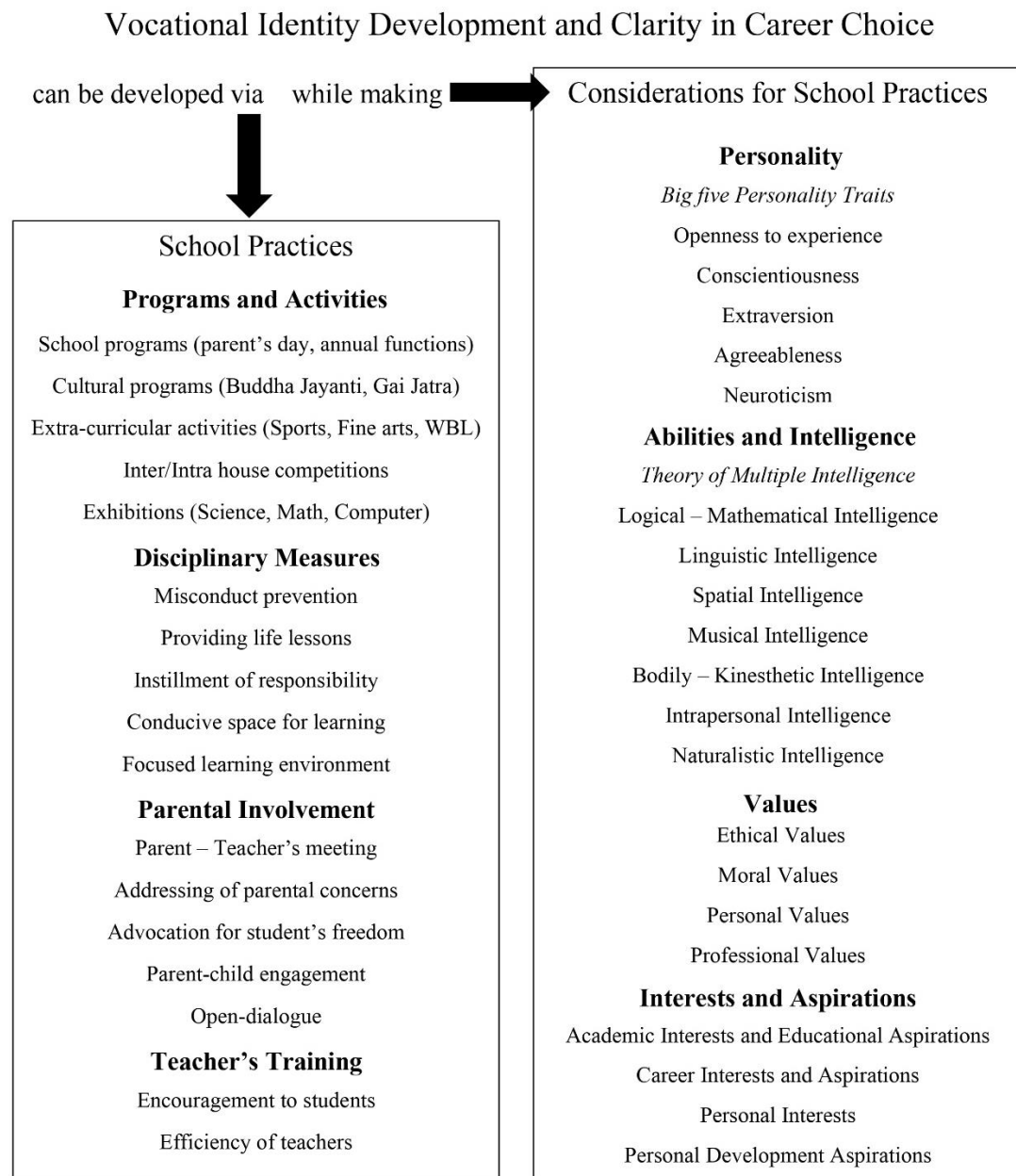
Primary Components of Constructs of VID that Positively Influence Personal Goals

Personal Goals	Constructs of VID	Components of each Construct
Choice Content Goals	Personality	Extraversion
		Conscientiousness
	Abilities and Intelligence	Interpersonal Intelligence
		Intrapersonal Intelligence
	Values	Personal Values
		Moral Values
	Interests and Aspirations	Personal Development Aspirations
		Career Interests and Aspirations
Performance Goals	Personality	Agreeableness
		Openness To Experience

Abilities and	Interpersonal Intelligence
Intelligence	Musical Intelligence
Values	Ethical Values
	Professional Values
Interests and	Personal Development Aspirations
Aspirations	Academic Interest and Educational Aspirations
	Career Interests and Aspirations

In Table 17, the component choice content goals of construct personal goals are positively affected at most by extraversion and conscientiousness traits among the various personality traits, interpersonal intelligence and intrapersonal intelligence among various types of abilities and intelligence, personal values and moral values from various values, and career interest and aspirations and personal development aspirations among various interests and aspirations. Similarly, the component performance goals of construct personal goals are positively affected at most by agreeableness and openness to experience traits among the various personality traits, interpersonal intelligence and musical intelligence among various types of abilities and intelligence, ethical values and professional values from various values, and career interest and aspirations, academic interest and educational aspirations, and personal development aspirations among various interests and aspirations. In this way, each of the components of career choice can be positively influenced by considering the two most influential components from the variables of VID.

The following theoretical framework in Figure 3 sums up the holistic understanding of the blended qualitative and quantitative findings. The VID and clarity in adolescents' career choices can be developed via school practices like regular programs and activities, disciplinary measures, parental involvement, and teacher training for efficiency and encouragement to students. The practices should be developed by focusing on developing adolescent students' personalities, abilities and intelligence, values, and interests and aspirations.

Figure 3*Theoretical Framework***Theorizing the Findings with Transformational Leadership Theory**

In educational settings, TLT offers a powerful framework for shaping effective teaching practices that resonate with students on both intellectual and emotional levels (Bass & Riggio, 2005). At its core, TLT emphasizes the role of leaders, whether in organizations or classrooms, in inspiring and motivating others to accomplish advanced levels of performance, innovation, and personal growth (Northouse, 2013). When applied to teaching, this theory goes beyond traditional

methods of instruction, encouraging educators to engage students in intellectually stimulating and personally empowering ways. The components of VID are personality, abilities and intelligence, values, and interests and aspirations. Teachers who adopt transformational leadership practices create environments that inspire students to strive for excellence, embrace challenges, and take ownership of their learning. This can be achieved through visionary motivation, where the teacher sets clear and compelling expectations for student success, communicating a sense of purpose that connects learning to students' goals and aspirations (Fullan, 2001). By sharing a vision for VID, transformational teachers help students see the broader significance of their efforts, fostering a deeper sense of motivation that extends beyond grades to personal fulfillment and growth. This helps shape the student's personality and develops self-efficacy and clear outcome expectations for the students.

Moreover, transformational leadership emphasizes intellectual stimulation, encouraging students to think critically, ask questions, and engage in problem-solving. In the classroom, this means moving away from rote memorization and creating opportunities so that students can explore new ideas, challenge assumptions, and contribute to discussions that push boundaries (Bass, 1990). Teachers may pose thought-provoking questions or facilitate group discussions encouraging students to consider diverse perspectives, fostering an environment where curiosity and critical thinking are valued. This helps in the development of students' abilities and intelligence. Additionally, individualized consideration is a cornerstone of transformational leadership in education. A transformational teacher recognizes each student's unique strengths, challenges, and interests and provides tailored support to help them succeed (Leithwood & Jantzi, 2005). This includes awareness of students regarding their personality, abilities, intelligence, values, interests, aspirations and development of personal goals. Thus, transformational teachers can support the VID of students by considering their holistic growth.

The practices leading to VID identified via this study are various programs and activities conducted in school, constant encouragement to students, involvement of parents, the efficiency of teachers, and disciplinary measures. Various programs and activities with personalized feedback, one-on-one mentorship, and flexible learning strategies can be crucial in students' VID (Dweck, 2006). Similarly, the efficiency of teachers via a commitment to each student's development by cultivating

a sense of inclusion and self-growth is also a key transformational strategy (Hattie, 2008). This individualized approach helps students perform better academically while also nurturing their self-confidence, emotional intelligence, and sense of agency, ultimately leading to VID of students. While these practices may require more time, effort, and creativity from educators, this approach constantly encourages the students (Bryk et al., 2009). Transformational teaching practices can cultivate a classroom culture of mutual respect, intellectual curiosity, and shared achievement. Students actively participate in their learning journey instead of remaining passive recipients, empowered by a teacher who believes in their potential and challenges them to reach new heights.

Transformational leadership style is characterized by four key components known as the "Four I's": idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These components facilitate a collaborative environment where leaders and followers can together identify necessary changes, create a shared vision, and implement those changes effectively. By cultivating trust and respect, transformational leaders enhance their followers' commitment and performance while promoting personal growth and development (Jaroliya & Gyanchandani, 2022). There is a significant interplay between transformational leadership and individual characteristics such as personality traits, abilities, intelligence, values, and aspirations. Leaders and educators who exhibit empathy, openness to experience, and high emotional intelligence are better equipped for individualized consideration and intellectual stimulation.

Furthermore, when they align their vision with the values and aspirations of their students, they create a motivating environment that encourages innovation and collective achievement. This alignment boosts morale and empowers students to take ownership of their roles (Dinh et al., 2022). Transformational educators can create an environment for active participation and involvement of parents in this individualized approach toward students that can further strengthen their vocational identity (Epstein, 2011). Via a transformational leadership framework, disciplinary measures, where restorative practices help students understand the impact of their actions, learn from mistakes, and develop the skills and values needed for future success, can be implemented (Zehr, 2002). Instead of punitive actions when students misbehave, this approach focuses on repairing relationships and understanding the root causes of misbehavior. By embracing transformational leadership principles, educators can

transform the learning experience, enhancing its relevance, impact, and engagement and, ultimately, making it transformative for students, which can play a focal role in the VID of students.

Concluding the Chapter

This chapter began with a thorough account of the quantitative and qualitative findings. It then presented the alignment of themes from quantitative and qualitative findings. The quantitative and qualitative findings were blended while aligning the themes. After aligning the themes, the complementary findings obtained were discussed along the SCCT and TLT theories. The findings were complementary, providing a holistic understanding of the concept.

CHAPTER IX

THE END IS THE NEW BEGINNING

This chapter summarizes the understanding of VID practice and its relationship with career choice gained via this mixed methods study. It starts with the summarization of the research. It then presents the conclusion and implications. The theoretical implications are presented first in the implications section. Implications for school leaders and future research then follow it. The chapter is then finally concluded.

Summary of the Dissertation

VID is the primary psychosocial task of an adolescent. Identity achievement is a sophisticated process requiring much exploration and commitment. This research examined the relationship of VID practice with adolescents' career choices as perceived by class teachers. It also explored the experiences of class teachers and students related to school practice that aid in adolescent's vocational identity development. The research questions answered by this research are: a) To what extent are the practices for VID of adolescents related to their career choice? b) What are the experiences of class teachers regarding adolescent VID due to various practices at school? c) In what ways does the class teacher's perception of VID practice for adolescents differ based on their personal characteristics and school location? d) How do students perceive the influence of practices at school on their VID? While looking for answers to these research questions, I learned about the various stages of identity development based on identity exploration and commitment. For this research, I delimited the VID to a few major constructs that determine vocational identity and skipped the stages an individual goes through during identity development. The study utilized mixed methods research, assigning equal weight to the survey and interviews. Via the Delphi technique, a well-administered survey questionnaire to be filled by class teachers was developed with a Likert scale data type. Similarly, two interview guidelines were developed for interviews of class teachers and students. The first and third research questions were answered by analyzing the responses to the survey via descriptive and inferential statistics. The second and fourth research questions were answered by prolonged engagement with the interview transcriptions of class teachers

and students to identify major themes. The analyzed data were merged in the discussion section to develop a broader understanding that is presented in theoretical framework. The discussion was based on literature, theories, conceptual framework, and personal reflection.

The insights and findings highlighted the significance of understanding the multidimensional nature of vocational identity development practices and clarity in career choice. As I draw to a close, this examination and exploration extend beyond academic interest, thus resonating with real-world applications and future considerations. By synthesizing the key points discussed, the complexities involved can be understood to pave the way for informed decision-making. In addressing the first research question, which focused on understanding the relationship of the practices for VID of adolescents with their career choice, the findings revealed a significant positive relationship. The findings validate the established knowledge base that is related to vocational identity and career choice and further illuminate the existence of relationships even in adolescence years. Overall, it adds to the understanding of the relationship among different constructs and sub-constructs of vocational identity and career choice in adolescence, thereby contributing to the existing knowledge of Erikson's identity vs. role confusion crisis of adolescence years from lifespan theory and Marcia's identity status theory. The second research question explored the experiences of class teachers regarding adolescent VID due to various practices at school. The results demonstrated that various programs and activities at schools, constant encouragement to students, and parental involvement in school are the key practices in school that contribute to the VID of adolescent students. This indicates teachers' awareness of ways in which the VID of students can be enhanced. Overall, this contributes to understanding teachers' experience of VID and helps map out the course of action for enhancing VID practices.

In answering the third research question regarding how the class teacher's perception of VID practice for adolescents differs based on their personal characteristics and school location, it was found that except for the construct abilities and intelligence of VID, there is no significant difference in the perception of class teachers based on their personal characteristics and school location. Even for the construct, abilities and intelligence, the perception of class teachers is similar for other personal characteristics and locations except for sex. This outcome is noteworthy because it helps in grasping the teacher's perceptions in education and suggests that

efforts to address perceptions should consider gender dynamics while recognizing the broader similarities that exist among class teachers. Finally, while exploring the fourth research question about how students perceive the influence of practices at school on their VID, the findings suggested school programs and activities, teachers' efficiency, and disciplinary measures as the major practices that students perceive to influence their VID. This research contributes valuable insights into how students interpret and respond to various school practices, suggesting that schools should prioritize these areas to enhance student engagement and promote positive developmental outcomes. This study provides some insights to the school leaders regarding the current VID practice.

Conclusion

VID is a complex process that combines a lot of interior and exterior aspects in an individual's life. One of the key tasks of adolescents is identity development. Hence, the VID of an adolescent is undoubtedly an important developmental factor that needs attention. Identity itself is a dynamic concept that can change for an individual across a duration. A strong vocational identity development can occur after proper exploration and commitment. School is where adolescents spend most of their day and life. Hence, intervening and aiding via school can serve the best VID of adolescents. Currently, there are seldom such direct practices that can establish the VID of an adolescent student. Since identity is a complex process with no hard and fast rule, directly building vocational identity is impractical. School practice can be shaped in such a way that it can help develop vocational identity. The strong establishment of VID leads to a robust sense of self and a well-informed career selection.

The current schooling system of Nepal demands that students dedicate themselves to academics once they reach the secondary level. The societal context and school environment demand rigorous student work, leading to a lack of involvement in other activities. Though schools have a lot of programs and extra-curricular activities, students who reach secondary level are usually encouraged to skip their involvement in such places and instead focus only on their studies. The government specifies criteria and policies for schools to engage students in areas other than academics, but it is rarely found in practice. This needs to be seriously attended. VID can be constructed by identifying and developing personality, abilities and intelligence, values, interests, and aspirations. Class teachers believe that school

practices have been aiding in developing these factors. However, secondary-level adolescents still face a lot of pressure regarding academics, making the practice insufficient. Even though VID practice and career choices of adolescents are positively related, the strength of the relationship as perceived by class teachers is minimal. Nonetheless, the attainment of vocational identity leads to strong career choice determination. Hence, VID is an imperative facet that needs to be addressed seriously. Class teachers perceive that the practice for VID of adolescents is strongly present in the school. However, the sudden academic pressure and lessening of non-academic activities while shifting from upper primary to secondary level results in identity confusion and, at times, even identity crisis. There is also a shift in students' personalities when going to the secondary level due to various reasons, one being academic stress. Some students give up on their interests and aspirations and tend to let go of their non-academic abilities. At a stage that requires exploration of the personality, abilities and intelligence, values, and interests and aspirations, such a situation might only add to the identity confusion, leading to an identity crisis. Thus, a lack of proper practice and the need to improvise existing measures is also necessary.

Incorporating comprehensive VID programs into school curricula can greatly enhance students' understanding of various career paths. When adolescents participate in structured VID activities, they are equipped to identify their interests and strengths, which positively impacts their career aspirations. Schools emphasizing VID can create supportive environments encouraging students to explore and commit to potential career options. To effectively facilitate this process, it is essential to offer additional training and resources for teachers, enabling them to support students in their VID journey better. Moreover, parental involvement plays a crucial role in nurturing not only the exploration of career options but also the overall identity development of students. Ultimately, prioritizing VID is essential for the education system, school leaders, and educators to ensure students are well-prepared to manage their future with clarity and self-assurance.

Implications

The conclusions show the possibility of implications of this research in multiple ways. Hence, this section discusses the potential contributions of the findings in various areas.

Theoretical Implications

Some of the previously existing theories are Erikson's theory of psychosocial development, Super's life-span, life-space theory, and Marcia's identity status theory. However, a VID theory was not found during the literature review. The developed idea from this study presents the components of vocational identity and the practices that can be conducted in school. This idea can be further tested and used by future researchers and school leaders to develop impactful practices accordingly.

Implications for School Leaders

This study gives school leaders insights into how class teachers and students perceive the school practice. The school leaders can use the outcomes to reflect on and modify the existing practice and actively work on integrating activities that can aid in developing adolescents' VID. In addition, school leaders can also work to enhance the competency of secondary-level teachers and ensure the efficiency of teachers, especially in classroom settings. School leaders can also increase parental involvement to ensure the VID of adolescents is met.

Implications for Future

This research can work as a frame of orientation for Nepali researchers to explore the vocational identity of adolescents. This particular research looks at the perception of class teachers and students regarding school practice for VID. Future research work can explore adolescents' vocational identity to understand it in-depth and develop practice accordingly. Parent involvement in adolescents' VID is another research issue that can be further explored. Additionally, a longitudinal study to understand the gradual identity development of adolescents throughout the years can further help develop practice and be a good research topic.

Implications for Students

This research offers valuable insights into the various facets of an individual that contribute to vocational identity development (VID) and enhance clarity in career decision-making during adolescence. It outlines key dimensions such as personality, abilities and intelligence, values, and interests and aspirations, all of which are essential for fostering VID and informed career choices. Students can utilize this framework to gain a deeper understanding of themselves and cultivate a stronger sense of identity. Furthermore, it serves as a guide for personal growth, empowering them to actively develop both their vocational identity and confidence in making career decisions.

Concluding Remarks

This chapter summarizes the entire research, followed by a conclusion and implications for key stakeholders. Reflecting on my journey of M. Phil, the entire development process of this research has provided an exponential learning curve for me. As a child, I always wondered about my identity. Especially during my adolescence, I was quite confused about which field of study to choose. I found myself in a situation where I was unaware of my interests, aspirations, and place in the vocational world. As I grew older, I found many people in my circle in their early career years still confused regarding their vocational identity, resulting in struggles in their personal and professional lives. As an educator (mostly working with teenagers), I have also seen a lot of students facing the same identity crisis. With my personal experience and from what I could draw from my interactions, I started being intrigued by the VID of adolescents, and hence, I chose my research topic. As I progressed with my MPhil journey, I became interested in both quantitative and qualitative research methods (especially concurrent research design), and I started shaping my research purpose to utilize both methods. This led me to choose convergent mixed methods research.

There are a few key realizations and lessons of this journey henceforth. Firstly, conducting convergent mixed methods research requires patience, energy, and ample study to examine the underlying issue. The researcher needs to be prepared to do justice to the design. Secondly, the researcher must be clear on the choice between an overarching paradigm and an outlook of paradigmatic compatibility. While looking for paradigmatic compatibility instead of using an overarching paradigm in mixed methods research, the researcher needs to remain constantly mindful of the interplay of subjectivity, relative objectivity, and values. Thirdly, the discussion should be designed to do justice to the data collection method of both the quantitative and qualitative strands while providing triangulation.

Additionally, the theoretical framework developed from this research ignited the light into how VID and clarity in career choice of adolescents can be developed via various programs and activities, disciplinary measures, parental environment, teacher training for efficiency and student's encouragement with consideration of their personality, abilities and intelligence, values, and interests and aspirations. To summarize the entire research journey, this study has provided multiple possibilities for exploring VID for adolescents in Nepal.

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APPENDICES

Appendix I: Parental Consent Form

Working Title of Study: Vocational Identity Development Practice and Career Choice of Adolescents: A Convergent Mixed Methods Study in Private Schools of Lalitpur

Introduction: I, Uttisikha Adhikari, a student of Kathmandu University School of Education currently pursuing M. Phil in Educational Leadership and an educator by profession, am conducting a research on “Vocational Identity Development Practice and Career Choice of Adolescents: A Convergent Mixed Methods Study in Private Schools of Lalitpur”, as a part of my coursework. The purpose of the research is to examine the impact of vocational identity development practice in the career choice of adolescents and explore the experiences of adolescent’s vocational identity development for class teachers and students.

In order to conduct this research, I need to take interview of adolescent students currently studying in Grade 9 or Grade 10. I want to take interview of your child, _____ and request you to support me by providing your consent to allow his/her participation in this interview.

Procedures: If you consent to your child participating in this study, they will be interviewed in accordance to the need of the study. The interview will be recorded for research purpose. The total time commitment for participation is estimated to be approximately 1-2 hours.

Confidentiality: All information collected during the study will be kept confidential. Your child's name will not be used in any reports or publications resulting from this study. The data collected will be stored securely and will be accessible only to the research team.

Voluntary Participation: Participation in this study is completely voluntary. You and your child have the right to refuse to participate or withdraw from the study at any time without consequence.

Benefits and Risks: There may be no direct benefits to your child from participating in this study. However, the information gathered may contribute to our understanding

of the study. There might be minimal discomfort from discussing sensitive topics which will be handled with sensitivity and ethics.

Contact Information: If you have any questions or concerns about the study, you may contact me, at 9843455022.

Consent: I have read and understood the information provided above. I consent to allow my child, _____, to participate in the research study titled "Vocational Identity Development Practice and Career Choice of Adolescents: A Convergent Mixed Methods Study in Private Schools of Lalitpur."

Parent/Guardian Signature:

Printed Name of Parent/Guardian:

Child's Name:

Date:

Child's Date of Birth:

Appendix II: Participant's Consent Form

Title of Study: Vocational Identity Development Practice and Career Choice of Adolescents: A Convergent Mixed Methods Study in Private Schools of Lalitpur

Introduction: I, Uttisikha Adhikari, a student of Kathmandu University School of Education currently pursuing M. Phil in Educational Leadership and an educator by profession, am conducting a research on “Vocational Identity Development Practice and Career Choice of Adolescents: A Convergent Mixed Methods Study in Private Schools of Lalitpur”, as a part of my coursework. The purpose of the research is to examine the impact of vocational identity development practice in the career choice of adolescents and explore the experiences of adolescent's vocational identity development for class teachers and students.

In order to conduct this research, I need to take interview of teachers currently serving as class teachers in Grade 9 or Grade 10. I want to take your interview, and request you to support me by providing your consent to participate in this interview.

Procedures: If you consent to participating in this study, you will be interviewed in accordance to the need of the study. The interview will be recorded for research purpose. The total time commitment for participation is estimated to be approximately 1-2 hours.

Confidentiality: All information collected during the study will be kept confidential. Your name will not be used in any reports or publications resulting from this study. The data collected will be stored securely and will be accessible only to the research team.

Voluntary Participation: Participation in this study is completely voluntary. You have the right to refuse to participate or withdraw from the study at any time without consequence.

Benefits and Risks: There may be no direct benefits to you from participating in this study. However, the information gathered may contribute to our understanding of the study. There might be minimal discomfort from discussing sensitive topics which will be handled with sensitivity and ethics.

Contact Information: If you have any questions or concerns about the study, you may contact me, at 9843455022.

Consent: I have read and understood the information provided above. I,
_____, consent to participate in the research study titled "Vocational
Identity Development Practice and Career Choice of Adolescents: A Convergent
Mixed Methods Study in Private Schools of Lalitpur."

Signature: _____

Printed Name: _____ **Date:** _____

Appendix III: Student's Interview Guideline

Personal Information

Name:

Age:

Grade:

Gender:

Name of the School:

Location of the School:

Build up Questions

- What do you want to become in future?
 - What are the occupations you are open to explore?
 - What goals have you set for your near future?
 - What expectations do you have after you complete your S.E.E.?
 - What do you see yourself doing after S.E.E.?
 - What do you think about it?
 - Who influenced this idea upon you?
 - What triggered you to choose this?
 - What do you feel about it?
 - Did you have some other idea before?
 - What changed the idea?
- What are your values/ beliefs and aspirations?
 - When did you first think about it?
 - With whom have you discussed about it?
 - Who influenced this idea on you?
- How do you find your school?
 - Why do you find it so?
 - Who is your class teacher?
 - Who was it in Grade 9?
 - How do you find them?
 - How was that person with you?

Questions to understand the experience

- What are the activities in your school that you like the most?

- What interest and aspirations have you developed from your school?
- What from school do you think has shaped your personality the most?
- What personal values or beliefs do you feel have instilled or evolved in school?
- What role do academic achievements or extracurricular activities play in shaping your understanding of who you are?
- Can you describe an instance or event where you found a significant shift or evolution in your sense of identity at school?
- Can you share any experiences related to your belongingness in school?
- Can you describe any challenges or conflicts you've encountered in different aspects of your identity while at school?
- How do you experience feelings of inclusion or exclusion within the school community?
- Can you discuss any significant relationships or interactions with teachers or classmates that have contributed to your identity development?
- Can you let us know some activities that you think help develop your identity and choice of vocation?
- Can you describe an event/ activity in school that made you explore the career choice you are inclined towards currently?
- How do class teachers play role in all this?
- Can you tell me about your finest/ worst experience in class that made you question about your vocational identity/ career choice?
- From your experience, what factors helped/ hindered your identity development/ career choice?
- Can you tell me about the help you get for vocational identity/ career choice?
- What do you think your school/ class teachers think about your vocational identity/ career choice?
- Is there anything important about your experience that we haven't talked about?

Specific Probes:

- What do you think about your school in developing your identity and career choice? What does that mean for you when identifying your vocational identity/career choice?

- How does school affect your identity/choice?

Appendix IV: Teacher's Interview Guideline

Guiding Questions

Personal Information

Name:

Age:

Class teacher of Grade:

Gender:

Name of the School:

Location of the School:

Build up Questions

- How do you find your school?
 - Why do you find it so?
 - What do you think of your students?
 - What is different between Grade 9 and Grade 10?
 - How do you find them?
- Your role as a class teacher?
 - What is your role as a class teacher?
 - What do you think of your role in school?
 - What do you think of your role in classroom as a class teacher?
- What do you think about the student's values/ beliefs and aspirations?
 - What aspects do you think affect it?
 - How does school aid in it?
 - What is your take on it as a class teacher?
- What do you want think students want to become in future?
 - What are the occupations you help them explore?
 - What goals have you helped set for your near future?
 - What expectations do you think they have after they complete your S.E.E.?
 - What do you see them doing after S.E.E.?
 - What do you think about it?
 - What do you think influences their idea?
 - What are their triggers to choose it?

- How do you feel about it?
- Do you think students have some other idea before?
- What changes the idea?

Questions to understand the experience

- What do you think about yourself being a class teacher?
 - What interest and aspirations related practice do you have?
 - Do you think you help develop student's personality?
 - What personal values or beliefs do you feel you have instilled in students?
 - What role do academic achievements or extracurricular activities play in shaping your understanding of who they are?
 - Can you describe a moment/ incident in classroom where your student felt a significant shift or evolution in their sense of identity?
 - Can you share any experiences of feeling a sense of occupational identity in your classroom?
 - Can you describe any challenges or conflicts you've encountered in different aspects of student's identity while at school?
 - How do students experience feelings of inclusion or exclusion within the school community?
 - Can you discuss any significant relationships or interactions with class teachers that have contributed their identity development?
 - Can you let us know some activities that you perform help develop their identity and choice of vocation?
 - Can you describe an event/ activity in classroom that made any student explore the career choice you are inclined towards currently?
- Can you tell me about your finest/ worst experience in class that is related to student's vocational identity/ career choice?
- From your experience, what factors helped/ hindered student's identity development/ career choice?
- Can you tell me about the support you provide for vocational identity/ career choice?

- What do you think your students think about their vocational identity/ career choice?
- Is there something important about your experience that we haven't talked about?
- How do class teachers play role in all this?

Specific Probes:

- What do you think about helping development of their identity and career choice? What does it mean for you to help them?
- How do you aid students relate to/impact on/affect their identity/choice?

Appendix V: Survey Questionnaire for Class Teachers

Dear Class Teachers,

I am a student of Kathmandu University School of Education currently pursuing M. Phil in Educational Leadership and an educator by profession. As a part of my coursework, I am conducting a research on “Vocational Identity Development Practice and Career Choice of Adolescents: A Convergent Mixed Methods Study in Private Schools of Lalitpur”. The purpose of the research is to examine the impact of vocational identity development practice in the career choice of adolescents and explore the experiences of adolescent’s vocational identity development for class teachers and students.

In order to conduct this research, I need your support in answering this questionnaire. This questionnaire is designed to understand your perception on the vocational identity development practice. Your response will be recorded and used for academic purpose only. I assure you to maintain your anonymity. There will be no misuse of your information. I hope to be able to get fruitful findings via your response of this survey. Hence, I humbly request you to provide your voluntary participation in responding to the following questionnaire.

The first section contains your basic introductory details that will be stored for the purpose of follow up if necessary. The second and third section contain questions to be answered with tick mark (✓). The third section contains statements with no right or wrong responses and the response is based solely on your teaching practice, perception and experience. Please read the statements carefully and respond to all the statements as honestly as possible with tick mark (✓). I appreciate your valuable time and response and am thankful towards your participation in the study.

Please note that by filling this form, you provide your consent and voluntary participation in this research.

- ☐ I provide my consent and voluntary participation in the study being conducted.
- ☐ I am a class teacher of either Grade 9 or 10 teaching in one of the private schools located in the Lalitpur District.

Section1: Introductory Details

Please fill out the information.

Full Name: _____

Mobile Number: _____

Alternative Phone Number: _____

Email Address: _____

Facebook ID: _____

Name of the School you are teaching at: _____

Grade in which you are serving as class teacher:

- ☐ Grade 9
- ☐ Grade 10
- ☐ Both

Location of the school you are teaching at:

- | | |
|---|---|
| <input type="checkbox"/> Lalitpur Metropolitan City | <input type="checkbox"/> Konjyoson Rural Municipality |
| <input type="checkbox"/> Mahalaxmi Municipality | <input type="checkbox"/> Bagmati Rural Municipality |
| <input type="checkbox"/> Godawari Municipality | <input type="checkbox"/> Mahankal Rural Municipality |

Section 2: Demographic Information

Tick (✓) the correct answer.

1. Age

- ☐ Under 35
- ☐ 35 - 54
- ☐ 55 and above

2. Gender

- ☐ Male
- ☐ Female
- ☐ Non – Binary

3. Years of teaching experience

- ☐ Less than 5 year
- ☐ 5 - 15 years
- ☐ More than 15 years

4. Qualification

- ☐ S.E.E. / S.L.C.
- ☐ +2
- ☐ Bachelors
- ☐ Masters

☐ Doctorate

Section 3: Your perception

The abbreviation in the table denotes following:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

Note: Please (✓) tick mark your chosen option based on your classroom practice.

S.N.	Statements	SD	D	N	A	SA
1	The students are encouraged to be open to new experience in learning.					
2	The students are made to be responsible and organized in fulfilling their commitments.					
3	The students are encouraged to feel comfortable speaking up in group settings.					
4	The students are made to work in cooperation and be compassionate towards each other.					
5	The students are taught the skill of remaining calm and composed in stressful situations.					
6	The students are taught to effectively use language to express themselves, understand others and interpret complex texts.					
7	The students are trained to think logically, analyze problems and use mathematical concepts to solve problems and make decisions.					
8	The students are provided guidance to perceive, visualize, and manipulate objects in space.					
9	The students are instructed to use body effectively to perform tasks and solve problems such as coordination, balance, fine motor control, and physical expression.					
10	The students are guided to understand and interact effectively with others.					

-
- 11 The students are provided guidance to self-awareness
and understanding of one's own emotions, motivations,
and goals.
- 12 The students are coached to understand the natural
world, including plants, animals, and the environment.
- 13 The students are upskilled with sensitivity to rhythm,
melody, pitch, and tone.
- 14 The students are encouraged to discuss and reflect on
ethical dilemma and multiple perspectives.
- 15 The students are made to feel comfortable expressing
their moral beliefs and take responsibility for their
moral choices and actions.
- 16 The students are guided to explore their personal
values and beliefs along with the influence of each of
them.
- 17 The students are provided opportunities to develop
essential professional skills and values.
- 18 The students are encouraged to explore different
subjects and areas of study and develop educational
aspirations.
- 19 The students are exposed to a variety of career options
and encouraged to explore their career interests.
- 20 The students are encouraged to pursue their personal
interests and hobbies both inside and outside the
classroom.
- 21 The students are guided to set personal development
goals, strive for continuous improvement and growth
mindset.
- 22 The students are confident in their ability to succeed in
the tasks related to the career of their choice.
- 23 The students are positively influenced by the success
of others in similar career paths.
- 24 The confidence of students to stick to their chosen
-

career path is boosted by constructive criticism and positive feedback.

25 The emotional state of the students highly impacts their confidence with regards to career related abilities.

26 The students' belief in their career capabilities is highly influenced by tangible results such as salary increases or promotions.

27 The students' confidence in the career path is enhanced by support and encouragement of social network.

28 The confidence of student in their career is boosted by their reflection on career related accomplishments and growths.

29 The students' confidence in career path is strengthened by setting clear goals for the career.

30 The students' career related confidence is boosted by setting and achieving performance targets.

31 My school actively works in development of multiple abilities of students.

32 My teaching practice help students to explore their interest and develop aspirations.

33 I deliberately work in order to instill values in students.

34 I have developed classroom activities that help in the shaping of students' personality.

-----Thank you for your valuable participation. -----

Contact Details of the Researcher

Name: Uttisikha Adhikari

Phone Number: 9843455022

Personal Email Address: uttadh54@gmail.com

Appendix VI: Shapiro-Wilk Test of Normality

Category	Statistic	Df	Sig.
Personality	.867	215	0.056

Abilities and Intelligence	.948	215	0.061
Values	.930	215	0.053
Interests and Aspirations	.927	215	0.052
Self-Efficacy	.964	215	0.061
Outcome Expectation	.946	215	0.056
Personal Goal	.877	215	0.062

Appendix VII: Levene's Test for Equality of Variances

	Gender		Qualification		Location		Age		Teaching Experience	
Category	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Personality	.002	.966	.038	.846	.317	.728	.012	.988	.213	.809
Abilities and Intelligence	.320	.572	.005	.945	1.442	.239	.581	.560	.035	.966
Values	.232	.630	.435	.510	1.015	.364	.218	.805	.675	.510
Interests and Aspirations	.870	.352	.026	.872	.517	.597	2.236	.109	.318	.728

Appendix VIII: KUSOED Ethical Guidelines Form

1

Office Use Only

Received on: _____ Approved on: _____

Returned for revision on: _____

Ethical approval number: _____

Kathmandu University School of Education

Research Committee

Application for Ethical Approval

1: About research project and student/faculty

1.1 Title of the research project:

Vocational Identity Development Practices and Career Prospects in Adolescents: A Mixed Methods Study in Private Schools of Lalitpur Metropolitan City

1.2 Duration of the research project

Research activities start	March 7, 2024	Scheduled Completion date	July 7, 2024
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1.3 About applicant/s:

Applicant's name and title:	Uttisikha Adhikari	Student
Department/Unit	Educational Leadership	
Email:	uttsikha_mpedl23@kusoed.edu.np	Phone: 9843455022
Role in the research:	Research Student	

1.4 Student project (to be filled up the student if it is undertaken for his/her studies)

If the project is to be undertaken by a research student as part of their studies, please indicate below.

Section 7 must also be completed.

Admitted year	2023	Level of study	MPhil	Department	Educational Leadership
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1.5 Faculty research

Names of all researchers:	Area of Expertise

1.6 Has this project been submitted for ethical approval before? If so, when?

No

Section 2: About the research project**2.1 Introduce your research project (100 words)**

The purpose of this study is to identify the vocational identity development practices for adolescents and to discover the ways in which vocational identity development practices can lead to career shaping of adolescent students of Nepal. Sequential Explanatory Design under Mixed methods Research approach will be undertaken for the study where quantitative data collection will be followed by qualitative data collection. The qualitative part will be phenomenological in nature and have more weight in the study.

2.2 State research questions.

1. How do private school teachers perceive practices of vocational identity development for adolescents?
2. To what extent does the vocational identity development of adolescents influence the choice of higher education subjects in Nepal?
3. How can vocational identity development be used to shape career of adolescent students in the context of Nepal?

2.3 Methods of study

Describe how the study will be undertaken and explain what interactions will occur between researchers and participants (100 words)

The study will be a sequential explanatory mixed methods study where quantitative data will be collected via self-administered survey questionnaire followed by qualitative data collection via in-depth interview. The qualitative study will be of phenomenological nature. For the quantitative part, the designed survey will be distributed to the participants via an online google form whereas the designed interview questions will be asked via in-depth interviews.

2.4 Location/s of the research (site/s where the research will be carried out)

My study area will be the schools of Lalitpur Metropolitan City which are running secondary classes (Grade 9 - 10).

2.5 Are you familiar with the local culture/context/professionals? If not, what do you do to adjust with the local culture/people/professions?

Yes, I am familiar with the local culture and have contact with few of the schools which will be my study area.

Section 3: Participants

3.1 Who will be the participants in this project?

Class teachers for quantitative part and adolescent students, class teachers, school leaders and recently passed out school students for qualitative part

3.2 What is the number of participants?

Sample Size is 196 for quantitative part and 8 participants for qualitative part

3.3 What is the age range of participants?

14-50 years

3.4 If this research involves children under 18 years of age, describe how do you comply the study?

I will have the participants under 18 years of age. I will take the consent of their parents or guardian for their participation.

3.5 What is the participant selection and exclusion criteria?

Participant selection will be done through random sampling and purposeful sampling of quantitative and qualitative part respectively and the participants would be from inside Lalitpur metropolitan city serving as class teachers for Grade 9 and 10 in private schools for quantitative study. The participants for qualitative part will be selected according to the convenience of their interview time and date. The participants will also be from Lalitpur metropolitan city.

3.6 Will any personal information including names, contact details, email addresses of participants etc. be accessed for purposes of report writing?

No, I will not include names, contact details and email addresses of participants. I will use pseudo name for each participant.

3.7 Do you provide the information of the participants to the other person/organization? Explain

No, I won't provide the information to the participants to the other person or organization. I will maintain confidentiality throughout the research process.

Section 4: About ethical considerations

4.1 Describe the likely burden/s of participation and any risks to participants during this the research. If so, how will you minimize the risks?

The research may question about the events in participant's life that are very sensitive and emotional. In this case, the participants will be well informed about their rights to withdraw any time and it will be ensured that researcher will maintain confidentiality of information.

4.2 Are you providing any reimbursement or pocket expenses to the participants? If so, justify.

No, I won't be providing any reimbursement or pocket expenses to the participants.

4.3 Will you disclose about you and research process to the participants? How?

Yes, I will clearly describe my identity and the process that will be used in my research study. Before starting data collection, I will informal meet all the participants and share my name, name of my university and purpose and process of my study. I will conform their willingness to take part in my research and then only set date and time for the interview with them.

4.4 What risks can be there in the field? If so, how do you mitigate?

For the interview, the participants might have to provide more time than expected and planned so, it would be difficult for the participants to take part. In this situation, the researcher will take interview in the time of their convenience and at place of their availability.

4.5 Please confirm by putting tick (✓) that you have ensured the following:

	Yes	No
Security of respondents during the research process	✓	
Security of researchers during the research process	✓	
Protection health hazards because of the research	✓	
Avoidance of environmental hazards because of the research	✓	
Maintaining where applicable the gender and other inclusion	✓	
Avoidance of sexist and stereotypical language	✓	

If explanations are needed in case of above points, please write here.

Section 5: About confidentiality issue

5.1 How do you protect the privacy and confidentiality of participant data and samples during the collection?

In order to protect the privacy and confidentiality, pseudo names will be used instead of the participant's original details and their location or any other information that will disclose their identity will not be revealed.

5.2 How do you protect the privacy and confidentiality of participant data and samples during the analysis and report writing?

In order to protect the privacy and confidentiality, pseudo names will be used instead of the participant's original details and their location or any other information that will disclose their identity will not be revealed.

5.3 Are you using photographs or recordings of participants using audio tape, film/video, or other electronic medium and how are these to be used? Will you take consent from the participants?

Yes, there will be audio recording of the interview as the data for the study. For this, the consent will be taken from the participants.

5.4 When the project is completed, for all the records and materials (written or electronic) used or collected during the project, outline how will the records be stored?

The records and materials used or collected during the research will be stored in the personal computer of researcher but it will be ensured that the information will be used only for purpose of thesis and information will not be shared with any other individuals or organizations.

Section 6: Declaration of the researcher (s)

I/we, the researcher(s) agree to:

- conduct the project in accordance with ethical guidelines.
- start this research project only after obtaining final approval from the Research Committee
- submit final report to the Research Committee and get its approval before it is submitted to KUSOED or another agency.
- accept responsibility for the conduct of this research project remaining in ethical principles.

Name and signature of applicant/s.

Applicant's signature:	Uttsikha	Name:	Uttsikha Adhikari	Date:	March 7, 2024
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HoD/Program Coordinator's signature for submitting
this application to the Research Committee for ethical approval.....
Date:

Appendix IX: Sample of Coding, Categorizing and Thematizing

Ishan	Bhim	Sona	Category
<p>Do you know the difference between a class teacher and other teachers? Class teachers focus only on their own class, while other teachers don't mind discipline and such things.</p> <p>What does the class teacher mind? Discipline and maintaining the name of the class.</p> <p>To make the class better, what does the class teacher do? She is strict, but she is still good. Class teachers keep everyone within limits and also allow some fun.</p> <p>What are the limits and what does the teacher do to maintain it? Not too much mischief, not as wild as other sections. There are other sections too, but teachers are strict. Our section is strict too, but they don't hit us.</p> <p>To make the class good, what else does she do? What is considered good? Its all about Maintaining discipline.</p> <p>What kind of discipline? Uniforms, submitting copies on time, completing everything, and such.</p> <p>Does discipline fall under that? Yes.</p>	<p>What roles do your school's class teachers play? Roles? They maintain discipline in class, assign work, teach, mainly.</p> <p>Do you think the school plays a role in shaping your personality? Yes, the school is strict with discipline rules. If you break rules, you get a demerit card and can even be restricted. That's why many students are disciplined.</p> <p>Does the fear of restrictions contribute to staying disciplined? Yes.</p> <p>Are there many debatable topics in school? Has the school introduced any new ideas recently? Not really, not so far.</p> <p>What kind of unwanted rules are there? Not from higher authorities, but even class teachers make unnecessary rules, like asking students to address each other as "you" out of respect. They don't allow us to play football during breaks, saying we are they are kids playing and as seniors, we can't play when they are playing. Our break time is their free time, so they don't let us play football. There are also rules like not allowing us to come with open hair and other such things</p> <p>Have you learned any important lessons or values from school? Important lessons? I think I need to control my anger.</p> <p>Why do you feel that way? Because I get upset about rules that I don't agree with, and I don't follow them. My friends also feel the same way. In grades 9 and 10, we didn't follow those rules. We would get angry and go to higher authorities, which caused us to miss many classes. We later realized those were for our benefit. After those conflicts, we realized</p>	<p>Q: How do you feel about your school? A: My school is fine overall, but the principal's decisions have caused some issues. Other than that, everything else is okay. The curriculum is good too.</p> <p>Q: What do you mean by issues caused by the principal? A: The principal only thinks about herself and the teachers. She doesn't consider how students are doing or the pressure they're under—especially the grade 10 students. She insists on giving them a lot of work, and if they can't complete it, she doesn't extend deadlines or make adjustments. Instead, she just scolds them directly. Many students have been suspended because of this.</p> <p>Q: Students have been suspended for not completing homework? A: Yes, for not completing homework or not following discipline.</p> <p>Q: What kind of discipline issues? A: I'm not entirely sure, but the boys in grades 9 and 10 used to get along well. Now, they fight, maybe over girls or something. One student has even been expelled.</p> <p>Q: Have students been expelled for academic reasons too? A: Yes.</p> <p>Q: What kind of academic issues? A: Cheating in class, taking books into the washroom during exams, not speaking respectfully to teachers, or not listening to them—things like that.</p> <p>Q: Do you feel that the principal doesn't understand the students' point of view? A: Yes.</p> <p>What other responsibilities do class teachers have besides that of a subject teacher?</p>	Discipline
	<p>many things and learned from them.</p> <p>For example, did you learn to question authority or not follow rules? There's one example. In grade 7, I used to wear a mask all the time, and after COVID, I continued to wear it. When they said we couldn't wear masks, it was okay at times, but when we were studying, or speaking they said we shouldn't wear masks. We, as grade 10 students, were very addicted to wearing masks. It led to many conflicts, and later we realized that our insecurities made us feel that way, and wearing a mask could cause breathing problems. That was my realization at that time.</p>	<p>if some students are causing too much trouble, they hold meetings and give those students extra work or extend their hours.</p>	