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Original Article

Vocational Identity Development and Career Choice Among Adolescents: A Survey of Private Schools in Lalitpur

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Abstract

The growth of self-awareness regarding one's personality, skills and intelligence, values, interests, and goals is known as Vocational Identity Development (VID). Without VID, adolescents get confused about their higher academic endeavors and join courses that do not match their ideal career. This causes distortion among adolescents about their interests and passions, leading to random and incompatible career choices. This research aimed to examine the impact of VID practice on career choice among adolescents. For this research, 215 class teachers of either Grade 9 or 10 from private schools in Lalitpur district were surveyed. The research findings suggested that 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. However, activities conducted in schools for adolescents support VID and VID positively impact adolescents' career choices. This study suggests 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.

Keywords: vocational identity development, adolescents, career choice

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Introduction

Vocational identity is the integration of personality, abizlities, values, and interest in forming an individual's belief of self. Identity development includes individual's sense-making of themselves in terms of the environment (Torres et al., 2009). Though identity development is a complex process with many internal and external factors in play, clarity in personality, abilities and intelligence, values, and interests and aspirations are major determinants of the Vocational Identity Development (VID) of an individual. Personality of an individual can be understood via the Big Five Personality Traits which consists of dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Eysenck, 1992). Abilities and intelligence, on the other hand, can be understood via the Theory of Multiple Intelligences proposed by Gardener which consists of eight distinct intelligences, linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist (Kornhaber, 2019). Likewise, values can be of different types such as ethical values, moral values, personal values, and professional values. Similarly, interests and aspirations can be divided into academic interest and educational aspirations, career interest and aspirations, and personal interests, and personal development aspirations. According to Erikson (Erikson, 1985, as cited in LibreTexts, 2020), identity establishment is the dominant psychosocial task of adolescence, and identity formation is the key indicator of effective development during adolescence. VID of an adolescent is a sophisticated and continuous process influenced by the school setting and various school practices. 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.

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). Savickas et al. (2009), 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.

In order to understand career choice of an individual, Social Cognitive Career Theory (SCCT), introduced by Lent et al. (2002), suggests three key variables: self-efficacy beliefs, outcome expectations, and 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. Bandura (1986) identified three categories of outcome expectations: physical outcomes, social outcomes, and self-evaluative outcomes. Likewise, choice-content goals and performance goals are two types of personal goals. SCCT has been used to predict how interests, social support, barriers, self-efficacy, and outcome expectations influence career aspirations. It integrates various concepts, such as interests, abilities, values, and environmental factors which influence career paths (Skorikov & Patton, 2007).

Drawing upon the importance of VID practice and its association with career choice, this study aimed to examine the impact of vocational identity development practice on career choice among adolescents. The research question, "*How are the VID practices for adolescents related to their career choice?"* guided this study. The hypothesis (H1) was: *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).*

Methods

Since surveys can collect information about people's attitudes, behaviors, opinions, and beliefs systematically, it is a suitable method to understand the prevalence of VID practice as perceived by class teachers. This research therefore employs a survey design. Among various data collection tools that can be adopted while conducting a survey, survey questionnaire is selected as a data collection tool, considering its various advantages, such as low cost, reduction in biasing error, and accessibility (Dalati & Gomez, 2018). The research site of this study are the private schools of Lalitpur district providing secondary level education. Secondary level was chosen as the study center since the students moving from basic level to secondary 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.

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

Teachers serving as class teachers in the Grade 9 or Grade 10 are the participants of this study. 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.

The study participants were class teachers of either Grade 9 or Grade 10. As per the conversation with the district education officials of Lalitpur, there is 1 class teacher in each grade in each school. Hence, the population of the study is

Total Population = 212 schools * 2 teachers [(1 Grade 9 class teacher + 1 Grade 10 class teacher)] = 424

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

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

Where,

n = Sample size

N = Total population = 424

e = Level of significance = 0.05

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

Hence, 206 was the sample size of the study.

The data collection tool used was survey questionnaire and a Likert scale-type data was used in questionnaire. Delphi technique was used to refine the initial self-

administered Likert scale questionnaire developed with the scales graded as "SD" = Strongly Disagree, "D" = "Disagree," N = "Neutral," A = "Agree," SA = "Strongly Agree". The finalized Likert scale survey questionnaire comprised 34 statements with the same scales. Content validity was ensured during the questionnaire preparation with the help of literature review and Delphi technique (Hsu & Sandford, 2007). Additionally, construct validity was ensured by maintaining the interconnectedness between the problem statement, research questions and hypothesis via logical flow between all three elements. The theoretical link was also identified to maintain the construct validity. A pilot test was further done with class teachers from the secondary schools of other districts who matched the characteristics of my participants. Once the participants for piloting exceeded 10% of the main sample size which would be around 21 participants for this research, the Cronbach's Alpha test for reliability was conducted.

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. The participants were also asked about ease of use, confusion in responding, time required, and other details. Based on their inputs, Likert scale questions was refined to improve clarity and eliminate ambiguity. In this way, reliability and validity of the study was maintained. For circulation of the self-administered questionnaire to the actual participants after piloting, an online Google Form and a PDF version for printing physical copies of the questionnaire were prepared.

To collect the data, email and telephone were used as the point of contact of all schools. Only few class teachers filled up the online form circulated. Hence, printed physical copies of the form were taken to schools. The personal information section was checked to ensure that the data was not duplicated.

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. The data collected was first coded. Since reverse coding was unnecessary for any statements, the coded data was input into Statistical Package for the Social Sciences (SPSS) -25. The responses were checked for missing values, incorrect, irrelevant, duplicate data and such data were removed. Data was also checked for improper format and variable types were changed where necessary.

In order to conduct inferential statistics, the key assumptions of parametric tests were checked. 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-value > 0.05) suggesting that the first test assumption was met.

Randomization for sample selection using a simple random sampling method 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-value > 0.05), confirming the final assumption of the parametric test. Then, inferential statistics were performed since the tests' assumptions were met. The tests performed are mentioned in Table 2.

Table 2

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

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. Criterion validity was maintained by comparing the research results with similar studies while examining inconsistencies. Honesty and integrity was maintained throughout the

research activity by clear description of the entire process, avoidance any possible plagiarism and providing citations and references whenever the work of others was referred.

Findings

In order to answer research question and hypothesis, the connection between the dimensions of the VID practice constructs and the career choice constructs was analyzed. Bivariate Pearson correlation statistics were conducted, resulting in the statistics presented in Tables 3, 4, 5 and 6.

Vocational Identity Development Practice and Self-Efficacy

Table 3

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

Dimensions of **VID Practice** ↓ **Self-Efficacy** →	**Personal Performance Accomplishments**	**Vicarious Learning**	**Social Persuasion**	**Physiological 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 Intelligence	.350**	.274**	.282**	.308**
Interpersonal Intelligence	.340**	.451**	.274**	.294**
Intrapersonal Intelligence	.254**	.278**	.248**	.327**
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).

From the above table, 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. For those constructs that are significant, a positive correlation is found between the dimensions since $r > 0$.

Vocational Identity Development Practice and Outcome Expectations

Table 4

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

Dimensions of **Outcome Expectation** → / **VID Practice** ↓	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**
Interests and Aspirations	**.216****	**.455****	**.493****
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).

From the above table, all the dimensions of the constructs of VID practice and the dimensions of the construct, outcome expectations 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. For those constructs that are significant, a positive correlation is found between the dimensions since $r > 0$.

Vocational Identity Development Practice and Personal Goals

Table 5

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).

From the above table, 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. For those constructs that are significant, a positive correlation is found between the dimensions since r > 0.

Mutual Relationship between Vocational Identity Development Practice and Career Choice

Table 6

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 6 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 hypothesis formulated is related to the relationship between VID practice and career choice. The alternative hypothesis was converted into null hypotheses and bivariate Pearson correlation statistics were conducted, resulting in the statistics presented in Tables 3, 4, 5 and 6. 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 H0: $\rho = 0$ (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.

Discussion

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 findings suggest that various types of abilities and intelligence, interests and aspirations, and values positively influence all the components of 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 & Martinez, 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, extraversion, different types of abilities and intelligence (including interpersonal, naturalistic, and musical intelligence), values (ethical and moral), and interests and aspirations (career interests and aspirations, personal interests, and personal development aspirations) also influence physical outcomes (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, various personality traits, types of abilities and intelligence, types of values, and types of interests and aspirations positively influence the choice of content goals, performance goals, and personal goals

(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 7

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

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

	Abilities and Intelligence	Intrapersonal Intelligence
		Naturalistic Intelligence
	Values	Ethical Values
		Moral Values
	Interests and Aspirations	Academic Interest and Educational Aspirations
		Personal Development Aspirations

As shown in Table 7, personal performance accomplishments, a component of self-efficacy, are most positively influenced by neuroticism and extraversion, spatial and musical intelligence, ethical and moral values, and career interests and aspirations as well as personal development aspirations. Similarly, vicarious learning, a component of self-efficacy, is most positively influenced by extraversion and agreeableness, interpersonal and naturalistic intelligence, moral and personal values, and career interests and aspirations and personal development 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 8

Primary Components of Constructs of VID that Positively Influence Outcome Expectations

Outcome Expectations	**Constructs of VID**	**Components of each Construct**
Physical Outcomes	Personality	Extraversion
		-

	Abilities and Intelligence	Interpersonal Intelligence
		Musical Intelligence
	Values	Ethical Values
		Moral Values
	Interests and Aspirations	Career Interests and Aspirations
		Personal Interests
Social Outcomes	Personality	Conscientiousness
		Extraversion
	Abilities and Intelligence	Interpersonal Intelligence
		Naturalistic Intelligence
	Values	Moral Values
		Professional Values
	Interests and Aspirations	Personal Interests
		Career Interests and Aspirations
Self-Evaluative Outcomes	Personality	Conscientiousness
		Agreeableness
	Abilities and Intelligence	Naturalistic Intelligence
		Logical-Mathematical Intelligence
	Values	Ethical Values
		Moral Values
	Interests and Aspirations	Personal Development Aspirations
		Career Interests and Aspirations

From Table 8, 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 9

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

In Table 9, 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.

Conclusion

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 extra-curricular and co-curricular 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.

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. This study gives school leaders insights into how class teachers 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. This research can also work as a frame of orientation for Nepali researchers to explore the vocational identity of adolescents. 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. 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.

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Appendices

Annex I: **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**

Annex II: 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

Annex III: 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