

# THE SIGNIFICANCE OF AWARENESS ABOUT SELECTION AND RECRUITMENT PROCESSES IN STUDENTS' CAREER DECISION MAKING

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## Abstract

Mostly information used by the students in deciding their future careers are based on the information they acquire during childhood through their parents or guardians, friends and teachers, the mass media or social interaction. Usually career choices are made without the consideration of selection and recruitment processes criterion and such career decision making concludes with despair and disappointment due to unawareness about the selection and recruitment process. Successful and effective career decision making requires the comprehensive knowledge of selection and recruitment process of desired profession. This study focuses to ascertain the significance of awareness about selection process in students' career choices. Analyzed 572 surveys received from students of 9th grade to sophomore of three different schools, out of which two were situated in urban area and one was in rural area. By applying regression analysis results indicate positive and significant relationship between awareness of selection and recruitment process and students' career decision making and career choices. Also significant impact was observed on the *familiar* influences, *social* influences on students' career decision making, choices persistence and selection of college majors. Researcher identified and discussed a set of limitations, recommendations and *future perspective studies in conclusion*.

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**Keywords:** Career choices; Selection and recruitment process, *family* influences, Social influences, Career decision making

## 1. Introduction

The most important and distinctive aspect of life is to choose right career at the right time and the basis of career development and progress lay down by the career one chooses. Students as an important part of any nation necessarily should go through a process which apprised them with respect to

the various career options and the process criterion for the selection and recruitment of their chosen career. Career selection is outlined over diverse courses and can be influenced by numerous factors or related with different variables (Gorman, and Schroeder, 1989; Gordon, 1995; Jones, Orndorff and Herr, 1996). Students of South Asia region do not have any concept of career counselling and while getting higher grade education the majority of these students is not aware of their strength, aptitude and their talents; whereas, students of private or English medium schools have some better idea about career choices and counselling (Khan et al; 2011). Super (1980) suggests that career planning becomes significant during early adulthood and during this time, high school students enter a time in their lives when seeking career information and becoming aware of their vocational interests is a major developmental task (Khan et al; 2011).

The internal and external impact may be influenced the students' career choice, whereas students are mainly influenced by the professions of their parents, siblings or other close contacts. Majority of students who have admissions in their favourite subjects or educational institutions follow the career paths in accordance to their academic majors, but unawareness about selection and recruitment process/criterion of their desired career can derail students from their career choices outcome. So, it was important to examine the variables of career decision making ability of students with perspective of awareness of selection and recruitment process particularly for the choice outcome and career choice persistence. The awareness about selection and recruitment process needs to be linked with the career decision making as to have substantiation for the career choice persistence. Therefore this study evaluates the significance of awareness about selection and recruitment process in students' career decision making, in this connection.

## **2. Literature Review and Conceptual Framework**

The career choice means the selection of career according to perceived ability. Choosing a vocation probably affect an individual's conspicuous life-style more than any other choices he/she makes (Parson, 1909). Savickas and Lent (1994) suggested that the choice process is comprised of three components: (1) establishing a goal; (2) taking action to implement the choice, and (3) attaining a significant position and stage of performance determining the future directions and career behaviors. Numerous studies have already been conducted on the students' decision-making process abilities and to describe the process (Hossler and Gallagher, 1987) created a three-stage model, which consisted on predisposition, search and choice. During the predisposition stage, typically from grades seven through nine (Cabrera and La Nasa, 2000), students decides whether or not to continue their formal education after high school (Hossler and Gallagher,

1987) professional and educational aspirations, ability, parental encouragement, family socioeconomic status, and high school academic resources also influence students during the search stage (Cabrera and La Nasa, 2000).

The outcome of this stage results in the students developing a narrowed list of prospective institutions with information on each (Cabrera and La Nasa, 2000), when students put forward applications to institutions, the final stage begins and usually after grades 10<sup>th</sup> and 12<sup>th</sup> or in after graduation. Factors that influence a student's final decision include the institutions' academic reputations, costs, and locations (Hossler and Gallagher, 1987) parental encouragement and socioeconomic status, along with occupational and educational goals and ability (Cabrera and La Nasa, 2000). Students are well aware of school expenses, financial aid, institutional attributes, and admission standards (Cabrera and La Nasa, 2000).

However, despite all theories and different studies the fact of the matter is, the very important factor which is mostly influencing the career decision making ability of students is the availability of jobs (Kochung, et al; 2011). Based on these assumptions, career choices and decision making theories are supposed to help students to develop their processing abilities and thus their capabilities as career problem solvers; viewing them as primarily cognitive process focusing on the development of career decision-making skills. Whilst as we discuss above the students begin to think about entering into the particular vocational or training institution during studies in between grade 10<sup>th</sup> to 12<sup>th</sup> at some point in first stage (Cabrera and La Nasa, 2000) and research has shown that students assesses location and academic programs when choosing their academic institution (Hossler and Gallagher, 1987).

Therefore several factors influence students career decision making skills including individual characteristics, the attitudes of others, and educational activities (Espinoza, et al; 2000). Whilst, parents have also been found to contain the great influence on educational and career decisions (Esters and Bowen, 2005; Esters, 2005; Broekemier and Seshadri, 1999; Fisher and Griggs, 1995; Houser and Yoder, 1992; Kotrlik and Harrison, 1989). Social and cultural environment influences career choice as it is commonly assumed, the main diversities and similarities of influences on career choice bring interesting theoretical and methodological insights (Ozbilgin, et al; 2004). In another study by Ozbilgin et al. (2004; p.8) explored "Pull and Push" factors that influence career choice as meso-level influences, the "Push and "Pull" perspective posits that individuals are 'pushed' into certain careers because of absence of alternatives or they are pulled into their careers, as they are personally attracted to some career choices.

The higher level of self and environmental exploration will result in a greater degree of similarity, likeness, and congruence between the individual and the vocation chosen by the individual, a great degree of congruence between individual and perceived career will definitely result into higher levels of adjustment, certainty, satisfaction, contentment, and loyalty with the choice (Germeijs and Verschueren, 2006). Whilst, as a child grows and become more aware of their own strengths, weaknesses and as interests developed are more likely to choose career as she identifies her capacity to prosper in that particular occupation, because their self- efficacy leads them to participate in activities in which they are more likely to succeed they feel less barriers (Gibbons and Shoffner, 2004). Whereas, students' own rising outcome expectations and desires to achieve goal influenced them to make career choices, as they mature (Helwig, 2004). Whilst, the adolescence students of secondary and higher secondary schools had strong perceptions that decisions regarding career choices are controlled by the several external factors, particularly *family* and *social* factors seriously influence their career choices (Stebbleton, 2007). Taylor (2004; p.109) studied that parental support and encouragement are important factors that have been found to influence career choice. Children may choose what their parents desire simply to please them.

Literature also revealed that by interaction with the family, school and community, students learn and discover careers which eventually lead to their career choice (Natalie, 2006). Another consistent outcome in research recognized that students' own objectives are often influenced by their family's aspirations (Edward and Quinter, 2011). Some studies also reported that "external effects that helps to shape an individual's career choice are also influenced significantly by others through social support from peers" (Harwood and Lavalley, 2008). It was also revealed by previous studies that *family* and external influences were not dominant factors because students own aspirations, judgments and conclusions drawn by societal behaviors do not affect their Career Decision Making Self Efficacy (Hackett and Betz, 1981; Bergeron and Romano, 1994; Wilson, 2000). Awareness about selection and recruitment procedure provides information concerning the organizational behaviour, culture and characteristics of organization and candidates made judgments from their perspective of the fairness of selection and recruitment process (Delery and Doty, 1996). Moreover, Delery et al; (1996) contended that awareness of employment opportunities and equipping them with the facility to be proactive in seeking potential employer or job will lead towards the more effective career self-management and selection processes.

There is also evidence that employers prefer students with a broader range of skills than just academic knowledge and greater appreciation of

occupational needs both of which can be gained through work experience and awareness of employers' recruitment and selection process. Accordingly, students' career decision making and career choices are normally influenced by the familial, societal and academic institution's factors. Whereas career decision making self-efficacy and extent of career exploratory behaviors (Blustein, 1989) investigated by many researchers, but alternative important and allied construct regarding students' awareness about selection and recruitment process or selection criterion of chosen career was not examined or studied, unexpectedly.

It is always remained in the minds of students to join the dream career; and awareness about selection process of dream career is the way forward towards achieving the desired goal. Whereas it has revealed that during education career guidance given to the students lacks this very important phenomenon and counseling carried out without proper guidance of each career's selection criterion. This study attempts to investigate the role of the awareness about selection and recruitment process in students' career guidance during education, also to see the significance of correlations between students' career choices and awareness about selection process and criterion of selected career. It was also intended to examine the effect of awareness about selection and recruitment process on (a) *family* influences (b) *Social* influences (c) College majors (d) Career choice persistence. Whereas researcher considers that while making decision about career choices, students can get much better results and create more chances of their appointments by getting counseling and awareness about selection process and criterion of their desired career. Based on above discussion this study proposed following hypotheses.

H1: The impact of awareness about selection and recruitment process is positively and significantly related with students' career choices.

H2: The outcome of awareness about selection and recruitment process contributes positively and significantly to persistence of student's career choice.

H3: The impact of awareness about selection and recruitment process is positive and significant over *family* influences on students' career decision making.

H4: The impact of awareness about selection and recruitment process is positive and significant over *social* influences on students' career decision making.

H5: The impact of awareness about selection and recruitment process is positive and significant over choices of college major of students'.

### 3. METHOD

#### 3.1. Participants

Participants (N = 572) were drawn from female, 31.3% (N = 179) and male, 68.7% (N = 393). The female students' participants consisted of 24.7% ninth grade students (43 female, 98 male = 141), 16.8% tenth grade students (40 female, 56 male = 96), 26.7% freshmen (50 female, 103 male = 153) and 31.8% sophomores (46 female, 136 male = 182) enrolled in two colleges and a high school of urban and rural areas of Sindh province in the Pakistan. Ages ranged from 12 to 21 (Mean, 16; Mode, 17; SD, 1.83) majority (53.3%) of participants students ages ranged from 15 to 17.

The *social* composition of the participants was specified as 42% rural and 58% urban domiciled with 97% financial dependent and 3% were self-supported. 96.9% dependents domiciled as 39.7% rural and 57.2% in urban areas, whereas out of 3.1% self-supported students 2.3% are domiciled in rural and 0.9% in urban areas. Details have summarized in Table 1.

Table 1 Demography of participants (n = 572)

Demographic	Category	Frequencies (n)
Gender	Male	393
	Female	179
Age	12–13	76
	14–15	174
	16–17	223
	18–19	93
	20–21	06
Marital status	Single	554
	Married	18
	Divorced/Widowed	0
Educational level	Ninth	141
	Tenth	096
	Eleventh	149
	Twelfth	182
Students' financial Dependency	Dependent	554
	Self-Supported	018
Students' Domicile	Rural	240
	Urban	332

#### 3.2 Instruments

Section of the assessment of career decision making (Harren and Biscardi, 1980) of the career decision making style was applied in this research and to measures the individual styles of decision making, five items

of career decision making system were employed. The inspiration subscale is composed of four items and uses a five point *likert* type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to evaluate the amount of inspiration and students perceptions under the influences of others when making career decisions (Quimby et al, 2006). The item of the Gould's (1979) scale as "I have strategy [in mind] to achieve my [chosen] career?" was used to gauge the career decision making and career choice persistence. Items for the personality tests were taken from the FFI (NEO-Five Factor Inventory) and items taken from its domain to assess (Costa and McCrae, 1992); and the same were measured on likert Scale.

For the total score, internal consistency 0.70 and for sub-scale ranged from 0.70 to 0.85 was estimated (Betz et al; 1996). Since the evaluation of career choice persistence is considerably relevant with the assumptions of this study therefore to probe career choice persistency (the degree of commitment to the chosen career), the commitment scale of the GID (Bosma, 1985) was used. In addition to the eight items of the GIDS out of four were also used in the current study. Additional items of GIDS with slightly changes e.g. "You convinced that only Education guarantees better career choices?" were used to assess the degree of commitment. Also some items like "In order to have your plans work; you make sure that they fit in with the desires of people who have influence over you?" From locus of control scale as developed as enunciated by Levenson, (1981) was administered to determine internal or external degree of locus of control to check and observe the influences for choice persistency.

Interestingly Lewallen (1992) in his study, observed that the predictors of persistence in academic majors persistence like student background characteristics, high school environment processes and student involvement measures, none of them emerged as significant predictors of student persistency being undecided. Betz and Luzzo (1996) established that there is significant evidence of reliability and validity of this scale; whereas the estimated coefficient was 0.70 for the aggregate score constructed on the samples (N= 572). The five point likert scales was developed to analyze and classify the participants' level of awareness regarding current selection and recruitment processes of this region. Four items descriptive inventory was developed to assess the general know how of the participants regarding existing selection and recruitment processes.

Some items were taken from the instrument of a study conducted by Ramokhojoane P. Motsoeneng (2011) concerning intellection and process of selection and recruitment criterion. One item from CFI (Chartrand, et al; 1990) with little change as "Before choosing or entering a particular career area, you still need to find out what present and predicted requirement for the selection in this profession?" added in the instrument.

### **3.4 Procedure**

In order to ensure accuracy and measure the responses, great care was observed. The measures were also produced in native language along with English. Researchers prefer to examine and calibrates questionnaires for the selections of options of closed ended questionnaires selected for the administration as they were much categorized and dichotomous in responses and respondents level of information, knowledge about subject, ease of clear and categorical communication (Kahn and Cannel, 1978; Emory, 1980). Prior to distribution and collection of data from the participants of this study, participants were given envelopes, containing questionnaires, instructions and directions regarding filling of forms and they were also requested to complete the informed consent form and prior to completing each instrument, carefully comprehend the directions. The each instrument was orders in random manners to control for possible order effects. The researchers organized meetings with the respective principal of the schools; researcher personally delivered copies of the survey questionnaire and other related instrument to the principal's offices of schools. The Researcher explained them the nature and objective of the study and answers all question concerning administration. The school principals have organized a small Auditorium Hall meeting at the premises of the schools in which researcher again explained briefly about filling the each item of instruments to all participants and made them ensure about their confidentiality. The instructions and confidentiality statement however for the completion of survey questionnaire were also written on the front side of each page. With the permission of principal concerned the researcher with the assignee handed over each instrument to the volunteer participants.

The participants returned the questionnaire after the completion of all necessary requirements to the administrative designee. The designee then in turn placed the completed instrument in envelope provided by the researcher. The researcher collected all instruments from each principal's offices and began the data analysis.

### **4. Data Analysis**

The accurate and consistent data analysis is not possible without its proper and planned entrance of the data into the database. Researcher ensure the data entry, coding and cleaning process persists flawless and cleaned by spot and logic checking by different round of evaluation/reviewing of raw data. The final sample population selected for the analysis comprised of 572 participants and the responses of each student were summed to arrive at a total score of per item. The reliability of data was measured by applying Cronbach's alpha method which is considered and established efficient way of measuring the internal



consistency (Shah, 2012). Multiple Regression analysis was used to measure the variance of different variables.

### 5. RESULTS

The questionnaire consisting of 31 items for career choices, decision making style and Awareness about selection and recruitment process was distributed among 650 students from class 9<sup>th</sup> to 12<sup>th</sup> grade of three different schools out of which 572 were selected for study showing the response rate of 88%. The reliability of scale was found ( $\alpha = .74$ ) for internal consistency among scales was higher to that level, whereas individual scales reliability varied from 60-74. Pearson Product Moment Correlation Coefficient (r) was applied and significant positive correlation among the independent variables with awareness about selection and recruitment process scale was also observed in this analysis at the level of  $p < 0.01$ .

The results of Pearson’s correlations among independent variables is summarized and shown in Table.2 with statistical mean and standard deviations of participants’ responses.

**Table 2 Pearson product moment correlations coefficient (r) with Reliability statistics**

S.no	All variables	Mean	SD	1	2	3	4	5	6	7
1	AWASR	3.168	1.247	(.72)						
2	CCH	3.413	1.400	.128**	(.70)					
3	CDMR	4.231	1.094	.205**	.291**	(.72)				
4	CCP	3.729	1.145	.148**	.245**	.447**	(.63)			
5	AWSR F	3.619	1.169	.202**	.222**	.470**	.325**	(.71)		
6	AWSR S	3.219	1.332	.524**	.151**	.213**	.157**	.173**	(.66)	
7	AWSR CMJ	3.131	1.307	.083*	.239**	.241**	.190**	.116**	.153**	(.74)

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

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

AWASR = Awareness about Selection and Recruitment, CCH = Career Choices, CDMR = Career Decision making (Rational style), CCP = Career Choice Persistence, AWSR F = Awareness about Selection and Recruitment (Familial), AWSR S = Awareness about Selection and Recruitment (Societal)

Findings of the analysis showed differences in career decision making styles between rural and urban students. 59.2% of participants (both genders) belongs to rural domicile reported that they endorsed a rational approach to career decision making, 28% disagreed and 12.9% were undecided. Whereas 74.1% participants (both genders) from urban population reported that they endorsed a rational approach to career decision making, 10.8 disagreed and 14.2 reported undecided. According to  $\chi^2$  test this difference was statistically significant [ $\chi^2 (4, 572) = 45.74, p = 0.001$ ],

therefore we can infer that students from rural areas are less likely to prefer rational approach in career decision making. Multiple regression analysis results were also used as regression  $\beta$  and t-value to analyze the hypotheses. The analysis of multiple correlation coefficients (R) predicts that students' career decision making is highly correlated and associated with other variables ( $R=.597, R^2=.356 \sigma_{est}=.882$ ). ANOVA yielded a key effect for the students' career decision making,  $F(6, 565) = 52.119, p<.001$ , indicating that the effect of students' career decision making is significantly higher for all predictors.

Substantial and noteworthy support was observed in the analysis for the effect of AWASR (H1: Beta of .046;  $p <.250$ ), CCH (H2: Beta of .110  $p <.002$ ), CCP (H3: Beta of .278;  $p <.001$ ), AWSRF (H4: Beta of .323;  $p <.001$ ), AWSRS (H5: Beta of .055;  $p <.168$ ), AWSRCMJ (H6: Beta of .112;  $p <.002$ ). Detail results are summarized in Table 3.

**Table 3 Regression Analysis for Students' Career decision making (Rational)**

Variables	B	T	Sig
AWASR	.046	1.151	.250
CCH	.110	3.056	.002
CCP	.278	7.564	.001
AWSRF	.323	8.822	.001
AWSRS	.055	1.381	.168
AWSRCMJ	.112	3.165	.002

The independent samples t-tests were also utilized for analyses of the hypotheses, statistical analysis shows highly significant results and these results suggest that awareness about selection and recruitment process does have an effect on career choice persistence, accordingly it shows ( $M=4.6, SD=.828$ );  $t(189) = -4.30, p= 0.001$ . Similarly awareness about selection and recruitment process has a significant effect on rational career decision making, t-test yielded results ( $M=3.21, SD=1.20$ )  $t(334) = -7.14, p=001$ . Table 4, shows the summarized details of independent t-tests results.

**Table 4: Independent Samples Test**

		Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means			H <sub>0</sub>
		Mean	SD	of Variances		T	df	Sig. (2-tailed)	
				F	Sig.				
AWASR	Equal variances assumed	3.30	1.130	14.881	.000	2.831	570	.005	Rejected
	Equal variances not assumed	3.01	1.359			2.787	506	.006	
CCP	Equal variances assumed	3.91	.844	113.406	.000	4.261	570	.000	Rejected
	Equal variances not assumed	3.51	1.394			4.091	411	.000	
AWSRF	Equal variances assumed	3.75	.958	56.429	.000	2.928	570	.004	Rejected
	Equal variances not assumed	3.46	1.366			2.842	454	.005	
AWSRS	Equal variances assumed	3.39	1.263	2.778	.096	3.437	570	.001	Rejected

	Equal variances not assumed	3.01	1.385			3.409	532	.001	
AWSRCM J	Equal variances assumed	3.41	1.230	3.307	.070	5.689	570	.000	
	Equal variances not assumed	2.80	1.321			5.653	537	.000	Rejected

T-TEST GROUPS= Career Choices(5)  
 CRITERIA= CI(.95).

## 6. Discussion

The cardinal purpose of this study was to investigate the effect of awareness about selection and recruitment process in students’ career decision making. Questionnaire as survey instrument was used which revealed that all results of scales as reliable with acceptable internal consistency among dichotomous scales, whereas reliability of separate scales was different as data collection was based on random sampling of 3 schools of different geographic locations with diversified demographic conditions. Survey questionnaire were distributed and out of 600 some 572 were selected for the analysis. To gauge the significance of awareness about selection and recruitment processes in students’ career decision making (Rational), five hypotheses were developed and all five (H1, H2, H3, H4, and H5) were accepted. Generally, the majority of the students, irrespective of their connections to rural or urban areas, reported that they validates significant effect of awareness about selection and recruitment on career decision making and its outcomes, commonly concurrence with Mau and Jepsen, (1992), Hunt and Watts (1997) and Mau (2000). Simultaneously, it has also observed that the students in higher classes mostly from urban areas typically values rational / systematic approaches to career decision making, while small percentage of rural area’s students also endorsed a rational approach to career decision making, their average score on rational style was as it happens developed than those of the urban students. The students from rural areas are more likely to accept influence of their family and society on career decision making and such interjection stem from the unawareness about selection and recruitment process of desired vocation. This result supports Oyamo and Amoth (2008) studies which revealed that “rural students tend to seek help from parents and family more than urban students”.

The overall results from this research reveal that awareness about selection and recruitment processes has significance and considerable impact on students’ career choices familial influences, societal influences and resultantly on students’ career decision making and career choice persistence. The impact of awareness about selection and recruitment processes on students’ college major was also observed but its score and degree to tend with the hypothesis was comparatively low. However direct relationship with students’ career choices and selection of students’ college

major was found to awareness about selection and recruitment processes. Results revealed that the impact of awareness about selection and recruitment process was significantly correlated with students' career choices and the outcome of awareness was significantly contributes towards the persistence of student's career choice (H1 and H2) was in conformance with Orndorff and Herr (1996) study that showed the requirement for career planning and placement assistance among students was comprehensive and concentrated. Also students need professional help to prepare for a career which is the primary purpose for attending school. Familial and societal influences also affected by the awareness of selection and recruitment process, as family backing revolve around the simplicity or complexity of the recruitment process or selection criterion of desired profession because eligibility or ineligibility for the profession is the determining factors. Thus such finding supports H3 and H4. The last factor concerning the impact of awareness about selection and recruitment process over choices of college major was also significant (H5). Results revealed that students desired assistance with a range of career problems, academic or personal issues linked with students concerns about getting desired job and in what way to organize and prepare for their career (Orndorff et al; 1996), are highly correlated with awareness about selection and recruitment process.

This research suggests that the awareness about selection and recruitment process of desired profession is key component of students' career choices and choice persistence according to the choice making ability of the student and nature of the vocation one's chooses, and this is the most important finding of this study.

## **7. Implications, Limitations and Recommendations**

Some limitations and implications of this study were also observed, as differences in language, culture, values, social background and diverse educational methods are annoyances that involve further control measures for making effective assessments. Moreover, schooling system and syllabi in public and private school is also cause of nuisances in the career decision making process and career choice persistence, particularly for minority and female students, which hurdle for direct inferences. Surprisingly very few data and literature was available in respect of students' career choices with perspective awareness about selection and recruitment process, therefore no deeper insinuation and procedural guidelines were straightforwardly available, therefore very limited antecedents and determinants examined for students' awareness about selection and recruitment process.

Based on the findings of this study further research is needed to determine which aspects of selection and recruitment process are more important, as from written test to physical test and interview to board

interviews. Additional study is also suggested to further define prediction values of selection and recruitment criterion in accordance with students' college majors, self- efficacy and personal characteristics. Whereas, this study can contribute towards the career counseling, career guidance methodologies, and public policy formation for creating awareness about selection and recruitment process. Also all private and government organizations can be regularized to disseminate their respective selection and recruitment process, procedures, criterion and policies in public and private academic institutions for the better understanding of students.

## **7. Conclusion**

The first profession of any person is like a “first love” of his/her life which can never be forgotten. Therefore great care for selecting the first career should be observed. Related literature reviewed on career choices revealed that career decision making ability of the student was greatly influenced by familial, societal and social contacts. Generally this study hypothesized and confirmed that students career decision making ability was also influenced when they are aware about selection and recruitment process and criterion. It was also validated in this study that awareness about selection and recruitment process not only influences the student's career decision making ability but also effects on selection of college majors, choice persistence, societal contact and familial inspirations. Results of this study showed significant correlations between independent variable and other variables for awareness about selection process and criterion with career and major choice persistence. This study also concludes that awareness about selection processes and criterion does effect on selection of college majors but the score of influences is comparatively low as compare to other factors like family, society, academic institutions or social contacts, which indicates that students select their college majors prior to get knowledge about selection and criterion processes of their desired profession and they retained in their minds that selection of college majors are only determinants for the career choice, not as a one of the determinants. Therefore, representative part of results emphasizes the need to weigh possibilities to impart training or create awareness about selection and recruitment process and criterion in students from 9th grades to sophomore before they make any career choice and consider it while developing planning and policies to ensure support facilities for rational and better students' career choices.

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