

# The Degree of Procedures' Availability to Identify the Career Path for 10<sup>th</sup> Grade Female Students at Basic Stage in Public Schools in Jordan According to System Theory Framework of Career Development, from Principals, Teachers and Educational Counsellors' Point of View

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## Abstract

The present study aimed at identifying the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development from principals, teachers, and educational counsellors' point of view. It also aimed at identifying whether there were any significant differences at ( $\alpha=0.05$ ) in the need for procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools from principals, teachers, and educational counsellors' point of view which can be attributed to region, qualification or position. The study community consisted of (437) principals, teachers and educational counsellors who were working in females' Basic Stage public schools. The schools were from three governorates that represented the three main regions in Jordan (Northern, Central and Southern). The questionnaire consisted of (5) dimensions and (56) statements. It was found that the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development from principals, teachers, and educational counsellors' point of view was moderate, the overall mean was (3.16). This signifies that several measures must be taken by the Ministry of Education in Jordan to develop procedures to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. It was also found that there were significant differences in the means for procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools from principals, teachers, and educational counsellors' point of view that can be attributed to region and qualifications, whereas, no significant differences in the means that can be attributed to position were found. Based on the results, several recommendations were suggested such as developing a work plan to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools and conducting more studies on identifying career path targeting other target groups and other variables.

**Keywords:** Career Path, Basic Education, The System Theory Framework for Career Development

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## 1. Introduction

The Basic Educational System in Jordan, which starts from students' enrollment in the first grade and ends with the completion of the tenth grade, is considered the foundation for the Jordanian society's economic and social growth. At this stage, students acquire knowledge and skills that will assist them in the future to be efficient, effective and productive citizens within their community regardless of their socioeconomic backgrounds, beliefs, gender or age. Basic Education is the main stage in which students' physical, mental, and spiritual personalities are shaped, as well as their ability to develop interests, attitudes, skills, and competencies that are essential for their well-being and the welfare of their community.

Education at the Basic Stage in Jordan assists students to be knowledgeable in the history of Islam, its principles, rituals, rules and values. It also assists them to master the basic skills of Arabic Language and Mathematics so that they can use them and implement them properly. Furthermore, it encourages students to be passionate about their country and families, cherish them, and bear their responsibilities towards them. Finally, it helps them think in a scientific and creative way, use observation, data collection, data organizing, data analysis as well as reach conclusions, judgments and make decisions. Education at the Basic Stage strengthens the students' professional skills and special talents in compliance with their competencies and interests. (Jordan Ministry of Education, 2019)

Therefore, The Ministry of Education in Jordan aims not only to teach the basic skills in mathematics, reading, writing, creativity and craftsmanship that qualify students to access the labor market, but also to raise a good citizen who has a sense of belonging to his country, religion, language, and family. The ministry takes into consideration in its approach that the best investment which pays off is the investment in education.

In Jordan, tenth grade is considered the first stage in making future career decisions. In this stage, students

select the educational stream they want to enroll in, which might later affect their career path decision-making. Students are given the chance to select their educational stream from a variety of specialties such as Scientific, Literary, Religious, Industrial, Agricultural, Hospitality or Home Economics. For the time being, the selection is mostly based on their grades and parents' aspirations. The other option is to leave the educational system to join the labor market or the army, or leave for social reasons such as marriage, for economic reasons such as high tuitions or because of some beliefs regarding post 10<sup>th</sup> grade education.

After completing high school, the second stage in making future career decisions takes place. In this stage, students make decisions regarding their preferred educational path, and consequently decide on their career path. By knowing the different university, community colleges or vocational institution disciplines, students can select a specific discipline to enroll in or drop out of school.

The third stage in making future career decisions take place in the final year of studying in higher educational institutions (academic or vocational). During this year, graduates begin to search for job opportunities that fit their educational disciplines, competencies and interests and based on social, psychological, and cultural factors which may affect their decision making.

According to Solidarity Is a Global Institute/Jordan (SIGI), at 2016/2017 Academic Year, the total number of graduates from Jordanian public, private and regional universities with a bachelor's degree was 61,342 students in which 55.3% of them were females (33,958). Also, in 2017, 74% of the female graduates with a bachelor's degree graduated from 8 majors, most of them were saturated in the labor market (Ammonnews.net, 2019).

Furthermore, the current outcomes of the educational system in Jordan show that these outcomes do not fit the requirements and needs of the labor market. In the third quarter of 2019, the unemployment rate in Jordan was high among university degree holders as it reached 2.25% compared to other educational degrees, and the percentage of unemployed rate varied based on the educational degree and gender; while the percentage of unemployment among males with bachelor's degree and above was 29.7%, it was 83% among females. (Jordan Department of Statistics, 2019)

The above statistics show that there are clear variations in unemployment rates between males and females, specifically among university graduates. In which females' unemployment rate is higher than males', although the number of females graduating from universities is higher than males. This is an indicator of a gap between the labor market needs and the outcomes of the higher education system when it comes to females, which establishes a need to assist females to identify their career path from early stages, for instance, in the 10<sup>th</sup> grade. Moreover, school principals, teachers and educational counsellors play a vital role in assisting students identify their abilities, competencies, interests and ambition.

Many researchers developed theories for identifying career path, including Super and Ginsburg Career Development theories, John Holland's Theory of Career Choice (RIASEC) and The Systems Theory Framework of Career Development and Counseling by Wendy Patton and Mary McMahon.

## 2. Statement of the problem and study's questions

Statistics showed that the number of females' enrollments in Jordanian universities is higher than males' enrollments, although the unemployment rate for females is much higher than for males. Also, they showed that females' interests concentrated on certain specialties, some of which might be saturated within the labor market.

Therefore, identifying career path is one of the first approaches to assist females shape their professional future in order to join the labor market with the right competencies and skills, based on their capabilities, interests and market needs, and taking into account social, economic, and geographical factors surrounding them and affecting their decisions.

Also, to increase females' participation and competition in the labor market, schools must prepare them for their professional future through proper career guidance and by working with different stakeholders involved in the educational process, including the local community, parents, peers and school staff.

Based on the above-mentioned information, the study's problem is represented by the following questions:

Q.1 What is the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development, from principals, teachers, and educational counsellors' point of view?

Q.2 Are there any significant differences at ( $\alpha=0.05$ ) in the need for procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools, from principals, teachers, and educational counsellors' point of view, which can be attributed to region, qualification or position?

## 3. Study's objectives

The present study aimed at identifying the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development from principals, teachers, and educational counsellors' point of view. It also aimed at identifying whether there are any significant differences at ( $\alpha=0.05$ ) in the need for procedures to identify the

career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools from principals, teachers, and educational counsellors' point of view which can be attributed to region, qualification or position.

#### 4. Study's significance

Hopefully, the present study will enable the following authorities to benefit from its results:

- Decision-makers in the Ministry of Education to circulate the results to government directorates and schools.
- Principals of public schools to assist 10<sup>th</sup> grade students identify their career path.
- Researchers to make use of theoretical literature and the results of this study.

#### 5. The study's definitions

##### 5.1 Career Path:

A career path is composed of a sequence of jobs that make up your career plan. (The Balance Career, 2019). It also refers to work-related experiences model that extends throughout an individual's life, the experiences include all job positions, work experiences, and job types (Kurdi, 2010, p.2). For this study, the first definition was adopted.

##### 5.2 Basic Education:

It refers to compulsory and free-of charge education in public schools. Students are accepted in the first year of basic education stage if they completed 6 years of age at the end of December of the academic year. Students are not allowed to leave the educational system before completing 16 years of age, except for those who have a special health condition according to a report from a specialized medical committee (Jordan Ministry of Education, 2019). For this study, this definition was adopted.

##### 5.3 The System Theory Framework for Career Development:

The System Theory Framework for Career Development, which the present study is based on, states that there are several systems affecting the career path of individuals; (1) Individual system such as age, gender, beliefs and values, (2) Social system such as colleagues, families and media, and (3) Environmental/societal system such as geographical location, labor market and socioeconomic status. Each of these three systems affects individuals at different stages of their lives. This theory provides an understanding of the origins of career guidance and the dilemmas facing it. Though, this theory is not designed to be a career growth theory; or to interpret it as a comprehensive framework in which all concepts of professional life.

The System Theory Framework for Career Development constitutes of two separate systems; one for the educational counselor and the other is for the client (the student) the two systems form a new system, which is the therapeutic system. The use of dialogue between the educational counselor and the client (the student) is often referred to as narrative approach, through which patterns and concepts related to one's life are revealed, and the interconnectedness of previous unrelated events. Evaluation in the process of career guidance, according to this theory, is done through "My System of Career Influences" tool, which is a tool for qualitative evaluation. This tool aims to facilitate the ability of clients (students) to draw the groups that affect them. This is done step by step in order to visualize their stories. Through this way, the focus is on the uniqueness and inclusiveness of the client's (student) career story-telling that will help the educational counselors find the link between the influencing systems of each client (student) separately. (Patton & McMahon, 2006, p.153-165).

#### 6. Study's limits

- Thematic limits: This study shed a light on the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development from principals, teachers, and educational counsellors' point of view.
- Human limits: This study sampled several principals, teachers, and educational counsellors at females' public schools that contains 10<sup>th</sup> grade classrooms.
- Spatial limits: This study was conducted in females' public schools that contains 10<sup>th</sup> grade classrooms in Jordan's three regions (Northern, Central, and Southern).
- Temporal limits: This study was conducted during the 1<sup>st</sup> semester of the academic year 2019/2020.

#### 7. Previous Studies

Mona Al-Hinaia (2018) aimed at investigating the effectiveness of a career guidance program to develop career awareness among grade nine students in South Al Batina governorate in Oman. The experimental group undertook; a career guidance program while the control group was given normal activities in career guidance. It was found that there are significant differences between the means of the two groups in favor of the experimental group. It was also found that there are significant differences between the means of the experimental group in pre- and post-

implementation of the career awareness scale in favor of the post-implementation, and it was found that there are significance differences among the average responses in the experimental group in career awareness without being affected by student gender or group interaction and gender.

Al-Tamimi (2018) aimed at determining the impact of Saudi high school students' vocational rehabilitation program on promoting their positive attitudes towards the professional crafts, and to explore any relevant and significant differences liable to exist between the humanities and natural sciences high school students. It was found that a positive effect of the vocational rehabilitation program on fostering high school students' orientation towards professional work. Similarly, no significant differences between humanities and natural sciences students concerning the professional crafts were found before and after the implementation of the vocational rehabilitation program.

Sawalha (2017) aimed at identifying the level of the vocational maturity and aspiration among a sample of (300) higher primary school students in Jordan, chosen purposely from the ninth and tenth grades. It was found that there is a median level of vocational maturity and aspiration among the sample individuals, and there are significant differences between the vocational maturity and aspiration scales due to the gender in favor of females. It was also found that there were no significant differences in vocational maturity scale dimensions on the socio-economic level, except in the dimension of decision-making preference in favor of the high level, while there were significant differences in the aspiration scale on the socio-economic level in favor of the median level. Whereas in the academic dimension, it was in the favor of the high level and the in favor of the median level for the vocational dimension.

Ali (2016) aimed at testing the effectiveness of a vocational counseling program in improving vocational choosing among a sample of tenth grade students in the city of Nablus in Palestine, It was found that there are significant differences in vocational choosing between experimental and control groups in favor of experimental groups; this result indicates the effectiveness of the vocational counseling program, there were no significant differences in vocational choosing due to gender, vocational counseling program was appropriate for both males and females. It also emphasized on the importance and necessity of knowing ourselves such as: aptitudes, abilities, inclinations, sources of our strength and our borders, the importance of previous knowledge of requirements and conditions to success in each profession, in terms of advantages, disadvantages and opportunities of each profession. Additionally, the importance of encourage and reinforce students to choose vocations commensurate with their abilities and potentials.

Astuti (2019) aimed at revealing the factual design and conceptual design of the preparation of career guidance programs at Pontianak 3 State Senior High School in Indonesia. It was found that most of the assessment's needs have been carried out in a high category. However, the response of the guidance and counseling (BK) teacher stated that there were still weaknesses in the factual model of the preparation of the BK program in the field of career guidance including the principal, homeroom teacher and subject teacher had not been involved in the preparation of the BK program.

Balcı (2018) aimed at analyzing career guidance needs of middle school students in Turkey. This study was carried out in 2017-2018 academic year. Participants of this study were year-seven students of middle schools. It was found that seventh graders needed a lot of career orientation to the point that it is necessary to practice the planned and comprehensive career counseling regularly and periodically. These students needed career orientation activities for optimal career development and appropriate career options in the future.

Kırdök, Harman (2018) aimed at elaborating on difficulties in career decisions of high school students in the south of Turkey. 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students aged 14-19 were selected. It was found that total points obtained from the scale of career decision-making difficulties of the participants with external locus of control and lack of information of the scale with inconsistent information sub-dimensions had a higher score average than students with internal locus of control. Individuals with external locus of control experienced more difficulty in the process of decision-making due to the lack of necessary information or inconsistent information.

Mtemeri (2017) aimed at investigating factors that influence the choice of career pathways among high school students in Midlands Province of Zimbabwe. It was found that family members, both nucleus and extended, had an influence on students' choice of careers. The influence of mothers and fathers was rated highly as compared to other family members. It was also found that schools had an impact on high school students' choice of careers. Career guidance, especially school career days, was cited as having a positive impact on students' choice of careers. The geographical location of schools was cited as quite influential in the choices of careers by students. It was also found that peers had an influence on students' choices of careers through peer advice and encouragement. However, the influence of gender on career choice was lowly rated. In other words, gender did not influence the students' choice of careers.

## 8. Study's Approach

An analytical descriptive approach was adopted to identify the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory

Framework of Career Development, from principals, teachers, and educational counsellors' point of view. Through referring to the previous studies related to the subject of the study, then collecting data using the study tool and statistically analyzing it to answer the study questions.

### 9. Study's Population and Society

The population was represented by (437) principals, teachers and educational counsellors who were working in females' Basic Stage public schools. The schools were from three governorates that represented the three main regions in Jordan (Northern, Central and Southern). A sample was selected through cluster random sampling method. Data is displayed below in table (1).

Table (1): Distribution of the study's respondents in accordance with (region, qualifications, position)

Variable	Category	Frequency	Percentage
Region	Northern	148	33.9%
	Central	167	38.2%
	Southern	122	27.9%
	Total	437	100%
Qualifications	Community College Diploma	15	3.4%
	Bachelor's Degree	277	63.4%
	Higher Diploma	96	22.0%
	Master's degree	38	8.7%
	PhD.	11	2.5%
	Total	437	100.0%
Position	Principle	74	16.9%
	Teacher	303	69.3%
	Educational Counsellor	60	13.7%
	Total	437	100.0%

School principals, teachers and educational counsellors were from AlMafrq governorate in the northern region, Al Balqa governorate in the central region and Al Karak governorate in the southern region. The community held various educational qualifications (Community College Diploma, Bachelor's Degree, Higher Diploma, Master's Degree and PhD).

### 10. Study's Instrument

A questionnaire was developed after reviewing the relevant studies. This questionnaire consisted of (5) dimensions and (56) statements that aimed at identifying the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development, from principals, teachers, and educational counsellors' point of view. These dimensions were: (Individual Factors, Social Factors, Environmental/societal Factors, Career Counselling Procedures in Schools, Needs for Career Counselling Procedures). The initial version of the questionnaire consisted of (5) dimensions and (57) statements.

### 11. Validity of the Instrument

To measure the validity of the questionnaire, Content Validity method was used. The initial questionnaire was passed to (10) experts from University of Jordan faculty and Middle East University faculty, who have the expertise and experience. They were asked to assess the questionnaire and provide their feedback regarding language, relevance and validity to measure what it was designed for. They were also asked to give suggestions regarding additions, deletions, and adjustments. Based on experts' opinions, some statements were rephrased, and one statement was deleted. In the questionnaire, the five-point Likert scale was used. It consisted of (5) categories: (to a very low degree, to a low degree, to a moderate degree, to a high degree and to a very high degree) and respondents were requested to choose the right degree for each statement by writing an (X).

### 12. Reliability of the questionnaire

To measure the reliability of the questionnaire, Cronbach alpha coefficient was used. Table (2) shows Cronbach alpha coefficient values.

Table (2): Cronbach alpha coefficient values for each dimension

Dimension	Cronbach alpha coefficient	Number of statements
1. Individual Factors	0.910	17
2. Social Factors	0.908	8
3. Environmental/societal Factors	0.879	8
4. Career Counselling Procedures in Schools	0.957	15
5. Needs for Career Counselling Procedures	0.922	8

Based on the results shown in table (2), Cronbach alpha coefficient values ranged between (0.879 and 0.957), with a total of (0.954). This indicates that the questionnaire had an adequate degree of reliability.

### 13. Criteria for classifying means

The five-point Likert scale was used. It consisted of (5) categories: (to a very low degree, to a low degree, to a moderate degree, to a high degree and to a very high degree). The categories represented the following scores respectively: 1, 2, 3, 4 and 5. In order to describe the results, a response ladder was adopted using the following formula:

(Highest limit of scale (5) - Lowest limit of scale (1)) / 3

$(5-1) / 3 = 1.33$

1.00 - 2.33: low                      2.34 - 3.67: moderate                      3.68 – 5.00: high

### 14. Study's variables

The present study included the following variables:

- Independent variable: Procedures' availability to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public schools in Jordan according to System Theory Framework of Career Development.
- Moderate variables: Three variables related to principals, teachers, and educational counsellors, which are:
  - Region (geographical location): It had three categories: Northern, Central, and Southern.
  - Qualification: It had five levels: Community College Diploma, Bachelor's, Higher Diploma, Master's, PhD.
  - Position: It had three levels: principals, teachers and educational counsellors.
- Dependent variables: principals, teachers and educational counsellors.

### 15. Statistical analysis

Different statistical analysis methods were used to analyze data and to answer the study's two questions such as means, standard deviation and multivariate analysis of variance (MANOVA).

### 16. Results and discussion

*16.1. Results and discussion related to the study's first question: Q.1 What is the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development, from principals, teachers, and educational counsellors' point of view?*

To answer this question, means and standard deviations for procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development, from principals, teachers, and educational counsellors' point of view were calculated. These values are captured in table (3) below.

Table (3): The degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development, from principals, teachers, and educational counsellors' point of view

Dimension Number	Rank	Dimension	Mean	Std.	Level
5	1	Needs for Career Counselling Procedures	3.58	0.96	Moderate
2	2	Social Factors	3.26	0.95	Moderate
1	3	Individual Factors	3.16	0.79	Moderate
4	4	Career Counselling Procedures in Schools	3.00	0.97	Moderate
3	5	Environmental/societal Factors	2.94	0.91	Moderate
Total			3.16	0.65	Moderate

Based on the results shown in table (3), the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development, from principals, teachers, and educational counsellors' point of view is moderate. The overall mean is (3.16) and the total standard deviation is (0.65). Needs for Career Counselling Procedures dimension ranked first with a mean of (3.58) which is moderate, and with a standard deviation of (0.96). This indicates that school principals, teachers and educational counsellors believe that there is a need for career counselling procedures in schools. Social Factors dimension ranked second with a mean of (3.26) which is moderate, and with a standard deviation of (0.95). This indicates that school principals, teachers and educational counsellors believe that social factors are the most affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. It was found that the Individual Factors dimension ranked third with a mean of (3.16) which is moderate, and with a standard deviation of (0.79). It was also found that Career Counselling

Procedures in Schools ranked fourth with a mean of (3.00) which is moderate, and with a standard deviation of (0.97). Environmental/societal Factors dimensions ranked fifth with a mean of (2.94) which is moderate, and with a standard deviation of (0.91). This indicates that school principals, teachers and educational counsellors believe that Environmental/societal factors are the least affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools.

Means and standard deviations for each statement of each dimension of the study were also calculated. The results are presented in table (4) below.

Table (4): Means and standard deviations for each statement of the questionnaire

Statement No.	Rank	Statement	Mean	Std	Level
<b>Individual Factors</b>					
15	1	Academic achievement	3.81	1.22	High
4	2	Work to get money	3.46	1.33	Moderate
8	3	The interest of female students in studying a specific major	3.40	1.21	Moderate
2	4	The age of female students	3.39	1.21	Moderate
11	5	The tendency towards scientific disciplines	3.29	1.15	Moderate
1	6	The gender of students	3.25	1.30	Moderate
9	7	Female students' interest in working in a specific sector	3.24	1.15	Moderate
5	8	Working in a desirable career	3.24	1.22	Moderate
3	9	Working to increase self-esteem	3.15	1.28	Moderate
7	10	Social skills that female students possess	3.04	1.21	Moderate
6	11	Technical skills that female students possess	3.04	1.20	Moderate
12	12	The tendency towards humanitarian specialties	2.99	1.13	Moderate
14	13	Student health	2.92	1.34	Moderate
13	14	Female student independence	2.92	1.29	Moderate
17	15	Female students' knowledge about what they like to achieve in their lives	2.89	1.32	Moderate
16	16	Female students' knowledge about what they can achieve	2.83	1.29	Moderate
10	17	The tendency towards vocational disciplines	2.79	1.20	Moderate
<b>Total</b>			3.16	0.79	Moderate
<b>Social Factors</b>					
19	1	Family influence	3.73	1.19	Moderate
20	2	Traditions in the society in which female students live	3.57	1.24	Moderate
22	3	The social status of the family	3.29	1.18	Moderate
21	4	Choosing a career path similar to a parent	3.25	1.16	Moderate
23	5	Parents' suggestions for a career path	3.21	1.18	Moderate
24	6	Female students comply with the parents' decisions regarding the career path	3.19	1.19	Moderate
25	7	Female students affected by the suggestions of their friends	2.95	1.28	Moderate
18	8	Female students affected by the interests of their classmates	2.87	1.36	Moderate
<b>Total</b>			3.26	0.95	Moderate
<b>Environmental/societal Factors</b>					
27	1	Female students' economic situation	3.52	1.26	Moderate
26	2	The geographical location of the student residence	3.25	1.35	Moderate
28	3	Impact of media	3.01	1.24	Moderate
33	4	Availability of information on the desired specializations in the labor market	2.80	1.26	Moderate
32	4	Influencers effect	2.80	1.23	Moderate
30	6	Female students' knowledge about the job requirements available within their region	2.74	1.19	Moderate
31	7	Female students' knowledge about the nature of jobs available within their region	2.71	1.16	Moderate
29	7	Female students' knowledge about the jobs available within their region	2.71	1.20	Moderate
<b>Total</b>			2.94	0.91	Moderate

Statement No.	Rank	Statement	Mean	Std	Level
<b>Career Counselling Procedures in Schools</b>					
34	1	Existence of an implemented work plan for the career counseling process	3.09	1.29	Moderate
35	2	Applying the career counseling process on 10 <sup>th</sup> grade students	3.20	1.21	Moderate
48	3	School principals follow the procedures of the career counseling process	3.08	1.29	Moderate
45	3	Teachers consider the individual differences of female students when providing them with career counselling	3.08	1.20	Moderate
46	3	School principals encourage female students to identify their career path	3.08	1.25	Moderate
41	6	Educational counsellors possess career counseling skills	3.05	1.25	Moderate
43	6	Teachers is responsible for career counseling	3.05	1.22	Moderate
42	8	Educational counsellors consider the individual differences of female students in career counseling	3.04	1.24	Moderate
37	9	Social factors of female students are considered in the career counseling process	2.99	1.25	Moderate
36	10	Individual factors of female students are considered in the career counseling process	2.97	1.21	Moderate
38	11	Environmental/societal factors of female students are considered in the career counseling process	2.94	1.23	Moderate
44	12	Teachers influence female students' decisions	2.92	1.18	Moderate
39	13	The effectiveness of the career counseling process is captured	2.85	1.22	Moderate
47	13	School principals influence female students' decisions	2.85	1.23	Moderate
40	15	Female students can identify their career path	2.80	1.18	Moderate
Total			3.00	0.97	Moderate
<b>Needs for Career Counselling Procedures</b>					
54	1	High unemployment rate among females, despite the high number of female graduates	3.69	1.20	High
51	2	The necessity for sufficient information about the jobs available in the labor market	3.65	1.15	Moderate
50	2	Changes in the labor market	3.65	1.15	Moderate
53	4	The necessity for sufficient information about saturated jobs in the labor market	3.63	1.16	Moderate
49	5	Diversity in the disciplines of higher education	3.55	1.17	Moderate
55	6	Females inability to engage in the labor market due to lack of information about it	3.50	1.22	Moderate
52	6	The necessity for having sufficient information about the jobs available for males only in the labor market	3.50	1.19	Moderate
56	8	Females inability to engage in the labor market due to their lack of self-awareness (tendencies, abilities, interests, ...)	3.44	1.28	Moderate
Total			3.58	0.96	Moderate

Based on the results shown in table (4), the means for Individual Factors dimension are within the range of (2.79-3.81). Statement (15) Academic achievement ranked first with a mean of (3.81) which is high. This indicates that school principals, teachers and educational counsellors believe that academic achievement is the most affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools which reflects the current situation in the educational system in Jordan. Statement (10) The tendency towards vocational disciplines ranked last with a mean of (2.79) which is moderate. This indicates that school principals, teachers and educational counsellors believe that the tendency towards vocational disciplines is the least affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. This is due to the perception of vocational disciplines in the Jordanian community as they look down on it. The total mean of the Individual Factors dimension is (3.16) which is moderate.

Based on the results shown in table (4), the means for Social Factors dimension are within the range of (2.87-3.73). Statement (19) Family influence ranked first with a mean of (3.73) which is moderate. This indicates that school principals, teachers and educational counsellors believe that family influence is the most affecting in the



identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools, this result reflects the reality that many students in Jordan choose their career path based on their parents' aspiration not based on their desires. Statement (18) Female students affected by the interests of their classmates ranked last with a mean of (2.87) which is moderate. This indicates that school principals, teachers and educational counsellors believe that female students affected by the interests of their classmates is the least affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. The total mean of the Social Factors dimension is (3.26) which is moderate.

Based on the results shown in table (4), the means for Environmental/societal Factors dimension are within the range of (2.71-3.52). Statement (27) Female students' economic situation ranked first with a mean of (3.52) which is moderate. This indicates that school principals, teachers and educational counsellors believe that female students' economic situation is the most affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools, this reflects the reality that many families direct their daughters to choose disciples that fit their economic situation especially if the family has many children and obligations. Statement (29) Female students' knowledge about the jobs available within their region ranked last with a mean of (2.71) which is moderate. This indicates that school principals, teachers and educational counsellors believe that female students' knowledge about the jobs available within their region is the least affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. This might be because there are not a lot of available and reliable information about the jobs available within any region in Jordan. The total mean of the Environmental/societal Factors dimension is (2.94) which is moderate.

Based on the results shown in table (4), the means for Career Counselling Procedures in Schools dimension are within the range of (2.80-3.09). Statement (34) Existence of an implemented work plan for the career counseling process ranked first with a mean of (3.09) which is moderate. This indicates that school principals, teachers and educational counsellors believe that the existence of an implemented work plan for the career counseling process is the most affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. This might be due to principals and educational counsellors' individual efforts to guide 10<sup>th</sup> grade female students into choosing their career path. Statement (40) Female students can identify their career path ranked last with a mean of (2.80) which is moderate. This indicates that school principals, teachers and educational counsellors believe that female students can identify their career path is the least affecting in the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. The total mean of the Career Counselling Procedures in Schools dimension is (3.00) which is moderate.

Based on the results shown in table (4), the means for Needs for Career Counselling Procedures dimension are within the range of (3.44-3.69). Statement (54) High unemployment rate among females, despite the high number of female graduates ranked first with a mean of (3.69) which is high. This indicates that school principals, teachers and educational counsellors believe that high unemployment rate among females, despite the high number of female graduates is the most important need for identifying career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. Statement (56) Females inability to engage in the labor market due to their lack of self-awareness (tendencies, abilities, interests, ...) ranked last with a mean of (3.44) which is moderate. This indicates that school principals, teachers and educational counsellors believe that females inability to engage in the labor market due to their lack of self-awareness (tendencies, abilities, interests, ...) is the least important need for the identification of career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. This might be due to not having a work plan that helps females recognize their tendencies, abilities, interests...etc. The total mean of the Needs for Career Counselling Procedures dimension is (3.58) which is moderate.

*16.2. Results and discussion related to the study's second question: Q.2 Are there any significant differences at ( $\alpha=0.05$ ) in the need for procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools, from principals, teachers, and educational counsellors' point of view, which can be attributed to region, qualification or position?*

To answer this question, the need for each statement in the questionnaire was calculated by taking number (5) as the highest score of the desired and subtracting the score of the reality from it. Then means and standard deviations for procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools from, principals, teachers, and educational counsellors' point of view, which can be attributed to region, qualification or position were calculated. These values are captured in table (5).

Table (5): Means and standard deviations for each dimension of the questionnaire

Variable	Dimension	Category	Frequency	Means	Std.
Region	Individual Factors	Northern	148	1.66	0.73
		Central	167	1.84	0.83
		Southern	122	2.07	0.77
		Total	437	1.84	0.79
	Social Factors	Northern	148	1.57	0.82
		Central	167	1.93	0.93
		Southern	122	1.77	0.70
		Total	437	1.77	0.85
	Environmental/societal Factors	Northern	148	1.77	0.90
		Central	167	2.22	0.95
		Southern	122	2.19	0.77
		Total	437	2.06	0.91
	Career Counselling Procedures in Schools	Northern	148	1.77	0.91
		Central	167	2.05	0.96
		Southern	122	2.22	1.01
		Total	437	2.00	0.97
	Needs for Career Counselling Procedures	Northern	148	1.57	0.96
		Central	167	1.53	0.98
		Southern	122	1.10	0.85
		Total	437	1.42	0.96
Position	Individual Factors	School Principle	74	1.61	0.65
		Teacher	303	1.87	0.79
		Educational Counsellor	60	2.01	0.92
		Total	437	1.85	0.79
	Social Factors	School Principle	74	1.60	0.71
		Teacher	303	1.77	0.84
		Educational Counsellor	60	1.94	0.97
		Total	437	1.77	0.85
	Environmental/societal Factors	School Principle	74	2.13	0.86
		Teacher	303	2.03	0.90
		Educational Counsellor	60	2.13	1.01
		Total	437	2.06	0.91
	Career Counselling Procedures in Schools	School Principle	74	1.81	0.89
		Teacher	303	2.07	0.96
		Educational Counsellor	60	1.89	1.09
		Total	437	2.00	0.97
	Needs for Career Counselling Procedures	School Principle	74	1.22	0.80
		Teacher	303	1.49	0.97
		Educational Counsellor	60	1.33	1.05
		Total	437	1.42	0.96
Qualifications	Individual Factors	Community College Diploma	15	1.05	0.58
		Bachelor's	277	1.95	0.82
		Higher Diploma	96	1.78	0.74
		Master's	38	1.41	0.57
		PhD	11	1.62	0.93
		Total	437	1.84	0.79
	Social Factors	Community College Diploma	15	1.71	0.95
		Bachelor's	277	1.83	0.84
		Higher Diploma	96	1.72	0.83
		Master's	38	1.40	0.73
		PhD	11	1.95	1.05
		Total	437	1.77	0.85

Variable	Dimension	Category	Frequency	Means	Std.
Qualifications	Environmental/societal Factors	Community College Diploma	15	2.24	1.15
		Bachelor's	277	2.01	0.91
		Higher Diploma	96	2.21	0.90
		Master's	38	1.91	0.83
		PhD	11	2.19	1.01
		Total	437	2.06	0.91
	Career Counselling Procedures in Schools	Community College Diploma	15	1.95	1.12
		Bachelor's	277	2.07	0.98
		Higher Diploma	96	1.91	0.95
		Master's	38	1.75	0.81
		PhD	11	1.99	1.12
		Total	437	2.00	0.97
	Needs for Career Counselling Procedures	Community College Diploma	15	1.40	0.92
		Bachelor's	277	1.49	1.00
		Higher Diploma	96	1.26	0.87
		Master's	38	1.27	0.70
		PhD	11	1.59	1.19
		Total	437	1.42	0.96

Based on the results shown in table (5), there are apparent differences in the means for procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools, from principals, teachers, and educational counsellors' point of view, which can be attributed to region, qualification or position. To investigate the significance of these differences, Multivariate Analysis of Variance (MANOVA) was conducted. The results are displayed through table (6) below.

Table (6): The results of the Multivariate Analysis of Variance (MANOVA) for each variable

Variable	Wilks Lambda Value	F	Sig.
Region	0.828	8.377	0.000
Position	0.963	1.595	0.103
Qualification	0.925	1.678	0.031

Based on the results in table (6), there are significant differences in the procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools, from principals, teachers, and educational counsellors' point of view, which can be attributed to the variables of Region and Qualification.

Multivariate Analysis of Variance test was conducted for each dimension separately to find the sources of differences in the means according to the variables of the Region, Qualification and Position. The results are displayed through table (7) below.

Table (7): The results of the Multivariate Analysis of Variance (MANOVA) for each dimension

Variable	Dimension	Type III Sum of Squares	Df.	Mean Square	F.	Sig.
Region	Individual Factors	11.12	2	5.56	9.59	0.000
	Social Factors	10.33	2	5.16	7.56	0.001
	Environmental/societal Factors	18.51	2	9.25	11.71	0.000
	Career Counselling Procedures in Schools	13.61	2	6.80	7.48	0.001
	Needs for Career Counselling Procedures	19.40	2	9.70	11.15	0.000
Qualification	Individual Factors	9.36	4	2.34	4.04	0.003
	Social Factors	5.48	4	1.37	2.01	0.093
	Environmental/societal Factors	3.47	4	0.87	1.10	0.356
	Career Counselling Procedures in Schools	1.56	4	0.39	0.43	0.788
	Needs for Career Counselling Procedures	3.09	4	0.77	0.89	0.471
Position	Individual Factors	3.21	2	1.60	2.77	0.064
	Social Factors	2.36	2	1.18	1.73	0.179
	Environmental/societal Factors	0.46	2	0.23	0.29	0.747
	Career Counselling Procedures in Schools	2.50	2	1.25	1.37	0.255
	Needs for Career Counselling Procedures	2.10	2	1.05	1.21	0.300
Error	Individual Factors	248.04	428	0.58		
	Social Factors	292.14	428	0.68		
	Environmental/societal Factors	338.17	428	0.79		
	Career Counselling Procedures in Schools	389.53	428	0.91		
	Needs for Career Counselling Procedures	372.53	428	0.87		
Total	Individual Factors	274.92	436			
	Social Factors	311.66	436			
	Environmental/societal Factors	361.57	436			
	Career Counselling Procedures in Schools	410.00	436			
	Needs for Career Counselling Procedures	398.92	436			

Based on the results in table (7), the value of "F" for Position variable dimensions was as follows: (2.77) for Individual Factors dimension, (1.73) for Social Factors dimension, (0.29) for Environmental/societal Factors dimension, (1.37) for Career Counselling Procedures in Schools dimension and (1.21) for Needs for Career Counselling Procedures dimension. These are insignificant values at the significance level of (0.05), which indicates that there are no significant differences in the Position variable dimensions.

Based on the results in table (7), the value of "F" for Region variable dimensions was as follows: (9.59) for the Individual Factors dimension, (7.56) for the Social Factors dimension, (11.71) for Environmental/societal Factors dimension, (7.48) for Career Counselling Procedures in Schools dimension and (11.15) for Needs for Career Counselling Procedures dimension. These are significant values at the significance level of (0.05), which indicates that there are significant differences in the Region variable dimensions.

Based on the results in table (7), the value of "F" for Qualification variable dimensions was as follows: (4.04) for the Individual Factors dimension, (2.01) for the Social Factors dimension, (1.10) for Environmental/societal Factors dimension, (0.43) for Career Counselling Procedures in Schools dimension and (0.89) for Needs for Career Counselling Procedures dimension. The value for Individual Factors dimension is significant at the significance level of (0.05), which indicates that there are significant differences in the Individual Factors dimension within Qualification variable, whereas, the values for Social Factors dimension, Environmental/societal Factors dimension, Career Counselling Procedures in Schools dimension, Needs for Career Counselling Procedures dimension are insignificant at significance level of (0.05), which indicates that there are no significant differences in the Social Factors dimension, Environmental/societal Factors dimension, Career Counselling Procedures in Schools dimension, Needs for Career Counselling Procedures dimension within Qualification variable.

To investigate the significance of the dimensional differences, Scheffe test was conducted for the dimensional comparisons of the dimensions related to Region variable. The results are displayed through table (8).

Table (8): The results of the Scheffe test for each dimension of Region variable

Dimension	Category	Northern	Central	Southern
Individual Factors	Northern	-		*0.417
	Central		-	*0.233
	Southern	*0.417	*0.233	-
Social Factors	Northern	-	*0.362	
	Central	*0.362	-	
	Southern			-
Environmental/societal Factors	Northern	-	*0.449	*0.424
	Central	*0.449	-	
	Southern	*0.424		-
Career Counselling Procedures in Schools	Northern	-	*0.274	*0.449
	Central	*0.274	-	
	Southern	*0.449		-
Needs for Career Counselling Procedures	Northern	-		*0.48
	Central		-	*0.43
	Southern	*0.48	*0.43	-

Based on the results in table (8), there are significant differences in the procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools, from principals, teachers, and educational counsellors' point of view in the Individual Factors dimension of Region variable. The differences came in favour of Southern Region.

Based on the results in table (8), there are significant differences in the procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools from principals, teachers, and educational counsellors' point of view in the Social Factors dimension of Region variable. The differences came in favour of Central Region.

Based on the results in table (8), there are significant differences in the procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools from principals, teachers, and educational counsellors' point of view in the Environmental/societal Factors dimension and Career Counselling Procedures in Schools dimension of Region variable. The differences came in favour of Central and Southern Regions.

Based on the results in table (8), there are significant differences in the procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools from principals, teachers, and educational counsellors' point of view in the Needs for Career Counselling Procedures dimension of Region variable. The differences came in favour of Northern and Central Regions.

Also, Scheffe test was conducted for the dimensional comparisons of the dimensions related to Qualification variable. The results are displayed through table (9) below.

Table (9): The results of the Scheffe test for each dimension of Position variable

Dimension	Category	Community College Certificate	Bachelor's	Higher Diploma	Master's	PhD
Individual Factors	Community College Certificate	-				
	Bachelor's		-		*0.537	
	Higher Diploma			-		
	Master's		*0.537		-	
	PhD					-

Based on the results in table (9), there are significant differences in the procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools, from principals, teachers, and educational counsellors' point of view in the Individual Factors dimension of Qualification variable. The differences came in favour of the bachelor's qualification.

## 17. Conclusion and Recommendations

It was found that the degree of procedures' availability to identify the career path for 10<sup>th</sup> Grade female students

at Basic Stage in public Jordanian schools according to System Theory Framework of Career Development, from principals, teachers, and educational counsellors' point of view is moderate, because the overall mean was (3.16). This signifies that several measures must be taken by the Ministry of Education to develop procedures to identify the career path for 10<sup>th</sup> Grade female students at Basic Stage in public Jordanian schools. These procedures could be in the form of work plan with measures to make sure it is implemented.

It was found that there were significant differences in the means of procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools from principals, teachers, and educational counsellors' point of view which can be attributed to region; within the Individual Factors dimension of Region variable, the differences came in favour of Southern Region, which indicates that respondents in the south have more realization that the individual factors affect the identification of career path. Also, within the Social Factors dimension of Region variable, the differences came in favour of Central Region, which indicates that respondents in the centre have more realization that the social factors affect the identification of career path. For the Environmental/societal Factors dimension Career Counselling Procedures in Schools dimension of Region variable, the differences came in favour of Central and Southern Regions which indicates that respondents in the centre and south have more realization that Environmental/societal Factors and Career Counselling Procedures in Schools affect the identification of career path. And finally, for the Needs for Career Counselling Procedures dimension of Region variable, the differences came in favour of Northern and Central Regions which indicates that respondents in the centre and south have more realization that the Needs for Career Counselling Procedures affect the identification of career path.

It was found that there were significant differences in the procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools, from principals, teachers, and educational counsellors' point of view in the Individual Factors dimension of Qualification variable, the differences came in favour of the bachelor's qualification, which indicates that respondents who hold bachelor's degree have more realization that the individual factors affect the identification of career path.

Therefore, there is a need to take measures to come up with procedures to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools in all regions in Jordan and covering the three factors: Individual Factors, Social Factors and Environmental/societal Factors.

In the light of the study's results, the followings are recommended:

- Develop a work plan to identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools
- Motivate school principals, teachers and educational counsellors at Basic Stage in public Jordanian schools to assist female students identify the career path for 10<sup>th</sup> grade female students at Basic Stage in public Jordanian schools.
- Promote awareness among female students' parents and community about the importance of identifying the career path for 10<sup>th</sup> grade female students at Basic Stage in public schools.
- Motivate female students at Basic Stage in public Jordanian schools to identify their career path.
- Conduct more studies on identifying career path targeting other target groups and other variables.

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