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Effect of career interest on students' career choice in technical secondary schools in the south west region of Cameroon

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Abstract: This study investigated the 'effects of career interest on students' career choice in Technical Secondary Schools in the South West Region of Cameroon'. This study was predicated on the understanding that technical secondary school students face numerous challenges when making a career choice earlier in the academic ladder necessitating specific intervention to enhance a stable career choice. The objective was to examine how much career interest affects students' career choices in Technical Secondary. Methodologically, the study employed a mixed-method approach with a quasi experimental design, encompassing both quantitative and qualitative elements. The research sample comprised 20 students and 45 guidance counselors selected from the South West Region of Cameroon, with selection criteria based on document analysis for students and the Division with the most populated guidance counselors. Data collection was facilitated through questionnaires, and the analysis incorporated both descriptive and inferential statistical methods. The Likelihood ratio test was used in testing the hypotheses from data collected from the guidance counselors. Independent Sample T-test was also used to compare how students in both the control and experimental groups at the pretest and post-test levels differ in their mean scores. The

qualitative data derived from open-ended questions were analyzed using the thematic analysis approach with the aid of themes. The research revealed a remarkably strong correlation between students' career interests and their ultimate career choices. This relationship was substantiated by an overwhelming 90.8% consensus among guidance counselors and further validated by a robust contingency value of 0.825, demonstrating statistical significance with a p-value of 0.000, well below the 0.05 threshold. Based on these compelling results, the researchers proposed several actionable recommendations for guidance counselors. These include the development and implementation of individualized career interest assessments, the creation of comprehensive exposure programs featuring hands-on experiences, mentorship opportunities, and industry visits, and the establishment of ongoing motivation and monitoring systems to support students throughout their career decision-making journey. These recommendations reflect a holistic approach to career guidance that acknowledges the crucial role of sustained engagement and practical experience in shaping effective career choices.

Keywords: Students' aptitude, career choice.

Introduction: Career choice is a pivotal decision that shapes the future of students, influencing their academic trajectory, personal development, and professional aspirations. In Cameroon, as in many other parts of the world, students in technical secondary schools are often faced with a unique set of challenges and opportunities when it comes to selecting a career path. The South West region, known for its rich cultural diversity and a growing emphasis on technical education, offers a valuable context for understanding the factors that influence career decisions among young learners. This article explores the impact of career interest on students' career choices within this region, shedding light on how personal preferences, societal influences, and institutional support systems contribute to shaping the vocational paths of students in technical schools. Understanding the role of career interest in guiding students towards specific professions is crucial for both educators and policymakers aiming to improve career guidance programs.

In the South West region, where there is a strong push for developing technical skills to meet the demands of a rapidly evolving job market, students' personal interests often intersect with the regional needs for skilled workers. This study delves into how the alignment (or misalignment) between students' passions and the available educational opportunities influences their decision-making process. By examining these dynamics, the article seeks to provide valuable insights into how educational institutions can better support students in making informed career choices that will benefit both their personal growth and the broader economy of Cameroon.

Statement of the Problem

The decision-making process regarding career choice is one of the most significant milestones in the educational journey of students, particularly those in technical secondary schools. In the South West region of Cameroon, despite a growing emphasis on technical education and vocational training, there appears to be a gap in understanding the factors that influence students' career choices, specifically the role of career interest. While technical education is designed to equip students with skills that meet the demands of a rapidly evolving job market, there is limited research on how students' career interests align with the vocational pathways available to them. This misalignment may lead to underperformance, lack of motivation, or students opting for career paths that do not align with their true interests or the region's labor market needs. Despite the availability of career guidance programs in many technical schools, there is insufficient evidence to determine how career interest directly brings about stable career choices in technical secondary school students in the South West Region. Factors such as socio-cultural influences, family expectations, and regional economic demands may either hinder or enhance students' decision-making processes regarding their future careers. This gap in the literature highlights the need for a comprehensive study to examine the effects of career interest on students' career choices, focusing on how these factors intersect with institutional practices, societal pressures, and regional economic priorities. Addressing this issue will provide critical insights that can inform policy decisions and educational practices aimed at improving career guidance and student outcomes in technical education.

Literature Review

According to Bingham (2001) career interest is a type of attitude that moves an individual in action as soon as he gets an opportunity, and he continues it as he is satisfied. The activity done by getting attracted toward any object or an individual, by preparing it and deriving satisfaction out of it through concentrating on it is called vocational interest. Jolda (2005) adds that, career interests are one of the many variables included in most models of career development and person-environment fit (P-E fit) and assessment of interests is

an integral ingredient in career counseling interventions. Sardiman (2004) points out that interest is a state that occurs when someone sees the characteristics or meanings of a situation to be related to their desires and needs.

In the teenage years, individuals usually begin to focus on making career plans by exploring various career options and seeking information about the careers they are interested in and begin to make career decisions (Bardick, Bernes, Magnusson, & Witko, 2004). The main focus of the exploration stage is to explore various personal information and career fields as a basis for determining career choices. This includes choosing a continuous study that is in line with the career that the individual will pursue (Ardiyanti & Alsa, 2015). According to Ardiyanti and Alsa (2015), the causes of student uncertainty in determining the choice of study program include but not limited to: students do not know their interest in a particular study program. Career interests reflect individuals' trait-like preferences for activities, environments, and outcomes that motivate goal strivings and achievement (Jones et al., 2020). Simply put, interests are a series of likes and dislikes that develop alongside one's cognitive abilities and personality to shape human behavior (Low et al., 2005). Interests, thus, drive the amount of time and effort individuals spend acquiring knowledge and abilities within a certain domain and their pursuit of educational and career goals (Jones et al., 2020).

Students actively explore curricular opportunities that allow them to combine their interests enabling them to build their own 'lines of practice' (Azevedo 2015). Well-developed interest is associated with independent, voluntary and frequent engagement with an object influenced by placements or internships, work experiences and co-curricular activities. Renninger and Hidi (2022), suggest that a more nuanced approach should be taken to understand interest development. That is, as students gain more knowledge of their field, they refine their interests within it. Understanding interest development requires appreciating how students clarify specific interests within a field and how they blend various interests to build their own individual lines of practice (Azevedo 2015). Renninger and Quinlan (2022) found that creating learning environments that support students' interest in their academic subject also support students' career interest development. Until recently, much of the vocational interest literature has assumed that career interest is stable and trait-like (Schultz et al. 2017). Sear & Gordon (2008) defines interest as the things that hold one's attention or arouse one's curiosity. Interests are a person likes or dislikes and are characterized by the person's intensity of feeling about a subject (Hooley, 2012).

Interests are learned from parents, in school, from friends, and from lifelong experiences. For instance, when one engages in various activities he reacts with specific feelings or attitudes. These personal reactions plus the feedbacks one receives about his performance help to shape and focus interest. Interest can change, as one experiences life and meet more people; one become interested in new things and discard some of his/her old interests. One also develops more complex thinking and understanding process, and one may even seek new interest and activities with hope of improving and making life more exciting (Hewitt, 2010). Once the interest of one change so does the career choice of a person changes. In other words, career information on interest should highlight the possibility of change that will bring about stability in choice. Students seek career that meet their interest at a particular time hence the career that they may have wished to take when they were younger is not what they eventually do. According to Hewitt (2010), interest has become the most important determinant factor and measures of occupational choices. One continues to acquire interests throughout life and this in return influences the reasoning and choices one makes including career choices.

According to vocational choice theory, individuals tend to seek work that aligns with their interests, and when this congruence occurs, they have greater motivation, performance, persistence, and satisfaction with their job (Holland, 1997). In line with this, congruence theory suggests that when an applicant's interests align with a work environment, they will be more likely to choose to work there, be satisfied working there, and desire to stay in that work longer. In this way, research on career interests largely relates to the idea of employee fit, which suggests that similarity between a person and their work environment will lead to more positive work attitudes and behaviors. Kazi, Nimra, and Nawaz (2017), revealed that interest in a subject is the most dominant factor influencing the career choices of business students and that interest in the subject is also related and has some linkage with personality type. A study by Atitsogbe et al., (2018) reported that Swiss students are more influenced by personal interests in career decision-making and that, interest differentiation was significantly associated with self-identity. Similarly, Su, (2018) study in Burkina Faso reported that vocational interest information focuses on individuals' traits and their match to particular careers, rather than seeing interest as something that can grow and develop with appropriate support. Moreover, Gallup's (2019) study

reported that graduates who experienced a sense of purpose in their work were more likely to align their work with their interests, values, and strengths and participate in a program or class that helped them think about pursuing meaningful work. Most recently, Abe and Chikoko's (2020) study concluded that career interest is important in the decision-making process of students.

Super (1955) says interest is the production of interaction between inherited aptitude and endocrine factors on the one hand and opportunity and social evaluation on the other. Some of the things a person does well bring the satisfaction of mastery, approval of companions and results in interest. Super's career-development and assessment counseling (C-DAC) model includes interests as one of several constructs he recommended assessing to help clients explore their life roles. Super's model assumes that readiness to make decisions must be established before the assessment of interests can contribute to the career exploration process. Although Super acknowledged the assessment of interests in the C-DAC career counseling model, the model pays little attention to interests except during the growth stage.

According to Hewitt (2010), interest has become the most important factor in determining and measuring career selection. Most people would like to work at something they enjoy. Sear and Gordon (2002) explained that interest inventories have been developed to help identify interests and relate them to careers and occupations. Within the broader domain of schooling, students have not just one individual interest but a network of individual interests. Individual interests can be defined in terms of specific domains such as school subjects or specific activities within popular culture. In addition to having individual interests in specific domains and activities, students may have a more general individual interest. General individual interest in learning is expressed as a desire to acquire new information, to find out about new objects, events, and ideas not restricted to any narrow domain. This may involve approaching and acquiring information about something novel or it may involve seeking new information concerning something the student already knows about. As Ainley (1998) argued, general interest in learning represents a characteristic way of approaching novel, uncertain, or puzzling phenomena with the goal or purpose of understanding those phenomena. This type of interest may involve both seeking new knowledge and expanding existing knowledge.

Assessing interests can range from the macro approach of providing job titles and asking people the degree to which they might be interested in that position, such as Holland's Vocational Preference Inventory (Holland, 1997) to a more micro approach of assessing the degree to which individuals prefer engaging in certain activities which may be characteristic of certain jobs, such as the Strong-Campbell Interest Inventory (SCII; Campbell 2002), the Jackson Vocational Interest Survey (JVIS; Jackson 2000), and the Jackson Career Explorer (JCE; Schermer 2012). Career interests are the most frequently assessed construct in career counseling. SCCT investigates three aspects of career development, namely, career-relevant interests, selection of career choice options, and performance and persistence in pursuing the proposed career. Interest has been identified as an essential precursor to career choice and is defined as an emotion that arouses attention to, curiosity about, and concern with a career (Akbulut & Looney, 2007).

Individuals often use interest inventories to see which career paths might be best suited to them, and organizations may, after proper validation use these inventories to gauge potential applicants' fit (Hoff et al., 2020b). In general, interest inventories ask respondents to select whether they like, dislike, or are neutral towards a variety of items. Items often cover specific activities, school subjects, occupations, types of people and characteristics (Low et al., 2005). Items are then grouped into specific interest scales that can tell individuals which RIASEC dimension they most identify with or which occupations seem to fit them best. Some of the most commonly used commercial inventories include the Campbell Interest and Skill Survey (CISS; Campbell, 1995), the Strong Interest Inventory (SII; Strong et al., 2004), the Self-Directed Search (SDS; Holland et al., 1994). In addition to these commercially available inventories, the Interest Item Pool (IIP) is an open-access item pool. The IIP website offers public domain vocational interest scales that assess Holland's six categories as well as 31 basic interests. Additionally, the O*NET website presents online materials that facilitate interest exploration (O*NET OnLine, n.d.).According to Sears and Gordon (2008), interest inventories have been developed to help identify interests and relate them to careers and occupations. By measuring the interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do. Within the counseling intervention framework, interests may be assessed for several reasons, to help individuals to make informed occupational and educational choices.

METHODS

This study employed a mixed-methods approach. The aim was to benefit from both the detailed,

contextualized insights of qualitative data and the generalizable, externally valid insights of quantitative data. The research design used was the quasi-experimental research design. The sample size constituted of 20 students and 45 guidance counsellors selected from the South West Region of Cameroon with selection criteria based on document analysis for students and the division with most populated guidance counsellors.

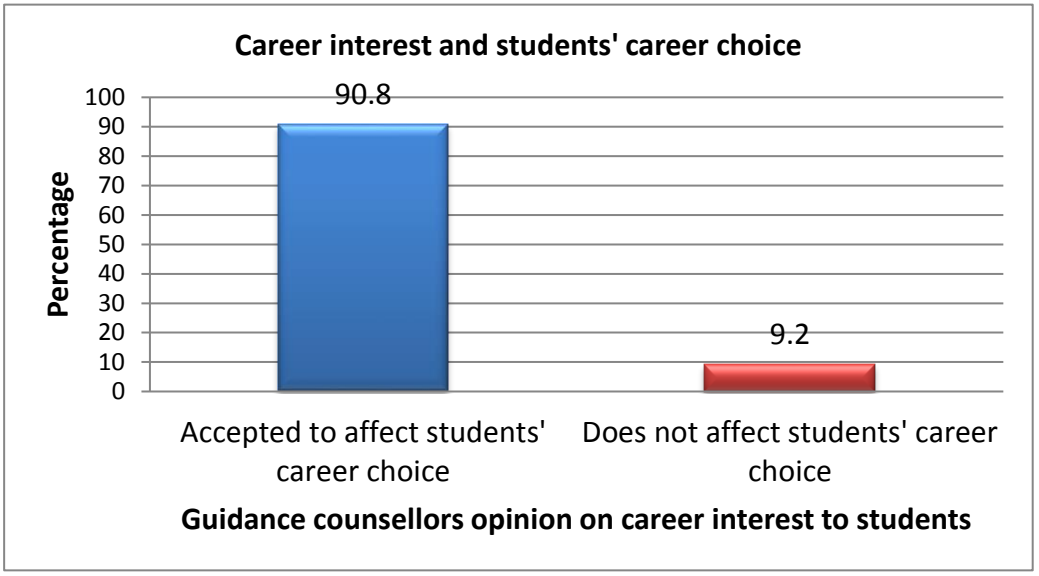
The purposive sampling technique was used to select the division, school, class, trade and participants in the quasi experiment. Purposive sampling was used to select Fako division from the accessible divisions in the South West Region because it had the highest student population likewise school counsellors in technical secondary schools within the South West Region of Cameroon in the 2022/2023 academic year. Students for the sample were obtained through document analysis.

Quantitative data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used are frequency count, percentages, mean standard deviation and multiple responses set which aimed at calculating the summary of findings for each variable for a quick comprehension of the findings. With reference to inferential statistical tools, the Likelihood ratio test that works in association with the Chi-Square test was used in testing the hypotheses from the data collected from the guidance counsellors. The Independent Sample T-test was also used to compare how students in both the control and experimental group at pretest and posttest level differ in their mean score with reference to, and without information to their career choice.

RESULTS AND FINDINGS

Figure 1:

Guidance Counsellors Opinion on Career Interest and Students' Career Choice



In overall, majority of the guidance counsellors 90.8% were of the opinion that career interest will influence students' career choice while 9.2% of them disagreed. The overall mean value of 3.33 on a scale of 1-4 equally implies that many of the guidance counsellors had high belief that sustaining students' career interest influence their career choice, and the low standard deviation value of 0.648 implies that the guidance counsellors in their majority had the same belief.

Table 1:

Comparing Students' Career Desire at Pretest Level in both Groups without Career Interest

Pre test	Pretest control group	Pretest experimental group
N	10	10
Mean	11.80	11.90
Median	11.00	11.00
Minimum	9	10
Maximum	16	16
Std. Error of Mean	.742	.705
Std. Deviation	2.348	2.312

Total mean score= 20

Results showed that at the pretest level where students in both groups were not given information career interest, their reaction to career choice was almost the same as revealed by an approximate equal mean score (Control group 11.80±0.742) and experimental group (11.90±0.705) on 20. Again, the standard deviation of 2.348 in the control group and 2.312 for the experimental group implies that the students' reaction to career choice was almost the same.

Table 2:

Comparing Students' Career Desire at Posttest Level in both Groups after Career Interest

Posttest	Posttest control group	Posttest experimental group
N	10	10
Mean	12.10	16.80
Median	11.30	17.00
Minimum	11	15
Maximum	16	16
Std. Error of Mean	.628	.593
Std. Deviation	2.312	1.874

Total mean score= 20

Results showed that at the posttest level where students in the experimental group were given information on career interest, their reaction to career choice improved as indicated by a higher mean value of 16.80±0.593 on 20 when compare to students in the control group not given information on career interest with a mean of 12.10±0.628 almost the same as seen at the pretest level 11.80. By this, it was evident that there was much improvement in the students' decision to their career choice at the post test level for those in experimental group more than those in the control group. The minimum score is 11 for control group and 15 for experimental group and maximum score is 16 for control group and 16 for experimental group on 20. The low standard deviation in the experimental group 1.874 than in the control group 2.312 implies that many of the students in the experimental group make better decisions to their career choice than those in the control group.

Table 3:

Likelihood Test Depicting Significant Relationship between Career Interest and Students' Career Choice

Model	**Model Fitting Information**				Explanatory power of the model Cox and Snell **(Pseudo R-Square)**
	Model Fitting Criteria -2 Log Likelihood	Likelihood Ratio Tests Chi-Square	Contingency coefficient	*p*-value	
Intercept Only	99.938				.881
Final	4.184	95.754	.825	.000	

df=39

Statistically, the findings showed that career interest to students have a very strong and significant effect on students' career choice as indicated by a high contingency value of 0.825 on a scale 0 to 1, p-value 0.000< 0.05. The explanatory power of the model of 88.1% also revealed that career interest same like information on training to students will contribute greatly in their career choice. This was further proven using the experimental results below.

Table 4:

Comparing Students' Decision to Career Choice after Information on Career Interest for One Group

Test level	Group	N	Mean	Std. Deviation	Std. Error Mean	T-test value	*p*-value
Post	Control	10	12.10	2.312	.628	5.118	.000

test	Experimental	10	16.80	1.874	.593

T-test value for equal variance not assumed, 5.118 greater than critical t-value of 2.101 at df=18, Cl 0.05 level. Mean difference at posttest =4.7

In line with the findings derived from the guidance counsellors, the results from the experiment further

revealed that the provision of information on career interest only to students in the experimental group significantly improve decision to their career choice with mean score increasing from 11.90 to 16.80 on 20.

(Calculated t-value 5.118 >critical value of 2.101, and p-value =0.000 < 0.05) when compared to those in the control group not given information on career interest with mean score almost remain statistic 11.80 to 12.10. The mean difference between the experimental and control group at posttest level is 4.7 which is much. Therefore, the hypothesis that states there is a significant relationship between career interest and students' career choice in Technical Secondary Schools in the South West Region of Cameroon was accepted.

Table 5:

Thematic analysis on ways guidance counsellors help to sustain the interest in students towards their chosen trade

Themes	Theme description	Quotations
Information provision	Provision of useful and valid information	'Gathering more information on that particular career and practice" 'Giving details of made choice, it's limitations and strengths" 'Providing information on career service' 'Giving students information on expected benefits in the choices they have made"
Internship	Exposure to variety of field of works	'Expose them to role play activities in those aspects' 'Visits to some work institution of their choice of trade" 'encourage workshop attendance' 'Carry out school practical' Illustrating career opportunities' 'Engage them in internship'
Motivation/ Encouragement	Building a positive self- concept	'Motivating them and instilling in them the power of a positive self-concept' 'Encourage career exploration'
Sensitization	Administering interest inventories	'Creating awareness on students undeveloped capabilities' 'Coach them 'Providing counseling'
Guidance	Individual and group sessions	'Telling the possible careers and jobs link to the selected career' 'Tell them to be focus'
Follow-up	Continuous orientation and feedback	'Regular follow-up'
Creativity	Encourage cooperative learning	'Engage in cooperating with peers'

The guidance counsellors were asked of ways they help their students to sustain their interest in their career choice. One of the ways reported by many of the guidance counsellors was by providing information to the students about the work benefits attach to their career choice and even the limitations as depicted in some statements "Gathering more information on that particular career and practice, giving students information on expected benefits in the choices they have made, giving details of that choice, it's limitations and strengths".

Again, another ways used by many counsellors is by exposing the students to variety of field works for observation as depicted in some statements "Expose them to role play activities in those aspects, visits to some work institution of their choice of trade, expose

them to many careers available, encourage workshop attendance".

In addition, some counsellors said they counsel the students, offering guidance, following them up, place them on internships, carry out workshop practical, encourage positive self esteem, encourage them to do lot of practical and encourage cooperative learning among the students as depicted in some statements "Regular follow-up", "Motivating students and instilling in them the power of a positive self-concept",

DISCUSSIONS

Findings showed that career interest in students has a very strong and significant effect on students' career choices. This implies that when students are provided information on career interest concepts such as

interest inventories, interest scope, general interest, intrinsic interest, engaging in activities of choice, and reinforcing likes, students become certain of their career choice. This is in congruence with Krapp (2003) who opined that, the actual interests of a person provide an orientation when the individual has to make decisions about the direction of future goals. Interest is a component in choice-making that brings about persistence and creativity. Therefore, once interest is accurately directed, career choice is stable. Dahir, Burnham, and Stone (2009) support this view by stating that, career development goals at the middle school and high school levels include exposing students to career information and information systems; fostering self-understanding of interests, skills, aptitudes and values; and engaging in academic and career planning. Understanding the factors that influence how students' career choice stability develops during secondary school is necessary for the designing of learning environments that best support students.

Findings from counsellors indicated that when interest inventory is used to diagnose students' interests, their career choice is stable. This is in congruence with Sear and Gordon (2002) who explained that interest inventories have been developed to help identify interests and relate them to careers and occupations. When a student is administered an interest inventory, the interpretation serves as a picker of an appropriate career. Once a student is certain about their likes they become creative with those likes and further unveil a growing motivation to persist in their choice. The majority of the guidance counsellors were of the opinion that, creating awareness of what a student likes with the help of interest inventories, helps students increase their likeness for that aspect and that students who have high interest in an activity tend to make stable trade choices. These findings provide a possible justification for the conclusion of the empirical work of Vasilescu, Moraru and Sava (2014) who found that at the university level, there are still deficiencies in choosing an appropriate educational type that corresponds to the personal career interests and consequently academic dissatisfaction and failure. Therefore, findings in this study prove the necessity of intervention at the secondary school level which is earlier on the academic ladder to bring about early stability in career choice which will translate to later schooling.

Most counsellors were of the view that encouraging students to focus on interest from within since it lasts longer and grows stronger will help them make a stable career choice. This is in corroboration with Owie (2003) who argued that the most important reason why a person chooses a particular career is that the person has an intrinsic interest in the field. Intrinsic interest is a force that does not have a materialistic motive. During the intervention, students arrived at a realization that apart from marks, money and other rewards doing something for the love of it is a sustainable technique in choice. Not for absolutely any reward but for the positive fulfillment and growth an activity brings, a culture of persistence is created. Awareness of the fact that some rewards disappear along the line within a career is imperative or crucial early enough before the student can make a stable career choice. Lent et al. (1999) through the Social Cognitive Career Theory's Interest Model further support this by saying that, interest in an activity is likely to blossom and endure when people view themselves as competent at the activity and anticipate that performing it will produce valued outcomes.

Most counsellors reported that engaging students in activities of their choice and reinforcing interest are intervention techniques that bring about career choice stability. This is consistent with Renninger and Quinlan (2022) who found that creating learning environments that support students' interest in their academic subject also supports students' career interest development. The Learning theory of career counselling (Mitchell and Krumboltz (1996) further support this view by highlighting that, learning experiences both instrumental and associative learning experiences later influence on career planning and development are primarily determined by the activity's reinforcement or non-reinforcement and by a task itself. The interest of children is bound to change as they gain more information on employability and the world of work. As such a better technique to reassure them and redirect this change to stable career channels is to engage them in the activities they prefer. Choosing an activity is a signal that a child has a liking for it. Therefore, this liking

must be appropriately sustained to enhance persistence. As students gain more knowledge of their field, they refine their interests within it. The most common type of career interest change recorded in this study was a clarification of career interest within the same broad subject of study, suggesting greater knowledge of the subject area and related career options.

Counsellors also reported that allowing students to work with what they enjoy is an intervention mechanism that brings about stability in career choice. This is supported by Alberto and Troutman (2013) who argued that a relationship can be termed reinforced only if the behaviour increases or maintains its rate due to the consequence. When we say a student enjoys doing something it implies this activity brings forth some fulfillment or feeling of satisfaction in that student. Therefore, the positive feelings in the individual serve as a motive to be consistent in their choice. Strong-Campbell Interest Inventory (SCII) by Campbell (2002) is a preferred micro approach to assessing the degree to which individuals prefer engaging in certain activities that may be characteristic of certain jobs.

CONCLUSION

The findings of this research offer compelling evidence for the pivotal role of career interest in shaping students' career trajectories within Technical Secondary Schools in South West Region of Cameroon. Through rigorous analysis and empirical validation, the study demonstrates that understanding and nurturing students' career interests serves as a fundamental cornerstone in guiding them toward well-informed and sustainable career decisions. The research reveals a remarkable consensus among guidance counselors regarding the transformative power of career interest cultivation. This professional agreement is further strengthened by experimental data showing measurable improvements in students' career decision-making capabilities when provided with targeted career interest information and guidance. The positive outcomes observed in students who received structured interventions underscore the effectiveness of comprehensive career guidance approaches.

Particularly noteworthy is the study's demonstration of how specific interventions, including fieldwork exposure, motivational counseling, aptitude testing, and cooperative learning experiences, significantly enhance students' ability to make stable career choices. These findings emphasize that career guidance should not be approached as a singular event but rather as an ongoing, multi-faceted process that actively engages students in exploring and understanding their professional interests.The research conclusively establishes that when students are equipped with appropriate career information and given opportunities to explore their interests, they develop stronger decision-making capabilities aligned with their natural inclinations and abilities. This alignment between personal interest and career choice emerges as a crucial factor in fostering long-term professional satisfaction and success.

Based on the findings, Career counseling in educational settings requires a comprehensive and nuanced approach that goes beyond traditional advising methods. Guidance counselors must adopt proactive strategies that emphasize personalized assessment and experiential learning opportunities. The development of customized career interest assessments serves as a foundational element, enabling counselors to understand each student's unique inclinations and potential pathways. To facilitate meaningful career exploration, counselors should create diverse opportunities for hands-on experience. This includes organizing industry visits where students can observe professionals in their work environment, establishing mentorship programs that connect students with experienced practitioners, and coordinating internship placements that provide real-world exposure to various career fields. These experiential components help students develop a tangible understanding of different professions and workplace cultures.

Interest enhancement activities play a crucial role in the career development process. Through career role-playing exercises, students can temporarily step into different professional roles, gaining insights into the day-to-day responsibilities and challenges of various occupations. Structured internship programs provide extended periods of practical experience, allowing students to test their interest in specific fields while developing relevant skills and professional networks. The implementation of interest tests and self-assessment tools adds an important analytical dimension to career guidance. While these assessments should not be viewed as definitive determinants of career choice, they provide valuable data points that can help validate or challenge students' preliminary career interests. The results often offer objective insights that support more informed decision-making and help students understand why certain career paths might be more suitable than others.

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