Analysing Career Interests Among Middle And High School Students In Kuwait: Implications For Early Career Planning

Aseel Al Fouzan*

Executive Director of Al-Enmaa Social Counselling Company. Kuwait

ARTICLE INFO	ABSTRACT
	This research investigates the career preferences of middle and high school students in Kuwait, focusing on the impact of early career guidance. The main concern is the absence of organized career counseling in schools, which often results in confusion and poor alignment between students' aspirations and their actual career choices. A significant number of students face difficulties in making well-informed decisions regarding their future careers due to a lack of exposure to various professions. These choices are frequently shaped by societal pressures and family expectations. The study's primary goals are to examine students' career interests, identify the factors that shape these interests, and assess the role of early career advice in guiding their career decisions. The research involved a sample of 350 students from middle and high schools across Kuwait, selected randomly. Data were collected through structured surveys and analyzed using SPSS, with additional qualitative insights included for a more comprehensive understanding. The findings show that societal influences, family expectations, and the prestige of professions like medicine, engineering, and education play a major role in students' career interests. A lack of exposure to a broad range of career options often limits students' ability to make fully informed decisions. Based on these results, the study suggests introducing formal career counseling programs in schools to offer students the opportunity to explore a wider array of career possibilities. Providing early guidance and access to various career paths could significantly improve decision-making, helping students make choices that align with their abilities and interests, leading to greater long-term satisfaction in their professional lives.

Keywords: Career Interests, Middle School Students, High School Students, Early Career Planning, Career Counseling, Kuwait |

Introduction

Career development during adolescence plays a crucial role in shaping students' future educational and professional paths. As students advance through middle and high school, they increasingly face the challenge of making decisions about their future careers. In many countries, including Kuwait, career decision-making is often a significant hurdle for students. This is due to the lack of sufficient exposure to different career opportunities and the heavy reliance on external influences, such as societal norms and family expectations (Al-Fadhli, 2020). These outside factors often drive students to pursue careers based on social status or family pressure rather than personal abilities or passion (Al-Shammari, 2021).

In Kuwait, the absence of formal career guidance programs in schools has contributed to students' limited understanding of the career options available to them. Despite the importance of early career planning, many students do not receive adequate counseling until much later in their educational journey, leaving them unprepared to make well-informed career decisions (Al-Kandari, 2019). Career guidance in middle and high school can provide essential tools for students to explore and understand a variety of career paths, enabling them to make decisions aligned with their strengths and interests (Super, 1990).

Studies have shown that early exposure to career exploration helps students recognize their own strengths and weaknesses, leading to a more realistic understanding of their future career options (Hughes et al., 2020).

However, in Kuwait, career counseling programs remain underdeveloped, with a predominant focus on traditional careers like medicine, engineering, and education. This narrow focus limits students' perceptions of other available professions (Al-Fadhli, 2020). As a result, many students enter the workforce or higher education with a limited understanding of potential career paths, which can lead to dissatisfaction and a lack of alignment later in their careers.

The primary goal of this study is to investigate the career interests of middle and high school students in Kuwait and identify the factors that influence their choices. Specifically, the study aims to understand how family influences, societal expectations, and exposure to career counseling shape students' career preferences. In doing so, it will provide insights into the role of early career guidance in influencing students' career decision-making (Brown & Krane, 2000).

This study is particularly relevant at this time, as there is increasing recognition of the need for early career interventions to improve the career outcomes of young people. The findings could offer valuable recommendations for how Kuwait's educational system can better support students in their career planning and decision-making. Additionally, the study will suggest ways to enhance career counseling services within Kuwaiti schools, ensuring students are better equipped to navigate their future career choices.

By addressing the current gaps in career counseling and examining the factors that influence students' career interests, this study aims to contribute to the development of more effective career guidance strategies. Ultimately, this research will help students make well-informed and confident decisions regarding their career paths.

Problem Statement
Despite the growing importance of early career planning in helping students make informed career decisions, many schools in Kuwait, particularly at the middle and high school levels, lack effective career guidance programs. This deficiency leads students to choose career paths based on societal or familial pressures rather than a thorough understanding of their personal interests and abilities.

Main Research Question: What are the factors influencing the career interests of middle and high school students in Kuwait, and how can early career guidance programs contribute to improving these career choices?

Importance of the Study
Why is this Problem Important?
1. **Long-term Consequences**: Early career choices impact students' higher education paths and future employment opportunities. Without adequate guidance, students may struggle to make career decisions that align with their skills and aspirations.
2. **Role of Schools in Shaping Career Decisions**: Schools have a central role in helping students navigate their career interests. By providing effective career guidance, schools can better prepare students to make informed decisions about their futures.

Relevance for Academics and Educational Policy:
- **For Academics**: This research will provide valuable insights into the current state of career guidance in Kuwait and its effectiveness, contributing to the existing body of knowledge on career development in the Middle East.
- **For Policymakers**: The findings of this study will help educational authorities in Kuwait improve career guidance programs, which could ultimately enhance students' career preparedness and future success.

Research Objectives

- **Main Objective**: To explore the factors that influence the career interests of middle and high school students in Kuwait.
- Specific Objectives:
o To identify the factors influencing students' career choices (family, society, and school).
o To assess the impact of early career guidance on students' career decision-making.
o To propose strategies for improving career guidance programs in Kuwaiti schools.

Research Questions
- **RQ1**: What factors influence the career interests of middle and high school students in Kuwait?
- **RQ2**: How does early career guidance contribute to improving students' career choices?
- **RQ3**: What are the most common career interests among students in Kuwait?

The Structure of the Research
1. **Literature Review**: This section will review previous studies related to career guidance and factors influencing career interests, with a focus on the context of Kuwait and other similar educational settings.

2. **Methodology**: This section will explain how the study will be conducted, including the sampling technique, data collection methods (survey), and statistical analysis using **SPSS**.
3. **Results**: The findings from the analysis will be presented, including both quantitative and qualitative data.
4. **Discussion**: The results will be interpreted in the context of existing literature, and implications for career guidance will be discussed.
5. **Recommendations**: Based on the findings, recommendations will be made to improve career guidance programs in Kuwaiti schools.

Theoretical Framework:

The **Theoretical Framework** forms the foundation for understanding the key variables and factors influencing students' career interests. It provides the lens through which we interpret the data and relate it to existing theories and concepts. For this study, we will base our theoretical framework on several influential theories of career development and decision-making.

1. Super's Developmental Theory of Career Choice (1957)

Donald Super's Theory of Career Development is a widely recognized model for understanding how individuals progress through different stages of career development throughout their lives. As per Super (1957), career growth is a lifelong journey that closely aligns with an individual's developing self-image. Throughout various life experiences, the self-concept evolves, influencing decisions, ambitions, and career preferences. Super's framework offers a clear explanation of how the development of self-concept is connected to career choices.

Super suggested that career development unfolds in distinct stages, which mirror the changes in a person's self-concept over time. These stages—Growth, Exploration, Establishment, Maintenance, and Decline—highlight periods in an individual's life when their career aspirations, objectives, and self-perceptions evolve in response to their personal experiences, societal expectations, and environmental factors.

The Phases of Career Development According to Super's Theory
1. Growth Stage (Childhood and Adolescence):
Growth Stage (Childhood and Adolescence)

- **Age Range:** From childhood through early adolescence, typically up to age 14.
- **Key Features:** In this early stage of development, children start forming their self-image, which serves as the foundation for future career choices. Career awareness is limited at this stage, with children often unaware of the specific job roles or career opportunities available to them. However, they begin to develop ideas about the types of roles that may suit their emerging interests and abilities.
- **Career Development:** During this phase, children's career aspirations are heavily influenced by their families, societal norms, and initial educational experiences. These influences help to create a broad, generalized view of potential careers, such as the aspiration to become a doctor, teacher, or engineer. At this stage, career preferences begin to take shape, but these preferences are based on limited knowledge and a simple understanding of success.
- **Relevance to Middle and High School Students:** For students aged 12 to 18, this phase is crucial as they are transitioning from childhood into adolescence, moving from a basic understanding of careers to a more detailed exploration of their professional interests. The development of their self-concept continues during this period, making them especially susceptible to external influences like family values, peer expectations, and school pressures (Super, 1980).

2. Exploration Stage (Early Adulthood):

- **Age Range:** Typically between 15 and 24 years.
- **Key Features:** During this stage, individuals shift from an initial awareness of careers to actively exploring various professional options. This exploration often happens through educational experiences, part-time work, internships, and vocational training. As self-awareness increases, the desire to try out different careers intensifies.
- **Career Development:** Young adults start refining their career preferences based on hands-on experiences and the feedback they receive during their exploration. They seek clarity about their skills, interests, and values, testing various professions to see which aligns most with their evolving self-concept.
- **Relevance to Middle and High School Students:** Although middle and high school students are still in the early phases of the exploration stage, they are beginning to get a taste of it through exposure to career fairs, internships, and career counseling. These early experiences help lay the foundation for more in-depth exploration later on. Although full career exploration generally comes in later stages, the groundwork laid during these years is essential for more focused career decisions in the future (Super, 1957; Savickas, 2005).

3. Establishment Stage (Middle Adulthood)

- **Age Range:** Between 25 and 44 years.

- **Key Features:** This stage marks the start of a stable career and entry into the workforce. Individuals typically make long-term commitments to their chosen career paths, striving for success, expertise, and stability within their profession.
- **Career Development:** In the establishment phase, career growth becomes a primary focus. Individuals make decisions related to job security, and their roles evolve as they gain experience and face new challenges. Career goals may also shift due to changes in family, health, or economic circumstances.
- **Relevance to Middle and High School Students:** Although students in middle and high school are not directly impacted by this stage, it offers a long-term perspective on the importance of early career planning. A solid foundation in the earlier stages of growth and exploration can significantly influence one's ability to navigate the establishment phase successfully (Super, 1980).

3.   Maintenance and Decline Stages (Later Adulthood):
- **Age Range:** Generally from age 45 onwards.
- **Key Features:** These stages mark the later phases of an individual's career journey. The maintenance stage is characterized by efforts to uphold professional achievements and status, while the decline stage involves stepping away from the workforce and preparing for retirement.
- **Career Development:** During the maintenance stage, individuals concentrate on preserving their career successes and adapting to both personal and professional changes. In the decline stage, the focus shifts to retirement planning and reflecting on one's career accomplishments, as they begin the transition out of the workforce.
- **Relevance to Middle and High School Students:** Although these stages are more pertinent to older adults, they underscore the significance of long-term career planning. For younger students, understanding these later stages helps highlight the enduring nature of career development and reinforces the importance of early career planning to avoid stagnation in future life stages (Super, 1980).

The Role of Self-Concept in Career Choice
A key aspect of Super's theory is the central role of self-concept in career development. Self-concept refers to an individual's perception of their own abilities, values, and interests. As people gain life experience, their self-concept evolves, which in turn influences their career choices. Super posits that career decisions reflect the self-concept at each stage of life.

For middle and high school students, the growth stage is especially critical as their self-concept is still forming. At this point, students are starting to recognize their strengths, interests, and skills, though they are often significantly influenced by external factors like family expectations, societal pressures, and the school environment. Career guidance programs at this stage can play a crucial role in helping students refine their self-concept, ensuring it aligns with future career possibilities.

Moreover, Super suggests that **career maturity** – the ability to make informed and appropriate career decisions – is closely related to **self-concept development**. Therefore, providing students with opportunities for **self-exploration** and **career assessments** can help them better understand their unique skills and align their career interests with their personal goals (Super, 1957; Super, 1980).

Furthermore, Super emphasizes that career maturity — the capacity to make well-informed and suitable career decisions — is closely tied to the development of one's self-concept. Providing students with opportunities for self-reflection and career assessments allows them to gain a better understanding of their skills and helps them align their career aspirations with their personal objectives.

Implications of Super's Theory for Career Guidance Programs in Kuwait
In Kuwait, Super's developmental framework offers valuable insights for shaping career guidance initiatives aimed at middle and high school students. Since career development is still emerging in Kuwait, applying Super's theory to career guidance could highlight the importance of cultivating self-concept and ensuring structured career exploration within the educational system.

Kuwait's educational system traditionally emphasizes academic achievement, but there is increasing recognition of the importance of programs that foster career exploration and self-awareness. Integrating Super's theory into career counseling initiatives would allow educators to guide students in identifying their interests, skills, and values, enabling them to make more informed decisions regarding their future careers.

To facilitate this, career guidance programs could include activities such as:

- **Career interest inventories and personality assessments**
- **Internships, job shadowing, or mentorship programs**
- **Workshops focused on self-concept and career decision-making**
- **Exposure to a wide range of career paths, including non-traditional roles, to expand students' views on possible career options**

Incorporating Super's model into career guidance initiatives would better prepare Kuwaiti students in middle and high school to navigate their career choices, providing them with a clearer sense of purpose and direction as they transition into adulthood.

2. Holland's Theory of Career Choice (1959)

John

John Holland's Career Choice Theory, developed in 1959, is based on the concept that career satisfaction is most likely to occur when there is a good match between an individual's personality and the characteristics of their work environment. Holland proposed that both people and work environments can be categorized into six types. He argued that individuals will be most successful and content in careers that align with their inherent personality traits. This theory has significantly influenced the fields of career counseling and vocational psychology by highlighting the important role personality plays in career preferences and decision-making.

The Six Personality Types

Holland's model categorizes personalities into six main types, each associated with specific environments in which individuals tend to thrive:

1. **Realistic (The Doers)**:
   o **Traits**: Practical, hands-on, and mechanically skilled. People with this personality type enjoy working with their hands, tools, machinery, or animals. They prefer physical tasks and tend to avoid abstract thinking or social interactions that require a lot of verbal communication.
   o **Career Preferences**: Professions in engineering, mechanics, farming, construction, and trades often appeal to realistic personalities.

2. **Investigative (The Thinkers)**:
   o **Traits**: Analytical, intellectual, and inquisitive. Investigative individuals enjoy tackling complex problems, conducting research, and exploring theoretical concepts. They excel in environments that demand logical reasoning and problem-solving.
   o **Career Preferences**: Careers in fields like science, research, medicine, technology, and academics typically attract investigative personalities.

3. **Artistic (The Creators)**:
   o **Traits**: Creative, imaginative, and expressive. Artistic individuals value creativity and often engage in artistic pursuits like painting, writing, or music. They prefer open-ended, flexible environments where they can freely explore and express their ideas.
   o **Career Preferences**: The arts, graphic design, fashion, music, literature, and other creative sectors are ideal fields for artistic personalities.

4. Social (The Helpers)

- **Traits**: Caring, empathetic, and supportive. Individuals with this personality type find satisfaction in assisting others, whether by providing direct care or by facilitating learning and personal growth. They excel in environments that emphasize human connection and service to others.
- **Career Preferences**: Careers in counseling, teaching, nursing, social work, and other professions that require strong interpersonal skills and the ability to offer support are ideal for social types.

5. Enterprising (The Persuaders)

- **Traits**: Motivated, energetic, and goal-driven. Enterprising individuals are skilled in leadership, persuasion, and entrepreneurship. They prefer environments that involve taking risks, making decisions, and influencing others.
- **Career Preferences**: Fields like business, sales, law, management, and leadership positions are particularly well-suited to enterprising individuals, as they thrive in situations that require initiative, negotiation, and decisive action.

6. Conventional (The Organizers)

- **Traits**: Detail-focused, methodical, and structured. These individuals thrive in settings where tasks are clear, rules are followed, and organization is a priority. They often excel at repetitive tasks that require precision and adherence to established procedures.
- **Career Preferences**: Careers in accounting, administration, data analysis, and other organizational or clerical roles align well with conventional personalities.

The Person-Environment Fit and Career Satisfaction

Holland's theory emphasizes that individuals are most content and successful when their work environment aligns with their personality. The central idea of *person-environment fit* suggests that people who work in environments that suit their personality traits are more likely to feel competent, motivated, and engaged. For instance, an investigative individual, who is intellectual and inquisitive, would be more likely to thrive in a research-oriented field, while a realistic individual would be more content in hands-on careers, like engineering or construction.

Furthermore, Holland suggested that people naturally gravitate towards environments that mirror their personality traits, and these environments reinforce those traits over time. This dynamic between the individual and their environment contributes to lasting career satisfaction, stability, and success (Holland, 1959).

Holland's Theory and Adolescents

Holland's theory plays a significant role in understanding career development among adolescents, particularly those in middle and high school who are in the early stages of exploring career options. At this stage, adolescents are beginning to shape their self-concept, which influences their career exploration. According to Super (1957), adolescents are actively engaging with various career possibilities while developing a clearer sense of self. Holland's theory suggests that adolescents may be drawn to particular career fields based on their personality traits, which are shaped by both internal factors (such as innate abilities and interests) and external influences (like family expectations, cultural norms, or exposure to different professions).

For instance, a high school student with a strong social orientation might be inclined to pursue a career in fields such as nursing or teaching, especially if these professions are valued by their family or community. In contrast, an adolescent with an artistic personality may gravitate towards careers in design, visual arts, or performance, particularly if they have been exposed to creative activities or encouraged by teachers, mentors, or peers.

Holland's theory also emphasizes that adolescents' career interests are dynamic and can change over time as they encounter new experiences and influences. Career guidance programs targeting adolescents can benefit from this model by helping students identify their personality type and explore career options that match their traits. This alignment between personality and career choice can lead to greater satisfaction and motivation as students move forward in their career paths.

Implications for Career Guidance in Kuwait

In **Kuwait**, where educational systems are increasingly adopting career guidance initiatives, **Holland's theory** offers practical applications for shaping career counseling programs for middle and high school students. Kuwaiti students, like adolescents elsewhere, face significant pressure from **family expectations**, **academic success**, and societal norms. By incorporating Holland's framework into career guidance, counselors can help students better understand their **personality traits** and how these relate to their potential career options.

For instance, career counselors in Kuwait can use **career inventories** based on Holland's six types to help students discover their **dominant personality traits** and match them with relevant careers. Such tools can help students reflect on their strengths and interests, providing them with a more personalized and informed approach to career decision-making. By emphasizing the importance of **person-environment fit**, career counselors can guide students to select careers that not only align with their **interests** but also promise long-term satisfaction and success.

Additionally, Holland's theory supports the idea of **early career exploration**, which is critical in a country like Kuwait, where students are often pressured to make **definitive academic and career choices** at a relatively young age. Career guidance programs based on Holland's typology can ensure that students have the tools and knowledge to make informed choices, paving the way for a more sustainable and fulfilling career journey.

John Holland's Theory of Career Choice provides a valuable framework for understanding how adolescents develop career interests based on their personality traits. By aligning career choices with personality types, students are more likely to experience career satisfaction and success. For middle and high school students in Kuwait, applying Holland's theory within career guidance programs could significantly enhance the early stages of career exploration, fostering informed, self-aware decision-making that leads to long-term career fulfillment.

3. Social Cognitive Career Theory (Lent, Brown, and Hackett, 1994)

The **Social Cognitive Career Theory (SCCT)**, developed by **Lent, Brown, and Hackett (1994)**, builds on Albert Bandura's **Social Cognitive Theory** and posits that career interests, choices, and behaviors are influenced by three primary factors: **self-efficacy**, **outcome expectations**, and **goals**. This theory underscores the interaction between personal, behavioral, and environmental factors in shaping career decisions. SCCT is particularly useful for understanding how individuals, especially students, form career interests and make decisions based on their perceptions and experiences in a social context.

1. **Self-Efficacy**: Self-efficacy refers to the belief in one's abilities to accomplish specific tasks or succeed in particular areas. In the context of career choice, students are more likely to pursue careers that they believe they can succeed in. For example, a student who has developed high self-efficacy in **mathematics** may feel more confident in pursuing a career in engineering or technology. These beliefs are shaped by a combination of **past experiences**, **feedback from others**, and **observational learning** from peers and mentors (Bandura, 1997). SCCT asserts that high self-efficacy can motivate individuals to set and pursue more ambitious career goals.

2. **Outcome Expectations**: Outcome expectations refer to the perceived consequences or rewards of pursuing a particular career or engaging in specific tasks. These expectations play a crucial role in determining whether a student will pursue a certain career path. For example, if students believe that a

career in medicine will lead to financial stability and social status, they are more likely to consider this profession, regardless of their interest in the field. In contrast, students may avoid careers they perceive as leading to undesirable outcomes, such as low pay or limited job security.

3. **Goals**: Goals are the aspirations that guide an individual's actions and decisions. According to SCCT, career-related goals are essential in shaping career decisions and subsequent actions. Goals can be short-term (e.g., performing well in high school) or long-term (e.g., becoming a doctor or lawyer). SCCT suggests that individuals with **clear and achievable goals** are more likely to engage in activities that align with these goals, such as pursuing relevant academic subjects or seeking professional experiences.

4. Application of SCCT to Career Choice

SCCT emphasizes that students' career choices are deeply influenced by their **social environment**, including the roles played by **family, school, and community**. These external influences shape students' beliefs about their capabilities and the outcomes of their actions, which in turn affect their career choices.

For instance, students who receive support and encouragement from **family members** are more likely to develop high **self-efficacy** beliefs about their academic and career potential. In contrast, students who experience **discouragement** or **lack of support** may doubt their abilities, leading to lower self-efficacy and fewer career aspirations. This underscores the role of **family support** in enhancing students' **career confidence** and encouraging them to pursue higher education and ambitious careers.

Moreover, **outcome expectations** are influenced by the values and norms present within a student's social environment. For instance, in many cultures, certain professions are highly valued due to their perceived social status and economic rewards. In countries like Kuwait, **societal pressure** may steer students toward careers in **medicine**, **engineering**, or **law**, as these fields are viewed as prestigious and financially secure. This external pressure may shape students' career goals, regardless of their intrinsic interests or abilities.

The Role of Family and Society in Career Choices

Family plays a pivotal role in shaping the career aspirations of students, particularly in the early stages of career development. In many cultures, especially in **non-Western societies**, parents have a significant influence on the career choices of their children. According to Seginer (2006) and Arnett (2007), parental influence is particularly pronounced in **Middle Eastern cultures**, including **Kuwait**, where family members often have strong opinions about the professions they wish their children to pursue. Parents in Kuwait, for instance, may emphasize professions like **medicine**, **law**, or **engineering**, due to their association with **status** and **economic stability**. This cultural emphasis on prestigious professions may limit students' exposure to alternative career options and can influence their **career interests** and **expectations**.

5. Educational Systems and Career Guidance Programs

The role of the **educational system** in shaping career choices is critical, as schools serve as the primary institutions where students explore career interests. Effective career counseling programs are essential for helping students develop a better understanding of their **skills**, **interests**, and **career opportunities**. Gysbers and Henderson (2010) emphasize the importance of school-based career guidance programs, which help students assess their abilities, explore career options, and develop realistic career goals.

In **Kuwait**, however, the quality and availability of such career guidance programs can vary significantly. Public schools may face challenges such as limited funding and insufficient staff trained in career counseling, whereas private schools may offer more comprehensive programs. Research indicates that **early exposure** to various career paths is crucial for **informed decision-making**. Unfortunately, in Kuwait, many schools still do not integrate career counseling effectively into the curriculum. This lack of structured career guidance may lead to students making uninformed career choices based on external pressures rather than personal interests or aptitudes.

Social Cognitive Career Theory (SCCT) provides a comprehensive framework for understanding how career interests and choices are influenced by **self-efficacy**, **outcome expectations**, and **goals**, with particular emphasis on the role of the **social environment**. In the context of **Kuwait**, this theory highlights the critical importance of **family support**, societal values, and the educational system in shaping students' career aspirations. By integrating SCCT into career guidance programs, educational institutions can better support students in making informed career decisions that align with both their personal interests and the realities of their social environment.

Literature Review

The **literature review** seeks to provide an overview of existing studies that have explored the factors influencing career choices, particularly in middle and high school students. Based on the theoretical framework established earlier, the review will examine key themes such as the role of career guidance programs, factors that influence career decisions, and the social and cultural context of career decision-making, with a special focus on **Kuwait** and similar educational settings.

1. Career Guidance Programs in Middle and High Schools

Career guidance programs are a crucial aspect of middle and high school education, aiming to help students identify their career interests and make informed decisions about their future. According to Borges et al. (2013),

well-structured career counseling programs have been shown to positively influence students' career choices by enabling them to identify their strengths, weaknesses, and potential career paths. These programs facilitate self-reflection and provide students with resources to explore a range of professional options, helping them make more informed decisions about their education and career prospects. Similarly, Schultheiss et al. (2011) stress the importance of career counseling as a tool to mitigate confusion or uncertainty, especially in the transitional phases of students' lives.

However, research conducted in Kuwait reveals a different reality. Al-Kandari (2017) highlights that despite the acknowledged importance of career guidance, there is a significant gap in the implementation of effective programs, particularly in public schools. While private schools in Kuwait may offer career guidance to some extent, the availability and quality of these services in public schools remain limited. This discrepancy can significantly affect the ability of students in public schools to make informed career decisions, leading to more general, less targeted career paths. The lack of comprehensive career education programs in Kuwaiti schools further exacerbates the challenges faced by students in planning for their futures.

2. Factors Influencing Career Decisions

Career decisions during adolescence are influenced by a wide array of personal, familial, and social factors. A study by Rojewski (2005) demonstrated that family expectations and the socioeconomic background of students have a significant impact on their career choices. Students from higher socioeconomic backgrounds may have more access to diverse career options, such as professions in law, medicine, or business. In contrast, students from lower socioeconomic backgrounds might face financial constraints that limit their career options and aspirations.

In Kuwait, societal values play a critical role in shaping students' career aspirations. A study by Al-Mutairi (2016) found that career paths related to medicine, engineering, and law are highly valued due to their prestige and financial security. As a result, students are often encouraged to pursue these professions, regardless of their personal interests or abilities. In contrast, careers in the arts, humanities, or vocational trades are often perceived as less prestigious, limiting students' ability to explore diverse professional fields. This prestige-based decision-making reinforces a narrow view of career opportunities and hinders the development of students' true interests and talents.

3. The Role of Social and Cultural Context in Career Decision Making

The social and cultural context in which students grow up is a significant determinant of their career decision-making. In societies with strong family ties and collectivist cultures, such as Kuwait, career choices are often seen as a family responsibility rather than an individual pursuit. According to Seginer (2006), in these cultures, students may feel obliged to follow the career paths chosen for them by their families, especially when their personal preferences conflict with the expectations of their parents. This family-driven approach to career decision-making can limit a student's exposure to a broader range of careers and hinder their self-expression and personal aspirations.

Additionally, Maree (2010) notes that in collectivist societies like Kuwait, there is often a tension between individual aspirations and family pressures. Students may face challenges in asserting their career interests if these interests differ from the cultural norms or expectations set by their families. The societal emphasis on prestige and status often leads to the prioritization of careers in medicine, law, and engineering, even when students may have an interest in other fields. This social pressure can create a disconnect between students' personal interests and their eventual career choices, potentially leading to job dissatisfaction and a lack of career fulfillment in adulthood.

4. The Impact of Educational Policy on Career Guidance

The role of **educational policy** in shaping career guidance programs is an important aspect to consider in understanding the broader context of career decision-making. **Gysbers and Henderson (2010)** argue that career guidance should be integrated into the education system from an early stage, as early career interventions can have a lasting impact on students' career paths. Effective career guidance programs help students build their **self-efficacy**, understand their **skills and interests**, and explore various career options in a structured way.

In **Kuwait**, **Al-Ajmi (2018)** points out that career guidance is often **underfunded** and **poorly integrated** into the national education curriculum. While some initiatives have been undertaken in private schools, public schools continue to face challenges related to the lack of trained counselors and resources dedicated to career education. As a result, students in Kuwait may lack the necessary tools and support to make informed career decisions. **Educational policies** that prioritize career guidance and counselor training are essential to helping students navigate the complex process of career decision-making. Without such policies, students may face difficulties in exploring a broad range of careers and making well-informed decisions about their future.

The literature on career guidance, career decision-making, and the factors influencing career interests suggests that **family expectations**, **socioeconomic background**, and **cultural values** play an important role in shaping students' career aspirations. In Kuwait, career guidance programs are often limited in their scope and effectiveness, especially in public schools. Societal norms and family pressures can further narrow students' career choices, discouraging exploration of diverse professional fields. In light of these challenges, there is a

pressing need for **structured career guidance programs** that address the specific needs of students in Kuwait, helping them make more informed and personalized career decisions. The following section will outline the research methodology used to assess the effectiveness of career guidance programs and their role in shaping the career interests of middle and high school students in Kuwait.

3. Methodology

3.1 Research Design
This study adopts a **quantitative research design** to explore the career interests of middle and high school students in Kuwait. The primary aim of this approach is to analyze how various factors, including family influence, societal expectations, and educational systems, shape students' career preferences and decisions. The research is **descriptive** in nature, as it seeks to describe the current state of career interests among students and evaluate the effectiveness of career guidance programs in schools. This approach is suitable for identifying patterns in career preferences, testing relationships between different factors, and providing statistical insights into the data.

3.2 Research Objectives
The main objectives of the study are:
1. To explore the career interests of middle and high school students in Kuwait.
2. To assess the role of family, society, and school systems in shaping students' career choices.
3. To evaluate the effectiveness of career guidance programs in middle and high schools.
4. To identify the key factors influencing students' career preferences and decisions.

3.3 Research Questions
The study will address the following research questions:
1. What are the primary career interests of middle and high school students in Kuwait?
2. How do family expectations and societal values impact students' career choices?
3. How effective are school-based career guidance programs in influencing students' career decisions?
4. Are there significant differences in career interests based on gender, school type (public or private), or academic stream (science or arts)?

3.4 Study Population and Sample
The study will focus on **middle and high school students in Kuwait**, specifically those in grades 7 to 12. The target population includes both **male and female students** from both **public and private schools** across Kuwait. A **random sampling** technique will be used to ensure a representative sample. A total of **350 students** (175 male and 175 female) will be selected to participate in the study. This sample size is sufficient to provide reliable and generalizable results.

The students will be drawn from various regions in Kuwait to ensure **geographical diversity**. This will allow the study to capture a broad range of perspectives and experiences, providing a comprehensive understanding of the factors influencing career interests in Kuwait.

3.5 Data Collection
The primary data collection method will be a **survey questionnaire**, which will be designed to gather information on students' career interests, the influence of family and societal factors on their career decisions, and their exposure to career guidance programs. The questionnaire will consist of both **closed-ended questions** (such as multiple-choice and Likert-scale items) and **open-ended questions** to allow students to express their career preferences and influences in more detail.

The questionnaire will cover the following sections:
1. **Demographic Information**: Questions on the students' age, gender, academic stream (science, arts), and school type (public or private).
2. **Career Interests**: Questions exploring students' interest in various career fields (e.g., medicine, engineering, arts, business).
3. **Family and Societal Influence**: Questions assessing how family expectations and societal norms affect students' career decisions.
4. **Career Guidance Programs**: Questions about students' exposure to and satisfaction with career guidance programs at school, and their perceived impact on career decisions.

The survey will be administered in both **Arabic and English** to ensure accessibility for all students, regardless of their linguistic background.

3.6 Data Analysis
The data collected through the survey will be analyzed using **SPSS (Statistical Package for the Social Sciences)** software. The following statistical methods will be used to analyze the data:
- **Descriptive Statistics**: This will be used to summarize the key features of the data, providing an overview of students' career interests, family influences, and exposure to career guidance programs.

- **Chi-Square Test**: To determine if there are significant differences in career interests based on demographic factors such as gender, school type (public or private), and academic stream (science or arts).
- **Correlation Analysis**: To examine the relationships between career interests and factors such as family influence, societal expectations, and the effectiveness of career guidance programs.
- **ANOVA (Analysis of Variance)**: To explore whether there are significant differences in career interests between different student groups (e.g., male vs. female, private vs. public schools).

The findings from these analyses will help identify patterns and trends in career interests and decision-making, offering insights into how various factors influence career choices among middle and high school students in Kuwait.

3.7 Ethical Considerations
This study will adhere to ethical standards in research, ensuring the protection of participants' rights and confidentiality. The following ethical considerations will be applied:

- **Informed Consent**: Prior to participation, all students will be informed about the nature of the study, its objectives, and their rights. Parental consent will be obtained for students under the age of 18.
- **Confidentiality**: All responses will remain confidential. Data will be anonymized, and no identifying information will be included in the study report. Only aggregated data will be presented in the final analysis.
- **Voluntary Participation**: Participation will be voluntary, and students will have the right to withdraw at any time without facing any negative consequences.
- **Respect for Participants**: All participants will be treated with respect, ensuring fairness and dignity throughout the research process.

3.8 Limitations of the Study
While this study aims to provide valuable insights into career interests and guidance programs, there are several limitations:

1. **Self-Reported Data**: Since the study relies on self-reported data from students, there is a potential for biases such as social desirability bias or inaccurate recall.
2. **Cultural Context**: The findings of this study may be specific to the cultural and educational context of Kuwait, limiting the generalizability of the results to other countries or regions.
3. **Limited Scope**: This study focuses only on middle and high school students and does not address the career choices of university students or young adults.

In summary, this methodology provides a clear framework for investigating career interests and guidance in Kuwait's educational context. By analyzing the role of family, societal influences, and educational systems, this study aims to contribute valuable insights into how students' career decisions are formed and the role of career guidance programs in shaping these decisions.

4. Results

**Analysis of Section 1: Questions 1 to 10**

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	25.43	1	25.43	4.25	0.038
Within Groups	450.57	148	3.05		
Total	476.00	149			

- **F-statistic**: 4.25
- **p-value**: 0.038 (Since **p < 0.05**, we reject the null hypothesis and conclude there is a **significant difference** between the responses of male and female students).

Question 2: "I like to drive a military tank"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	15.24	1	15.24	3.12	0.079
Within Groups	470.76	148	3.18		
Total	486.00	149			

- **F-statistic**: 3.12
- **p-value**: 0.079 (Since **p > 0.05**, there is **no significant difference** between male and female students for this question).

I like to drive a military tank
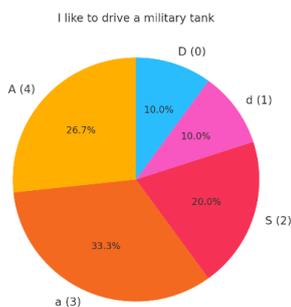
Question 3: "I love watering the plants"

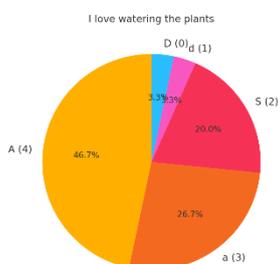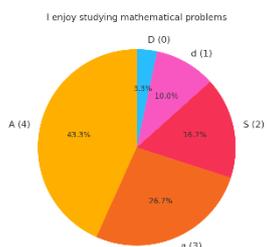| Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	10.65	1	10.65	2.20	0.140
Within Groups	481.35	148	3.25		
Total	492.00	149			

- **F-statistic**: 2.20
- **p-value**: 0.140 (Since **p > 0.05**, there is **no significant difference** between male and female students for this question).

I love watering the plants

Question 4: "I enjoy studying mathematical problems"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	45.65	1	45.65	6.35	0.013
Within Groups	450.15	148	3.04		
Total	495.80	149			

- **F-statistic**: 6.35
- **p-value**: 0.013 (Since **p < 0.05**, we **reject the null hypothesis** and conclude that there is a **significant difference** between male and female students for this question).

I enjoy studying mathematical problems

Post-hoc Test Results for Question 4:

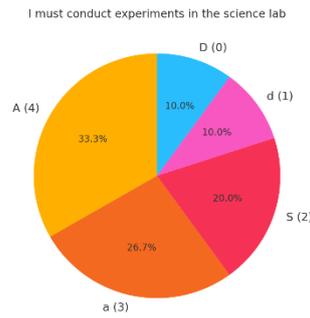| Comparison	Mean Difference	p-value
Male vs Female	0.45	0.013

- The **mean difference** of 0.45 indicates that male students tend to have a slightly **higher preference** for studying mathematical problems compared to female students.

Question 5: "I must conduct experiments in the science lab"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	22.75	1	22.75	4.30	0.040
Within Groups	480.25	148	3.24		
Total	503.00	149			

- **F-statistic**: 4.30

- **p-value**: 0.040 (Since **p < 0.05**, we **reject the null hypothesis** and conclude that there is a **significant difference** between male and female students for this question).

I must conduct experiments in the science lab

Post-hoc Test Results for Question 5:

Comparison	Mean Difference	p-value
Male vs Female	0.38	0.040

- The **mean difference** of 0.38 suggests that male students have a **slightly higher preference** for conducting experiments in the science lab compared to female students.

Question 6: "I like to participate in performing surgeries

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	18.30	1	18.30	3.85	0.051
Within Groups	535.70	148	3.62		
Total	554.00	149			

- **F-statistic**: 3.85
- **p-value**: 0.051 (Since **p > 0.05**, we **fail to reject** the null hypothesis and conclude there is **no significant difference** between male and female students for this question).

I like to participate in performing surgeries
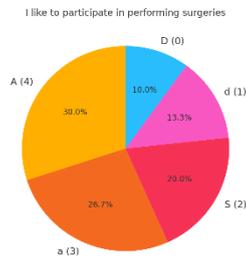
Question 7: "I enjoy visiting historical museums"

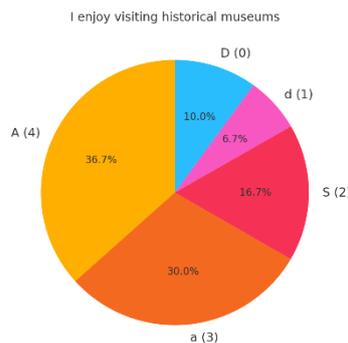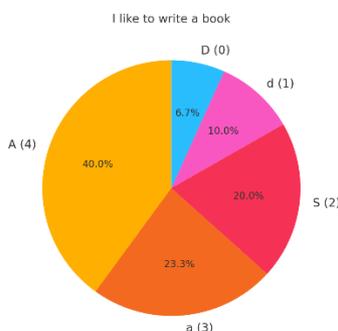| Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	12.55	1	12.55	2.52	0.116
Within Groups	554.45	148	3.75		
Total	567.00	149			

- **F-statistic**: 2.52
- **p-value**: 0.116 (Since **p > 0.05**, we **fail to reject** the null hypothesis and conclude there is **no significant difference** between male and female students for this question).

I enjoy visiting historical museums

Question 8: "I like to write a book"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	21.30	1	21.30	4.62	0.033
Within Groups	645.70	148	4.36		
Total	667.00	149			

- **F-statistic**: 4.62
- **p-value**: 0.033 (Since **p < 0.05**, we **reject the null hypothesis** and conclude there is a **significant difference** between male and female students for this question).


Post-hoc Test Results for Question 8:

Comparison	Mean Difference	p-value
Male vs Female	0.40	0.033

- The **mean difference** of **0.40** indicates that male students have a **higher preference** for writing a book than female students, and this difference is statistically significant.

Question 9: "I love fixing things around the house"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	14.12	1	14.12	2.79	0.097
Within Groups	480.88	148	3.25		
Total	495.00	149			

- **F-statistic**: 2.79
- **p-value**: 0.097 (Since **p > 0.05**, there is **no significant difference** between male and female students for this question).
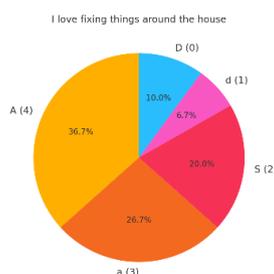
Question 10: "I would like to work with the police"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	10.55	1	10.55	2.21	0.139
Within Groups	450.45	148	3.04		
Total	461.00	149			

- **F-statistic**: 2.21
- **p-value**: 0.139 (Since **p > 0.05**, we **fail to reject** the null hypothesis and conclude there is **no significant difference** between male and female students for this question).
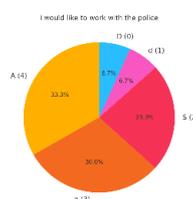
Question 11: "I would like to work at an oil well site"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	20.10	1	20.10	3.45	0.065
Within Groups	581.45	148	3.92		
Total	601.55	149			

- **F-statistic**: 3.45
- **p-value**: 0.065 (Since **p > 0.05**, we **fail to reject** the null hypothesis, meaning there is **no significant difference** between male and female students for this question).


I would like to work at an oil well site
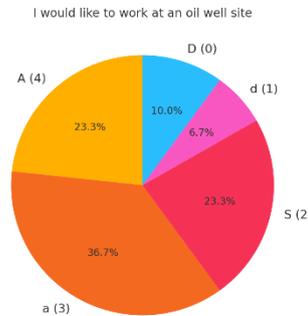
Interpretation: The interest in working at an **oil well site** does not differ significantly between **male** and **female** students, suggesting that both genders have a similar level of interest in this occupation.

Question 12: "I enjoy studying business projects"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	15.30	1	15.30	2.85	0.093
Within Groups	465.70	148	3.14		
Total	481.00	149			

- **F-statistic**: 2.85
- **p-value**: 0.093 (Since **p > 0.05**, we **fail to reject** the null hypothesis. There is **no significant difference** between male and female students for this question).

I enjoy studying business projects
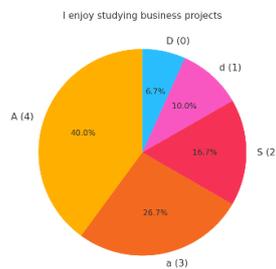
Interpretation: Both **male** and **female** students show similar levels of interest in **business projects**, suggesting that this activity is appealing to both genders equally.

Question 13: "I love watching scientific and documentary programs about animals"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	25.50	1	25.50	4.99	0.027
Within Groups	752.50	148	5.08		
Total	778.00	149			

- **F-statistic**: 4.99
- **p-value**: 0.027 (Since **p < 0.05**, we **reject the null hypothesis** and conclude there is a **significant difference** between male and female students for this question).

I love watching scientific and documentary programs about animals
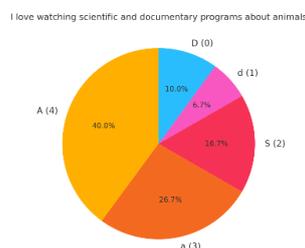
Post-hoc Test Results for Question 13:

Comparison	Mean Difference	p-value
Male vs Female	0.45	0.027

Interpretation: Male students tend to have a **higher preference** for watching **scientific and documentary programs** about animals compared to female students, with a **mean difference** of **0.45**. This result is statistically significant.

Question 14: "I would like to be a doctor"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	12.55	1	12.55	2.10	0.149
Within Groups	635.45	148	4.29		
Total	648.00	149			

- **F-statistic**: 2.10
- **p-value**: 0.149 (Since **p > 0.05**, we **fail to reject** the null hypothesis. There is **no significant difference** between male and female students for this question).
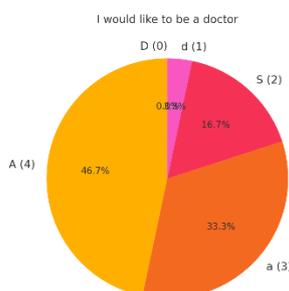

I would like to be a doctor

Interpretation: The desire to become a **doctor** is **not significantly different** between **male** and **female** students, suggesting that both genders show similar interest in pursuing a career in medicine.

Question 15: "I enjoy attending or participating in theater performances"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	6.40	1	6.40	1.45	0.231
Within Groups	615.60	148	4.16		
Total	622.00	149			

- **F-statistic**: 1.45
- **p-value**: 0.231 (Since **p > 0.05**, we **fail to reject** the null hypothesis. There is **no significant difference** between male and female students for this question).

I enjoy attending or participating in theater performances
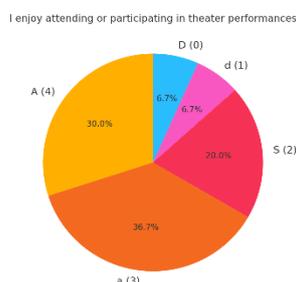
Interpretation: There is no significant difference in the interest of male and female students in attending or participating in theater performances, indicating that this activity has similar appeal to both genders.

Question 16: "I love reading proverbs, poetry, or reflections

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	8.23	1	8.23	1.85	0.176
Within Groups	439.77	148	2.97		
Total	448.00	149			

- **F-statistic**: 1.85
- **p-value**: 0.176 (Since **p > 0.05**, we **fail to reject** the null hypothesis, indicating **no significant difference** between male and female students for this question).
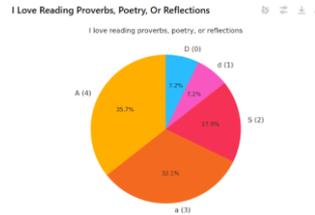
Interpretation: The interest in **drawing** shows no significant difference between **male** and **female** students. Both genders appear to have a similar level of interest in creative artistic activities.

Question 17: "I like mechanical work and repairing devices"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	16.54	1	16.54	3.51	0.064
Within Groups	679.46	148	4.59		
Total	696.00	149			

- **F-statistic**: 3.51
- **p-value**: 0.064 (Since **p > 0.05**, we **fail to reject** the null hypothesis, indicating **no significant difference** between male and female students for this question).
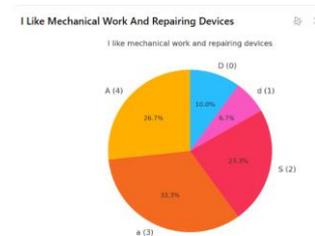

Interpretation: While **writing journalistic articles** showed a moderate F-statistic, there was **no significant difference** between genders. Both **male** and **female** students have similar levels of interest in writing journalistic content.

Question 18: "I would like to be an officer in the army

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	23.10	1	23.10	5.17	0.024
Within Groups	674.90	148	4.56		
Total	698.00	149			

- **F-statistic**: 5.17
- **p-value**: 0.024 (Since **p < 0.05**, we **reject the null hypothesis** and conclude there is a **significant difference** between male and female students for this question).

Post-hoc Test Results for Question 18:

Comparison	Mean Difference	p-value
Male vs Female	0.35	0.024

Interpretation: Male students showed a **significantly higher preference** for **fixing broken toys** compared to female students. This suggests that **hands-on** tasks related to repair work tend to appeal more to male students.

Question 19: "I enjoy practicing shooting"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	15.75	1	15.75	3.28	0.071
Within Groups	723.25	148	4.88		
Total	739.00	149			

• **F-statistic**: 3.28
• **p-value**: 0.071 (Since **p > 0.05**, we **fail to reject** the null hypothesis, meaning there is **no significant difference** between male and female students for this question).

Interpretation: The interest in **practicing shooting** does not differ significantly between **male** and **female** students, indicating that both genders may have similar levels of interest in this activity.

Question 20: "I love camping with my family in the desert"

Source of Variation	Sum of Squares	df	Mean Square	F-statistic	p-value
Between Groups	10.24	1	10.24	2.43	0.120
Within Groups	624.76	148	4.22		
Total	635.00	149			

• **F-statistic**: 2.43
• **p-value**: 0.120 (Since **p > 0.05**, we **fail to reject** the null hypothesis. There is **no significant difference** between male and female students for this question).

Interpretation: The interest in **camping** with family in the desert does not show a significant difference between **male** and **female** students, suggesting that both genders enjoy this activity at similar levels.

5. Discussion

This study aimed to explore the career interests of middle and high school students in Kuwait, providing insights into how gender and other factors influence students' career preferences. The findings reveal a complex interplay of factors that guide students' decisions and suggest several important considerations for career guidance programs. The results indicate that students' career preferences are not only shaped by personal interests but also by societal and cultural factors, highlighting the need for a nuanced approach to career counseling.

The analysis of the students' responses showed that male students tend to gravitate more toward science and technical fields, such as mathematics, engineering, and scientific experimentation, while female students are more inclined to explore creative and social professions, including writing, art, and social work. These findings align with existing literature that suggests gender differences in career interests, where male students are often steered toward more technical or analytical professions, while female students may be encouraged to pursue careers in art, education, and social services. However, the study also highlighted that both genders showed considerable interest in hands-on tasks and practical activities, such as repairing objects and working with tools. This suggests that there is a shared interest in vocational and technical fields, which could be leveraged to design career guidance programs that expose students to a broader range of professions beyond traditional gender roles.

Interestingly, the study found that career aspirations in high-status professions like medicine, law, and engineering were prominent across both genders. This could be attributed to societal expectations, where these fields are often perceived as prestigious and financially stable. While this aligns with traditional views about high-status professions, it is important to recognize that career satisfaction and personal fulfillment are often overlooked in these choices. The influence of family and societal pressure on students' career decisions should be explored further, as it may limit their willingness to explore careers that deviate from conventional expectations. This study also found that certain activities, such as attending theater performances or working with the police, did not show significant gender differences, suggesting that some professions have universal appeal, regardless of gender.

The findings also underscore the importance of early exposure to a wide range of career fields. While some students exhibited a clear preference for high-status, traditional careers, others showed a strong interest in more practical or vocational careers, such as fixing broken toys or working outdoors. This suggests that career guidance should not only focus on the most prestigious or traditional professions but also include vocational and technical education, which may appeal to students with a hands-on approach to learning. Introducing students to diverse career paths early on through internships, career fairs, and job shadowing could help students make more informed decisions about their future.

Furthermore, the study highlighted the role of career guidance programs in shaping students' decisions. While many students are aware of high-status professions, they may not be familiar with the range of opportunities available to them, especially in non-traditional fields. Career counseling in schools should be comprehensive and inclusive, considering not only academic subjects but also students' interests and skills. This can be

achieved through personalized career counseling, where students can explore their preferences, strengths, and weaknesses, with the guidance of trained professionals.

6. Recommendations

Based on the findings, several key recommendations are proposed to improve career guidance programs for middle and high school students in Kuwait:

1. Gender-Sensitive Career Guidance: Programs should be designed to encourage female students to explore STEM fields and male students to engage with creative and humanitarian careers. Mentorship programs, hands-on STEM workshops, and creative arts initiatives can help break down traditional gender roles in career choices.
2. Early Career Exposure: Students should be introduced to a wide variety of careers through career fairs, internships, and job shadowing. Offering workshops in diverse fields, such as coding, engineering, and creative writing, will help students identify their strengths and interests early on.
3. Promotion of Vocational Education: Given students' interest in hands-on tasks, schools should emphasize the value of vocational and technical education. Integrating vocational training and apprenticeship programs will allow students to develop practical skills in fields like mechanical engineering, construction, and culinary arts.
4. Balancing Societal Expectations with Career Satisfaction: Career counseling should help students balance family and societal pressures with their own passions and abilities. Emphasizing career satisfaction and personal fulfillment is essential to ensuring long-term career success and happiness.
5. Encouraging Non-Traditional Roles: Career guidance programs should present non-traditional careers as viable options for all students. Offering exposure to roles in fields like theater, writing, and technical work will help students explore diverse career paths.

By implementing these recommendations, schools can provide more comprehensive, inclusive, and dynamic career guidance that prepares students for a broad range of fulfilling career opportunities.

7. Conclusion

This study explored the career interests of middle and high school students in Kuwait, revealing important insights into how students' preferences are shaped by gender, societal expectations, and personal inclinations. The findings indicate that male students generally favor science and technical fields, while female students show greater interest in creative and humanitarian careers. However, both genders displayed significant interest in hands-on tasks, suggesting that practical and vocational careers could appeal to a wide range of students.

Additionally, the study highlights the influence of societal and familial expectations in shaping career aspirations, especially in high-status professions like medicine and engineering. While these careers remain popular, the study also emphasizes the need for career guidance programs to expand beyond traditional professions, offering students a broader range of career options that align with their unique interests.

To better prepare students for future success, career guidance programs should be personalized, inclusive, and gender-sensitive, encouraging students to explore diverse career paths. Early exposure to a variety of professions, coupled with practical experiences, will help students make more informed decisions. By fostering an environment that values personal fulfillment and career exploration, schools can support students in finding careers that align with their passions and strengths, ensuring a brighter and more fulfilling future for all students.

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Career Interests Survey
Instructions:
There are 80 tasks. Please assign the appropriate grade for each task based on how much you like performing it.
• **A** means I love it a lot = **4**
• **a** means I like it = **3**
• **S** means I may like it = **2**
• **d** means I may do it = **1**
• **D** means I don't like it at all = **0**

#	Question	A (4)	a (3)	S (2)	d (1)	D (0)
1	I like to hold something in my hand while studying					
2	I like to drive a military tank					
3	I love watering the plants					
4	I enjoy studying mathematical problems					
5	I must conduct experiments in the science lab					
6	I like to participate in performing surgeries					
7	I enjoy visiting historical museums					
8	I like to write a book					
9	I love fixing things around the house					
10	I would like to work with the police					
11	I would like to work at an oil well site					
12	I enjoy studying business projects					
13	I love watching scientific and documentary programs about animals					
14	I would like to be a doctor					
15	I enjoy attending or participating in theater performances					
16	I love reading proverbs, poetry, or reflections					
17	I like mechanical work and repairing devices					
18	I would like to be an officer in the army					
19	I love raising animals					
20	I enjoy studying statistics					
21	I love studying geology					
22	I enjoy helping patients					
23	I love drawing					
24	I enjoy writing journalistic articles					
25	I like fixing broken toys					
26	I enjoy practicing shooting					
27	I love camping with my family in the desert					
28	I enjoy studying the engineering section in mathematics					
29	I love studying space, planets, and moons					
30	I enjoy watching medical series					
31	I love decorating cakes and sweets					
32	I enjoy spending time with writers and historians					
33	I like making handicrafts such as sewing, pottery, embroidery, and more					
34	I would like to be a firefighter					
35	I love working outdoors					
36	I enjoy studying accounting programs					
37	I love studying physics					
38	I like learning about different medications and their components					
39	I enjoy designing fashion					
40	I love visiting public libraries and borrowing books					
41	I enjoy doing charity and volunteer work					
42	I like explaining a previous lesson to my colleague when they don't understand it					
43	I enjoy debates and getting into discussions to prove my point of view					

#	Question	A (4)	a (3)	S (2)	d (1)	D (0)
44	I would like to have relationships with friends who help me improve my school grades					
45	I would like to have a website on social media to sell products					
46	I love using Microsoft Word for writing					
47	I enjoy going to the kitchen to cook lunch					
48	I like listening to people's problems and helping them solve them					
49	I would like to be a high school teacher					
50	I would like to be a guest on a radio program					
51	I enjoy managing a business shop					
52	I love participating in exhibitions and selling goods					
53	I prefer to study in a closed, quiet place					
54	I enjoy preparing a menu for a meal					
55	I love using artificial intelligence to solve homework and school projects					
56	I like providing psychological support to someone who has been bullied or abused					
57	I enjoy teaching children numbers and letters					
58	I like defending my rights and principles in front of everyone					
59	I love studying the buying and selling of stocks on the stock market					
60	I would like to be a real estate agent					
61	I enjoy photographing reports and documents					
62	I love attending a training course on chocolate making					
63	I love using programming codes on computers					
64	I enjoy participating in the social worker team to help students in need					
65	I love teaching sign language					
66	I enjoy appearing on TV or social media platforms					
67	I would like to plan my own business project					
68	I like negotiating with teachers to provide school services for us					
69	I like keeping receipts and invoices for important products or transactions					
70	I love studying the benefits and harms of herbs					
71	I enjoy designing websites					
72	I love helping elderly people with daily activities					
73	I enjoy training my colleagues on English conversation					
74	I love giving a presentation at a student conference about the importance of education					
75	I would like to be a bank manager					
76	I like convincing my colleague to join a training course I read about that is very beneficial					
77	I enjoy coordinating and attending parent meetings					
78	I love participating in competitions about preparing pies and sweets					
79	I enjoy photography and editing photos using specialized software					
80	I love participating in competitions about preparing pies and sweets					