An Analysis on the Principal's Role of Government Colleges in Facilitating Career Navigation for Generation Z Students: A Qualitative Phenomenological Study

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ABSTRACT

This paper aims at investigating the role played by the principals of government colleges in Karachi in helping the generation Z students on their career trails. Based on qualitative phenomenological research design, the study involved 10 principals of government colleges in Karachi. The data were gathered using semi-structured interviews when visiting the colleges. The thematic analysis was used to define common patterns and lessons learned by the lived experience of the principals. Each of the colleges has been thoroughly described, with activities of principals in preparing students to operate in their careers being discussed. The results indicate principals were found to be a great force in pushing college-and-career reforms and programs. Their approaches were different; however, six themes were formed, they include: facilitating a shared vision of Generation Z career pathways, building relational trust with students, investing in student-centered learning, creating strategic partnerships, creating flexible support systems, and building leadership capacity among students. Principals used various practices, structures, and tools to carry on with these initiatives. The study shows that principals are indispensable in developing career navigation among the Generation Z learners. Gen Z needs avenues that combine technology, flexibility, and practicality unlike the past generations. In order to satisfy these requirements, principals have to embrace new approaches, build dynamic alliances, and establish learning environments that can foster digital literacy, creativity, and flexibility. With the career preparedness programs aligned to the one-of-a-kind traits of a generation Z, the government colleges will be able to equip students with the ability to not only secure immediate employment but also a successful long-term career in the fast-changing global economy.

Keywords: Younger People, Professional Growth, Higher Education, Leadership, Lifelong Learning, Online Education, Corporate Collaboration.

INTRODUCTION

A generation refers to all people in a society or a family who are of roughly the same age. Childhood, world in which it is raised, economy and technological advancements are some of the factors that make each generation unique. In the course of history, the passing of each generation to the next was always perceived as something abrupt and every new generation has a new world of experience that defines their identities, expectations, and goals (Bengtson, 2024). These inter-generational differences are evident in terms of knowledge, skills, values, communication patterns and career goals, and often create enormous discrepancies in the society (Adıgüzel et al., 2014).

The new generation of young people is also defined as Generation Z and falls between the year 1995 to 2012 (Abrar et al., 2024). They have been brought up only during the era of digital technology, and their life is encompassed with technology, internet and social networks. Thus, they are frequently referred to as such terms as iGen, Net Generation, Next Generation, or Always-On Generation. Compared to the previous generations, not only did the generation Z grow up familiar with the digital tools, but they have also become highly reliant on their usage and are relying primarily on technology to gain knowledge, communicate, and to secure employment opportunities. The most recent publication of PISA confirms the vast application of technology as a learning objective by Gen Z and even greater disparity in it. their learning approaches from earlier generations. This results in their greater entrepreneurial, flexible, and global interconnectivity and also predisposes them to stress and fear of what is to come of them (Arzu et al., 2025; Ashraf et al., 2025).

Occupational decisions are traditionally a marker of the developmental milestones in the adolescence and early adulthood phases. To Gen Z, however, this choice is particularly complicated as the job market is extremely volatile, professions are evolving, and opportunities are flowing across the globe. Research describes the concept that the career decisions of Gen Z are impacted by a number of elements, such as parental issues, peer pressure, financial reasons, status, and the availability of online information and global trends (Ekşili et al., 2014).

This abundance despite the unprecedented access that Generation Z always had regarding career opportunities tends to create confusion, indecisiveness, and even more anxiety. Their ability to align their own interests and talents with the right career might also be more difficult. In contrast to Millennials whose lives were characterized by gradual integration of technology and other spheres of life, Generation Z has been raised in the world of instant connectivity. They thus are aware of novel and unconventional career choices; however, the latter are usually not provided with the structural guidance to pursue the latter in an effective manner.

The perception of the students is greatly shaped by their parents, peers and social media (Khan et al., 2025). However, though being knowledgeable in computer-based tools, most students cannot use this knowledge in making informed career decisions. This highlights the need to have specialized guidance and structured guidance on career exploration in the learning institutions.

Though Gen Z is reevaluating the requirements both at the workplace and in education, the majority of it is taking place at the workplace. government colleges in Karachi are following conventional, stereotyped models. These colleges tend to focus more on memorization, high level curriculum and examination achievement, opposed to equipping students with career skills to meet the demands of the modern workplace. There is a lack of counseling facilities or limited facilities, and the students are not provided with systematic counseling regarding their career. In retaliation, a large number of Gen Z students leave college without a clear vision of making a career choice or the capabilities of making it in the work world.

This difference between the practices established by institutions and those of Generation Z supports the necessity of change. Governments colleges, where a big number of youths live in towns and cities, are unable to sustain their activities through using out-of-date systems (Jabeen et al., 2023). To stay abreast of things, such institutions must embrace the fact that Generation Z must have a flexible, technology-centered and opportunity-focused career that is in touch with reality.

Guidance platforms and workshops, known as career direction programs, can serve to bridge the traditional learning with the Gen Z aspirations (Ma & Fang, 2024). The programs will be able to help the students open opportunities in exploring different fields of career, getting to know professionals in the industry, and developing skills that will be relevant to work. Moreover, it is possible that such programs

may decrease stress and tension and allow the students to realize their strong points, define their goals, and choose the right decisions.

It should be noted that these programs are not limited to the traditional stereotypes anymore and provide the generation Z students with digital literacy, creativeness, and versatility that are the qualities that guarantee success in the modern 21st century labor environment. The programs must be compulsive to the government colleges and not optional as this will be essential to provide equalization of career preparation across various sections of society.

The key to this change is the leadership of the principals. Principals as institutional leaders get a unique location that offers leverage to the students in both learning outcomes and preparation in general terms to be career ready (Khan et al., 2025). They have the mandate of developing a collective career counseling vision, developing trustful relationships among students and establishing partnerships with businesses, industries, and higher academic institutions. By so doing, principals will be able to provide students with the benefits of experiential learning that would be complementary to academic learning.

Moreover, principals plan flexible systems of support, promote student-centered instruction, and facilitate the building of leadership abilities in learners. Their leadership does not stop at the level of administrative work but includes the creation of organizational culture and strategic path in line with the demands of the needs of Generation Z.

This paper addresses the career guidance of Generation Z students through government college principals in Karachi. It fills a literature gap, as the existing literature has mostly been silent on the importance of principals in the leadership of college-and-career reforms. This study brings to the fore the role of practice of leadership as it may have a direct impact on the career outcomes by paying attention to the experience of the principals. of students.

The results of the current study will add to the existing knowledge about the ways that college principals can modify traditional learning models to suit the needs of generation Z better. In this respect, it highlights the value of creative approaches, dynamic partnerships and accommodative learning environments that can enable students succeed in the ever-competitive and fast-evolving global economy.

LITERATURE REVIEW

Literature review involves studying past studies that are published in books, scholarly journals, and other materials which are relevant to a certain subject, area of study or theory. By so doing, it provides a description, synopsis as well as a critical evaluation of these works in relation to the research problem being investigated. Literature reviews are meant to provide readers with an overview of the sources that you have used to research a particular topic and with the aim of demonstrating how your work fits into the existing body of knowledge on the same topic.

Understanding Generation Z

Digital natives also known as Generation Z are individuals born between 1995 and 2012 who consider tech to be part of their life (Ekşili et al., 2014). This skill in online activities defines their learning patterns and career aspirations and makes them different than previous generations. They are adept at employing online platforms to study, amuse and hunt employment. Contrary to Millennials, who progressively got accustomed to technology, Generation Z grew up in a place of immediate connectedness (Turner, 2015). This has impacted their learning. style and professional interests, and placed emphasis upon creativeness, autonomy, and individuality (Seemiller & Grace, 2017).

Nevertheless, Gen Z students tend to get confused with the plethora of online information that is available in their career decision-making (Çetinel et al., 2022). OECD (2023) emphasizes that they use digital tools

extensively in learning, but at the same time, they are prone to stress and anxiety due to the future opportunity.

Gen Z Career Aspirations and Challenges.

Selecting a career can be viewed as an attribute of adolescent and early adult growth, yet in the case of Gen Z, it has already become more complicated because of the now evolving job market and the development of the professional roles (Ekşili et al., 2014). Although they do possess the knowledge of unconventional and creative career, they tend to be lacking the structured guidance in order to explore.

Some of the factors affecting the career choice of Gen Z include parental pressures, peer pressure, financial issues, and exposure to global trends via social media (Çetinel et al., 2022). Most people cannot utilise technology skills in making quality career choices, even after being technologically proficient (Khan et al., 2019). This leads to more anxiety, ambiguity, and having more institutional support requirements.

Lacuna and Openings in Pakistani Educational situation.

In Karachi, including most of Pakistan, government colleges continue to use traditional practices based on rote learning, strict curricula, and testing results (Sarfraz et al., 2018). Counseling service is lacking, and the career guidance is not well organized or well developed (Ali & Jalal, 2020). This has contributed to a high proportion of school dropouts lacking a clear idea of career options as well as suitable skills to eventually join the modern workforce (Sarfraz et al., 2018). The counseling services are limited, and the career guidance is not properly organized and is at its initial stage (Ali & Jalal, 2020). It has resulted in a high rate of school dropouts who do not have a clear picture of the career prospects or even the relevant skills that can help them enter the modern employment market (Shah & Amjad, 2011). However, a rising digital network in Pakistan has created chances of colleges introducing technology-based programs, virtual mentorship, and web-based materials (Iqbal & Ahmad, 2010). Through the innovative leadership, government colleges are able to create a bridge between the traditional systems and the ever-changing demands of Gen Z learners.

The career navigation of the principal

Principals are in a unique position to influence academic results as well as making careers ready. The school climate and educator performance as well as student improvement depend on their leadership practices (Leithwood & Jantzi, 2005). On the one hand, the presence of inclusive environment helps to promote innovation, collaboration, and empowerment of students due to the implementation of transformational and distributed leadership approaches by principals in the international sphere (Day et al., 2016).

The administrative task and system constraints tend to limit principals in the Pakistani setting (Iqbal & Ahmad, 2010). Nevertheless, the emphasis of principals is. relational students centric learning, trust, and digital literacy have proven to be effective towards propelling students towards career readiness (Saeed & Mahmood, 2021). Principals as the institutional leaders will be in a position to create partnerships with industries, universities, and community organizations and offer opportunities for internships, career fairs, and experiential learning (Fullan, 2014).

Technology-Centered and Student-Centered Leadership

Learners of generation Z would love active and experiential learning spaces which are enhanced with technology (Seemiller & Grace, 2019). Introducing project-based courses, coding programs, blended-learning, and online internships, principals will have a chance to directly match the institutional practice with the career goals of the students (Dolot, 2018).

Educational leaders worldwide are progressively being called upon to introduce digital literacy, innovativeness, and flexibility into the education systems (Fullan, 2014). In Pakistan, where the digital integration is unequal, the role of principals in promoting student-focused and technology-centered strategies becomes especially important (Ali & Jalal, 2020).

Research Gap

The traits of Gen Z learners, their reliance on technologies, and their evolving professional interests as per the globalization and digitization processes have been studied in the existing literature (Seemiller & Grace, 2017; Dolot, 2018; Çetinel et al., 2022; Akbar et al., 2022). Research in the Pakistani environment has also noted the disappointments of government colleges, with their inflexible curriculum, exam-focused framework, and the lack of professional counseling services that deprives the students of any kind of career guidance (Shah & Amjad, 2011; Sarfraz et al., 2018; Ali & Jalal, 2020).

However, in the case of international scholarship one ought to concentrate on the significance of the role of principals in the development. educational results with the help of leadership practices (Leithwood & Jantzi, 2005; Day et al., 2016), very few studies are available in Pakistan that specifically relate to how government college principals help Generation Z students navigate their careers. The current local studies are largely focusing on teacher pedagogy, or higher education reforms, or systemic issues, and thus there is a gap in the literature regarding the role of principals as career readiness strategic leaders.

This is a huge gap since principals are at the center stage in the operation of the government colleges, as they not only run the affairs of institutions but they also determine school culture, form partnerships and determine the preparedness of students to enter the labor market. It is hard to conceptualize how the government colleges will be able to accommodate the special needs of the Generation Z learners without looking at how leaders in the principals' tackle leadership practice, career guidance strategies and the application of digital tools.

Therefore, the current study will address this gap, as it will explore the experience of principals working in Karachi government schools and explain how the leadership style affects the career orientation of the Generation Z students. This way, it will introduce fresh information on educational leadership within the Pakistani context and highlight the strategies that can be used to address the issue of the gap between the conservative organizational culture and the career ideals of digital-native students.

Research Objective

This research aims to understand how the leaders of government colleges in Karachi promote career navigation among Generation Z students, in terms of their leadership styles, approach, and application of partnerships and digital technologies.

Research Questions

1. What do government college principals in Karachi believe their part to be in the career navigation of Gen Z students?

2. How do principals work to ensure career readiness and student-centered learning among Generation Z? What leadership practices and strategies are used to achieve it?

METHODOLOGY

Research methodology is a description of the process and procedures applied to locate and examine information on a certain research topic. It is a procedure through which the researchers structure their research in such a way that they can manage to attain their goals through the instruments of research

adopted. It covers all the significant points in the research such as research design, data collection, data analysis, and the general structure within which the research will be carried out. Although these points may assist you in knowing what research methodology is, you should know the reasons why it is necessary to select the appropriate methodology.

Research Design

In this research, a research design was known as a qualitative research design based on a phenomenological approach and semi-structured interviews. The aim of this design was to have a deep insight into the principal's lived experiences and views concerning their role in supporting career navigation in generation Z students in government colleges.

Qualitative inquiry enabled the researcher to transcend the superficial responses and to be able to get at the intricacies of leadership practices, issues, and approaches in actual institutional settings. The semi-structured interviews were flexible enough to investigate emerging insights so that the voices of the participants were being represented naturally.

The phenomenological method was deemed suitable to adopt since it focuses on the exploration of subjective experiences of participants and interpretations that they assign to their practices. This was in line with the aim of the study to investigate the perception and the implementation of the leadership role by principals in advising students on the career pathways. Altogether, the selected design helped the researcher to get detailed and rich accounts and interpret them in a manner reflective of personal experience and common patterns among participants.

Population & Sample

The study population comprised of 10 principals whose work was with government colleges in District East Karachi, Pakistan. Principals were regarded as the most appropriate participants as the research was aimed at studying the lived experiences of principals in their role of helping Generation Z students navigate careers. The sample included ten principals who had been sampled in various government colleges in District East Karachi. Students were approached on a basis of professional and institutional network, and the method of selection may be described as a kind of purposive sampling, since the principals were purposely selected because of their direct engagement in the student guidance and leadership functions. Caution was observed to make sure there was variation in terms of gender, years of experience in the leadership position, and even the institutional context, hence increasing the richness of views.

Instruments / Tools

The main tool to be used in this research was a semi-structured interview guide constructed by the researcher (Braun & Clarke, 2019). The guide contained open-ended queries to understand the experiences, perceptions, and practices of the principals in supporting the career navigation of the Generation Z students in the government colleges. The reason Semi-structured interviews were selected was that it provides that level of uniformity among all members as well as gives the option of adapting to emerging ideas and discussing them in more detail. The qualitative phenomenological structure of the study particularly concerned the use of this tool since the open-ended nature of the questions prompted the principals to provide detailed descriptions of their leadership practices, challenges, and strategies.

Data Collection

The collection of data was done by means of semi-structured interviews that were to be conducted on ten principals of government colleges in District East Karachi of Karachi. All the participants were contacted beforehand and informed about the sense and extent of the research. The interviews were conducted with

informed consent making sure that the participants knew their rights, such as confidentiality and voluntary participation.

The interviews were done face to face in the respective colleges of the principals in an environment that would ensure privacy and comfort in the process of open discussions. The sessions took about 40 to 60 minutes, which depended on how profound the responses of the participants were. All interviews were recorded on tape with prior consent so as to make all sure and complete and some additional notes were made to make any pertinent observations during the interview. The data collection procedure took place in a number of weeks. During the process, it was ensured that an environment of trust and openness was created so that the principals could be able to be honest in the reflection of their lived experience, their leadership practices and issues to do with navigating generation Z students in their career journey.

DATA ANALYSIS

The data of the interviews were explored with the help of thematic analysis that can be regarded as a valid approach to qualitative research (Braun & Clarke, 2021; Zeb et al., 2025, Rehmat et al., 2025). Once each interview had been transcribed, the researcher read the transcripts on several occasions to ensure that he or she became very familiar with the narrations of the principals. The first codes were developed through the determination of meaningful statements and common ideas concerning the practices of leadership and advice on the career.

These codes were then grouped into bigger categories in an iterative process of comparing all the interviews. This permitted patterns, similarities and differences in experience of principals to be drawn. In the process of the analysis, it was very keen to preserve the accuracy of the original meaning of the participants and make sure that the results were based on their lived experiences.

It was a systematic procedure that offered a structured but flexible method of interpreting the data, which enabled the researcher to get richness and depth of the views of the principals without sacrificing the distinctiveness of the individual responses.

Thematic Analysis

Sr#	Theme	Description	Key Codes	Meaning Derived
1.	Empowering a Generation Z Career Pathways Vision	The principals develop a collective, future-oriented career-readiness vision through assemblies, meetings, and online platforms.	Vision-building, communication, stakeholder engagement, digital messaging	Principals consciously advance shared knowledge of relevant career pathways that meet the needs of Gen Z.
2.	Building Relational Trust with Students	Practices for trust building, like open-door policies and personal engagement, help students feel more at ease discussing their career matters.	Visibility, empathy, student connection, active listening	Relational leadership helps students open up about issues and career uncertainties
3.	Emphasis on Student-Centered Learning	Inclusion of project-based learning, vocational courses, extracurricular skill programs, and flexible learning paths.	Practical learning, customization, autonomy, skills development	The student-led learning environments fortify the career readiness in Generation Z through experiential learning.

4.	Building Strategic Partnerships	Collaboration between universities with industries, NGOs, and digital learning platforms.	Internships, mentorships, community links, industry engagements	External partnerships bridge academic learning with real-world exposures.
5.	Developing Flexible Support Structures	Ongoing career guidance through counselling centers, extended hours, online resources, and resilience training.	Accessibility, continuity, emotional support, adaptability	Continuous and flexible guidance meets Gen Z's evolving academic and emotional needs.
6.	Developing Leadership Qualities in Students	Encouraging student committees, peer mentoring, and leadership training programs.	Student empowerment, decision-making, collaboration, ownership	Students develop agency and leadership skills necessary for modern careers.

FINDINGS AND RESULTS

The findings of the study are reported in the results section through the methodology that is used to obtain the information needed to study the research problem. The findings are presented in a rational order in the results section without bias and interpretation.

Theme 1: Empowering a Generation Z Career Pathways Vision

The power of printers spoke about the necessity of developing a unified vision about career preparedness not just for immediate employment but to longer-term opportunities and innovation. They indicated that they engaged various platforms including morning meetings, staff meetings, forums with students and faculty among others to support this vision. Family and school staff participated in the development of career readiness strategies, and social networking and college websites were also often used to distribute stories of alumni success and encourage students in their studies.

Theme 2: Building Relational Trust with Students

The support of career navigation by students was found to be a pressing role of relational trust. Principals talked about the strategies of keeping an open-door policy, attending events of the students, and being visible in classrooms. Principals aimed to show that they care and had empathy by remembering the ambitions of the students during their discussion or talking about their own career paths. Informal listening and personal communication were also taken as very important to make the students feel heard, respected and supported in their career planning.

Theme 3: Having Student-Centered Learning at the Frontline

A number of principals reported on efforts to foster student-centered learning as a career-readiness source. Project based modules were implemented to promote practical usage of knowledge and vocational and technical courses were also introduced so as to expand the practical skills of the students. Offering extracurricular activities, like coding and graphic design classes, was also provided to meet the interests of the Gen Z. In addition, interdepartmental projects, elective courses and certification programs were introduced so that students could conduct their learning journeys with more freedom and customization.

Theme 4: Building Strategic relationships.

Cooperation with external entities was always emphasized as one of the alternatives to overcome the disparity between academic and workplace realities. Principals cited collaborating with universities to

make campus tours and presentations, IT companies to offer internships, and through contractual agreements with online learning sites to discounted courses. Some of them were even connected to nonprofits and NGOs to involve students in community activities. These joint ventures were termed as a win situation as they expose the students to real-world experiences and enhance institutional networks.

Theme 5: Developing Flexible Support Structures

Principals have acknowledged the need to offer sustained and flexible support to meet the changing needs of Generation Z. It was reported that career guidance is an ongoing process that is facilitated by counseling centers, flexible schedules, and resource libraries. Accessibility was increased by making the online resources and longer hours of counselors. It was also stressed by principals that it is important to make students see mistakes as a learning experience, and guidance sessions can be used to instill resilience and adaptability.

Theme 6: Developing Leader Quality in Students

A high focus was made on enabling students to play active roles in their career development. Principals helped this by establishing student subcommittees that dealt with career activities, encouraged peer mentorship and incorporated students in arranging career fairs. Leadership training programs were also introduced that enabled the students with communication, networking and decision-making skills. Putting students as learners and leaders encouraged confidence, responsibility, and sense of ownership over career planning by the principals in their efforts.

DISCUSSION

The above findings affirm the importance of principals in shaping the career path of the Generation Z students in government colleges in Karachi. In line with the global research, the findings reveal that the most effective leadership is one that goes beyond the administrative roles to practical activities, including defining a common vision, building trust, and establishing collaborations (Leithwood & Jantzi, 2005; Day et al., 2016). The focus on student-centered learning and integration with technology can be justified by the fact that according to the research, Gen Z prefers experiential and digital learning conditions (Seemiller & Grace, 2017; Dolot, 2018).

Simultaneously, the paper brings out college contextual problems of Pakistani. The continuity of rote learning, strict curricula, and small counseling centers are reflective of the past reports regarding the structural deficiencies in the system (Sarfraz et al., 2018; Shah & Amjad, 2011). The efforts by principals to develop flexible support systems and ongoing instruction demonstrate how they become flexible in an environment with scarce resources, which has also been evident among other developing nations where school heads become innovators despite the systemic constraints (Iqbal & Ahmad, 2010).

Another important contribution made by the present research is that it discovered the efforts of the principals to empower the students by providing them with leadership opportunities, fostering peer mentorship, and ownership of their career-related activities. The result can expand the current literature regarding the possible roles of principals, demonstrating that these professionals can be not only administrators and facilitators but also mentors of student leadership, which was not widely studied in previous studies.

Altogether, the findings indicate that the successful career navigation of Generation Z demands both a visionary leadership style and relational trust and structural changes. Although principals will be very resourceful in cutting across lines, the lasting change will involve systemic investments in career counselling, digital infrastructure, and leadership development in the government colleges.

CONCLUSION

This research was aimed at determining how the principals of government colleges in Karachi enable career navigation among Gen Z students. The findings reveal that principals are critical to the development of career readiness based on a leadership practice that combines the vision-building, development of relational trust, student-centered learning, partnerships, and flexible support systems.

Aligning the practices in the institutions with the features of Gen Z allows the principals to create environments where digital literacy, creativity, and flexibility are prioritized. Students are exposed to the real-life opportunities which can be in form of internships and projects but also leadership training and peer mentoring which prepares them to be successful in the long term.

Nevertheless, the research also found out that there are still structures which are not easy to overcome, i.e. inflexible academic systems, lack of the counseling services, and the unequal use of technology. Such restrictions prevent the optimal performance of the principals and bring forward the necessity of systemic reforms on the policy level.

Overall, the paper highlights the fact that traditional practices cannot be solely left in charge of career navigation in the government colleges. It involves creative, student-oriented leadership with the help of institutional change and policy investment. Principals stand at the nexus of the administration and the student development and are the only people who can bridge the gap in case the right tools and training are provided to them.

RECOMMENDATIONS

In light of the results of the present study, there are a few recommendations that can be provided to enhance the presence of principals in helping Generation Z students navigate their careers in the government colleges:

*Professional Leadership to Principals***:** They should offer principals continuous training opportunities centered on digital literacy, new models of career guidance, and leader practice that are student centered. Ongoing professional development will make them better prepared to meet the needs of Gen Z learners that keep changing.

*Make Career Counseling Institutionalized***:** Every government college should also set up dedicated career guidance units or cells that will offer systematic and continued assistance so that career navigation becomes a formal aspect of the education process, and not an informal one.

*Strengthen Partnerships***:** Partnering relationships with universities, industries, networks through alumni, and nonprofit organizations must be increased. These alliances will introduce students to the real world and internship and mentorship opportunities outside the classroom.

*Leverage Technology***:** Online platforms, digital career assessment tools, virtual internship programs should be considered in career guidance activities of government colleges. As another motivational tool that can be used with students, it is possible to utilize social media and institutional websites and outline success stories.

*Fostering Student Leadership and Mentorship by Peers***:** The students need to be motivated to be in charge of career related activities through organizing career fairs, leading peer mentoring programs and involvement in subcommittees. This will boost their confidence, leadership capability and level of responsibility.

***Policy-Level Underpinning and Structural Reforms*:** This is one of the areas that policymakers should focus on in terms of resource allocation to support career navigation programs so that the principals can have access to trained counselors, career software, and infrastructure. The career guidance needs to be entrenched in the government colleges via clear policies.

***Develop Support Structures that are open and flexible*:** Colleges need to set up a flexible nature of scheduling counseling services, make access to career libraries and career workshops easier and structuring guidance as a continuous process and not just a one-time affair during the academic year.

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