Empowering the University Students: Career Development Centers as Catalysts for Motivation and Self-Actualization

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Abstract

The current study examined career development centers as catalysts for motivation and self-actualization among university students in district Sargodha. Quantitative research approach with survey technique methods were used for data collection in the study. The main objective of the study was to examine the impact of career development center in motivation of university students on career planning and to explore the factors that influence the motivation and self-actualization of university students. The hypothesis of the study was that there is no relationship between Career development centres and motivation and self-actualization. Populations in the study were all current BS and M.Phil students of university of Lahore, Sargodha Campus and University of Sargodha, Main Campus. Multistage sampling technique was used to select the research participants from both universities. By using multistage sampling, 300 male and female students at graduate level were selected. Descriptive statistics, frequency, percentage, mean and standard deviation were used in analyzing data and reporting the study findings, chi square test of association was used to find association of career development center vs motivation and self-actualization. The main conclusion of the study was that there was clear and significant relationship between career development center , motivation and self-actualization. On the basis of conclusions it was recommended that career development centers should develop and apply strategies for engaging and supporting students at university level.

Key words: Career development centers, Motivation, self actualization, Multistage sampling, relationship, basis, relationship, conclusion, recommended, strategies

Introduction

The relationship between career planning and productivity among university students has been a focal point in the evolving higher education sector. The changing global economy highlights the importance of preparing students with essential skills and abilities to succeed in the constantly changing employment market. Career planning, that contains self-assessment, sitting goal, and development of skill, is critical in guiding students in the direction of successful and creative career tracks. The strict relationship between career planning and productivity is quiet being examined, particularly in the empire of university education.

This study intends to explore how actively participating in career planning affects many aspects of productivity, such as academic success, career preparedness, and employability, among university students. This research purposes to offer realistic information on how individual career planning performances impact student outcomes, in order to guide educational strategies and practices that support success in professional and academic zones.

This study's importance has impact on student, personal, employment and results well-being. Former studies have revealed that career planning has a helpful effect on students' self-efficacy, goal orientation, and academic motivation in making professional decisions (Brown & Lent, 2018; Gati et al., 2018). Also, positive career planning is connected to clearer career aims, improved dedication to academic activities, and easier conversions into the professional domain (Fouad et al., 2018). These study goals to explain how career planning affects efficiency in order to director the formation of evidence-based involvements that can improve students' job preparation and success. (Creed et al., 2020)

Understanding how career planning and productivity are association can offer valued insights for career services offices and academic institutions to create customized resources and programs that support students in their career development struggles (Savickas et al., 2019). Career counselors and educators and can improve their talent to meet the diverse goals and needs of students by analytical the elements that provide successful career preparation. (Hartung et al., 2020).

This study improves the theoretical works on career development by deepening our understanding of how environmental circumstances, individual characteristics and career

outcomes interact. This research discovers how socio-cultural context, goal orientation, and self-efficacy impact the linking between career planning and productivity, improving current theoretical outlines and managing future research in career attitude. (Healy et al., 2019)

This study goal to inspect the correlation between career planning and productivity among university students to address a gap in the existing knowledge. This research has associations for enlightening the achievement of career development platforms and assisting the overall development and growth of university students by its theoretical and practical contributions.

Statement of Problem

The significance of career planning for university's students cannot be exaggerated. Career planning contains a logical procedure of identifying strengths and weaknesses, setting career goals, exploring career options, and developing strategies to attain career objectives. However, the extent to which career planning influences the productivity of university students remains underexplored. (Richardson et al., 2021

The major problem to be addressed in current study is the lack of comprehensive understanding regarding the relationship between career planning and productivity among university students. Despite the growing emphasis on career readiness programs and initiatives within academic institutions, there is limited empirical evidence to ascertain the impact of career planning on students' academic performance, professional development, and overall productivity.

Objectives

The following were the objectives of the study:

1. To examine the availability and effectiveness of Career Development Centers (CDC) in public and private universities.
2. To investigate the role of Career Development Centers in promoting intrinsic motivation among university students.
3. To evaluate the impact of Career Development Centers on students' extrinsic motivation.
4. To assess the contribution of Career Development Centers in achieving self-actualization among students.

Hypothesis

The study encompassed the following hypothesis:

H$_0$1:   There is no significant difference between availability of Career Development Center Service in universities on the basis of gender.

H$_0$2:   There is no significant difference between availability of Career Development Center Service in universities on the basis of locality.

H$_0$3:   There is no significant difference between Career Development Center Service in Public and Private universities .

Review of Literature

Career Development Centers (CDCs) are specialized sections in educational organization that provide a range of services to support students magnificently navigate their career paths. These centers propose a wide variety of services, including assistance, career counseling, and interviews, coaching for resumes with job searches, career workshops and internship placements. CDCs' main objective is to upgrade students' employability by dropping the gap between their educational experience and the necessities needed for a definite career. They play a vital role in serving students become more arranged for their future service, helping them look into alternate career routes, and set networking chances with potential managers. Career Development Centers (CDCs) deal tailored direction and a wide array of possessions to assist students in finishing their career aims and enlarging their professional growth.

Importance of CDCs in Higher Education

The point that CDCs deal coaching and career advice is a notable aspect of their effort. They deal personalized career advising by bring into line with educational experience, interests, and students' skills with potential career tracks. According to Niles (2016), offering student's personalized support is necessary to serving them make educated choices about their future.

Through training sessions on interview techniques and workshops, job search tactics and resume writing, CDCs give students real-life experience. For students to successfully advertise themselves to companies and prosper in the cutthroat job marketplace, these skills are crucial (Robinson, 2008).

Additionally, by establishing networking events, on-campus recruitment movements and career fairs CDCs help to progress networks between businesses and students. These probabilities

enable students to actively involve with prospective bosses, acquiring valuable information about different trades and employment places (Cuseo, 2018).

Historical Development of CDCs

Career Development Centers (CDCs) have seen important changes since the turn of the 20th century. In the United States, professional advice made its entrance in 1908 under the trend of Frank Parsons, who is official as being the father of vocational support. In Boston, Parsons recognized the first vocational office (Parsons, 1909). Serving people match their interests and services with appropriate career ways was the primary emphasis at first. Career facilities in higher education began to increase traction in the middle of the 20th century, mainly after World War II. This resulted from experts of the war observing for GI Bill-funded schooling and service assistance (Schlossberg, 1989).

In universities, the establishment of Career Development Centers (CDCs) was specified more position in the 1960s and 1970s. This was carried about by the rising awareness of how important it is to give students methodical, planned career support. In the last half of the 20th century and the early 21st century, CDCs extended the services they presented to include inclusive career counseling, support with job settlement, and skill-building courses. This was approved out in reaction to the varying nature of the labor marketplace and technological developments (Kuhn, 2005).

Core Functions and Services Provided by CDCs

Career Development Centers (CDCs) deal a range of critical services to support students' progress their careers and get set for the workforce. One of profession counseling's main objectives is to give students modified advice about their job selections and decision-making (Niles, 2016). Career Development Centers (CDCs) give students valuable tools for gaining work by offering training on job search strategies, resume writing, and interview techniques (Reese, 2010). Moreover, they offer cooperatives and internships that let people effort in related trades and obtain real-life skill (Raymond, 2017).

Impact of CDCs on Students Career Readiness

Career Development Centers (CDCs) ease the combination of academic instruction with the staff, providing students with the necessary knowledge and skills for successful occupations.

(Niles, 2016). CDCs offer personalized real-world experience, skill development training, and career counseling opportunities to support students become much more organized for the staff. According to Reese (2010), these programs support students grow critical job seeking skills such as resume writing, networking with professionals and interview technique. Career Development Centers (CDCs) planned cooperatives and positions give students real-life experience and trade knowledge two things that are dynamic to their skilled development (Raymond, 2017).

Motivation in University Students

Motivation encompasses the mechanisms that commence, direct, and maintain activities aimed at achieving specific objectives. It can be broadly classified into two types: internal motivation and extrinsic motivation. Types of motivation are as follow

Intrinsic Motivation

Intrinsic motivation is derived from an individual's own sources, fueled by personal gratification and the natural pleasure derived from the task itself. For instance, a student may choose to study a particular subject due to their perception of its captivating and gratifying nature (Deci & Ryan, 2000).

Extrinsic Motivation

Conversely, extrinsic motivation is influenced by external factors or rewards. These can encompass concrete incentives such as academic scores, financial compensation, or commendation, as well as the avoidance of adverse consequences such as penalties or censure. For example, a student may do homework with the intention of attaining excellent scores or to evade displeasure from their parents (Ryan, 2000).

It takings both types of motivation to have an impression on performance and production. However extrinsic motivation can be a valuable tool for commitment to initiatives and raising initial involvement, intrinsic motivation is classically linked to advanced levels of sustained interest and engagement. (Ryan, 2000).

Factors Influencing Student Motivation

There are numerous elements that disturb student motivation, including both external and internal effects. The educational setting, which comprises the relations between students and

teachers, the subtleties of the classroom, and the availability of resources, is a essential factor. An environment that is stimulates and supportive engagement increases one's degree of intrinsic motivation (Deci, 2000).

According to research by Locke (2002), pupils are more possible to feel motivated when they set attainable and clear goals. This is due to the detail that getting these objectives deals them a sense of direction and purpose. Moreover, students may become extra motivated if the information is applicable to their interests and future career aims, which would make learning more expressive. (Eccles, 2002).

Role of CDCs in Enhancing Student Motivation

By offering specialized career tools and guidance, CDCs play a serious role in growing student motivation. By assisting students classify and match their academic objectives with their career objectives, CDCs nurture intrinsic motivation in students. By emphasizing the importance and individual worth of their trainings, this is accomplished (Niles, 2016).

The CDCs deal counseling and courses sessions with the objective of helping people obtain critical aids like networking, resume writing, and interviewing techniques. These programs offer students more power and confidence to attain their professional goals (Reese, 2010).

Self-Actualization in University Students

In the view of Maslow's hierarchy of needs, attainment of one's full potential and dynamically following personal fulfilment and growth are considered to be features of self-actualization. (Maslow, 1943). University students strive for self-actualization by attaining high academic standards, honing personal and professional abilities, and participating in significant extracurricular pursuits. This process is made easier by the presence of learning environments that provide support, opportunities for expressing creativity, and resources like counseling and career development services (Krebs, 1975). Students who have achieved self-actualization have characteristics such as independence, the ability to solve problems, and a strong sense of purpose, which enhance their general well-being and scholastic achievements (Maslow, 1970).

Definition and Importance of Self-Actualization

Self-actualization, as defined by Abraham Maslow, refers to the process of recognizing and achieving one's inherent potential, qualities, and abilities (Maslow, 1943). It symbolizes the

pinnacle of psychological advancement, characterized by the attainment of personal progress, self-awareness, and peak experiences. Self-actualization is essential since it results in heightened life contentment, enhanced creativity, and improved psychological well. Individuals that achieve this state demonstrate self-governance, genuineness, and a deep sense of meaning (Maslow, 1970). The endeavor to achieve self-actualization not only has advantages for the person but also has a positive impact on society by enabling individuals to recognize and utilize their distinctive talents and abilities.

Indicators of Self-Actualization in Students

Hoffman (1988) declares that students who are self-actualized frequently show skill, creativity at solving problems, and a solid commitment to their individual values and objectives. Numerous important signs can be used to recognize self-actualization in learners. These comprise a strong wisdom of self-sufficiency and autonomy, intrinsic motivation, and a deep assurance to personal growth and learning (Maslow, 1970). Moreover, these people have a precise yet progressive sense of who they are, are open to trying new things, and are capable to produce meaningful relations (Maslow, 1943).

Contribution of CDCs to Student Self-Actualization

Career Development Centers (CDCs) help students to classify and follow their benefits and capacities by tailored career counseling, drill to improve skills, and offering internships (Niles, 2016). By providing guidance and resources that bring into line with Maslow's beliefs of understanding one's own potential, CDCs are essential in assisting students in attainment of self-actualization (Maslow, 1943). Skill Development Centers bounce students the tools they essential to make knowledgeable professional choices and improve a strong wisdom of direction and determination by enabling goal-setting and self-examination. Moreover, networking activities and career fairs arranged by CDCs help experts and students connect, encouraging both professional and personal development and offering mentorship chances (Reese, 2010).

Research Design

This study looked at "Impact of Career Development Center in Motivation and Self Actualization of University Students "using a quantitative research approach. The numerical data was statistically examined and gathered through quantitative research strategy.

Population of Study

Public and private universities of District Sargodha were the population of this study. Students from BS and M. Phil are taken as respondents.

Sampling and Sample

Due to feasibility, only Department of Education, Department of Psychology and Department of English are taken as sample from both universities were selected as the sample of this study by using multistage sampling. The selected sample represented approximately 50% of the population and ensured adequate representation in the both universities.

Table 1: *No. of students from selected departments*

University	Department of Education	Department of Psychology	Department of English	Total
University of Lahore, Sargodha Campus	50	50	50	150
University of Sargodha, Main Campus	50	50	50	150
Total	100	100	100	300

This approach facilitated efficient data gathering, it is important to acknowledge that it may limit the generalizability of the findings to the wider population.

Data Collection Methods

A standardized questionnaire was developed and spread to collect comprehensive information from respondents. The use of this questionnaire definite consistency in the gathering of data, while the human input of data allowed for a thorough assessment of each individual response.

Validation of Instrument

The validity of a questionnaire is essential to guarantee its credibility and reliability in measuring the intended concept. This questionnaire documented several modifications, such as the inclusion of items derived from scales utilized in previous research. After incorporating the

requested modifications into the questionnaire, the expert assessed the instrument for face and content validity and concluded that it is sufficiently reliable for data collection.

Pilot Study

The pilot testing method immediately followed the invention of the scale in order to verify its dependability. Data was obtained by a questionnaire from a sample of 50 students. The students were picked using a basic random selection procedure. Following the data collection, the data was analyzed utilizing SPSS, and the results of Cronbach's alpha are as follows.

Reliability

Cronbach's Alpha was used to assess the internal consistency of the data. The obtained coefficient will be used to evaluate the dependability of the measuring device. The data were collected to find out the reliability coefficient Cronbach alpha (α). It was drawn through SPSS software and found the reliability of all four questionnaires.

Cronbach alpha Reliability of the questionnaire about overall public and private universities was 0.883 which was excellent according to the recommendation of law 40 (2004) who said "it will be rated excellent if the coefficient is greater than 0.80 and adequate if it is from 0.60 to 0.79".

The reliability analysis of the questionnaire revealed a Cronbach's alpha coefficient of 0.883 with a total of 44 items for both public and private collectively. This indicates that a high level of internal consistency among the questionnaire items.

Data Collection Procedure

Students from selected departments were chosen for data collection.The researcher distributed the questionnaire among students by hand and all students responded. In order to ensure reliable results, 100 students from Department of Education, 100 students from Department of Psychology and 100 students from Department of English were selected, each was given equal weightage.

Data Analysis and Interpretation

T-Test of Career Development Center Service Provision with Respect to Gender

Analysis of career development center service provision with respect to gender is as follows.

$H_0 1$: There is no significant difference between availability of Career Development Center Service in universities on the basis of gender.

Table 2: *Comparing mean of Availability of Career Development Center Service between universities on the basis of gender*

Gender	N	Mean	SD	t	df	p-value
Male	116	3.14	.474	-.236	298	.014
Female	184	3.15	.532			

Table 2 shows the analysis of availability of Career Development Center Service between universities having t=-0.236, p=0.014<0.05 which reflects the availability of Career Development Center Service facilities between male and female students groups were significantly different. Hence the null hypothesis "There is no significant difference between availability of Career Development Center Service in universities on the basis of gender." is rejected. This shows the trend that female students have more access of Career Development Center services as compared to males.

T-Test of Career Development Center Service Provision with Respect to Locality

Analysis of Career Development Center service provision with respect to sector is as follows.

$H_0 2$: There is no significant difference between availability of Career Development Center Service in universities on the basis of locality.

Table 3: *Comparing mean of Availability of Career Development Center Service between rural and urban locality students*

Sector	Poor	Satisfactory	Good	Very Good	Excellent	Total
Rural	0	8	46	34	2	90
	0%	2.7%	15.3%	11.3%	0.7%	30%
Urban	0	10	176	24	0	210
	0%	3.3%	58.7%	8%	0%	70%
Total	0	18	222	58	2	300
	0%	6%	74%	19.3%	0.7%	100%

Table 3 shows the analysis of availability of Career Development Center Service between rural and urban locality having t=4.27, p=0.00<0.05 which reflects the availability of Career

Development Center Service facilities between students groups on the basis of locality were significantly different. Hence the null hypothesis "There is no significant difference between availability of Career Development Center Service in universities on the basis of locality." is rejected. The trend shows that urban students have more availability of Career Development Center services as compared to students from rural area.

T-Test of Career Development Center Service Provision with Respect to Gender

Analysis of career development center service provision with respect to gender is as follows.

H_03: There is no significant difference between Career Development Center Service in universities on the basis of gender.

Table 4: *Comparing Service of Career Development Center between universities on the basis of gender*

Gender	N	Mean	SD	t	df	p-value
Male	116	3.29	.64	-.265	298	.791
Female	184	3.32	.73			

Table 4 shows the analysis of availability of Career Development Center Service between universities having t=-0.26, p=0.79>0.05 which reflects the availability of Career Development Center Service facilities between male and female students groups were not significantly different. Hence the null hypothesis "There is no significant difference between availability of Career Development Center Service in universities on the basis of gender." is accepted. This shows the trend that female students have equal access of career development center services as compared to males.

Statement Analysis of Availability of Career Development Centers (RO1)

Statement Analysis of the data collected from the public and private universities' students for the availability career development centers are analyzed as follows.

Table 5: *Availability of Career Development Centers*

Statement	Poor f (%)	Satisfactory f (%)	Good f (%)	Very Good f (%)	Excellent f (%)	Total f (%)	Mean	SD
Have you	84	110	64	24	18	300	2.27	1.13

visited the career development center' service during your university studies?	28%	36.7%	21.3%	8%	6%	100%		
Do you feel that the CDC service helped you in clarity of your career goals?	26 8.7%	136 45.3%	84 28%	22 7.3%	32 10.7%	300 100%	2.66	1.09
Do you believe that the CDC service have promoted you a sense of your purpose?	42 14%	102 34%	90 30%	40 13.3%	26 8.7%	300 100%	2.69	1.13
Do you think that the CDC service have helped you build direction in your life?	28 9.3%	102 34%	104 34.7%	48 16%	18 6%	300 100%	2.75	1.03

Have you felt an upgrade in your self-esteem after CDC service?	34 11.3%	88 29.3%	114 38%	34 11.3%	30 10%	300 100%	2.79	1.11
Have you experienced a reduction in stress related to career uncertainty after using the CDC' service?	28 9.3%	86 28.7%	114 38%	46 15.3%	26 8.7%	300 100%	2.85	1.07
Have you noticed an improvement in your self-awareness?	30 10%	88 29.3%	102 34%	48 16%	32 10.7%	300 100%	2.88	1.13
Have you noticed your interest after utilizing the CDC' service resources?	20 6.7%	68 22.7%	136 45.3%	50 16.7%	26 8.7%	300 100%	2.98	1.00
Do you feel you are able to achieve your goals?	30 10%	88 29.3%	108 36%	40 13.3%	34 11.3%	300 100%	2.87	1.13

Do you feel you easily life choices after using the CDC' service resources?	18 6%	86 28.7%	108 36%	66 22%	22 7.3%	300 100%	2.96	1.02
Do you feel more empowered to you achieve career?	22 7.3%	98 32.7%	108 36%	42 14%	30 10%	300 100%	2.87	1.07
Do you perceive life choices after using the CDC?	28 9.3%	70 23.3%	112 37.3%	60 20%	30 10%	300 100%	2.98	1.10
Have you refine yours interests after utilizing career development center?	30 10%	66 22%	102 34%	66 22%	36 12%	300 100%	3.04	1.16
Do you think that the career development center service	24 8%	86 28.7%	112 37.3%	54 18%	24 8%	300 100%	2.89	1.05

helped you developed a clear sense of purpose?								
Total	444 10.57%	1196 28.48%	1458 34.71%	640 15.24%	384 9.14%	4200 100%	2.82	1.08

The table 5 shows some information about availability of career development center. It reveals that 37% of students, with Mean=2.27 and SD=1.13, had showed satisfactory response towards a visiting career development center. However, 45% of students with Mean=2.66 and SD=1.09 had showed satisfactory response towards clarity of their career goals. When it comes to promote their sense of your purpose, 34% of students with Mean=2.69 and SD=1.13 showed satisfactory response towards they had this service. Similarly, 35% of students with Mean=2.75 and SD=1.03 showed good response towards helping to build direction in life. 38% of students, Mean=2.79 and SD=1.11 noted CDC develop self-esteem with good response. 38% of students Mean=2.85 and SD=1.07 showed good response towards reduction in stress related to career uncertainty after using the CDC service. 34% of students with Mean=2.88 and SD=1.13 had showed good response towards improvement in your self-awareness. 45% of students with Mean=2.98 and SD=1.00 had showed good response towards interest after utilization of the CDC service resources. 36% of students with Mean=2.87 and SD=1.13 had showed good response towards achievement of their goals. 36% of students with Mean=2.96 and SD=1.02 had showed good response towards decisions of life choices. 36% of students with Mean=2.87 and SD=1.07 had showed good response towards empowerment to achieve career. 37% of students with Mean=2.98 and SD=1.10 had showed good response perceive life choices after using the CDC. 34% of students with Mean=3.04 and SD=1.16 had showed good response towards refine interests of students. 37% of students with Mean=2.89 and SD=1.05 had showed good response towards career development center service help to develop a clear sense of purpose. Overall, 35% of students in the survey responded good to the statement about career development service, with Mean=2.82 and SD=1.08. This implies that most students have a favorable opinion for career development service

resources. This trend indicated that many of students show favorable response towards availability of career development center service.

Statement Analysis of Development of Intrinsic Motivation (RO2)

Analysis of the data collected from the students for the information of development of intrinsic motivation is analyzed as follows.

Table No. 6:   *Development of intrinsic motivation through Career Development Center*

Statement	Poor f (%)	Satisfactory f (%)	Good f (%)	Very Good f (%)	Excellent f (%)	Total f (%)	Mean	SD
Do you set specific achievable goals for yourself?	40 13.3%	98 32.7%	84 28%	38 12.7%	40 13.3%	300 100%	2.80	1.22
Are you motivated by internal factors (personal satisfaction)?	20 6.7%	62 20.7%	122 40.7%	64 21.3%	32 10.7%	300 100%	3.09	1.06
Are you a driven by a sense of purpose?	16 5.3%	78 26%	42 14%	120 40%	44 14.7%	300 100%	3.33	1.17
Do you feel a sense of accomplishment when you complete a task?	14 4.7%	60 20%	52 17.3%	100 33.3%	74 24.7%	300 100%	3.53	1.19
Do you feel strong desire to achieve your	14 4.7%	78 26%	48 16%	100 33.3%	60 20%	300 100%	3.38	1.20

goals?								
. Do you believe in your ability to succeed?	14 4.7%	80 26.7%	32 10.7%	104 34.7%	70 23.3%	300 100%	3.45	1.29
Do you feel motivated towards learning?	14 4.7%	88 29.3%	30 10%	84 28%	84 28%	300 100%	3.45	1.29
. Are you motivated by a sense of competition?	14 4.7%	80 26.7%	34 11.3%	86 28.7%	86 28.7%	300 100%	3.50	1.28
. Do you feel motivated to improve your personality?	12 4%	58 19.3%	48 16%	118 39.3%	64 21.3%	300 100%	3.55	1.14
. Do you want to develop your mindset?	18 6%	44 14%	48 16%	124 41.3%	66 22%	300 100%	3.59	1.16
Total	176 5.87%	726 24.2%	540 18%	938 31.27%	620 20.67%	3000 100%	3.37	1.20

The table 6 reveals some details about the intrinsic motivation. It shows that 33%, with Mean=2.80 and SD=1.22 reported satisfactory response towards setting specific achievable goals. However, personal satisfaction was slightly up, with around 41% of students with Mean=3.09 and SD=1.06 showed good response. When it comes to having sense of purpose, almost 40% of students Mean=3.33 and SD=1.17 mentioned very good response. In terms of sense of accomplishment, 33% of students Mean=3.53 and SD=1.19 reported very good response. 33% of students with Mean=3.38 and SD=1.20 showed very good response towards strong desire to achieve goals. 35% of students with Mean=3.45 and SD=1.29 showed very good response towards statement "Do you believe in your ability to succeed?" 29% of students with Mean=3.45 and

SD=1.29 showed satisfactory response towards statement "Do you feel motivated towards learning?" It shows that 57.4%, with Mean= 2.80 and SD=1.22 reported excellent response towards motivation by a sense of competition. 61% of students with Mean=3.55 and SD=1.14 showed excellent response towards motivation to improve personality. 63.3% of students with Mean=3.59 and SD=1.16 showed excellent response towards developing mindset. Overall, the study's Mean=3.37 and SD=1.20 indicates that 52% of students excellent response. This trend indicated that many of students show favorable response towards availability of intrinsic motivation through career development center.

Availability of Extrinsic Motivation through Career Development Center (RO3)

Analysis of the data collected from the students for the information of extrinsic Motivation through career development center is analyzed as follows.

Table No. 7:   *Availability of Extrinsic Motivation through Career Development Center*

Statement	Poor f (%)	Satisfactory f (%)	Good f (%)	Very Good f (%)	Excellent f (%)	Total f (%)	Mean	SD
. Do you enjoy the process of working towards achievement?	12 4%	68 22.7%	54 18%	86 28.7%	80 26.7%	300 100%	3.51	1.22
. Are you motivated by external factors (e.g) rewards recognition?	18 6%	64 21.3%	52 17.3%	104 34.7%	62 20.7%	300 100%	3.43	1.20
. Are you willing to take risk to achieve your goals?	20 6.7%	42 14%	42 14%	106 35.3%	90 30%	300 100%	3.68	1.23

. Do you have a clear vision of your goals?	24 8%	50 16.7%	48 16%	100 33.3%	78 26%	300 100%	3.53	1.26
. Do you feel responsibility to achieve your goals?	20 6.7%	58 19.3%	52 17.3%	78 26%	92 30.7%	300 100%	3.55	1.29
Total	94 6.27%	282 18.8%	248 16.54%	474 31.6%	402 26.8%	1500 100%	17.7	6.2

Some information regarding the extrinsic motivation is in the table 7. With a mean score of 3.51 and a standard deviation of 1.22, it reveals that 55% of students showed excellent response toward statement "Do you enjoy the process of working towards achievement?" Around 55% of them confirmed this by showing excellent response, with Mean=3.43 and SD=1.20 towards statement "Are you motivated by external factors; rewards recognition?" With Mean=3.68 and SD=1.23 indicates that 65% of students reported excellent response towards willing to take risk to achieve goals. 59% of students reported excellent response (Mean=3.53 and SD=1.26) towards statement "Do you have a clear vision of your goals?" 57% of students with Mean=3.55 and SD=1.29 said that they have responsibility to achieve goals. The study's extrinsic motivation statement received positive responses from 58% of students (Mean=3.54 and SD=1.24), suggesting that a sizable majority of students have positive opinions about the extrinsic motivation. This trend indicated that many of students show favorable response towards availability of extrinsic motivation through career development center.

Achievement of Self Actualization (RO4)

Analysis of the data collected from the students for the information about achievement of self-actualization through career development center is analyzed as follows.

Table No. 8:   *Achievement of Self-Actualization through Career Development Center*

Statement	Poor f (%)	Satisfactory f (%)	Good f (%)	Very Good f (%)	Excellent f (%)	Total f (%)	Mean	SD
. Do you feel like you are living fulfilling life?	45 15.3%	70 23.3%	98 32.7%	52 17.3%	34 11.3%	300 100%	2.86	1.21
Are you true to yourself, even when it's difficult?	20 6.7%	78 26%	108 36%	58 19.3%	36 12%	300 100%	3.04	1.09
. Do you pursue your passion?	12 4%	80 26.7%	110 36.7%	66 22%	32 10.7%	300 100%	3.09	1.03
. Are you comfortable With Who you are?	12 4%	90 30%	96 32%	62 20.7%	40 13.3%	300 100%	3.09	1.09
. Do you take responsibility for your action?	10 3.3%	70 23.3%	128 42.7%	52 17.3%	40 13.3%	300 100%	3.14	1.03
. Are you ready to face new challenges?	12 4%	80 26.7%	94 31.3%	66 22%	48 16%	300 100%	3.19	1.03
. Do you feel sense of direction?	10 3.3%	72 24%	118 39.3%	60 20%	40 13.3%	300 100%	3.16	1.04
Are you able to think critically regarding your decisions?	16 5.3%	76 25.3%	108 36%	54 18%	46 15.3%	300 100%	3.13	1.12
. Do you value authenticity and	10 3.3%	82 27.3%	96 32%	60 20%	52 17.3%	300 100%	3.21	1.12

honesty in yourself and others?

Statement						Total	Mean	SD
. Are you willing to take risk to pursue your goals?	12 4%	76 25.3%	108 36%	60 20%	44 14.7%	300 100%	3.16	1.08
. Are you able to ignore your biases?	8 2.7%	50 16.7%	134 44.7%	72 24%	36 12%	300 100%	3.26	.96
Do you priorities self-care?	8 2.7%	82 27.3%	112 37.3%	62 20.7%	36 12%	300 100%	3.12	1.09
. Are you able to adapt environmental situation?	8 2.7%	74 24.7%	108 36%	58 19.3%	52 17.3%	300 100%	3.24	1.09
. Do you feel to control yourself in critical situation?	10 3.3%	80 26.7%	108 36%	48 16%	54 18%	300 100%	3.19	1.12
. Do you feel connected to something larger than yourself?	10 3.3%	60 20%	110 36.7%	60 20%	60 20%	300 100%	3.33	1.11
Total	203 4.51%	1120 24.89%	1636 36.36%	890 19.78%	650 14.45%	4500 100%	3.14	1.01

The table 8 has some data about the achievement of self-actualization. With a standard deviation of 1.81 and a mean score of 2.86, it can be shown that 33% of students reported good response towards statement "Do you feel like you are living fulfilling life?" However, 36% of them with Mean=3.04, SD=1.09 showed satisfactory response towards statement "Are you true to yourself, even when it's difficult situation?" With a mean of 3.09 and a standard deviation of 1.03, 37% of students reported showed satisfactory response towards perusing the passion. 32% of students with Mean=2.93 and SD=1.46 reported good towards statement "Are you comfortable

With Who you are?" 43% of learners with Mean=3.14 and SD=1.03 reported satisfactory response towards taking responsibility for action. 31.3% of students (Mean=3.19 and SD=1.03) reported satisfactory response towards statement "Are you ready to face new challenges?" 39% of students (Mean=3.16 and SD=1.04) showed satisfactory response towards statement "Do you feel sense of direction?" 36% of students (Mean=3.13 and SD=1.56) said about statement "Are you able to think critically regarding your decisions?" as their response was satisfactory. 32% of students with Mean=3.21 and SD=1.12 expressed satisfaction with the statement "Do you value authenticity and honesty in yourself and others?" 36% of students with Mean=3.16 and SD=1.08 reported satisfaction towards statement "Are you willing to take risk to pursue your goals?" 45% of students with Mean=3.26 and SD=0.96 expressed satisfaction with the statement "Are you able to ignore your biases?" 37% of students with Mean=3.12 and SD=1.09 expressed satisfaction with the statement "Do you priorities self-care?" 37% of students with Mean=3.21 and SD=1.12 expressed satisfaction with the statement "Are you able to adapt environmental situation?" as they respond excellent. 36% of them with Mean=3.19, SD=1.12 showed satisfactory response towards statement "Do you feel to control yourself in critical situation?" 40% of students (Mean=3.33 and SD=1.11) showed excellent response towards statement "Do you feel connected to something larger than yourself?" The study found that 36% of students (Mean=3.14 and SD=1.01) as they showed good response towards achievement of self-actualization. This trend indicated that many of students show favorable response towards availability of self-actualization through career development center.

Discussion

The main objectives of the study were to compare the provision and impact of career development center on motivation and self-actualization.

The research exposed that female students presented a higher level of agreement with Career Development Centers paralleled to male learners. This finding is reliable with earlier studies advising that female students are more promising to follow and advantage from career services. For occurrence, a study by Fouad et al. (2006) stated that women are more active in using career counseling services, which could clarify the higher satisfaction levels witnessed.

The research emphasized a significant difference in satisfaction levels between rural and urban students, with urban students reporting greater satisfaction with career development center services. This trend supports with results from studies like those by Byun et al. (2012), which noted that urban students have better access to support services and educational funds.

The research found that female and urban students stated higher levels of intrinsic motivation progress through career development center services connected to their male and rural parallels. This finding is supported by Self-Actualization Theory (Deci & et. al, 2000), which highlights the role of helpful settings in nurturing intrinsic motivation. Urban students may advantage from healthier career development center programs and properties, improving their intrinsic motivation.

In terms of self-actualization, the study found that female students stated higher satisfaction levels than male students, although the variance was not statistically significant. Urban students showed greater attainment of self-actualization compared to rural students. These findings are constant with Maslow's Hierarchy of Needs (Maslow, 1943), which posits that self-actualization is attained when lower-level desires are met. Urban students likely have well access to properties that fulfil their elementary and psychological needs, allowing them to focus on self-actualization.

The study concluded that career development center significantly influence students' motivation and self-actualization. There was a important difference between the availability of career development center and student motivation, as well as self-actualization, approving that career development center play a crucial role in these zones. This conclusion supports with the findings of Brown and Ryan Krane (2000), which highlighted the significance of career interventions in improving students' career development and self-efficacy. The expansion of motivation was found to have a high impact on students' self-actualization, representing the importance of motivational support in attaining personal growth.

Conclusions

Conclusions drawn from the findings were as follow:

1. It is concluded that female students presented a higher level of gratification with career development center services associated to male students, representing a gender difference in

supposed support from these centers. However, one analysis displayed no significant gender variance in access to career development center services, advising that while satisfaction levels may vary, access is fairly equal.

2. It is decided that urban learners were more gratified with career development center services than their rural complements. Trend was reliable across various inspections, representing a significant variance in the availability and efficiency of career development center services based on students' zone.

3. It is settled that female students stated higher levels of intrinsic motivation development through career development center services compared to male students. Likewise, urban students showed greater expansion of intrinsic motivation than rural students, emphasizing a notable difference based on area.

4. It is concluded that in situations of self-actualization, female students again described higher satisfaction levels than male students, while the variance was not statistically significant. Urban students exposed greater achievement of self-actualization equated to rural students.

5. It is determined that students commonly stated positive responses towards living a fulfilling life, being right to themselves, and taking accountability for their movements. They also valued genuineness, honesty, and self-care, representing a promising response towards self-actualization assisted by career development centers.

6. It is determined that the study concluded that career development centers significantly influence students' motivation and self-actualization. There was a notable difference between the availability of student motivation and career development center, as well as self-actualization, confirming that career development center play a vital role in these areas.

7. It is concluded that the expansion of motivation was originate to have a high effect on students' self-actualization, representing the importance of motivational support in realizing personal growth.

Recommendations

Following recommendations were made on the basis of study's conclusions.

1. Female students stated higher satisfaction levels with career development center services as compared to male students, it is recommended that career development center should develop and appliance strategies specifically considered engaging and supporting male students. This could contain directing focus groups to understand the unique tasks and preferences of male students, and subsequently planning workshops, counselling meetings, and resources that discourse these specific requirements. By doing so, career development center can improve the supposed support and satisfaction among male students.

2. The study revealed a significant difference in satisfaction levels between urban and rural students, with urban students helping more from career development center services. It is recommended that stakeholders assign additional funds to progress career development center structure and outreach in rural parts. This could include mobile career development center divisions, computer-generated career counselling sittings, and corporations with local administrations to increase awareness and convenience. By talking the infrastructural and resource distribution differences, career development center can better serve rural students and bond the satisfaction gap.

3. Addressing the advanced intrinsic motivation development by female and urban students, career development center should emphasis on creating comprehensive and supportive settings that provide to all student demographics. This should include drill career development center staff on cultural capability and compassion, ensuring that career services are friendly and available to students from various backgrounds, and actively inspiring inclusivity through all career development center programs. By development a supportive setting, career development center can enhance the intrinsic motivation of entire students.

4. The findings designated that urban students presented greater achievement of self-actualization compared to rural learners. To encourage reasonable self-actualization chances, it is recommended that career development center should ensure all students have right of entry to comprehensive resources that help their elementary and psychological desires. This could include providing mental strength support, academic counselling, and

personal growth workshops. By lecturing these foundational requirements, career development center can help the journey to self-actualization for all students.

The study concluded that motivation meaningfully influences students' self-actualization, underlining the importance of motivational care in career development center programs. It is recommended that career development center should incorporate motivational policies into their career advising and development services. This could include goal-setting workspaces, mentorship packages, and success stories that motivate and inspire students. By highlighting motivational support, career development center can play a key role in nurturing personal growth and self-actualization among students.

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