A Novel Approach for Analysis of Career Opportunities in Orphans

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Abstract

With the use of a quantitative survey questionnaire, this research adds to the knowledge on orphan job opportunities and the antecedents of orphan career opportunities. The present study examines the antecedents of career opportunities (COs) and career opportunities, as well as their connections, in Pakistan's orphanage organization. Furthermore, no research has been done on the nature of orphanage job opportunities and their antecedents in Pakistan'. In addition, data analysis techniques such as exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modelling (SEM) were used to assess the suggested theoretical framework. The findings show that human capital, family history, career counselling, sense of responsibility, child labour, and character development are all important antecedents of career opportunities (CO). Furthermore, it was found that the professional opportunities have no substantial connection with institutional assistance or exposure to the outside world, according to this study. This research presented a new conceptual framework for the relationship between antecedents of career opportunities and career opportunities in Pakistan's orphanage.

Keywords: Orphans, career opportunities, proper planning for orphans

Introduction

1.1. Background of Study

Globally, there were an estimated 140 million orphans. In today's world, that figure has risen to an estimated 153 million, including 43 million orphans in Sub-Saharan Africa. In 2015, Asia had 61 million orphans, Africa had 52 million, Latin America had 10 million, and Eastern Europe and Central Asia had 7.3 million. The world's biggest number of orphaned children is found in Asia and Africa.

According to UNICEF, Pakistan has 4.2 million orphaned children. Since 1990, the number of orphan children has increased by more than a third. This is growing day by day for a variety of causes. Goals 3 and 4 of the United Nations Sustainable Development Goals [1].

In recent decades, the escalation of national catastrophes and man-made disasters/hazards has raised the demand for orphanages and extended families to care for orphans who are in desperate need of support and help. Hundreds of organizations provide orphans with basic services as well as chances for professional advancement via its local Clusters offices. Private organization's (POs) and family units face difficulties as the number of orphans rises. This adds to the government's responsibility of providing enough assistance to address these problems.

Orphans who live with extended families have little opportunity of finding excellent employment or advancing their careers. However, the government is unable to provide equal job opportunities to everyone. That is why external stakeholders such as non-governmental organizations (NGOs) and individual potentials were utilized to help vulnerable orphans by providing boarding and extended family orphans (BEFOs) with the required assistance. [2]

The study's main emphasis is on extended relatives that provide just basic services to orphans but do not consider their employment status due to the limited resources available to them. There are millions of orphans across the globe who are unable to obtain employment.

1.2. Problem Statement

Orphans who are under the supervision of agencies/organizations in public and private sectors are more likely to obtain good jobs and career opportunities, whereas orphans living with unsuitable families are frequently unable to provide adequate facilities for the orphans, leading to orphans becoming involved in suspicious activities? This has an effect on the orphan's long-term well-being and professional development.

Boarding orphans and orphans living with their extended family (BEFOs) make up a significant demographic throughout the world, and they suffer from poor health and living circumstances. Interactions on a case-by-case basis are required. However, without parents, there are no ethical issues regarding incorporating BEFOs in studies. The goal of the research is to better understand the ethical/moral difficulties encountered by orphans who are BEFOs and Jobless orphans (JLOs) [2]. This suggests that orphans who live in orphanages have a better probability of having a stable future than those who live with their guardians.

This kind of kid may endure for an inordinate amount of time before losing their parents. They may not be able to continue their studies because they must care for their ill parents. Pre-orphans' sorrows are also robbing them of a bright future. This is particularly problematic for young women who are tasked with caring for ill children. According to studies, these

youngsters are also disadvantaged in their education and live in homes with less food security, job possibilities, and a high risk of suffering from anxiety, apprehension, and unhappiness (Richter, 2004).

According to UNICEF, there are over 153 million orphans in the globe, with Pakistan accounting for over 4.2 million of them. [3] 1.9 percent. Orphans living with extended families do not have professional prospects in the future, and as a result, they are seen as a social burden. [4] Orphans living in charity centers in Pakistan are often mistreated and rejected over a period of time due to a lack of adequate planning by those who adopt them initially for sponsorship.

1.3. Research Objectives

Below are the objectives of the study:

- To describe the antecedents of the career opportunities of the orphanage in Pakistan.
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- To explore the factors influencing the career opportunities of the orphans
- To make specific recommendations to policy makers, practitioners and society at large for the optimal utilization of the resources.
- To make recommendations for the public sector to better allocate the resources in uplift and development of orphans
- To empirically measure the relationship between orphans living status and career opportunities in Pakistan
- To find better ways and opportunities to bring this vulnerable section of the society through institutionalization
- A make a meaningful comparison of the children living with their families and those living in orphanages.

1.4. Research Questions

1. What are the antecedents of career opportunities which influence career opportunities of the orphanage in the Pakistan?
2. Do the career opportunities of orphanage influence by the various factors?

1.5. Research Hypothesis

1. Orphan children living with institutions are more likely to get a job
2. Orphan children living with their extended families are least chance of getting a job

H1: Family background has a positive influence on career opportunities of orphanage in Pakistan.
H2: Career counselling has a positive influence on career opportunities of orphanage in Pakistan.
H3: Improved human capital has a positive influence on career opportunities of orphanage in Pakistan.

H4: Exposure of outer environment has a positive influence on career opportunities of orphanage in Pakistan.
H5: Institutional support has a positive influence on career opportunities of orphanage in Pakistan.
H6: Character building has a positive influence on career opportunities of orphanage in Pakistan.
H7: Child laborer has a positive influence on career opportunities of orphanage in Pakistan.

1.6. Research Scope

The research scope of this study focuses on the orphanage organization operating in the Pakistan with maximum facilities of learning and their career development.

1.7. Significance of the Study

The study's significance is that it will guide and offer a framework for orphan care programs to be progressively enhanced and improved so that these vulnerable members of society may survive on their own for extended periods of time. It will bring to light the problems surrounding the orphans who have yet to be cared for by these institutions. They will be able to overcome their shortcomings in this manner.

Pakistan must have solid data on orphans in orphanages and homes in order to use them as a necessary participating component of society for this goal (MPCS). The proposed study will serve as a foundation for all practices, methods, comparisons, and the research's conclusion. It will also emphasize the orphans' education, living conditions, employment prospects, and other health status, as well as their degree of satisfaction.

This research presented a new conceptual framework for the relationship between antecedents of career opportunities and career opportunities in Pakistan's orphanage. In this study, we empirically showed how different factors influence the career opportunities of the orphans living in two diverse frameworks. The study also showed how institutions help in determining the career paths along with fulfilling the material needs of the orphan children. The study will rightly provide a framework for the policy makers in allocating and diverting the resources towards the vulnerable population.

Literature Review and Theoretical Framework

2.1. Career Opportunities and development for Orphan

Children who have lost their parents as children are more vulnerable to health hazards, indignity, violence, fraud, exploitation, and unjust treatment than other children. The United Nations Children's Fund (UNICEF) published a report in 2004 that said that Vulnerable orphans are children whose growth, well-being, and safety are jeopardized owing

to a variety of circumstances (Subbarao, 2004). Lack of friendliness and affection, adequate protection, food, education, and psychological support are only few of the elements that exacerbate children's susceptibility. A number of policy measures, according to the research, must be examined and corrected as soon as possible.
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The orphan problem in Pakistan is worsening owing to a variety of reasons, the most serious of which being catastrophe victims and internal conflicts. [6] In order to ensure the future of orphans, Pakistan must form partnerships with other non-governmental organizations (NGOs) in order to improve their talents and give job possibilities. This will be a sustainable approach for dealing with and increasing capacity, as well as reducing the unearning burden ratio of Pakistanis. Career growth and job stability, as well as legacy rights; education, medical services, and housing are all important policy issues that need to be addressed.

Orphans who live in orphanages are more likely to find work, but orphans who live with extended relatives have the fewest chances. It emphasizes the review of secondary information relevant to the study topic. To avoid plagiarism, write it in your own terms and provide correct sources both in the text and in the references section at the conclusion.

Learning is a lifelong process that involves thinking, feeling, seeing, and responding as people react to their past experiences and continuing interactions with the environment (Patton & McMahon, 1999). Individuals as active agents and shapers of their professions are viewed as active agents and shapers under the theory of learning as an ongoing process throughout life (e.g., Collin & Watts, 1996; Vondracek, Lerner, & Schulenberg, 1983, 1986). While it is widely acknowledged that a learning process takes place during a child's professional development, the interactional nature of this process is more speculated than investigated.

In their 2005 assessment of children's career development, Hartung, Porfeli, and Vondracek remark that research has primarily concentrated on what children know about the world of work rather than how they learn this knowledge. Indeed, most study evaluations (e.g., Gysbers, 1996) indicate that early career development involves a complicated interplay of characteristics, behaviour, and the environment. The focus of this review is on learning. Learning, as a unifying element, fits well with the constructivist worldview's dynamic career conceptualizations (e.g., Miller-Tiedeman, 1988; Young, Valach, & Collin, 1996).

Learning is not a new notion in the workplace. Learning has been inherent in career theory (Patton & McMahon, 1999) from the days of Parsons (1909), since investigating self and the world of work underlay Parsons' notion of career choice making. Through processes like as adjustment (e.g., Dawis, 1996; Dawis & Lofquist, 1976, 1984) and repeated approximations, learning has remained the foundation for trait-and factor theories and person– environment Wt theories (Holland, 1992). In addition, learning theory underpins a variety of career theories (e.g., Lent, Brown, & Hackett, 1996; Mitchell & Krumboltz, 1996).Super (1990) proposes that people learn through interacting with the environment and his or her sectoral model draws attention to several learning sources, such family, schools, society, peer groups, communities, and the labour market (e.g., Lent, Brown, & Hackett, 1994, 1996; Patton & McMahon, 1999; Roe, 1956; Roe & Lunneborg, 1990; & Schulenberg, 1986; Young et al., 1996).

Not only do these theories imply that the growth of career is a dynamic interactive training process, they are also a description of how important constructions such as self-concept (Gottfredson, 1981, 1996; Super, 1990); career maturity (Super, 1990). (Brown, 1996). As learning in all of these theories is seen as a continuous process throughout an individual's life, it is not a specific theory but the learning process itself that seems to be important during the course of his career. In addition, learning shows the dynamic character of profession as a development process throughout time.

Although it is often recognized that childhood career development learning takes place, previous research has not been able to explore the nature of this learning in detail. The important topic of the study question is "the processes through which children's thinking about the interest's changes in childhood structures to those in adulthood." This research gap in child career development was identified by Tracey (2001). (p. 90). To date, research has been concentrated on the theory, the review of divergences in age or school through time, and the implementation of career education measures. This question has been largely addressed.

Research has specifically investigated the learning process, which is based on several ideas that underpin the professional development of youngsters. Wahl and Blackhurst (2000) looked at this research and found Wndings to be mixed. In earlier theories such as Ginzberg, Ginsburg, Axelrad and Herma (1951), research discovered the ambitions of children to be more constant in the course of life than theoretical suggestion suggests (Trice, Hughes, Odom, Woods, & McClellan, 1995; Wahl & Blackhurst, 2000). Further study has tried to validate several theoretical viewpoints on the learning process in children's professional development.

There was, for example, a support for Roe's (1957) family-related influence theory (Trice et al, 1995), and substantial support for Gottfredson's (1981) theory of professional ambitions. Havighurst (1972) believed in a vital role for parents in children's career development (Trice as al., 1995). As far as Gottfredson's hypothesis is concerned, current research has shown some support for her notions of sex-typing in the professional development of youngsters (Tracey 2001); (Helwig, 2001).

Although age was examined in the next section on what children learn, the grade as the basis of professional growth through time is mentioned here. Dorr and Lesser's (1980) report observed that work knowledge is rising with age and education and that professional responsibilities play an increasing part in the self-development with children, but

previous preconceptions of cultural and gender employment do not appear to alter in the course of time. Last Wnding is qualified by studies indicating that while children stay stereotyped for gender, females can opt for more opposite sex jobs with an increased grade in school (Helwig, 1998c).

Several researches have studied how the professional knowledge of youngsters evolves over time. As young people get older, their knowledge of jobs looks more extensive and thorough (Edwards, Nafziger, & Holland, 1974; McCallion & Trew, 2000; Seligman, Weinstock, & HeXin, 1991; Seligman, Weinstock, & Owings, 1988). Seminar study by Goldstein and Oldham (1979) has shown that child's thinking in primary school moves from egocentric, practical to more abstract and objective views of jobs. With an increase in school education, Walls (2000) found that children's six-dimensional perceptions of labour had improved.

Some studies show the crucial importance of children's professional development in their future career. In instance, the predictive significance of early job ambitions was indicated by research by Trice (1991a) and Trice and Mr McClellan (1993). It has been seldom explored how career education can contribute to the development of child career learning (e.g. Caspi, Wright, MoYtt, & Silva, 1998; Goldstein & Oldham, 1979; Jalongo, 1989). Models were presented that may lead to early career development in primary school students (e.g., HoVman & McDaniels, 1991), but their effects were seldom recorded.

Gillies, McMahon, and Carroll (1998) reported in one of the few studies to date that sixth year Australian children had better understanding of sources of work-related information, a greater interest in information about career and a better perception of school relations with the workplace as a result of workplace education. McMahon, Gillies and Carroll (1999) showed that as a consequence of career education, the child development was improved and Australian children were better able to draw up jobs and select their preferred employment.

Further study has indicated that career intervention or non-traditional occupations may lead to decreases in the stereotyping of gender in primary school students (Bailey & Nihlen, 1990; Bigler & Liben, 1990). The influences with which children interact were investigated in terms of how they learn. As a result, how children learn may be viewed as a cyclical process between children and a wide array of social and environmental influences. Society's influence on kid career development was more implicit than investigated. Candy & Candy, 1982).

This reduction in gender stereotyping is seen as a refusal of children's understanding of shifting societal standards. Additional study shows that the evidence that differences of gender are a consequence of social learning in the professional ambitions of boys and girls or what Francis (1998) calls the "preservation of gender categories" (p. 42), which means maintaining societal deWned gender norms. Many scholars have proposed that changes in society's standards can also explain why girls hold more jobs (Helwig,

1998b) than boys (Bobo et al., 1998; Hughes, Martinek, & Fitzgerald, 1985). There are also signs that the influence of society on the development of the child's career, especially his desires for employment, might rise over time. Though pre-school students have no gender stereotypes, primary school children have discovered that in Tremaine, Schau and Busch (1982).

Jordan is supporting their conclusion that Jordan reinforces the less young the kid is aware of cultural stereotype and expectations (1976). Liben, Bigler and Krogh (2001), who found that rating jobs thought to be culturally male were of greater prestige with age, reportedly reported similar wndings. On the other hand, Trice and Rush (1995) showed that children younger than four years were more likely to pick jobs that were typical of their sex. It is difficult to modify the overall influence society has on the learning of youngsters on worker gender norms. For instance, Bailey and Nihlen (1990) found that although exposure to non-traditional employment role modells resulted in fewer social-dimensional gender stereotypes (i.e. child attributes of the gender role stereotypes to others), the psychological (i.e. child personal preference) dimension was little changed. The socio-economic setting in which children live is associated with the social influence on child career development learning. The current study reveals that samples are rarely given their socio-economic status and hardly investigated for their influences.

In an earlier research, Brook, Whiteman, Peisach, and Deutsch (1974) showed that socio-economic status was linked both to the vocational goals of parents for Wrst and Wfth grade children as well as to their own professional aspirations. A more recent research by Cook et al. (1996) revealed that inner-city boys showed a larger gap between their occupational ambitions and their occupational expectations, and had lower occupational aspirations than other boys. Similarly, Weinger (1998) showed that poverty-stricken youngsters had limited vocational goals and knowledge. Conversely, Jordan (1976) showed that seven-year-old children from greater socio-economic origins were better knowledgeable about various career categories. Other variables may moderate the socio-economic status infuence on child's vocational ambitions. For example, Bandura, Barbaranelli, Caprara, and Pastorelli (2001) showed that socio-economic position had no direct impact on Italian child's professional ambitions and effectiveness. Research on ethnic variations in child's vocational ambitions has suggested socioeconomic status impact. Bobo et al. (1998) stated that Anglo's larger variety of professional

2.2. Character Building

Choices over African American and Hispanic children may be explained by their exposure to a wider number of professions inherent in higher socioeconomic status households. Phipps (1995), in Wnding that African-American children's professional ambitions were greater than white and Hispanic children, indicated that children of lower socio-economic position are more likely to be driven by role models or economic reasons.

Little study was done on media influence such as television on career development for youngsters. This despite widespread understanding that mass media is likely to be a major source of early childhood occupational learning (Dorr & Lesser, 1980; McMahon, Carroll, & Gillies, 2001; Morton, Kryk, Awender, & Diubaldo, 1997). That television is a source of joblearning is apparent in decades-long study. For example, O'Bryant and Corder-Bolz (1978) established that children as young as five years of age learn gender-stereotype occupations based on the gender of a television role model, that children learn about occupations from the television content they view, and that girls change their occupational aspirations as a result of viewing specific occupational roles portraying women. More recently, Wright et al. (1995) found that primary school children had learnt to differentiate between actual professions and those on television. Children viewed professions depicted on television as attractive and stereotyped, among other views, whereas vocations in real life were seen as requiring more individual eVort. The latter Wndings seem to be confirmed by McMahon et al. (2001) who found that although the media was a significant source of information for the children in their research, only a tiny percentage of youngsters stated that the media would infuence them into or out of a job.

Adi, S. S. (2013) stated EFL classroom activities should incorporate character development consisting of accountability, justice and compassion. The approach in this class was student-centered teaching. Integrating the responsible value was done via accountability related storytelling activities. Fairness value was incorporated by explaining their treatment and recognizing the emotions of those impacted by their conduct. Faiziyah, N. & Fachrurrazy (2012) identified character qualities incorporated in examined lesson plans. The lesson plan included values of trust, creativity, innovation, open-mindedness, responsibility, civility, activity, politeness, respect, discipline, and cooperation. Confidence was the most common.

2.3. Institutional Support

The less common values incorporated in the teaching and learning process were rational thinking, respect, courtesy, and discipline. According to Milson, A. J. & Mehlig, L. M (2002) & Hadi, R (2015), instructors may utilise several ways to incorporate character qualities in the learning process. However, instructors doubted incorporating character qualities into teaching learning process. They concentrated too much on the materials to avoid integrating character values. This issue was also linked to the inadequate skills of the instructors. Teachers should thus enhance their character-building skills. Dodds, D. M. (2016); Montonye, M; Butenhoff, S; Krinke, S. (2013); Patella, C. (2003); Branson, C. (2004); Berkowitz, M. W & Bier, M. C. (2004); and Thompson, W. G. (2012) found that character-building activities positively affect students' positive behaviour leading to recommendations for the implementation of character-building in elementary schools. Pupils' negative behaviour, but students' knowledge of values increased. Character development should be interwoven with education,

not independently taught. School classroom regulations should be based on excellent character concepts. Additionally, instructors should be an example of excellent behaviour seen by students. Character should be taught for kids through hands-on activities that contribute to school and community improving student conduct.

In organisation, social interaction may occur in people with their organisations. Before examining institutional support, the idea of organisational support is first introduced. Organizational support may be described as members' views of the degree to which organisations offer employee support and the extent to which the organisation is willing to provide help when required. Ivancevich (2014:44) argues that organisational support has a variety of supports and emotions from colleagues, supervisors and departments that help in the accomplishment of tasks and labour. Erdogan and Enders (2007) describe organisational support as the idea that organisations care and offer input via help and support. " According to Mathis & Jackson (2001: 84), organisational support is the support that the organisation receives in the form of training, equipment, expectations and productive work teams.

2.4. Child Labor

Child labour is one of the world's oldest legal and social issues. In economics, it appears like a statistical term, a subset of adult labour (ILO, 2015). Edmonds (2015) argues that child labour practises are accountable for out-of-school children and solely for low surviving households. Basu et al. (2010) showed that parents in impoverished nations have no financial ability to send their children to school, each family depends on their children's additional income. In this scenario, the condescending attitude of wealthy nations appears more realistic, assuming parents in impoverished countries don't care about their children's improvement. Developed countries are proposing punitive measures against poor nations to curb child labour. Poverty is obviously a major source of child labour, penalties for impoverished nations create adverse conditions.

Basu et al. (2010) showed that only income-generating activities may attract school pupils. They also found child labour a luxury item in backward cultures for impoverished families. In their concept, luxury axiom postulates trends of increasing child fertility and patterns of decreasing schooling spending. Ventevogel et al. (2013) showed that parents need more children to be protected in poor areas and have limited chances to invest in their education and health. They recommended legislative system changes to keep these kids away from employment. Basu and Van (1998) demonstrate excellent and terrible equilibrium. Basu et al. (2010) investigated that unfavourable income has an impact on impoverished child's employment, whereas the adverse substitution effect ejects adult labour. Basu and Van (1998) have demonstrated that both children and adults replace each other, and the children of impoverished households are a luxury item on the labour market.

Child labour supply results from poor family income, high schooling costs (Udry, 2006). Poverty, social and economic inequalities increase child labour, replacing school

education (Bekele and Boyden, 1988; Grootaert and Kanbur, 1995). Ab-Rahim and Tariq (2016) support trade liberalisation providing possibilities for investment in skills and education. Skills and education affect growth and child labour. They believe that trade liberalization's income impact provides additional choices for parents to invest in education. Free trade improves relative yields with good growth in conventional economy. Trade-induced kid labour income impact enhances economic skills and youngsters have little incentive in the work market owing to high marginal labour productivity.

Edmonds and Pavcnik (2005b) showed that if child labour is prevalent in the nontradable sector, trade liberalisation has a limited impact on child labour. Estevez and Levy (2014) investigated that kid labour is simply dependent on the total income magnitude and family responsiveness effects. However, Maskus (1997) stated that the export industry, with fewer skills, is responsible for child labour in emerging nations.

Sahin and Ghosh (2016) demonstrated that expanding traditional exportable industries is typically the source of child labour in underdeveloped nations. In a cross-country analysis, Edmonds and Pavcnik (2006) validated their trade and child labour thesis.

Model Stolper-Samuelson. They showed that kid labour supply side is strongly linked with adult wage rate. Acaroglu and Dagdemir (2010) have comparable findings for child labour supply, utilizing globalization. Globalization is overall trade-to-GDP ratio in their research. They also found that market restrictions, government and family choices are extremely important in supplying child labour.

Edmonds and Pavcnik (2006) and Kaplan (2012) find that trade openness is one of the greatest policy choices to decrease poverty, concluding that free trade is accelerating economic development and a key route for reducing poverty and child labour. Edmonds and Pavcnik (2006) stressed that individual mobility owing to trade liberalization provides short to medium-term economic changes, whereas differential trade effect motivates long-term.

2.5. Human Capital and Growth

While microeconomic research aims to estimate the connection between education and income and productivity, macroeconomic literature focuses on understanding how human capital's social stock is essential to economic development. However, human capital plays another function in neoclassical and endogenous growth theories.

In neoclassical growth theory, along with physical capital, human capital is a production component. In other words, development of human capital would increase the marginal product of physical capital and therefore encourage greater accumulation of physical capital, thereby increasing overall output. On the other hand, the increase of physical capital would boost the marginal product of human capital, raising demand for human capital (as opposed to unqualified labour) (Mincer 1974). However, a long-term economy will achieve steadystate growth, and any growth rate rise can only be driven by external technological development.

To this end, Mankiw, Romer and Weil (1992) created what is known as the Augmented Solow model or MRW model and found evidence of conditional convergence, which could explain for 78% of the per capita cross-country production variation in 1985. In addition, utilising data from both US and Japan areas, Barro and Sala-i-Martin (1995) performed

2.6. Sense of Responsibility

Furthermore, Islam (1995) applied a panel data method to MRW's work, yielding substantially different findings than the original research with negative or negative impact. Other research portrays more perplexing. Benhabib and Spiegel (1994) initial set of findings, using the MRW model, showed that human capital development had a negligible and negative impact on per capita income growth; however, following Nelson-Phelps (1966), the results were more favourable. Furthermore, Bils and Klenow (2000), employing Mincerian returns to education, demonstrated that growth affects education more than education impacts growth. Finally, Lau, Jamison and Louat (1991) aggregated data from 58 developing nations from 1960 to 1986 to estimate the percentage change in GDP in response to a one-year rise in average schooling achievement, and the impact varied significantly from negative to over 5 percent each year.

The conflicting findings may be extended to gender-disaggregated human capital impacts on growth. Barro and Lee (1994) 138 nations research showed that female education has a detrimental effect on development. Birdsall, Ross and Sabot (1997), on the other hand, showed no significant gender disparities; increasing girl and boy enrolment was equally beneficial. More recent cross-country analyses, however, have demonstrated more consistency with microeconomic research results. In a recent empirical literature assessment, Lorgelly (2000) found that, generally, female human capital had a larger effect on economic development than male human capital. Using cross-country data from 1960–1980, Klasen and Lamanna (2009) showed that gender disparities in education and employment substantially reduced economic development and may explain growth variations across regions. AbuGhaida and Klasen (2004) further assessed the cost of failing to achieve the 2005 MDG on gender equality for 45 nations. They estimated that these nations experienced 0.1-0.3 percentage points poorer growth rates per capita, would have 0.1-0.4 more children per woman and, by 2015, an average of 15 per 1000 higher death rates and 2.5 percentage points higher incidence of underweight children under five.

A limited number of study contributions examined the connection between teacher accountability and such desired outcomes as work satisfaction of teachers, reduced levels of stress symptoms, as well as good student outcomes such as student performance. For example, teachers' collective responsibility for student learning—i.e. shared responsibility among teachers—was associated with the achievement gains of students over time (Lee and Smith

1996), although it is important to note that the responsibility assessment used in this study included items originally designed to measure teacher self-efficacy (see review in Lauermann and Karabenick 2013). Furthermore, the desire of teachers to take responsibility for their work was related to job satisfaction of teachers (Winter et al. 2006), however this responsibility evaluation did not concentrate on particular educational outcomes and utilized a general assessment of work responsibility.

One research further indicated that instructors who were willing to be accountable for the academic results of their students were also more able to alter the reasons or antecedents of student failure compared to less responsible teachers (Matteucci 2008). Lastly, teacher accountability was significantly and positively linked to the self-reported degree of work involvement in a sample of starting teachers (Guglielmi et al. 2016); work involvement indicates a positive, satisfying, job-related frame of mind characterised by energy, commitment and absorption (Schaufeli et al. 2002). This study expands on this evidence by examining the potential links between the work engagement of teachers and the personal sense of responsibility of teachers for educational outcomes as conceptualised by Lauermann and Karabenick (2011, 2013), as well as by focusing on experienced teachers rather than beginners. As regards job-related well-being, it is regarded multifaceted and includes nuances in work situations (Cropanzano and Wright 2001). The work-related well-being and motivation of teachers was linked to career satisfaction (Richardson et al. 2014), defined as "the individual's reaction to their overall career choice given perceived alternatives" (Kelly and Northrop 2015, p. 628).

In this context, Watt and Richardson (2008), examining professional plans, satisfaction levels, and motivations of various teacher types, found that instructors classified as "highly engaged persistents" began with and maintained the greatest degree of satisfaction with choosing a teaching career. Recently, happiness of prospective teachers' job choices and a feeling of personal responsibility were shown to be positively and substantially linked (Eren 2015; Lauermann et al. in press). Accordingly, in this research, we included not only job engagement as a measure of work-related well-being, but also career-choice satisfaction of teachers. We expected teachers' sense of personal responsibility for work-related outcomes to predict reported levels of work engagement and career choice satisfaction among teachers because responsibility is linked to the willingness of teachers to invest effort in their work, which is likely to facilitate a sense of meaning, enthusiasm, and challenge.

According to our conceptualization of teacher responsibility (see Lauermann and Karabenick 2011, 2013), one of the most important aspects of teacher responsibility is related to teaching activities (e.g. selecting and developing teaching/learning materials, investing in preparing and presenting effective and engaging lessons). Therefore, a higher level of personal responsibility for teaching-related activities may have implications in the selection of teaching practises aimed at providing high-quality education to

students and, consequently, the link between teacher responsibility and the adoption of high-quality/adaptive teaching practises is worth further studying. Research on successful teaching methods has shown that instructors vary in the degree to which they tend to construct a master's or performance goal structure (Retelsdorf et al. 2010). The performance objective structure in a classroom is created by a heavy focus on social comparisons and student rivalry, normative assessment methods, and when disparities in student ability are made prominent.

A master's goal classroom structure is characterized by a focus on learning, understanding and individual growth of each student, and teachers with a high degree of master's goal structure in their classroom have been found to provide students with instructional and motivational support and to provide frequent motivational messages to students, encouraging students to persist and to vi (Turner et al. 2002). A recent research showed that teachers' personal feeling of responsibility for teaching cultural diversity positively impacted teachers' support of mastery-oriented classroom practises (Kumar et al. 2015). Given what we know about the effectiveness of master's instructional practises, it is reasonable to expect that teachers who feel an internal sense of duty and duty towards educational outcomes — i.e. feeling personally responsible for learning outcomes and teaching-related activities — would be more likely to invest in achieving these outcomes by implementing, for example, a master's goal. As stated earlier, mastery-oriented methods imply focus on student learning, individual development, and task mastery, and readiness to adjust teaching approaches to individual student requirements. We anticipated instructors who felt personally responsible for learning of pupils and the quality of their teaching would be more inclined to support such activities as a way of fulfilling their professional duty.

Nsabimana, E. et. al. explored the impacts of institutionalization children's wellbeing and psychological adjustment in Rwanda using primary level data. They found that children living in an institutional environment are more likely to face externalizing behavior problems than the children living with families. Additionally, orphans had more such problems than their counterparts regardless of their living status. Similarly, self-esteem of non-orphans was greater than the orphan children. They concluded that institutions negatively impact the children irrespective of their parental living status.

Abdussalam, M. conducted a study on social competence and quality of life made a comparison between orphans and non-orphans. He also concluded that institutionalized children are vulnerable to different issues including behavioral and emotional problems. He also compared the level of social competence and quality of life among orphans and non-orphans using convenient sampling and various statistical tools. His findings indicated that there is no difference in these two groups in their level of social competence, however, there is a difference in quality-of-life indicator.

Embleton, L. et. al. (2017) in their study on sexual behavior among orphaned adolescents in Kenya made a comparison of institutional and family-based institutions found that children living in a family have a high risk of transactional sex and violence as compared to the children living in an institution. They found that institutions reduce the probability by fulfilling the basic material needs and by increasing the standard of life which actually influence such behavior in children. They used baseline data in their study, of the children aged between 10-18 years living in 300 randomly selected households and 19 orphan-care institutions.

Hailegiorgis et. al. (2018) conducted a cross-sectional study on psychological wellbeing of in-school orphaned and non-orphaned children. The study found that orphans have to face severe psychological issues than non-orphans' group. They recommended to the policy makers to cater the psychological wellbeing and needs of orphans as well along with their material needs. However, the limitation of their study is that they only conducted this study for the in-school orphans and non-orphans. The results for the orphans and vulnerable children living at home may lead some conclusions.

In their study on access to education for orphans in Uganda (2013) investigated different factors influencing access to education among vulnerable populations. The study used primary date from aged 5-17 years and collected this data of 87 districts over a period of 3 years (2011-2013). They found that vulnerable and orphans have the opportunity to gain education. Their data found variations across regions and gender and suggested these factors to be considered while devising strategy in social policy. They study also showed the benefits of a decentralized monitoring system to detect regions variations.

Hlaywayo et. al. (2015) investigated the challenges faced at household level with respect to orphans and marginalize children. They explored different outcomes by using quantitative and qualitative techniques on primary data collected through convenient sampling. Their findings revealed that besides big socio-economic challenges, there is a growing acceptance by families to adopt such population. Needs are fulfilled partially and up to some extent. Although their material needs are ensured but families are normally not in a sound position to take care of their psychological and social needs. The study also found that household size also effect the resources allocated in catering the material and social needs of the orphans and vulnerable children at family level. These outcomes are reflected in the high drop-out ratio in school, malnourishment, lack of health facilities and adequate food. Furthermore, families are not able to significantly invest in the human capital i.e. investment in health and education of such children. At the end, because of very low investment, such children are more likely to adopt low paid jobs in their professional pursuits because their productivity is not sufficient for a skilled profession and in turn they increased and transmits this poverty to the next generation.
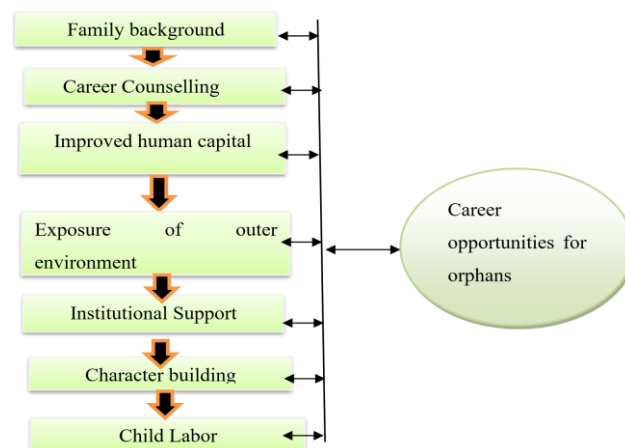
2.7. Theoretical Frame Work

Fig. 1

Methodology

3.1. Study Nature

Study nature is quantitative and data is gathered utilizing 5 Likert scale survey questionnaire. Research nature was informal & related. Study reveals how various methods improve your orphans' future. Questionnaire from orphans and extended families were evaluated quantitatively.

3.2. Research Design and Population

This research analyzed primary data. Sampling was gathered orphan data from various orphanages and orphans' homes. Data was gathered via personal inquiry, questionnaires, local sources, telephone surveys, online surveys. To do this, 20 orphanages and 05 clusters were the source. The research data was collected from 20 to 25-year-old youngsters and different level employees working at orphanage.

3.3. Research Variables

Dependent Variable
- Orphan career opportunities

Independent Variables
- Family background
- Career counselling
- Improved human capital
- Exposure of outer environment
- Institutional support
- Character building
- Child labour
- Responsibility sense

3.4. Sample description

The questionnaire results were analyzed using SPSS version 25 and AMOS 26. Modeling structural equation (SEM CB) was utilized for data analysis that draws complex findings and clarifies the connection between dependent and independent variables.

3.5. Data Analysis Technique

The data was initially cleaned using data screening, data deletion, normality verified. Following statistical procedures, descriptive statistics, reliability, total item deletion, normalcy, common method bias, KMO and Bartlett tests, exploratory factor analysis, confirmatory factor analysis, and hypothesis testing were employed.

3.6. Reliability/Validity

Cronbach Alpha evaluated data reliability and total item correlation; nevertheless, the convergent validity and discriminating validity was also tested via AMOS 26 version.

Data Analysis and Presentation

4.1. Introduction

This section provides the survey results statistical analysis. In addition, the chapter details the preparation using AMOS SPSS (version 26) of observed data for structural equation modelling (SEM) for assessing model fit. It initially displays respondents' profile and social enterprise characteristics background. Next, the sample data set evaluated data cleansing, reliability, validity, CMB, KMO and Bartlett's evaluation. Furthermore, normality tests, total item correlation and exploratory factor analysis (EFA) conducted for analysing pure data, and then the normality test was performed.

For this study, a survey technique was selected as the data collecting method. The data provided in this research were gathered via questionnaire in a google doc and emailed to prospective responders. Data received are 320 completed questionnaires.

4.2. Data cleaning

Neale (2006) stated that data cleaning is a mixture of judgement and processes for an observable dataset that may be operationalized with various analyses (p.135). The four techniques used, as described below.

4.2.1 Out of Range

According to Coakes and Steed (2007), input errors are frequent. Therefore, in the first stage, data was an out-of-range check. Frequencies were generated using SPSS (26) version; no out-of-range values were shown in the observed dataset.

4.2.2. Missing data

Dataset checked missing values. The technological elements of the google doc surveys enabled no missing data, and every question is completed as long as the survey closes and saves choice.

4.2.3. Data deletion

Some of the questions made little sense given the data set, and the respondent provided the identical answers in the whole survey. The researcher noticed respondents did not thoroughly answer such questions. Therefore, 10 replies removed.

4.3. Demographic Information

The data was collected from 302 respondents. In which 216 (71%) were males and 86 (28%) were females.

Table 1

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	216	71.5	71.5	71.5
	Female	86	28.5	28.5	100.0
	Total	302	100.0	100.0	

Fig 2

Gender
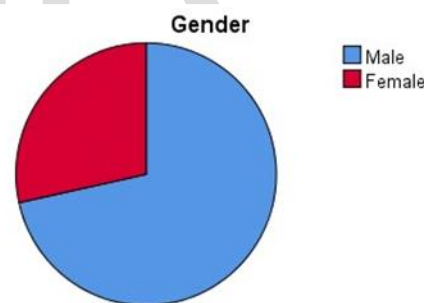
Table 2

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 to 24	34	11.3	11.3	11.3
	25 to 34	136	45.0	45.0	56.3
	35 to 44	104	34.4	34.4	90.7
	45 to 54	20	6.6	6.6	97.4
	55 to 64	8	2.6	2.6	100.0
	Total	302	100.0	100.0	

Fig 5
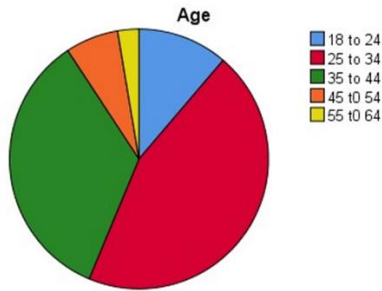
The respondents' age was 05 categories. 18-24 years, 34 respondents, 25-26 years, 136 respondents, 35-44 years, 104 respondents, 45-54 years, 20 respondents, 55-60 years, 8 respondents.

Table 3

Level of education

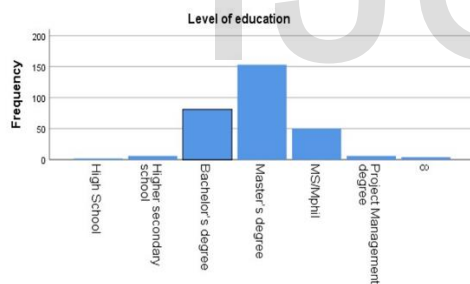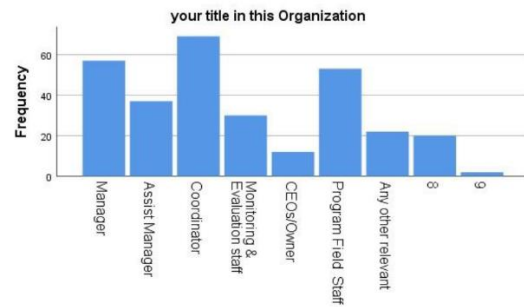|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	2	.7	.7	.7
	Higher secondary school	6	2.0	2.0	2.6
	Bachelor's degree	81	26.8	26.8	29.5
	Master's degree	153	50.7	50.7	80.1
	MS/Mphil	50	16.6	16.6	96.7
	Project Management degree	6	2.0	2.0	98.7
	Other	4	1.3	1.3	100.0
	Total	302	100.0	100.0	

Fig 4

Most of the participating respondents in the questionnaire survey has master degree about 50% and 26% has bachelor degree.

Table 5

Respondents Title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Manager	57	18.9	18.9	18.9
	Assist Manager	37	12.3	12.3	31.1
	Coordinator	69	22.8	22.8	54.0
	Monitoring & Evaluation staff	30	9.9	9.9	63.9
	CEOs/Owner	12	4.0	4.0	67.9
	Program Field Staff	53	17.5	17.5	85.4
	Any other relevant	22	7.3	7.3	92.7
	Field officer	20	6.6	6.6	99.3
	Office assistant	2	.7	.7	100.0
	Total	302	100.0	100.0	

how long have you been working in this field

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	6.6	6.6	6.6
	35	11.6	11.6	18.2
	31	10.3	10.3	28.5
	55	18.2	18.2	46.7
	34	11.3	11.3	57.9
	16	5.3	5.3	63.2
	8	2.6	2.6	65.9
	9	3.0	3.0	68.9
	2	.7	.7	69.5
	4	1.3	1.3	70.9
	15	5.0	5.0	75.8
	10	3.3	3.3	79.1
	11	3.6	3.6	82.8
	6	2.0	2.0	84.8
	20	6.6	6.6	91.4
	4	1.3	1.3	92.7
	2	.7	.7	93.4
	8	2.6	2.6	96.0
	6	2.0	2.0	98.0
	4	1.3	1.3	99.3
	2	.7	.7	100.0
	302	100.0	100.0	

Fig 6
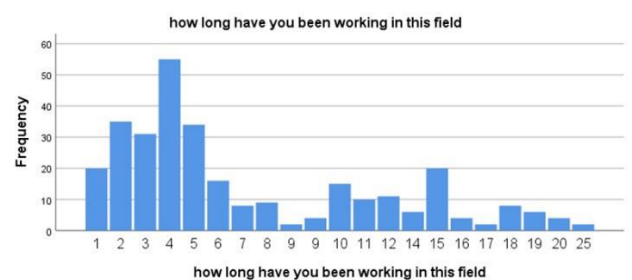
4.4. Reliability Analysis

In this research, reliability analytics techniques were used: total-item correlation and Cronbach alpha to purify scales and compute the different test components. The total-item correlation test should thus purify the scales by removing superfluous items, ensuring that the scales comprise only of those items that have a similar core (Churchill, 1979), while the alpha value indicates the internal consistency of the scales.

Initially, the alpha coefficient was calculated for all components of research measurements. All measurement scales showed a suitable Cronbach alpha value ranging from 0.82 to 0.970. The allowable Cronbach alpha is 0.70 (see the example., Nunnally 1978; Walter et al., 2001; Narver et al., 2004; & Hair et al., 2014).

Seven items with less than 0.3 total-item correlation were eliminated, depending on the total-item correlation study. Such components comprise two career opportunity resources (i.e. CO 12 & CO 13) and two responsibilities (i.e., SOR5 & SOR6) and one from child labour CL5.

Table 6

Reliability analyses (Cronbach alpha and item-to-total correlation)

Constructs/Items	Code	Total-item correlation First analysis	Coefficient Alpha First analysis	Total-item correlation Second	Coefficient Alpha Second
Reliability Analysis of Dependent and Independent Construct Variable					
Family Background			.957		.957
Family members are educated	FB1	.893		.893	
Family members are employed	FB2	.819		.819	
Financial strength of family is sound enough	FB3	.869		.869	
Living in my own house	FB4	.821		.821	
Possess my land and property	FB5	.848		.848	
Environment is safe enough and encouraging	FB6	.828		.828	
Do not face gender inequality within and outside my family	FB7	.874		.874	
Exposure to outer environment			.882		.882
Often travel alone	EES1	.744		.744	
Have a lot of friends & play games with them	EES2	.703		.703	
Often like to make friendship and go for outing & gathering	EES3	.708		.708	
Often participate in celebrations, funerals & religious sermons	EES4	.658		.658	
Often participate in welfare activities.	EES5	.769		.769	
Career Counselling			.919		.919
Careering training/counseling from an institution	CTT1	.815		.815	
I like to go to elders for guidance	CTT2	.794		.794	
Ambition and extreme curiosity for a better life	CTT3	.771		.771	
Myself capable enough to approach the career opportunities in the job market	CTT4	.775		.775	
Well-aware of the importance of setting goals and plans for my future life	CTT5	.802		.802	
Careering training/counseling from an institution	CTT1	.815		.815	

Constructs/Items	Code	Total item correlation First analysis	Coefficient Alpha First analysis	Total-item correlation Second	Coefficient Alpha Second
Character Building			.856		.856
Not drug addicted or do not use any kind of drug	CB1	.631		.631	
Habit of inward looking and make myself accountable	CB2	.680		.680	
Cooperative towards my colleagues/family & friends	CB3	.715		.715	
Always take ownership of my work	CB4	.649		.649	
Always do my work with full confidence	CB5	.684		.684	
Institutional Support			.950		.950
Financial help from any institution for my education	IS1	.785		.785	
Institution for establishing my business	IS2	.763		.763	
Significant help in getting my current job	IS3	.784		.784	
Get reward/incentives/encouragement or certification from institute	IS4	.750		.750	
Sufficient opportunities of learning in your orphanage	IS5	.709		.709	
Organization tried to create leadership qualities	IS6	.736		.736	
Child Labor			.837	.935	
Not just employed from my early age	CL1	.794		0.860	
Not forced for a job in my childhood	CL2	.796		0.853	
Do not suffer violence, exploitation and human trafficking	CL3	.783		0.839	
Mother or father die at early ages	CL4	.806		0.836	
Did not face unconditional worst forms in childhood	CL5	.181		0.935	
Human Capital			.933		.933
Think have sufficient education/skill & capabilities for maintaining a sustainable life	HC1	.815		.815	
Feel have an adaptive and dynamic attitude	HC2	.792		.792	
Education and training help me to achieve goals/ objectives & getting suitable job	HC3	.798		.798	
Hygienically fit and not suffering from any disease	HC4	.776		.776	
Think have good communication skills	HC5	.716		.716	
Myself make the decisions regarding my life	HC6	.783		.783	
Better perform my job in stress	HC7	.816		.816	

Constructs/Items	Code	Totalitem correlation First analysis	Coefficient Alpha First analysis	Total-item correlation Second	Coefficient Alpha Second
Sense of Responsibility			.583		.883
Support all my siblings and family members	SOR1	.273		.746	
Serving out of your income for prospectus/ responsibilities	SOR2	.412		.651	
Planning to strategize future advancements	SOR3	.396		.660	
Closely attached with your family members & relations	SOR4	.340		.683	
Mutual kindness, respect and truthfulness among all family members	SOR5	.030		Excluded*	
Interested in the overall welfare and safety of the others	SOR6	.047		Excluded*	
Listen to your parents and try to get the best education possible to prepare for your futures?	SOR7	.364		.678	
Have mutual kindness, respect and truthfulness among all family members	SOR8	.642		.746	
Career Opportunity			.947		.941
Have a very good salary	CO1	.815		.776	
Work independently	CO2	.766		.698	
Have a stable job in economic terms	CO3	.837		.753	
Able to have salary or advantages that are deserved/merited	CO4	.880		.802	
Reconcile one's personal, social, and professional needs	CO5	.815		.721	
Work for a company/organization that has a fair and balanced policy	CO6	.805		.704	
Changing and varied work environment	CO7	.782		.649	
Make decisions independently/autonomously	CO8	.840		.750	
Become an expert in one's domain	CO9	.850		.801	
Have sharp/highly intellectual challenges	CO10	.850		.799	
Have a work that is useful to society	CO11	.821		.824	
Improve others' well-being	CO12	.222		Excluded*	
Use one's talents to help others	CO13	.169		Excluded*	

4.5. Exploratory Factor Analysis (EFA)

According to Matsunaga (2010) and Thompson (2004), primary component analysis (PCA) screened an initial set of items using SPSS version 26 before performing EFA and CFA. Furthermore, PCA proposed offering a helpful tool to reduce a pool of things to a smaller number of components with as minimal information loss as feasible.

First, the gradual study was conducted using Kaiser-Meyer-Olkin (KMO) statistics to characterize if the sample size was sufficient for factor analysis. KMO's array is from 0 to1, an acceptable KMO value is 0.5, and it's good as it approaches. The second statistic examined was Bartlett's sphericity test, which, if significant, indicates that the correlation matrix is not equal to its identical pattern and that there is some connection between variables, the acceptable range being P<0.05 (Thompson, 2004). In this research, KMO is 0.896 and Bartlett's sphericity test is significant (.001).

The Promax rotation PCA was utilized to achieve maximum factor load dispersion. Promax is one of the rotation techniques with linked components/factors (Matsunagea, 2010). Items loading over 0.50 on one factor and retaining a minimum difference of 0.20 on all other factors (e.g., George & Mallery, 2007). In this research, all loading components are 0.6340.927. Further CFA investigated if they should be in a one-factor category. Below are EFA information for each build group

Table 7

Table 7: EFA analysis of Independent and Dependent Variables									
Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor7	Factor8	Factor9
Independent Variable									
Group 1: Family background									
FB1: Family members are educated	.868								
FB2: Family members are employed	.927								
FB3: Financial strength of family is sound enough	.836								
FB4: Living in my own house	.840								
FB5: Posses my land and property	.826								
FB6: Environment is safe enough and encouraging	.901								
FB7: Do not face gender inequality within and outside my family	.906								
Group 2: Exposure to outer environment									
EES1: Often travel alone		.822							
EES2: have a lot of friends & play games with them		.818							
EES3: Often like to make friendship and go for outing & gathering		.799							
EES4: Often participate in celebrations, funerals & religious sermons		.816							
EES5: Often participate in welfare activities.		.836							
Group 3: Career Counselling									
CC1: Careering training/counseling from an institution			.817						
CC2: I like to go to elders for guidance			.829						
CC3: Ambition and extreme curiosity for a better life			.890						
CC4: I feel myself capable enough to approach the career opportunities in the job market			.813						
CC5: I am well-aware of the importance of setting goals and plans for my future life			.814						
Group 4: Character building									
CC1: I am not drug addicted or do not use any kind of drug				.723					
CC2: I have a habit of inward looking and make myself accountable				.813					
CC3: I think I am cooperative towards my colleagues/family & friends				.830					
CC4: I always take ownership of my work				.799					
CC5: I am well-aware of the importance of setting goals and plans for my future life				.800					
Group 5: Institutional support									
IS1: I earned financial help from any institution for my education					.857				
IS2: I borrowed from institution for establishing my business					.858				
IS2: I got significant help in getting my current job					.823				
IS3: get reward/incentives/encouragement or certification from institute					.821				
IS4: Did you find sufficient opportunities of learning in your orphanage?					.818				
IS5: My organization tried to create leadership qualities					.797				
Group 1: Child labour									
CL1: Not just employed from my early age						.807			
CL2: I was not forced for a job in my childhood						.774			
CL3: Do not suffer violence, exploitation and human trafficking						.806			
CL4: Did your mother or father die at early ages?						.859			
Group 6: Human capital									
HC1: I think I have sufficient education/skill & capabilities for maintaining a sustainable life							.876		
HC2: I feel that I have an adaptive and dynamic attitude							.778		
HC3: I think education and training help me to achieve goals/ objectives & getting suitable job							.875		
HC4: I am hygienically fit and not suffering from any disease							.762		
HC5: I think I have good communication skills							.856		
HC6: I myself make the decisions regarding my life							.823		
HC7: I think I can better perform my job in stress							.827		
Group 7: Sense of responsibility									
SOR1: Support all my siblings and family members								.711	
SOR2: Serving out of your income for prospectus/ responsibilities?								.819	
SOR3: Planning to strategize future advancements?								.680	
SOR4: Closely attached with your family members & relations?								.862	
SOR7: Interested in the overall welfare and safety of the others?								.634	
SOR8: Listen to your parents and try to get the best education possible to prepare for your futures?								.875	
Group 6: Career opportunities									
CO1: A very good salary									.831
CO2: Work independently									.657
CO3: A stable job in economic terms									.883
CO4: Able to have salary or advantages that are deserved/merited									.820
CO5: Reconcile one's personal, social, and professional needs									.783
CO6: Company/organization that has a fair and balanced policy									.650
CO7: Changing and varied work environment									.765
CO8: Make decisions independently/autonomously									.759
CO9: Become an expert in one's domain									.825
CO10: Have sharp/highly intellectual challenges									.861
CO11: To have a work that is useful to society									.763

4.6. Test of Normality

Model-fitting multivariate analysis may create data-related problems in this study. Field (2013) recommends modest standard errors for sample size 200 or greater.

Univariate normality verified, as demonstrated in tables, by assessing the Skewness and Kurtosis statistics. Skewness and Kurtosis of all objects are within +2.5 usual range. Furthermore, all variables have a fairly normal distribution. The data were found normal.and Kurtosis statistics. Skewness and Kurtosis of all objects are within +2.5 usual range.

Furthermore, all variables have a fairly normal distribution. The data were found normal.

4.7. Common Method Bias

In unrotated factor analysis, much of a single factor variance (percent of variation >50 percent) than typical method bias will be an issue in the model. CMB's evaluation was evaluated utilizing the main axis factor. The findings in the pooled independent and dependent variable observed explained the highest covariance is 24,331 percent overall, which is all under 50%. Therefore, common technique bias in this research was no problem. CFA and SEM information is provided in the following section.

4.8. Validity convergent (CV)

Construction reliability (CR), average variance removed and factor loading (e.g., Hair et al., 2006; Fornell & Larcker, 1981). Furthermore, this is the degree to which factor indicators create a variation (see example., Hair et al., 2006; Anderson & Gerbing, 1988).

Many academics suggested that an acceptable range of single item factor loading is more than 0.5, and is the best indication if it reaches 0.7 (e.g., Peng & Lai, 2012; Hair et al., 2010). CFA tables provide convergent validity information.

4.9. Discrimination (DV)

It was assessed by comparing the collective variance in each pair of components with the AVE average for both variables (e.g., Bove et al., 2009, p.702).

According to the different researcher, if the AVE for each component is greater than its collective variance to other variables, DV is maintained (see example., Hair et al., 2006). Kline (2005) contends that the latent construct inside the correlation is more significant than 0,85 or higher than 0,90; the latent construct did not vary from the other. The CFA table shows discriminate validity information

4.10. Confirming Factor Analysis

Several metrics were used to compare goodness-of-fit model. Hair et al. (2006) proposed the chi-square (X2) test as the very first model fitting indication. In addition, noted that the chi-square is sensitive to the sample size as

the size rises the number of statistically significant chi-square indicators seen; therefore, a good fit is around 75 to 200 instances. A sample, nevertheless, deemed acceptable for models with above 200 instances. The ratio of its degrees of freedom (2/df) to 3.0 is a measure of an acceptable fit between the proposed model and the research sample (e.g., Carmines & McIver, 1981).

Absolute fit indices; GFI and RMSEA are used to evaluate the predicted model efficiency in data replication (Kline, 2005). In addition, GFI is used to compute the percentage of deviation for the population covariance evaluated (e.g., Tabachnick & Fidell, 2007; Jöreskog & Sörbom, 1996). RMSEA is used to evaluate how the chosen criteria matches covariance matrices (e.g. Byrne, 2001; Steiger & Lind, 1980).

Incremental fit indices - NFI, CFI and TLI are used to evaluate how much a specified model fits compared to alternative models offered (e.g., McDonald & Ho, 2002; Hu & Bentler, 1999). - Additionally, Hu and Bentler (1998) propose NFI be assessed by splitting the chi-square variance between the target model and null model. CFI is the NFI model evaluated and matches the efficacy of the model observed with the provided model, in which the suggested measurement model indicates zero causal connection among all the constructs investigated (e.g., Kline, 2005; Bentler, 1990). TLI is similar to NFI but adapts to degreesof-liberty (see example, Hu & Bentler, 1999; Tucker & Lewis, 1973).

Parsimonious fit indexes are then taken into consideration for AGFI and PNFI, which are similar the ab-solute fit indexes but bear in mind the model's complexity (see example, Bollen & Long, 1993; Mulaik et al ., 1989). For the adjustment of the degree of freedom, PNFI and AFGI indexes have been developed. While PNFI is improved by reduced degree of freedom, AGFI was not particularly sensitive to decreases in degrees of freedom for models with reasonably high degrees of flexibility (Mulaik et al., 1989).

CFA Model 1: Measurement model of career opportunities and their antecedents of the study

Model 1 identifies the best items for each component based on the literature research and the EFA results. There are five elements in the first factor, which is familial background. Six elements make up the second factor of institutional support. The third factor is Human capital is made up of seven components. Five elements make up the fourth aspect of career counselling and training. There are five elements in the fifth factor, which is related to the external environment. Five elements make up the sixth component in career development. Child labour is the seventh element, and it consists of four things CL1, CL2, CL3 & CL4. Six elements make up the eighth factor, sense of responsibility. SOR1, SOR2, SOR3, SOR4, SOR7, and SOR8 are the first eight characters building CO1, CO2, CO3, CO4, CO5, CO6,

CO7, CO8, CO9, CO10, and CO11 are the 11 elements that make up the 9th factor career opportunity.

CFA has completed all of the specified tasks. Initially, the measurement model's findings were insufficient to deem the model well-fit. The p-close value was less than 0.5, and the AGFI value was likewise less than 0.9. (e.g., Hair et al., 2010). As a result, the constructs were strongly associated with one another, and the model was redrawn. When the normed value of chi-square is 2.446, the GFI is 0.699, the RMSEA value is 0.699, and the pclose value is less than 0.05, the result shows that absolute measurements are present. The incremental measurement findings are as follows: NFI is 0.759, TLI is 0.832, and CFI is 0.849. Finally, the parsimonious computation yields an AGFI value of 0.671 and a PNFI value of 0.719. These three indices show that the model is stable (see example., Hu & Bentler, 1999). The items on the variables represent loads that are statistically significant. For the observed CO, FB, HC, IS, CCT, SOR, EES, CB, and CL, AVE values are acceptable, and all observed CR values are helpful (e.g., Hair et al., 2010). Furthermore, the model's CFA findings were insufficient, so the researcher opted to remove the strongly linked item and rerun the CFA. After accepting the measurement model, the student moved on to the next stage.
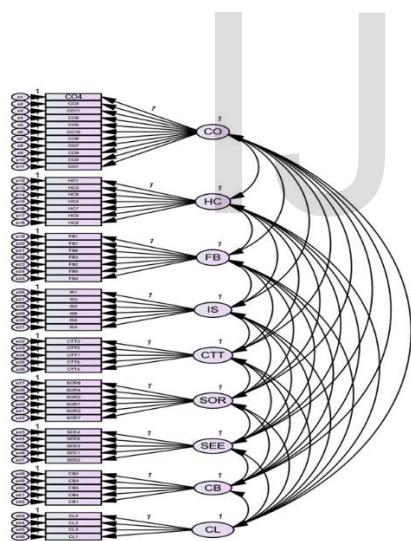
Fig 7

Table 8

CFA Model 2: Measurement model career opportunities and their antecedents

Model 2 is created by overestimating and reducing objects with a high cross-load (MacCallum et al., 1996). The first component is family background, which has five elements; FB1. Six elements make up the second factor of institutional support. The third factor is Human capital is made up of seven components. Five elements make up the fourth aspect of career counselling and training. There are five elements in the fifth factor, which is related to the external environment. Five elements make up the sixth component in career development. Child labour is the seventh element, and it consists of four things. Six elements make up the eighth factor, sense of responsibility. SOR1, SOR2, SOR3, SOR4, SOR7, and SOR8 are the first eight characters building. There are 11 things in the 9th factor career opportunity. CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8, CO9, CO10, and CO11.

The value of 1.575 of normed chi-square, the GFI value 0.829, the RMSEA value - 0.044, and the p-close value > 0.05 is more significant than 0.05, according to the results of absolute fit measurements. The incremental index shows a 0.943 NFI, a 0.941TLI, and a 0.946CFI. AGFI is 0.810, and PNFI is 0.798, according to tests of Parsimonious fit indices. The standardised chi-square value is slightly less than 2, while the other three indices show the most exceptional values, indicating that the measurement model is appropriate.

Furthermore, the CFA results show that each construct loading of the reflectors item is statically important at the 0.001 level. The overall CR values are adequate to be more than 0.80, and the AVE values of latent constructs are all sufficient to be greater than 0.5. (e.g.,Farrell, 2010; Hair et al., 2010;). Furthermore, the measuring model was maintained with DV, since all latent construct correlations were less than 0.85. (Kline, 2005). As a result, this measuring methodology is acknowledged.
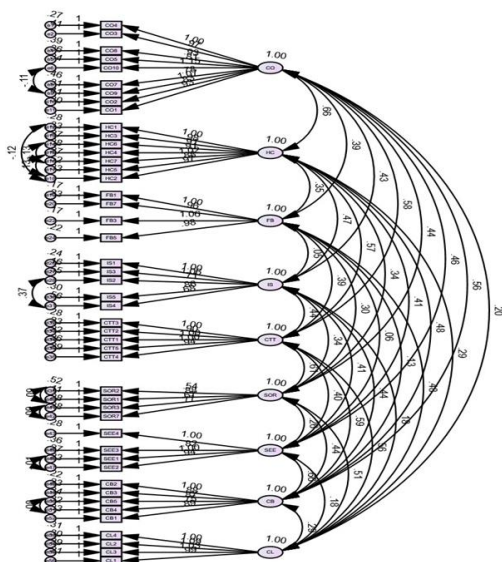
Fig 8

Table 8: Index	Values for the measurement Model 1								
	CO	HC	FB	IS	CCT	SOR	EES	CB	CL
AVE	0.705	0.729	0.834	0.664	0.787	0.632	0.754	0.725	0.640
CR	0.955	0.949	0.952	0.907	0.949	0.871	0.924	0.929	0.886
	x2 = 3612.287,	df =1457	x2 / df = 2.480						
Absolute Fit Index	GFI	.700							
	RM SEA	0.700							
	P-clos e	< 0.05							
Incremental Fit Index	NFI	.759							
	TLI	.834							
	CFI	.843							
Parsimony Fit Index	AGFI	.672							
	PNFI	.722							

Table 9

Table 9: Index	Values for the measurement Model Final	
Absolute Fit Index	χ2 = 1570.198, df = 997, χ2 / df = 1.575	
	GFI	0.832
	RMSEA	0.044
	P-close	> 0.05
Incremental Fit Index	NFI	0.943
	TLI	0.941
	CFI	0.946
Parsimony Fit Index	AGFI	0.810
	PNFI	0.798

4.10. Structural Equation modeling

The good fit of the entire measurement model was obtained using CFA in the preceding section. The next stage is to look at possible causal relationships between the model's variables. It's used to put suggested causal connections to the test and analyse them, as well as to assist advance a complete theoretical framework via rigorous testing (Hoe, 2008).

Confirming the measurement model and fitting the structural model are the two stages of the SEM method. The measurement model was verified using CFA in the first phase, and the route analysis using latent indicators was completed in the second.

The connection between antecedents of career opportunity and their relationship with career opportunity is clearly explained by the scholar. Furthermore, the scholar found a strong model fit that adequately explains all of the variables.

To find the SEM model for this research, the scholar utilised a maximum likelihood (ML) estimate technique. The ML technique is based on three assumptions: a large sample size, univariate and multivariate normality, and a large sample size (Lee 2004; Kline, 2005). The main two assumptions were rigorously tested in the present study. The main assumption is that the sample size is 302 (see, for example, MacCallum 2003; Kline et al., 2005; Hair et al., 2014). Various academics recommend a sample size of at least 200 observations for significant measurement and structural

models, and above 200 instances for complicated route models. Univariate normality is the second assumption. The ML estimate technique was made easier with the help of this research. Also, univariate normality was tested, which revealed that all constructs were near to standard fit and that all variables' values were within the permissible skewness and kurtosis ranges (Garson, 2012).

However, the present research did not meet the multivariate normality assumptions. Furthermore, the ML technique is the best choice and most appropriate for this research investigation since the observed data closely matched the ML assumptions. Furthermore, the research found that multivariate assumption violation has a little impact on the presentation of fit indices measurements, and that ML performance is superior to other estimate techniques (see an example., Hu & Bentler, 1998). The SEM Model was developed based on a literature study that revealed a link between a career opportunity and its antecedents.

The following are the results of the SEM Model: absolute fit indices: CMIN = 1230.808, df = 786, normed chi-square value (2 / df) = 1.566, GFI = 0.851; incremental fit indices: NFI value- 0.890, TLI value- 0.951, and CFI value- 0.955; parsimonious fit indices: AGFI value- 0.829 and PNFI value- 0.798; Because the normed chi-square measure value is less than 3.0

(for example, Wheaton, 1987; Carmines & McIver, 1981), the RMSEA value is less than 0.05, and the p-close value is higher than 0.05(1.0), this indicates a well-fit model (MacCallum et al., 1996). Furthermore, the CFI value exceeds the 0.90 cut-off (Hu & Bentler, 1999).
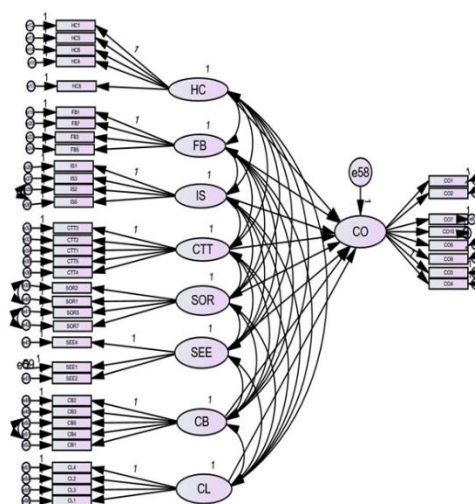
Fig 9

Table 10

Relationships	Hypothesis		Standardised Estimates	Standardised regression weight		Sig (at 0.05)
			SE	CR	Pvalue	
Human Capital	Career Opportunity	H1	.047	5.975	***	Sig
Family Background	Career Opportunity	H2	.044	5.178	***	Sig
Institutional Support	Career Opportunity	H3	.042	.977	.328	Not Sig
Career Counselling	Career Opportunity	H4	.060	2.188	.029	Sig
Sense of Responsibility	Career Opportunity	H5	.049	2.540	.011	Sig
Specific to outer environment	Career Opportunity	H6	.049	1.094	.274	Not Sig
Character Building	Career	H7	.054	2.349	.017	Sig
Child Labor	Career Opportunity	H8	.049	4.704	***	Sig
Absolute Fit Indices			x^2 = 1230.808, df = 786, x^2 / df = 1.566, GFI value- 0.851 RMSEA value-0.043, p-close > 0.05,			
Incremental Fit Indices			NFI value-0.890, TLI value-0.951, CFI value- 0.955			
Parsimony Fit Indices			AGFI value-0.829, PNFI value 0.798			

4.11. Hypothesis Testing

The potential connections between antecedents of career opportunity and their resources are described in this section. To begin, hypotheses have been proposed based on a thorough literature study.

Through SEM, the casual connection between all of the constructs was examined and evaluated using standardised coefficients (Maximum likelihood method).

There was a total of eight hypotheses presented, however the SEM results supported only six of them. Table 12 shows an overview of the pathways and findings related to the hypothesis. Furthermore, the created hypothetical method shows that the antecedents of career opportunity and their antecedents are linked.

Table 12

Hypotheses	Exploratory Case Study	p-Value	Supported
H1	Human Capital has a positive effect on the career opportunity of Orphans.	***	Accepted
H2	Family Background has a positive effect on the career opportunity of Orphans.	***	Accepted
H3	Institutional Support has a positive effect on the career opportunity of Orphans.	.328	Rejected
H4	Career Counselling has a positive effect on the career opportunity of Orphans.	.029	Accepted
H5	Sense of Responsibility has a positive effect on the career opportunity of Orphans.	.011	Accepted
H6	Specific to outer environment has a positive effect on the career opportunity of Orphans.	.274	Rejected
H7	Character Building has a positive effect on the career opportunity of Orphans.	.017	Accepted
H8	Child Labor has a positive effect on the career opportunity of Orphans.	***	Accepted

Discussion and Conclusions

5.1. Discussion

The results from SEM CB provide multiple configurations of conditions that lead to the confirmation that antecedents of career oppurtunites influence career oppurtunities. Data

collected allows the validation of all of the research propositions. Through our questionnaire suvey the 8 hypothesis were analysed in which 6 were accepted and two were rejected. Overall, this study highlights the importance of career oppurtunity and their antecedents.

The outcomes of the SEM CB supports the hypothesis H1, H2, H4, H5, H7, H8 that relates to career oppurtunities that is dependent on the antecedents of career oppurtunites. Human capital (standardized estimate = 0.047, t-value = 2.497, p < 0.05), the Family background (standardized estimate = 0.04, t-value = 2.889, p < 0.05), Career councelling (standardized estimate = 0.037, t-value = 4.606, p < 0.05), Sence of responsiblity (standardized estimate = 0.043, t-value = 4.105, p < 0.05), character building (standardized estimate = 0.043, t-value = 4.105, p < 0.05), Child labour (standardized estimate =0.04, t-value = 3.706, p < 0.05) respectively in orphonage in Pakistan. The survey study findings revealed the importance of antecedents of career oppurtunity which influence career oppurtunities of orphonage in Pakistan. This study has advanced the antecedents of career oppurtunities and career oppurtunites association by confirming the links in the context of orphonage in Pakistan.

Discussing the main hypotheses of this study, it is, how-ever, important to note that six of our hypotheses were supported by the results of the quantitative study, which means that study identified antecedents influenced career opportunities of orphanage.

The study is useful for orphanage managers as it gives a better understanding of what influences their sustainability. It allows managers to redefine their strategies by focusing more on those antecedents. For policymakers, this study is relevant because it considers career opportunity for orphanage. Finally, for academics, this research contributes to enhancing knowledge about career opportunity knowledge regarding orphanage and the factors influencing career opportunities. Despite the integrative approach of this study, the development of further

5.2. Conclusions

First, in this study, we controlled demographics (e.g., experience, age & education) that could be deepened. Second, since the data was collected only from orphanage of Pakistan, future studies could assess to what extent these results prevail across different economic, institutional, and cultural contexts in other countries.

This research used a survey method approach to better understand the two research questions. Besides, a quantitative survey questionnaire was deployed and data was collected from 302 Program staff. However, all the findings of the literature were confirmed by the follow up quantitative study by using the SEM CB (AMOS 26) software package. The Hypothesis and path significant details are given in table 10 & 11.

A total of 8 hypotheses were proposed, and SEM findings supported 6 hypotheses. Additionally, the established

hypothetical path demonstrates that there is a relationship between the antecedents and career opportunities; So, there is also a positive association between antecedents and career opportunities. This research presented a new conceptual framework for the relationship between antecedents of career opportunities and career opportunities in Pakistan's orphanage. This study identifies and evaluate the relationship of various factors influencing career opportunities in Pakistan from the perspective of orphan's schools which is the first of its kind study in the context of Pakistan. Further, it contributes to the career opportunities body of knowledge.

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