OPEN ACCESS   Crossref DOI Prefix 10.46523 Crossref

Youths' Perspective on Factors Influencing Career Choices:

A Survey Analysis

Sumbul Abid

Research Scholar, Dept. of Social Work, Jamia Millia Islamia University

E-mail: sumbul.abid.1990@gmail.com

Professor Archana Dassi

Faculty Member, Dept. of Social Work, Jamia Millia Islamia University, Delhi, India

E-mail: adassi@jmi.ac.in

Abstract

Good Career planning and making the right career choices for oneself is always the most crucial decision in one's life especially for those in the transition phase of moving from high school to either further higher educational institutions or creating other career paths for themselves. But this process becomes more complex by the factors which directly or indirectly influence the career choices of the students. The aim of the present research was to explore the factors influencing the career choices of the Senior secondary school students of India. This survey-based study used a descriptive and ex post facto design. Since the study was conducted at the peak pandemic situation, the process of data collection and feedback from the participants was hindered. There were total 35 participants in the study (N=35) where both male and female students participated equally, belonging to the private schools of India. The data was collected online via google form with a help of a questionnaire comprising of 16 statements, exploring various factors influencing the career choices of the participants. The Google form was circulated via popular means of social media such as WhatsApp, Instagram, and Facebook. Data was analysed quantitively and the discussion and implications and future recommendations are discussed further. Findings from this study have important implications for any upcoming study in the realm of career psychology.

Keywords: Career Planning, Career Psychology, Ex post facto design, Senior secondary school, Transition Phase

Introduction

Career choice is a significant issue in the developmental life of youths because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual's adult life (Robertson, 2014). The term "youth" is described by the United Nations Educational Scientific and Cultural Organisation (UNESCO) as a more fluid category than a fixed age group and it refers to young people within the period of transitioning from the dependence of childhood to adulthood independence and awareness of their interdependence as members of a community (UNESCO, 2017).

The importance of career choice is a growing concern to the educators as well as the students. The word *career* includes going directly to work after high school as well as attending a 2-year or 4-year college or university. However, the word *career* means much more than that because it emphasizes the total person, all of his or her life roles, all the settings in which he or she is involved, and the many events (planned and unplanned) that affect him or her (Gysbers 2013).

Career choice for high school students is an essential decision that needs to be taken with utmost guidance and support. Student's interests, aspirations, strengths and achievements come into play while taking this decision. Effective career interventions and planning is also important for students at this stage.

A study by Yoonjung Choi, Jieun Kim, and Sunkyung Kim (2014) examined the effects of career intervention on student's career development skills and school success. They carried out a survey using various measures to obtain data from high school students, parents and school representatives. The results showed that career education has a significant affect in career development skills and school success and there is a congruence between the career guidance and student's interest. Another study by Cristina Georgiana Safta (2015) explores multiple dimensions involved in career planning using a questionnaire. Here the researcher tapped upon the external influences, difficulties encountered, attitudes about decision making, gender inequality and the role of family in the process of formulating career options. The survey was taken by 232 high school students and the results show that the students feel inadequately

prepared for taking career choices and is extremely difficult for them but is equally important for them but is equally important in their journey.

When it comes to choice of course and institution to pursue higher education, various factors come into play. A study conducted by Jon Scott (2006) found that students consider reputation of the institution, the city and social life while considering any institution. And there is an importance given to the prospectus and visiting the institution while making a decision. The study also found gender differences for the choice of a course. Females expressed the reasons for opting the course because they enjoyed it as compared to males, who were interested in getting a good job. Another study (Korkmaz, 2015) was aimed at exploring factors that influence career choices of high school students in Turkey, focusing on students from the science technology stream. A survey was developed and responses were recorded. It was found that career choices of high school students were highly influenced by gender, school curricula, and socioeconomic status of the parents. Girls gave importance to creative work, caring their surrounding and self- actualization whereas for boys fix- related issues were very importance in their career choices. Students from higher prestige schools have significantly high scores at self- actualization and their satisfaction of academic achievement. Parent's education level and family income also has a significant impact on the child's career choices. For students whose mother held secondary school degree held significantly high importance for power, glory and self- actualization. An interesting finding was that, those students whose mothers obtained a primary school degree placed more importance on care for surrounding. Hence, highly educated mothers are encouraging. Students with affluent parents were also found to be more ambitious and took independent, informed decisions.

Many students have genuine ambitions and are reflected in them while they are in high school. Some are independent while taking a decision others depend on their parents. Norman C. Gysbers (2013) talks about the concept of career- ready student. "A student who is pro-active, resilient and has an adaptive style of learning and who moves towards self- defined career future, adding meaning, purpose and satisfaction to their lives". And further talks about Comprehensive school counselling benefitting students in academics, career and personal development. Moreover, the study points out the importance of assisting, responding and

guiding students about their career from an early stage. And counsellors play a major role in helping students become 'career- ready'. Another study (Borchert, 2002) aimed at identifying factors that affect the environment, opportunity and personality in making career choices. It was found that students begins to explore career options by the time they are in high school and colleges informed aspiring about the knowledge and skills required to apply. However, some students are influenced by their parents or mentors and do not consider many career choices. And in order to have a career plan and being able to take an informed decision it is essential to have an efficient career planning.

In India, higher education has significantly expanded in women's enrolment since independence. However, women pursue disciplines traditionally considered as 'feminine' such as, education, health, language, art, welfare, etc. (Chanana, 2012). Moreover, scholars have highlighted a link between caste, class and gender and its effect on access, participation and education (Chanana, 2007; Paik, 2009; Velaskar, 2007). Gender and choice of subject in higher education is still a relatively unexplored area in the Indian context. A study by Meenakshi Gautam (2015) on the factors that affect women's higher education choices. The study has shown that relative to boys, girls' choices are constrained, as their choices are mediated by the construction of gendered subjects and the perception of gender roles for women. However, the privilege families involved in 'carefully planning' for the future of the daughters and engaged in the higher professions whereas, the daughters of the economically weaker families have constrains in higher education and differences in the allocation of resources. Another finding of this study was that middle-class families with resources do not prefer sending daughters to other cities for higher education rather preferred single-sex colleges with a 'good reputation'. Moreover, the analysis of this study suggests that there are far more complex factors that are responsible for women's higher education choices. And it is necessary to explore caste–gender intersections when it comes to women. The motivation to pursue Management studies is different among students of different regions, countries etc. In order to explore that, a study by Edward et. al., (2012) examined the motivators of pursuing a course in management in Kenya and India. Interestingly, 5 factors have been found that influence the student's choice. Students in Kenya were found to be influenced by acquaintances, strength of institutional infrastructure,

financing and employability in order of ranking whereas Indian students were influenced by financing, employability, institutional infrastructure and influence of acquaintances in order of ranking. However, this indicated availability of finances and ability to access financial resources influenced student's choice in India. Moreover, the choices of programmes similar to management programmes have become a trend now.

Rationale of the Study

It becomes really important to explore various factors influencing the career choices of Youth/students who are about to enter into the world of work and reality especially the students belonging to grade 11th and 12th. It is well known that students of these classes face their board examinations under a lot of stress and they are in need of direction. But few uncontrolled and unidentified factors take over and complicate the process of career decision making in the crucial stages of their life. Hence, in the present study, the researcher has tried to identify these factors from the lens of youth/students.

Research Methodology

Aim of the Study

The aim of the present study was to explore various factors influencing the career choices of senior secondary students (11th and 12th grade students), that is the youth in the age group of 16 to 18 years.

Research Design

In the present study, the research design was descriptive and ex-post facto. A descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, descriptive research may be characterized as simply the attempt to determine, describe or identify what is. In its essence, descriptive studies are used to describe various aspects of the phenomenon. In its popular format, descriptive research is used to describe characteristics and/or behavior of sample population.

According to Kerlinger and Rint (1986), in the context of social science research an ex post facto investigation seeks to reveal possible relationships by observing an existing condition or state of affairs and searching back in time for plausible contributing factors. According to Cohen, Manion and Morison (2000), an ex post facto research is a method of teasing out possible antecedents of events that have happened but cannot be manipulated by the investigator.

Sample

The participants for the present study were selected through purposive via snowball sampling technique. The sample was selected on the basis of accessibility and the availability of the students and the sample universe included all the students belonging to grade 11th & 12th. All the participants ($N=35$) were from 11th and 12th grade of known private schools across India. Both Males ($n= 17$) & Female ($n=18$) students participated equally in the research. From 11th Grade, total number of students who participated were *5* (Males= 2, Females= 3) and total number of students who participated from 12th grade were *30* (Males= 15, Females= 15). The data clearly shown that 12th grade students participated more than grade 11 students. More than 88% students reported that they do spend time exploring their career choices. For majority of the student participants, the highest educational level achieved by their parents is Graduation followed by post-graduation and senior secondary schooling respectively. Finally, majority of the students reported that they are the oldest child of their parents, followed by the youngest child, only and the middle child respectively.

Tool Used & Data Collection

A questionnaire was developed based on possible factors affecting the career choices of students. The questionnaire to identify these factors was based on a 5 point Likert scale ranging from strongly agrees to strongly disagree. The questionnaire comprised of 16 statements on various factors influencing career choices. A Google form was created wherein this questionnaire set was structured in a format along with the informed consent, demographic profiling. Appropriate instructions were also included in the form to avoid any confusion. The

OPEN ACCESS

Crossref DOI Prefix 10.46523
Crossref

Google form was circulated via popular means of social media such as WhatsApp, Instagram, and Facebook.
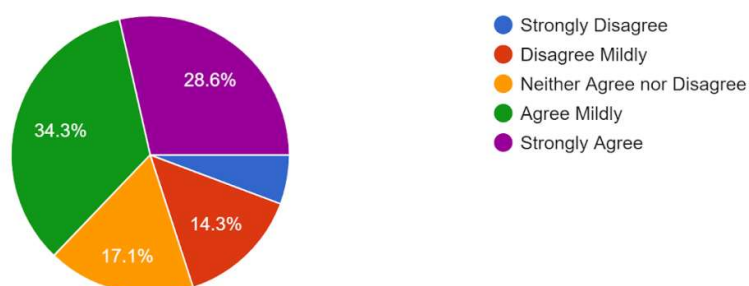
Analysis of the Data

Since data was collected through a Google Form, all the responses marked by the participants were available in the Excel Sheet. After scrutinizing the data for erroneous responses, pie charts and bar diagrams were made to pictorially represent the data for demographic variables and for main questionnaire. A quantitative approach was thus followed for data collection and analysis.

Findings of the Study

The following diagrams represent the responses of the participants based on 15 items of the main questionnaire depicting their views on factors affecting the career choices of the participants-

Decision about career choice

I have definitely made a career choice
35 responses

- Strongly Disagree
- Disagree Mildly
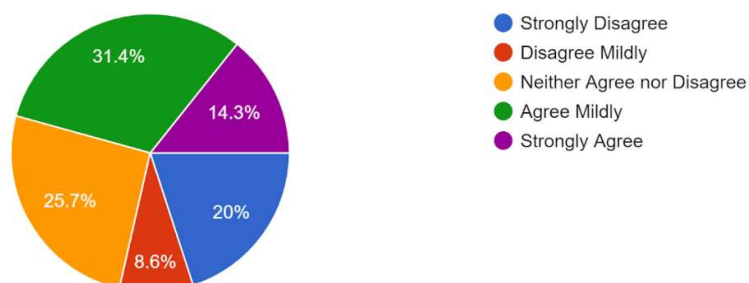- Neither Agree nor Disagree
- Agree Mildly
- Strongly Agree

The responses on the very first question depicts that 34.3% of the participants agree that they have definitely made a career choice and 28.6 % of students strongly agree to it. But contrary to this, there are students who are still confused if they have made the career choices or not (17.1%) while others did not give it a thought till now. This clearly shows that still there are a lot of students who needs direction for choosing the career path for them. This is the stage

where the students put most of the efforts in identifying their career paths and goals which becomes their central attention. Keeping in mind this reality, it is quite evident that majority the participants agreed that they definitely have made a career choice while others are not sure of their decisions.

Parental influence on career choice

Like any other student, my parents have the greatest influence in my career choice
35 responses

- Strongly Disagree
- Disagree Mildly
- Neither Agree nor Disagree
- Agree Mildly
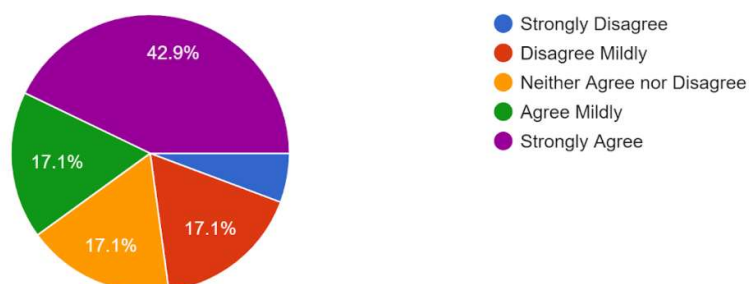- Strongly Agree

31.4%
14.3%
25.7%
20%
8.6%

The responses on this question reflect the influence of parents on career choices made by the students. Majority of the students feels that their parents have greatest influence in making their career choices. We need to see here that a lot of students disagree as well (20%) that their parents did not influence them in making career related decisions. But taking the majority responses into account, it's quite evident that the participants don't dismiss the very fact of their parents having greatest influence on them with respect to their career choices. A study done by Borchert, (2002) aimed at identifying factors that affect the environment, opportunity and personality in making career choices. It was found that students begins to explore career options by the time they are in high school and colleges informed aspiring about the knowledge and skills required to apply. However, some students are influenced by their parents or mentors and do not consider many career choices. And in order to have a career plan and being able to take an informed decision it is essential to have an efficient career planning. With reference to the study done by Korkmaz (2015), where education of parents play role in children's career

choices can be considered here. Their educational qualifications may be a contributing factor in the independent decision making of children.

Role of friends in career related decisons

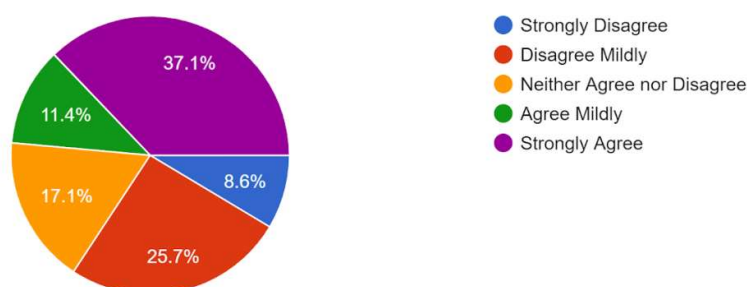My friends/peers don't have a role to play in my career related decisions
35 responses

- Strongly Disagree
- Disagree Mildly
- Neither Agree nor Disagree
- Agree Mildly
- Strongly Agree

42.9%
17.1%
17.1%
17.1%

Many students strongly agree that their friends and peers don't have a role to play in their own career related decisions (42.9%). Considering the increased trend of peer influences, the responses on this question might reveal the true picture of peer pressure and influence to a great extent. The concept of peer pressure and peer influence can help us gain an insight into this element of exploring impact of peers even in career related decision making process.

Role of parental occupations in career decisions

Parental Occupation do not play a role in career decision making process of the students
35 responses

- Strongly Disagree
- Disagree Mildly
- Neither Agree nor Disagree
- Agree Mildly
- Strongly Agree
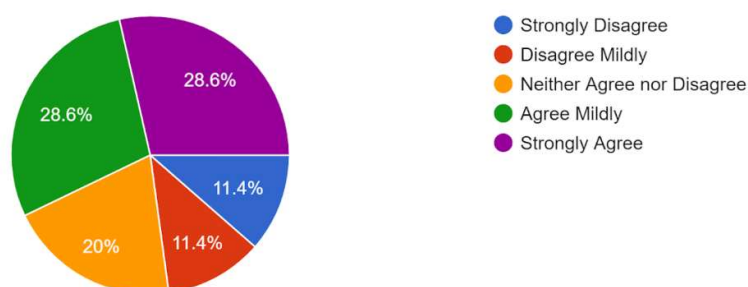
37.1%
11.4%
17.1%
25.7%
8.6%

181

Parental occupation at times helps us to decide upon our career preferences. It also shapes our understanding of the outer world and the knowledge our parents bring to us from their work. In order to understand if the parental occupation shapes the career decision making process of the students, it was found that majority of the students (37.1%) feels that the occupation or profession of their parents do not play a strong role in the decision making process related to their career choices. In contrast to this, a study done by Korkmaza (2015) found that career choices of high school students were highly influenced by gender, school curricula, and socioeconomic status of the parents. So, rather than only talking about the occupation of parents, the other influencing factors can also be probed for career decision making process of the students.

Role of Counsellors in career decisions

Role of School Counsellors/Career Counsellors is important for making career related decisions
35 responses

- Strongly Disagree
- Disagree Mildly
- Neither Agree nor Disagree
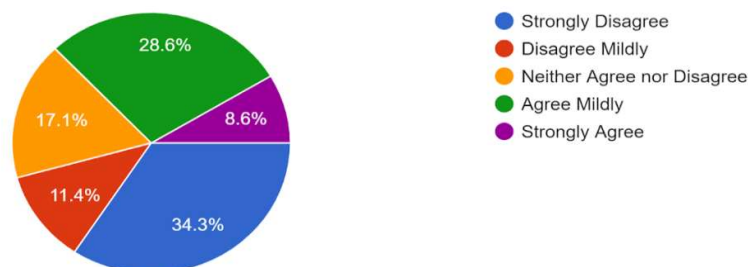- Agree Mildly
- Strongly Agree

In the world of advanced education, the recruitment of school counsellors is becoming mandatory in every school. Thus, their role is essential in the student's life and of school too. Nearly 57.2% of students do feel that the role of the counsellors is important in helping the students decide upon their career preferences and choices. At the same time, 20% of the students are still not sure about their role. Noman C.Gysber (2013) talks about Comprehensive school counselling benefitting students in academics, career and personal development. Moreover, the study points out the importance of assisting, responding and guiding students about their career from an early stage and counsellors playing a major role in helping students become 'career- ready'. Therefore,the role of school counsellors/career counsellors cannot be discarded at the same time, to which the participants have also agreed upon.

Influence of other family members on career choices

Other Family Member are/have been the greatest influence in my career choice
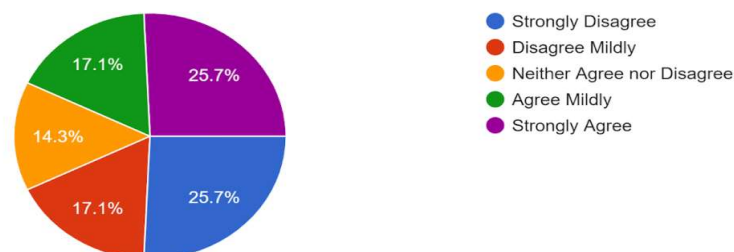35 responses

It has been observed that often the other extended family members intervene and play a vital role in shaping the career choices of the students. But in our case, it can be seen from the data that 34.3% of students believes that other family members are not the influencing factor in their career choices where as 28.6% of the students still do feel that other family members apart from parents and siblings does have an impact on their career preferences. This suggests that still the role of family cannot be totally kept aside when it comes to choosing a specific career choice by the students at this stage. Understanding whether the family is nuclear or joint might be helpful in understanding the influence it might have on the overall career related choices and decision of the students.

Clarity of youth regarding career plans

I have no career plans at present as I am confused about my career path
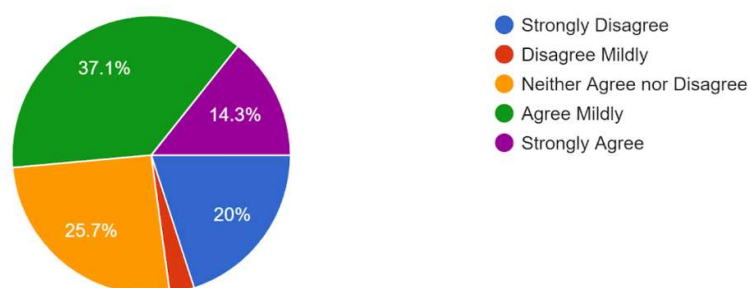35 responses

The responses on the question wherein it was asked that the students have no career plans at present due to confusion about their career paths, were very vague and surprising too.25.7% of

the students mentioned that they strongly agree to the fact that they are confused and don't have any career plan at present and same percentage of students felt that they strongly disagree to this statement and they are not confused about their career paths and do have a career plan at present.

Role of teachers in career planning

Teachers play an important role in making career related choices
35 responses

- Strongly Disagree
- Disagree Mildly
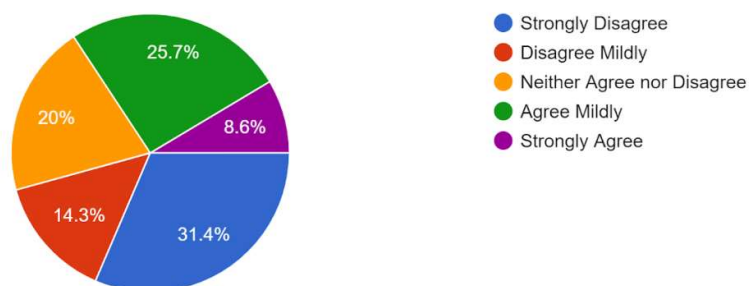- Neither Agree nor Disagree
- Agree Mildly
- Strongly Agree

Considering the role of teachers in the student's career decision making process, lot of researchers have given it immense importance. Same view is held by majority of the students wherein they Agree mildly (37.1%) that teachers does play an important role in making career related choices of students.

Financial barriers in career plans
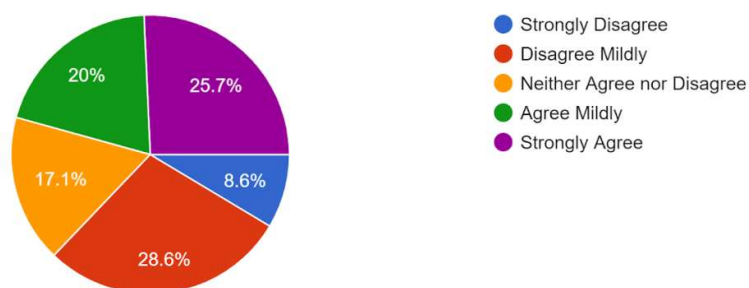
Lack of finances has been an issue in choosing a Career
35 responses

- Strongly Disagree
- Disagree Mildly
- Neither Agree nor Disagree
- Agree Mildly
- Strongly Agree

184

Approximately 31.4% of students feel that lack of finances has not been an issue in choosing a career for them. 25.7% of them agree mildly that finances does matter and it has been an issue for them while choosing a specific career or making a choice. In today's time, education has become very costly and for choosing a specific career field, it takes a lot financially to prepare oneself to opt for that specific career choice. But in our case, students did not state it as the main factor. Socia-economic demographic of the participants might provide substantial understanding supporting the result. Contradicting to our research findings, a study done by Edward et.al. (2012), students in Kenya were found to be influenced by acquaintances, strength of institutional infrastructure, financing and employability in order of ranking. Whereas Indian students were influenced by financing, employability, institutional infrastructure and influence of acquaintances in order of ranking. However, this indicated availability of finances and ability to access financial resources influenced student's choice in India. Moreover, the choice of programmes similar to management programmes have become a trend now.

Awareness among youth regarding career choices

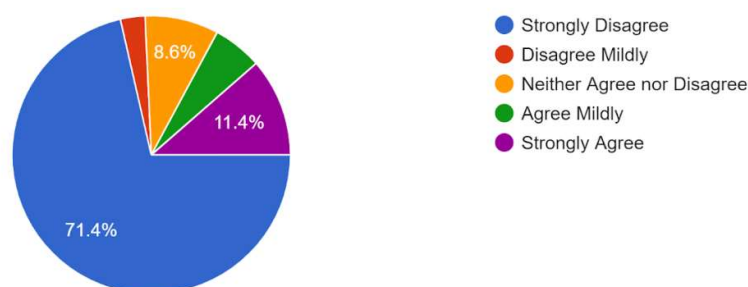I am fully aware about the Career choices in my field
35 responses

There is a mixed response for item asking for student's awareness about the career choices in their field. 28.6% of the students stated that they disagree mildly about their awareness with respect to career choices in their field. Contradictory to this, 25% of the Students strongly agree that they are aware about the same. This brings us to the conclusion that where a lot of students become aware of the possible career choices in their field, there are students who do not get

the opportunity to dig into the details and career choices and opportunities by following a particular career path.

Access to family business

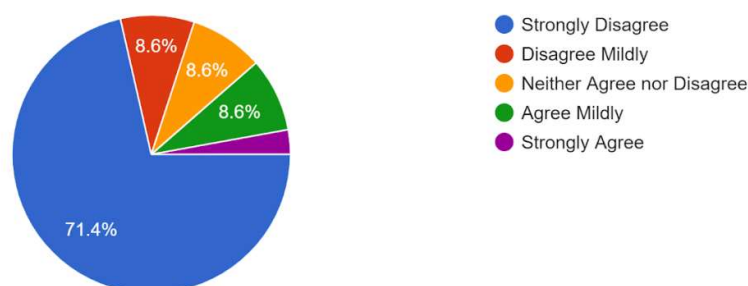I have access to employment in a family business
35 responses

Majority of the students reported that they do not have access to employment in family business (71%). This could be a possible reason why students these days are more careful and eager to collect information about the best career choices and possibilities available to them. Students who do have access to employment in family business or joining their father tend to be more assured may be as compared to those who don't have access to family business.

External pressures in career choices

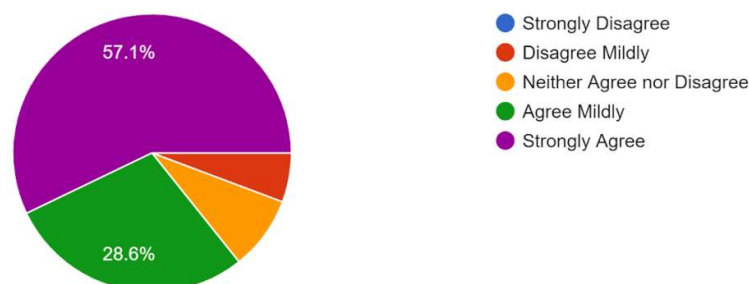My parents, educators, someone else chose my current stream in School
35 responses

As suggested in this item asking if their parents, educators or someone else chose their current stream in school, 71.4% of the students disagreed to this. In today's independent and fast

growing times, students independently choose their options keeping in mind the skills and talents they pose.

Career preferences and values

My personal values such as honesty and integrity should reflect in my career preference
35 responses

- Strongly Disagree
- Disagree Mildly
- Neither Agree nor Disagree
- Agree Mildly
- Strongly Agree
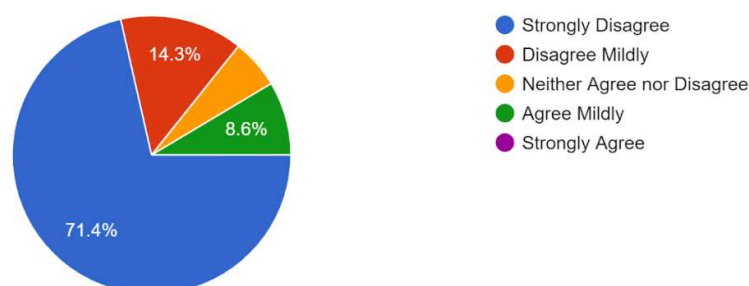
Approximately 57% of the participants agreed their honesty and integrity should reflect in their career preferences. Whereas 28.6% of participants agree mildly to this statement which reflects that more than 70% of the students does want their career preferences to reflect their personal values such as honesty and integrity.

People should pursue gender specific Career Choices
35 responses

- Strongly Disagree
- Disagree Mildly
- Neither Agree nor Disagree
- Agree Mildly
- Strongly Agree

71.4% of participants strongly disagreed to the statement that people should pursue gender specific career choices which in itself break the boundaries of gender based stereotypes with respect to selecting career choices and preferences. A research by Jon Scott (2006) found
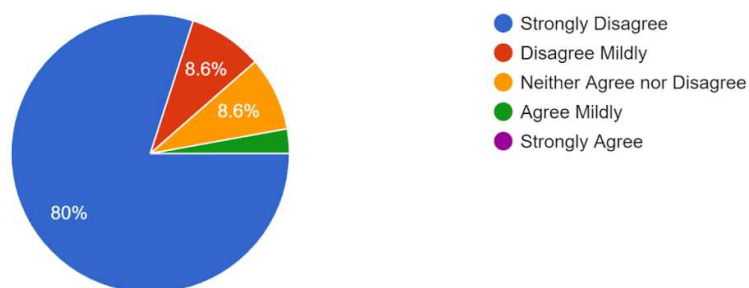
gender differences for the choice of a course. Females expressed the reasons for opting the course because they enjoyed it as compared to males, who were interested in getting a good job.

Though the participants are talking about not choosing or pursuing a gender specific career choice but till date, opting a particular course or choosing a particular field is somehow dependent on our gendered based choices in our culture. This is quite evident in a study by Meenakshi Gautam (2015) on the factors that affect women's higher education choices. The study has shown that relative to boys, girls' choices are constrained, as their choices are mediated by the construction of gendered subjects and the perception of gender roles for women. However, the privilege families involved in 'carefully planning' for the future of the daughters and engaged in the higher professions whereas, the daughters of the economically weaker families have constrain in higher education and differences in the allocation of resources.

Youth's right to decide own career

I have no say in my own career related decisions
35 responses

Approximately 80% of the participants believed that they do have say in their own career related decisions. The responses on this statement suggests that students these days are not burdened by the choices of their parents and do have a say in their career decision making

process. But at the same time, it can't be ignored that all the students get that lucky to have a say in making their own career related decisions.

Discussion

The aim of the present research was to explore the factors influencing the career choices of senior secondary school students. The sample of the study was the 11th and 12th grade students of schools across India. In total, 35 participants participated in the study & belonged only to private schools and none of the participants were from Indian government school. The division of streams (Science, Commerce and Humanities) was also well represented amongst participants. Majority of the students participants belonged to 12th standard which is considered to be the deciding year with respect to opting for specific career fields for the students as this is the time where they step out of the school setup and enters into college world in Indian setup. For majority of the student participants, the highest educational level achieved by their parents is Graduation followed by post-graduation and senior secondary schooling respectively. Finally, majority of the students reported that they are the oldest child of their parents, followed by the youngest child, only and the middle child respectively.

Apart from these demographic details which definitely are related to major career related decisions by the students, the responses on all the questions of our main questionnaire of our study somewhat gives us an idea on how the significant others along with the career counsellors and schools can pitch in and contribute towards the path of career decision making process of the students.

A lot of theoretical considerations can also give us an idea of how the general ideas and responses of the participants are of utmost important to us. Various theories of Career Development have been formulated by number of researchers stating the process of career development and what it takes to decide and settle on a career path by the students. The process of selection of a particular career path is not only confusing and frustrating but stressful too. The very process of the difficult task of Career Decision making may lead to *stress* in the students who are in the phase of selecting a career path for them (Abid.S, 2017). Stress can be thought of a mismatch between person and his or her environment (person-environment misfit).

It is surprising that no definition of the term "Stress" has been universally accepted even among the majority of stress researchers (Elliot & Eisdorfer, 1982). Lazarus (1984) defined stress as "a relationship between the person and the environment that is appraised as taxing or exceeding his or her resources and endangering his or her wellbeing. So, considering stress related to career decision making process, it needs to be probed further.

Taking the theories into consideration, the results we have got for our study can be explained by major theories as well. The results of our study can be best explained by The Self concept theory of Career development by Super. The self concept theory of Career development by Super has received much attention in the field of Career development especially in USA. Super (1969, 1980, 1990) suggested that career choice and development is essentially a process of developing and implementing a person's self-concept. According to Super (1990), self-concept is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, and environmental characteristics and stimulation. Super (1990) proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintenance (or management), and disengagement. In each stage one has to successfully manage the vocational developmental tasks that are socially expected of persons in the given chronological age range. For example, in the stage of exploration (ages around 15 to 24), a person has to cope with the vocational developmental tasks of crystallisation (a cognitive process involving an understanding of one's interests, skills, and values, and to pursue career goals consistent with that understanding) (Abid. S.2017). Similarly, the result of our present study also reflects the interest, career related confusions and giving importance to career goals at this stage.

Social Cognitive Career Theory (SCCT) (Lent, Brown, & Hackett, 2002; Lent, 2005) is anchored in Bandura's self-efficacy theory (1977, 1997), which postulated a mutually influencing relationship between people and the environment. Lent (2005) defined self-efficacy as "a dynamic set of beliefs that are linked to particular performance domains and activities" (p. 104). The SCCT choice model views the development of career goals and choices as functions of the interaction among self-efficacy, outcome expectations and interests over time (Abid. S 2017). This theory also has implications for our study. As the results suggests,

most of the students have stated that in their decision with respect to their career choices, there is very limited influence of peers, their parents and the significant others including their closed relatives which suggests that the role of self efficacy is of more importance to them rather than relying on others for career related decisions.

Multiple studies have explored the connections between career decision-making self-efficacy and anxiety where the latter has been considered as a stable trait related to career indecision (Campagna &; Curtis, 2007; Gloria &; Hird, 1999; Mojgan, Kadir, & Soheil, 2011). However, this anxiety related to making career decision gradually decreases over time in a natural process that every individual goes through in their journey towards making a career decision (Larose, Ratelle, Guay, Senécal, &; Harvey, 2006) . As reflected in the results of our present study also, this anxiety must have played a major role due to which most of the participants have stated that they are still confused about their career choices.

The role of counsellors becomes more prominent when parents lack the requisite knowledge and resources to guide their wards towards preparing for their future academic journey (Perna, et al., 2008) . Perna, et al. (2008) made an interesting observation about some students not reaching out proactively to school counselors regarding college application. However, this was applicable only in cases of high schools with low college enrolment rates. In addition to this, most of the times, students in need of college counseling often do not receive it. In a survey administered to high school students who received college information from their school counsellor and teachers, showcased an earnest desire to pursue higher education to fulfil their career goals (Alexitch, Kobussen, & Stookey, 2004) . Similar to the above findings, the participants in our present study as well have depicted that the role of the teachers and counsellors is very crucial in helping the students with respect to their career related decisions.

Career guidance encompasses a helping relationship which renders the same benefits as those in the case of therapeutic counselling. Increases attention and emotional support, while enabling a safe and open environment to share apprehensions, may be beneficial (Bedi, 2004; Meara &; Patton, 1994; Whiston, Lindeman, Rahardja, &; Reed, 2005).

Therefore, the factors which we tried to explore influencing the career choices of students ranging from influence of significant others, from the finances to the awareness about the particular career field or access to the family business, all such factors do play an important role and influence the career related decisions. What matters is the intensity and to what extent a specific factor plays a role in one's choices.

Conclusion

As the data reflect and the findings suggests, the mixed responses in most of the questions on such statements also reflects the ongoing difficulty and confusion for career related decisions. From factors like involvement and influence of parents, to their own role in making choices, it becomes even more important to explore the same. The future social adjustments and overall wellbeing of students is largely connected to what they chose as their careers. Therefore this task becomes of ultimate importance which should be guided and all the possible factors which influence it should be studied. The task of careful mapping of the career choices is extremely important for the students. It becomes important for the significant others as well as teachers and other stake holders such as school counsellors to guide and shape the choices made by them and facilitate this process by making the students aware about pros and cons of the chosen field as well as making them aware about path towards their choices. Additional research is required to explore the level of parental involvement & the dissonance associated with conflicting contemporary choices of new age students where they are even opting for non-traditional careers too.

Limitations of the study and Future Recommendations

Findings from this study have important implications for any upcoming studies in the realm of career psychology. Like any other study, our study also had certain limitations. Due to the pandemic crisis situation, the data was collected online hence the feedback process from the students and detailed analysis was hindered. Also, participants belonged only from private schools and there wasn't any representation from government schools. Total number of participants was less; Therefore, generalization of the results is quite difficult at this stage due to small sample size. Overall, it's important to investigate the factors influencing the career

choices of students belonging to different strata and type of schools too since the curriculum and the school environment shapes the overall understanding of the students as well as prepare them for future which makes a difference to a great extent. The research could expand its horizons to assess other variables as well which influence the career decision making process of the students at this stage. Future research can focus upon including different types of schools PAN India as well for generalizing the results. Also, including various stakeholders directly involved with this sample population can also be included in the study to understand their perspective, contributing into the larger picture of the topic. All this should be taken into consideration and would certainly guide and make the research more meaningful especially if the qualitative approach could also be used to gain more insight into these factors probed by the researchers.

References

Abid, S. (2017, June). Career Decision Making Process in Adolescence: Theoretical Perspective. *IOSR Journal of Humanities and Social Science*, *22*(06), 45–46. https://doi.org10.9790/0837-2206104546

Abid, S. (2017b, June). To Be or Not To Be: Exploring the Career Choices of Secondary and Senior School Students of Delhi. *IOSR Journal of Humanities and Social Science*, *22*(06), 80–86. https://doi.org/10.9790/0837-2206068086

Alexitch, L. R., Kobussen, G. P., & Stookey, S. (2004). High school students' decisions to pursue university: What do (should) guidance counselors and teachers tell them? *Guidance & Counseling, 19*(4), 142-152.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood : Prentice Hall.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran, *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.

Bedi, R. B. (2004). The therapeutic alliance and the interface of career counselling and personal counselling. *Journal of Employment Counselling, 41*, 126-135.

Borchert, M. (2002). *Career Choice Factors of High School Students* (Unpublished Master's Dissertation). The Graduate College University of Wisconsin-Stout.

Campagna, C. G., & Curtis, G. J. (2007). So worried I don't know what to be: Anxiety is associated with increased career indecision and reduced career certainty. *Australian Journal of Guidance and Counselling, 17*, 91-96.

Chanana, K. (2001). Interrogating women's education: Bounded visions, expanding horizons. Jaipur: Rawat Publication.

Chanana, K. (2012). Higher education and gender issues in the knowledge economy: Who studies what, why and where? . In D. E. Neubauer, *The emergent knowledge society and the future of higher education: Asian perspectives* (pp. 177-193). London and New York: Routledge.

Choi, Y., Kim, J., & Kim, S. (2015). Career Development and School Success in Adolescents: The Role of Career Interventions. *The Career Development Quaterly, 63*, 171-186.

Edwards, K., and Quinter, M. (2011). Factors influencing students career choices among secondary school students in Kisumu municipality, Kenya. J. Emerg. Trends Educ. Res. Policy Stud. 2, 81–87.

Elliott, G.R. and Eisdorfer, C. (1982) Stress and Human Health. Springer, New York.

Gautam, M. (2015). Gender, Subject Choice and Higher Education in India: Exploring 'Choices' and 'Constraints' of Women Students. *Contemporary Education Dialogue, 12*(1), 31-58.

Gysbers, N. C. (2013). Career-Ready Students: A Goal of Comprehensive School Counseling Programs. *The Career Development Quarterly, 61*, 283-288.

Jon Scott (2006) Why am I Here? Student Choice in the Biosciences, Bioscience Education, 7:1, 1-14, DOI: 10.3108/beej.2006.07000005

Korkmaz, Hunkar. (2015). Factors Influencing Students' Career Chooses in Science and Technology: Implications for High School Science Curricula. Procedia - Social and Behavioral Sciences. 197. 966-972. 10.1016/j.sbspro.2015.07.284.

Larose, S., Ratelle, C. F., Guay, F., Senécal, C., & Harvey, M. (2006). Trajectories of science self-efficacy beliefs during the college transition and academic and vocational adjustment in science and technology programs. *Educational Research and Evaluation*, 373-393.

Lent, R. W., & Brown, S. D. (2013). Understanding and facilitating career development in the 21st century. In S. D. Brown, R. W. Lent, & 2nd (Ed.), *Career development and counseling: Putting theory and research to work* (pp. 1-28). Hoboken: Wiley.

Lent, R. W., Brown, S. D., & Hackett, G. (1996). Career development from a social cognitive perspective. In D. Brown, & L. Brooks, *Career choice and development* (pp. 373-421). San Francisco: Jossey-Bass.

Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. In D. Brown, *Career choice and development* (pp. 255–311). San Francisco: Jossey-Bass.

Lent, R. W., Hackett, G., & Brown, S. D. (1999). A social cognitive view of school-to-work transition. *The Career Development Quarterly, 47*, 297-311.

Lent, R., Brown, S., & Hackett, G. (1994). Towards a unifying social cognitive theory of career and academic interest, choice and performance. *Journal of Vocational Behavior Monograph, 45*, 9-122.

Meara, N. M., & Patton, M. L. (1994). Contributions of the working alliance in the practice of career counselling. *The Career Development Quarterly, 43*, 161-177.

Paik, S. (2009). Chhadi lage chham chham, vidya yeyi gham gham (The harder the stick beats, the faster the flow of knowledge): Dalit women's struggle for education. Indian Journal of Gender Studies, 16(2), 175–204. doi: 10.1177/097152150901600202

Peniel, Binu. (2015). Research Design. Perna, L. W., Rowan-Kenyon, H. T., Thomas, S. L., Bell, A., Anderson, R., & Li, C. (2008). The role of college counseling in shaping college opportunity: Variations across high schools. *The Review of Higher Education, 31*(2), 131-159.

Robertson, P. J. (2014). Health inequality and careers. Br. J. Guid. Counc. 42, 338–351. doi: 10.1080/03069885.2014.900660

Safta, Cristina Georgiana. (2015). Career Decisions – A Test of Courage, Responsibility and Self- Confidence in Teenagers. Procedia - Social and Behavioral Sciences. 203. 341-347. 10.1016/j.sbspro.2015.08.305.

Scott, A. B., & Ciani, K. D. (2008). Effects of an undergraduate career class on men's and women's career decision-making selfefficacy and vocational identity. *Journal of Career Development, 34*, 263-285.

Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior, 16*(3), 282-298.

Super, D. E., Savickas, M. L., & Super, C. M. (1996). The life-span, life-space approach to careers. In D. Brown, L. Brooks, A. (Eds.), & 3. ed (Ed.), *Career choice and development* (pp. 121-178). San Francisco, CA: : Jossey-Bass.

Velaskar, P. (2007). Caste, gender and education: Dalit girls' access to schooling in Maharashtra. In J.B.G. Tilak (Ed.), Women's education and development (pp. 115–150). New Delhi: Gyan Publishing House.

Whiston, S. C., Lindeman, D., Rahardja, D., & Reed, J. H. (2005). Career counselling process: A qualitative analysis of experts' cases. *Journal of Career Assessment, 13*, 169-187.

196

OPEN ACCESS   Crossref DOI Prefix 10.46523 Crossref

Whiston, S. C., Tai, W. L., Rahardja, D., & Eder, K. (2011). School counseling outcome: A meta-analytic examination of interventions. *Journal of Counseling & Development, 89*, 37-55.