



PARENTAL INFLUENCE ON CAREER CHOICE AMONG HIGHER SECONDARY STUDENTS WITH SPECIAL REFERENCE TO MARUTHAROAD PANCHAYAT

“To find a career to which you are adapted by nature, and then to work hard at it, is about as near to a formula for success and happiness as the world provides. One of the fortunate aspects of this formula is that, granted the right career has been found, the hard work takes care of itself. Then hard work is not hard work at all.”

- Mark Sullivan

Parents have a huge impact on their children's lives, from supporting academics and extracurricular activities to modelling morals as they become older (remember, kids follow your lead, not your words!). They are not the only on-the-ground influencers, though, particularly once kids start school and start interacting with the wider world.

Most parents try to give their kids the greatest start they can, but it's also crucial for parents to understand that children are born with unique temperaments, personalities, and objectives. Even while parents may desire to steer their children in a particular direction, their primary responsibility is to provide their kids a worldly introduction that ultimately equips them with the independence and freedom to follow their own interests.

In a society that is changing quickly, parenting may be vulnerable to fads and shifting fashions, and in certain wealthy circles, parenting has even turned into a sport. But the scientifically defined needs for infant development—safety, structure, support, and love—remain mostly constant.

PARENTING

Parenting may be defined as purposive activities aimed at ensuring the survival and development of children. It derives from the Latin verb “par ere”-To bring forth, develop, or educate. The word parenting from its root is more concerned with the activity of educating and developing than who does it. Parenting processes can be defined as activities that are specifically aimed at promoting the child’s welfare. In turn this can be subdivided into parenting activities, i.e., the core elements of necessary and sufficient parenting, functional areas i.e. the main aspects of functioning on which they focus and prerequisites i.e., what they do in order to do their job. Between them these provide an evaluation grid for competence, as basis for supportive action and a conceptual map for generating research and scientific discourse. (Hoghghi, 2004)

Parenting is the set of behaviours involved throughout life in relationships among organisms, who are usually visible and typical members of different generations or, at the very least, birth cohorts. Parenting interactions provide resources across generations for domains such as survival, reproduction, nurturance, and social function.

Parenting is a complicated process that involves far more than a mother or father providing food, safety, and care for an infant or child. Parenting involves bidirectional relationships between members of two (or more) generations that can span all or a significant portion of these groups' respective life spans; it may involve all institutions within a culture [including educational, economic, political, and social institutions] and is embedded in the people's history as that history unfolds within the natural and designed settings in which the group lives. Thus, parenting is both a biological and a social process.

PARENTING STYLE

It's a common misconception that in therapy, a person will put the blame for all of their issues on their parents. This is not true. However decades of psychological studies have indicated that a person's mother's and/or father's parenting style may have an impact on how they approach relationships, difficulties, and opportunities. Of However, this does not imply that an adult cannot change, especially after they recognise the potential triggers for their conduct. Additionally, parents who become conscious of the drawbacks of their own approach and how it may affect their children might alter it.

“Students in the modern and fast changing world are trying to seek for those careers which would ultimately led them to achieve fairly in life. Each and every individual is coping with dynamic world and its demands. Therefore, to choose the career which provide them fair chance in life, success, satisfaction and approved from both family and society is his prime focus. However, the choice of career by an individual is influenced by various factors and among them parental and social influence is very important. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitude and educational attainment etc”. (Bandura et al, 2001).

As traditional and social structures deteriorate, man is confronted with unprecedented levels of freedom and difficulty in making decisions, not least in the area of occupation. Career planning at the age of entering adulthood is a serious concern for both youths and their parents, because the entire foundation of life is dependent at this critical juncture. Work occupies a central position in a man's life, and his choice of work typifies the types of contacts he has with society. Erikson (1959) emphasizes the importance of vocational considerations for youth by saying, “In general it is primarily the inability to settle on an occupational identity which disturbs young people”.

What will you be when you grow up? What are your plans after you completed the studies? These questions, which are familiar to most young people throughout their school careers, become more important during adolescence as youth make major life decisions regarding their future educational and occupational plans. In the context of adolescence as the stage of life in which individuals are expected to establish a sense of identity (Erickson, 1968), these questions and decisions related to work can be viewed as major concerns around which young people establish a view of themselves in relation to adult societal roles (Douvan and Adelson, 1966)

“In today’s world of competition and fast technological development, students should have high morale for learning subject matter with broadened outlook in larger perspective, only then they can achieve their mission and this will promote effectiveness, competency, satisfaction, planning and rightful thinking. The role of parents is also considered to be important in deciding the proper career planning and selection of their children and they should think and act unitedly for the integrated development of the children and the quality of their interpersonal relationship is certainly a great landmark of child’s best career and his lifelong development” (Bhargava and Aurora, 2001). “Parents and peers are strong influences on adolescents’ career choices.

CAREER

The word "career" is a buzzword that everyone with knowledge hears. An individual must decide at some point in their life whether they want a career that provides them with a means of support or one that allows them to live comfortably while also providing them with personal fulfilment. Several factors may affect the decision to pursue a particular career. By internal or external influences, perhaps. A student's response to someone's influence over their career decision may be positive or negative. A student could be torn between following their own interests and paying attention to influential people. The process of developing a career lasts a lifetime. Early career decisions should be made on the foundation to build on.

CAREER CHOICE

Career choice is a complex decision in a student's life that determines the type of profession that individual intends to pursue in life. Perhaps the most important decision for an individual, it has a huge impact on income, lifestyle, status, and job satisfaction.

Career development is a process that leads to a decision; there are stages that one goes through on the path to career maturity and decision making. One must accomplish certain tasks during the process. Personality traits and values are also linked to career choices. Furthermore, environmental constraints may limit the careers to which one aspires; and finally, chance factors may alter an individual's best-laid plans. Career seeking behaviour can also be defined as an outgrowth of efforts to match one's individual characteristics with those of a specific occupational field.

“Career and people are far too complex to make one to one recommendations based on personality and the evidence suggests that very different personality can find satisfaction and success in the same career. So, personality factors can be most powerful to know where one is and where one is going. It is one tool to help one get there. Getting there might also mean deepening one’s understanding of oneself or building competence or increasing one’s freedom to explore or building one’s own career. Here lies the essence of consideration of the personality factors in any profession. Personality is the dynamic organization within the individual of those psychophysical systems that determines his unique adjustment to his environment” (Allport, 1948).

The choice of a vocation is also influenced by economic concerns. Since the 1990s and onwards, job stability has also grown in importance as a factor in professional decision-making, and worker benefits, particularly medical and retirement plans, can significantly affect where one looks for employment. The concept of decision-making has its roots in economics and suggests that options are chosen for careers based on which option promises to be the most gratifying or valuable to the individual (and not necessarily in a monetary sense).

Besides the various influencing factors, in time of career choice students must know the various facilitative techniques to increase their (a) self - awareness, (b) educational awareness, (c) career awareness, (d) career exploration, and (e) career planning and decision making.

CAREER DECISION MAKING

Every person makes decisions differently in every area of life. There are many different types of decision makers, including those that put off making decisions, make decisions intuitively or instinctively, depend on others, are educated, make passive decisions, make active decisions, make opportunistic decisions, and so on. Making decisions can be done rationally or irrationally. Making rational decisions results in happier life stages with a clearer future and less stress and pressure over it. Making irrational decisions leads to negativity, uncertainty about the future, and suffering. Without making the appropriate choice, career decisions may change. An individual who can analyse conditions to make decisions and solve problems, act logically, and think critically is a valued asset that firms look forward to such human resources.

“Career choice and planning has become important as globalization, and current vocational choices have created an unprecedented war for talent” (Smith, 2011). A person's success, happiness, and mental health can all be impacted by the career they choose for the rest of their lives. Determining one's career is therefore a significant turning point in one's life. Career decision making is a process that explains the choices that a person makes when selecting a particular career. It is a complex phenomenon that has social, psychological and philosophical aspects to it (Aldona & Liuda, 2004). It helps to identify individual differences and various factors involved in an individual’s career decision making (Hirschi & Läge, 2007). It also provides an understanding of the way these factors have an impact on their career decisions and choices (Ghuangpeng, 2011).

HIGHER EDUCATION IN INDIA

Education offers a framework for people to learn and increase their knowledge. In its broadest meaning, education is a sort of learning in which a community's know-how, abilities, and customs are transmitted from one generation to the next through instruction, training, and/or study. Since human resources must grow and develop in order to assume responsibility for the nation's social, economic, and scientific development, higher education is an essential industry.

In India, there are primarily two stages of education: basic and secondary. Primary schools strive to impart the fundamental principles of a civilised society while keeping the type of governance in mind. It strives to ensure that youngsters receive the right mental sustenance to support their developmental stage while also teaching pupils about history and society's affairs in a nutshell. Primary, secondary, higher secondary, and higher education make up the current Indian educational system. Eight years of study make up primary education. The length of secondary and higher secondary schooling is two years. The 12th (10+2) standard, sometimes referred to as higher secondary education, is the prerequisite for entry into higher education in India. Depending on the subject, it could take three to five years. It is one of the turning point of a student’s life where he/ she chooses a specific stream of subject to study. The stream of subject is the basis of the career.

The Indian educational system places a high priority on secondary education. It serves as the link between primary and higher education. At this point, the student chooses the profession he wants to follow as a career. The goal of secondary education in India is for students to grow holistically and get a grasp of the many important fields of knowledge. It provides an insight into how well they can use their skills in various

contexts. Students gain information and practical skills during their secondary school that will prepare them for the workforce. The pupils will at least become aware of what professional route best suits them, if not right away. It provides individuals with opportunities, choices, and the capacity to make wise decisions so they can select a certain degree or any choice of interest. The modern world is experiencing far too many novel developments. fresh approaches, new tools, and new possibilities. The fear of choice results from having too many possibilities. Students can explore and better comprehend the range of employment alternatives via secondary education, though. During their secondary school, students discover new talents and master new skills as they learn new concepts. This becomes a significant benefit while choosing on a career. The kids will succeed as adults if a solid foundation is laid during their secondary school. Students start to define themselves as unique beings during this stage of their education. They develop physically, psychologically, and emotionally as they realize their potential. Secondary education provides students with a well-rounded view of the world. It makes an effort to inculcate in them a feeling of reality. In addition, they learn leadership and teamwork skills through a variety of activities.

INDIAN EDUCATION SYSTEM

Education is crucial for the growth of the individual, society, and country. Any nation can benefit from education. Education plays a role in producing nation's citizens who are accountable. We can combat social injustice with an education. Every person has the right to a good education, so every nation must have an effective educational system. A person's education is vital to their existence. It has an impact on us from conception to death. Therefore, our educational system needs to be robust. But the Indian educational system has a number of flaws. We would require a great deal of time and space if we started listing.

THE PROBLEM OF INDIAN EDUCATION SYSTEM

- **LACK OF PRACTICAL KNOWLEDGE**

Students in the Indian educational system are evaluated solely on the basis of their academic performance. This has an impact on kids who struggle in particular subject areas. The main tenet of the Indian educational system is bookish knowledge. Only theoretical knowledge is emphasised; practical knowledge is not. In spite of possessing great qualifications, the majority of Indian students find themselves unemployed.

- **NO SCOPE FOR OTHER FIELDS EXCEPT STUDIES**

There was no room in the modern educational system for disciplines like metaphysics and philosophy; only courses like science, English, and mathematics were offered. More and more degrees are being earned without the requirement for skill, according to modern education. Parents and instructors place a strong emphasis on studying and receiving high marks from the start. They never promote other industries.

- **WRONG LEARNING METHOD**

Our method effectively encourages kids to memorise the entire textbook without really understanding it and then present it in the exam. Students who do this will hold ranks.

- **LACK OF FUNDS AND QUALITY TEACHERS**

Infrastructure and funding are lacking in Indian colleges. Many colleges lack the facilities, teaching environment, and qualified faculty because they do not have the funding to improve the quality of education. The infrastructure at schools and institutions in rural areas offers very poor educational quality. There is a severe shortage of qualified teachers. Since teachers are underpaid and underqualified, they are not motivated to work hard.

- **NO OVERALL DEVELOPMENT**

In India, we place more emphasis on grades than on overall growth. Less emphasis placed on extracurricular activities is another factor contributing to college-bound pupils' lack of readiness for real-world situations. This is also the reason why students are not prepared for the corporate sector when they apply for positions after college. Students are unable to concentrate on their weaknesses since grades are given greater weight than other factors. Without soft skills, a person's education is worthless, especially in the competitive world for which we are currently teaching our children.

REVIEW OF LITERATURE

A literature review is a comprehensive summary of all currently available material on the subject at hand. When a researcher chooses a study topic, their first step is usually to learn more about earlier research on the subject, which eventually results in a literature review when they produce a research article. One of the pillars around which your research concept is developed is the literature review because it sets. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research that you can later apply to your paper, thesis, or dissertation topic.

- (Ekeng E B, 2022) had conducted a study on “Analysis of child right and parental influence on Career Choice and development in Nigeria states” that there is an urgent need for Nigeria to fully embrace and implement the child right act's education provisions given the rising number of special needs children in the population as a result of the country's ongoing economic, sociological, and family issues. In light of the Child Right Act, this study aims to scientifically assess the impacts of parental influence on higher secondary students' career decisions. With relation to parental control over profession choice, the study assessed and studied the fundamental conceptions of the child right act. The methodology used a thorough evaluation of secondary information sources. Hence, it became clear that parental involvement in their kids' professional choices had a big impact on their success. Based on the findings, it was determined that a child's academic and career success is vital to their right to a good life and is likely to be high if their parents provide them attentive attention and support. It was advised that consistent parental care and guidance at home should support a child's right to facilitate achievement.

- (Akosah Twumasi , 2018) had published “A systematic review of factors that influence youths career choices—the role of culture”. In *Frontiers in Education* talks about the successful career planning which leads to a fulfilled life, although cultural heritage can clash with young people's individual preferences. With the intention of identifying knowledge gaps and offering guidance for future study, this systematic review analysed the available literature on factors that influence young people's profession choices in both collectivist and individualistic cultural settings from throughout the world. The Joana Briggs Institute framework was used in a systematic review technique that was carried out. We examined the databases of ERIC, PsychInfo, Scopus, and Informit Platform for publications published between January 1997 and May 2018. The review included a total of 30 publications. The results showed that youth from collectivist cultures were primarily influenced by family expectations, with stronger professional congruence with parents increasing career confidence and self-efficacy. The youth were more self-reliant in their job decision-making, and personal interest was emphasised as the key element influencing employment choice in individualistic settings. Bicultural kids who were more assimilated into their host nations made career decisions with greater intrinsic motivation.

- (Anuja R, 2017) had conducted a study on “The relationship between career choice and environment, opportunity and personality”. The relationship between environment, opportunity, and personality and career choice is examined in this article. 180 BBA students from Sri Lanka's Eastern University who were enrolled in 2016 provided the data. The hypothesis was put to the test using the correlation technique. The research reveals that opportunities and student personality traits have a significant impact on job decisions and that there is a substantial positive correlation between them. However, given that there is a limited correlation between the environment and career choice, environmental influences do not play a significant role in people's career preferences. Together with recommendations, the study's result was also highlighted.

- (Kazi A S & Akhilaq A, 2017) had conducted a study on “Factors Affecting Students' Career Choice” shows a significant turning point in any student's life is choosing a career. Before making a choice, students must weigh a number of aspects. The goal of this study was to identify the variables that influence students' career decisions. In this study, 432 students from two public sector institutions in Lahore city were asked about the influences of their parents' education, occupation, and wealth on their career decisions. Together with any perceptions gleaned from the media, the influence of peers on the respondents' choice of subject specialisation was also examined. Also, research looked at whether students at the MS level compromise, forcefully choose their fields, or make their own decisions free from outside pressure. In-depth interviews and a questionnaire were used to gather the data. The findings indicate that parental influence is more significant than peer, gender, print media, financial, and other influences.

- (Kumar . S, 2016) had conducted a study on “Parental influence on career choice traditionalism among college students” in selected cities in Ethiopia talks about a few private colleges in and around Bahirdar City, Ethiopia, the study looked at how parents influenced students' career decisions. Every student's life revolves around selecting a suitable career. Also, it inspires a person's future life according to his or her own preferred job and way of living. In this situation, social influence is unavoidable; often, family influence—particularly that of the parents—plays a significant role in influencing and determining the choice of a career path. Ethiopian students are not an outlier when it comes to the phenomena of choosing the best career. The participants were chosen using a multi-stage sampling technique and a cross-sectional survey design. A total of 175 participants—99 men and 76 women—replied to the career choice traditionalism scale developed by Hensely in 2003 and the Holland Personality Inventory from 1997. Using SPSS version 16, the acquired data were statistically processed. To analyse the data, descriptive and inferential statistics were used. The findings showed that parents had a big impact on their children's professional decisions. Particularly, it is discovered that fathers' impact is more substantial than mothers' influence on students' profession choice decision-making.

- (Mbagwu M I, & Alaegbu O O , 2016). had conducted a study on “Influence of parent’s educational background on career choice of teenagers among senior secondary school students in Owerri”. The study looked at how senior secondary school students in Owerri, Imo State, chose their careers and the impact that their parents' educational backgrounds had on their decisions. Methods: Four Owerri schools were chosen at random, and 400 teenagers received structured questionnaires. They were made up of 200 men and 200 women, ranging in age from 13 to 19, with a mean of 16.24. Both descriptive and inferential statistical techniques were used to analyse the data that had been gathered. In contrast to youngsters whose parents have low educational backgrounds, those with excellent educational backgrounds are more reliable and do not experience significant challenges in choosing a vocation. Also, the majority of teenagers with high educational backgrounds chose professional careers, whereas the majority of teenagers with low educational backgrounds chose business careers. The study recommends that additional research be done to determine the implications of parents' influence on teenagers' future career choices and the society at large because it has been clearly demonstrated that parents' educational backgrounds significantly influence career decision-making of teenagers.

- (Workman J L , 2015) shows the Parental influence on exploratory students' college choice, major, and career decision making. This study looks into how parental influences affect exploratory students' decisions on their preferred college, degree, and career. The research started with an evaluation of a first-year academic advising strategy and a living learning community. Student decision-making has become heavily influenced by parental influence. The project was carried out using semi-structured interviews, grounded theory methodologies, and a phenomenological perspective. The data revealed themes that corresponded to one of Schlossberg's four S's for transition theory. The study provided insight into how students perceived their experiences and social networks, illuminating practical ways to improve this population's career and decision-making processes.

- (Olasebikin, O I & Olusakin, 2014) had published a “Journal of Research & Method” in 2014. Effects of parental influence on adolescents’ career choice in Badagry Local Government Area of Lagos State, Nigeria. This study sought to determine how parental influence affected secondary school students in Lagos State's Badagry Local Government Area's decision to pursue a job. Three hundred respondents were included in the sample; they were chosen at random from 10 secondary schools that had been carefully chosen (3 Model Colleges, 4 Non-Model Colleges, and 3 Private Colleges). The tool employed was a questionnaire that the researcher personally gave to the respondents. There were developed and tested five (5) null hypotheses. To test the hypotheses, chi-square and analysis of a contingency table were performed. The study's results revealed that 48.36% of respondents believed that their parents had influenced their decision to pursue a particular career. On average, 21.5% of respondents said their parents' line of work had an impact on their decision to pursue a certain job, while 78.5% disagreed. 30% of the respondents as a whole concurred that they chose the family career in order to support the family business.

- (Saleem N Hanan, M A, Saleem I & Shamshad R M , 2014) had published a study on the “Impact of "parents' profession," "mass media," and "personal choice" on students” career decisions is examined in this study. The first semester students from three of Lahore's top business schools participated in an online poll to provide the data, which was then collected using a process called systematic random sampling. This study supports the idea that "parents' occupation" affects students' career decisions. Similar to this, "personal choice" has a significant and immediate influence on students' profession choices. This study also asserts that media is a crucial factor in profession choice. Additionally, the three factors—parents' occupations, the media, and students' own preferences—all interact to impact students' job decisions. According to the study,

"mass media" and "personal choice" have a greater influence on students' career decisions than parents' occupations do.

- (Sawitri D R, Creed P A & Zimmer- Gembeck, M J , 2014) had conducted a “Study on Parental influences and adolescent career behaviours in a collectivist cultural setting.” The study looked at the connections between teenage career ambitions and career actions (planning, exploration) in a sample of Grade 10 Indonesian school students and parental characteristics (parental career expectations, adolescent-parent career congruence). The two parental variables were connected with teenage professional ambitions and career behaviours in a variety of ways, but the main way that the parental variables had an impact was through self-efficacy. The results show significant influences on adolescents' job ambitions and behaviours from parental career expectations and adolescent-parent career congruence.

- (Martin J P, Simmons D R & Yu, S L , 2014) had published “Family roles in engineering undergraduates' academic and career choices: Does parental educational attainment matter”. The aim of this research is to analyse in depth the roles that families, particularly parents, play in the academic and career choices of undergraduate engineering majors, with a focus on how these roles may vary when taking the parental level of education into account. Many factors have been documented in earlier studies as influencing undergraduate engineering students' choices to enrol in and continue their education. Although the family has been recognised as a significant impact, there is still a lack of knowledge on particular family roles. The authors employ constructivist epistemology, an emergent design, and a straightforward interpretative strategy in this large-scale qualitative study design. A sample of 118 engineering undergrads from two colleges who represented a range in parental educational level participated in semi-structured interviews. Six distinct family roles were found to influence participants' academic and professional decisions based on interview transcripts. The level of parental education was observed to vary in some household roles. This study is new in that it includes the previously under-examined element of parental educational attainment, which considerably adds to our understanding of family, particularly parental, influences on engineering students. In particular, students with little or no familial history with higher education are targeted in the recommendations for designing recruitment and retention interventions for engineering undergraduates.

- (Olamide S O Olawaiye S O , 2013) had published the “Factors determining the choice of career among secondary school students”. In Ogun state, 100 pupils were chosen at random from among five secondary schools. There are 63 females and 37 males in the sample. A questionnaire about the elements influencing students' job decisions based on their environment, influences, and opportunities was given out. It was based on a likert-type scale. The percentage, mean, standard deviation, and T-test at p.05. were used to examine their responses. Substantial differences were discovered for the environmental component (tcal at p.05=220.25, tcrit=1.960), the personality (tcal at p.05=673.48; tcrit1.960), and the opportunities that the students perceive (tcal at p.05=148.69; tcrit1.960). The ratio of men to women was also calculated. While 42% of males and 46% of females disagreed, 52% of men and 46% of women agreed that opportunities do affect careers. Similarly, 51% of men and 51% of women agreed that personality does influence career choice, while 42% and 45% of both men and women disagreed. Finally, 50% of men and 54% of women agreed that environments do influence career choice, but 41% and 49% of both men and women disagree. In conclusion, all of the elements have an impact on how students choose their careers.

- (Mattoo M I , 2013) had published “Career choices of secondary students with special reference to gender, type of stream and parental education”. The purpose of the study was to determine secondary school pupils' job preferences. 200 teenagers between the ages of 16 and 18 were selected at random from 12 secondary schools in the Srinagar district. The chosen sample included both artistic and scientific disciplines. To get the information, Chatterji's Non-Language Preference Record was used. Also, one of the factors that was considered was the parental education. A statistical analysis of the data was performed using percentages and "t" values. The findings showed some significant disparities in the investigated individuals' profession choices based on their parental education and gender.

- (Gosh A , 2012) had conducted a study on “Personality factors and impact of parental and social influence on career choice a study on higher secondary students”. A career is typically viewed as a series of subsequent circumstances that make up a person's working life. Students today are looking for vocations that will ultimately help them succeed in life in a modern, rapidly changing environment. Selecting a career is a crucial life decision. A person's career decision affects how they feel about themselves, how they live, who their friends are, what kind of workplace they will have, and how they interact with others. In addition, parents and culture have an impact on the vocation a person chooses. After a certain age, every young man and woman begins their search for a career. It's crucial to keep in mind that professional development is a lifelong process, and the familial variables that influenced those early selections continue to have an impact

on the child's entire life, even though initial career choices are frequently made in the adolescent years. The research is done with the selected professionals who are engaged in profession as Doctor, Engineer, IT-Professionals, Manager and CA/Accountant and also the higher secondary students (class-XI and XII) under West Bengal Council of Higher Secondary Education (WBCHSE) who want to choose their career as Doctor, Engineer, IT-Professionals, Manager and CA/Accountant who spontaneously participated in this investigation and without whose active participation this study cannot come to reality.

- (Leung, S A, Hou Z J, Gati I & Li X , 2011) had published Effects of “parental expectations and cultural-values orientation on career decision-making difficulties of Chinese university students”. This study looked at how family expectations and conflicts between cultural norms affect how difficult it is for university students to make good career decisions. Cultural-values conflict and cultural orientation were assessed using the Multidimensional Scales of Individual Traditionalism and Modernization (Yang, Yu, & Ye, 1989). Parental expectations were measured using the Living-Up-to Parental Expectation Scale (Wang & Heppner, 2002). As a dependent variable, the Career Decision-Making Difficulties Questionnaire (Gati & Saka, 2001) was employed. It was discovered that, among students in Chinese Mainland cities but not in Hong Kong, higher levels of cultural-value conflict were linked to higher degrees of difficulty making career decisions. It was discovered that perceived parental expectations and perceived self-performance in the predicted areas were predictive of difficulty with making career decisions. The association between parental expectation and difficulty making career decisions was shown to be moderated by cultural-value orientation, particularly support for Chinese traditional values. Discussions of the findings' theoretical, empirical, and practical ramifications took place.

- (Nawaz S & Gilani N , 2011) had published “Relationship of Parental and Peer Attachment Bonds with Career Decision-Making Self-Efficacy among Adolescents and Post-Adolescents”. Using a sample of 300 men and 250 women drawn from several government institutions and universities in Rawalpindi and Islamabad, Pakistan, it was determined how parental and peer attachment relationships influenced the self-efficacy of the participants in making career decisions. The degree of parental and peer attachment ties was assessed using the Inventory of Parent and Peer Attachment-R (IPPA-R), and the Career Decision-Making Self-Efficacy Scale-Short Form (CDMSE-SF) was used to assess self-efficacy in making career decisions. Parental and peer attachment relationships were found to have a significant positive link with self-efficacy in vocational decision-making. There was no difference between males and girls when the association between parental and peer attachment relationships and career decision-making self-efficacy was examined independently. The study found that, although parental influence appears to be higher than peer influence, both parental and peer attachment connections participate in predicting professional choice making self-efficacy.

- (Chak Keung Wong S & Jing Liu G, 2010) had conducted a study on “Will parental influences affect career choice”? Evidence from hospitality and tourism management students in China. This study intends to investigate how undergraduate students majoring in hospitality and tourism management's (HTM) opinions of their parental influences determine their intention to pursue a career in China's hospitality and tourism (H&T) sector. Both junior and senior students enrolled in HTM programmes were given a self-administered questionnaire covering 22 parental influence attributes. At ten universities across five Chinese cities, primary research on students' opinions of parental impacts on job choice was conducted, yielding 566 valid samples. 22 traits were used to produce three out of six parental influence factors, which were found to be the most important predictors of students' H&T career choice intentions.

- (Clutter C, 2008) had published “The effects of parental influence on their children’s career choices”. This paper's main objective was to investigate the crucial influence that parents play in shaping their kids' professional preferences and goals. This provides a brief overview of earlier career counselling methodologies, which in their infancy relied on personality testing of the client to establish the best possible vocation match. It has advanced to the postmodernist perspective, which bases career interests and goals on continually shifting life roles. Research from the past on the influences of socioeconomic class, gender, and race as well as parental impact on adolescent job choices were also included. The report concluded with suggestions on how career counsellors and parents might make greater connections with young adult’s primary stakeholders and equip them with career development strategies that are more effective given the intensity of parental impact on them.

- (Keller B K & Whiston S C, 2008) had published The role of parental influences on young adolescents' career development. The development of young adolescents' careers was evaluated in relation to particular parental actions. After adjusting for student grade level and gender, regression analysis showed that parental behaviours did correspond to the professional development of middle school kids. Parental behaviours appeared to be more salient than career-focused parent behaviours, and they tended to be more

closely related to career decision-making self-efficacy (CDMSE) than to professional maturity. The participants' professional progress was found to be predicted by five particular habits. It has also been demonstrated that the teenagers' self-efficacy in choosing job decisions is related to the differences between their perceptions of family ties and those of their parents. The findings of the present study add to those of earlier research in this field by shedding light on the implications of particular parental actions. Discussions about the study and practical implications follow.

- (Jungen K A , 2008) had conducted a study on “Parental influence and career choice: How parents affect the career aspirations of their children”. While research shows a range of circumstances are likely to effect one's final profession choice, perception still suggests that choosing a vocation is a personal decision. It has been found that parents have a significant influence on their children choose their careers. Many parents are unaware of all the ways they might affect the job choice of their kids. Gender stereotypes in the family, work ethics, and family values may have a bigger effect than previously considered. The idea that kids and teens choose careers contrary to their parents' expectations is debunked by this literature study.

- (Bregman G & Killen M , 1999) had conducted a study on the topic “Adolescents' and young adults' reasoning about career choice and the role of parental influence. In interviews with 72 high school and college students, evenly divided by gender and age, adolescents' and young adults' opinions of the factors that impact teenagers' career decisions and the importance of parental influence were studied (16,19, and 22 years old). Teenagers' assessments of their profession choices were compared to deeds that have moral, ethical, and traditional societal repercussions. The findings demonstrated that young adults and adolescents supported young people's job selections when they were motivated by their own personal development and disapproved of them when they were motivated by hedonistic or social factors. Furthermore, it was determined that moral, socially acceptable, and prudential considerations had little bearing on career decisions. However, the use of bribery and the threat of punishment were rejected as appropriate methods of parental influence across all decision types, with the exception of prudential concerns. Parental influence was considered to be most significant when the adolescents' decisions had negative moral consequences or were focused on short-term goals.

- (Taylor J Harris M B & Taylor S , 2004) had published “Parents have their say... about their college-age children's career decisions”. Keep in mind that there was no random sample of participants and that all responses were voluntary, despite the fact that this study sheds light on how parents view their role in the development of a child's profession. Parents may have tried to give the career office staff—those who distributed the survey—answers they thought were preferable. Also, only the parents of freshmen in college were questioned. Parents may respond differently depending on the class year as they and the children gain more career knowledge. A large public university's incoming freshman class may be the sole group the sample represents. The findings might not be applicable to smaller colleges or even institutions with the similar enrollment because they might draw a different demographic of families and students. Families, particularly parents and guardians, are important in helping children develop their vocational aspirations and career goals. Students and young adults are frequently unwilling to pursue or even consider varied job options without parental permission or support. Although parents recognise their responsibility and make an effort to promote their children's job growth, parental communications sometimes include an undertone of "don't make the same mistakes that I did." Adolescents and young adults may be influenced by these interactions to choose particular college majors or pursue particular careers. According to a number of studies (Knowles, 1998; Marjoribanks, 1997; Mau and Bikos, 2000; Smith, 1991; Wilson and Wilson, 1992), parents have a significant impact on young people' job decisions.

- (Karman F J , 1973) had published Women: “Personal and Environmental Factors in Career Choice”. The study contrasts stereotypically male and stereotypically feminine vocations, such as teaching, nursing, social work, counselling, homemaking, libraries, and secretarial work, to examine the psychological and sociological traits of the two groups of women. The sample was made up of 1646 upperclass college women who had the time and opportunity to have very definite career goals but had not made major changes to those goals as a result of external factors, such as marriage or having children. Just 109 people with professional aspirations in non-traditional sectors were included in the total sample. According to the findings, women only see a limited number of job options because they are afraid to step foot in a man's environment.

- (Hannah J A S & Kahn S E , 1989) had published “The relationship of socioeconomic status and gender to the occupational choices of grade 12 students”. Investigating teenagers' gender and socioeconomic status (SES) backgrounds in relation to the prestige level and gender distribution of vocations was the goal of the current study. Phase 1 of the study looked at the career choices of 334 Grade 12 students using Gottfredson's (1981, *Journal of Counselling Psychology*, 28, 545–579) model. Part 2 looked at the students' self-efficacy expectations for performing vocations with varying levels of prestige and gender representation.

For both men and women, a substantial correlation between SES background and occupational prestige level was found by the log-linear analysis of the occupational choice data. Men tended to seek occupations with a male preponderance, while high SES females were more likely than low SES females to do so. Males and females displayed stronger self-efficacy for same-gender-dominated occupations than cross-gender-dominated occupations in the MANOVA results for self-efficacy expectations, but there were no gender differences in the overall scores. Regardless of the amount of occupational prestige, the low SES group reported significantly lower self-efficacy expectations than the high SES group among SES categories. It is examined what it means for background variables in occupational research to include SES and gender.

- (Slaney R B & Brown M T , 1983). Slaney, R. B., & Brown, M. T. (1983) had published the “Effects of race and socioeconomic status on career choice variables among college men”. Using Duncan's (1961) socioeconomic indicator (SEI) ratings, this study contrasted 48 college-aged black and white men who were split into upper and lower socioeconomic categories. With the use of this research, it was possible to analyse how race and socioeconomic status interacted. As outcome measures, variables important to the decision-making process for a career were selected. There were no age or educational differences between the groups. Z tests of the subject distributions by VPI types revealed differences in preference for artistic, realistic, and investigative vocations based on race, SEI, and race SEI, respectively. Variance analyses revealed racial disparities on one measure of professional ambiguity, SEI differences on a second measure of career ambiguity, and variations in the association between the subjects' VPI types and college major. Race and SEI disparities were revealed using Z tests evaluating the distribution of the most significant characteristics stated as career goal barriers. The ramifications of these findings for interpreting earlier research and improving research technique are examined.

RESEARCH METHEDODOLOGY

Research methodology describes the methodical, scientific strategy used to carry out research, look into issues, and compile data and information for a particular objective. It involves the methods and processes used to locate, gather, examine, and evaluate data in order to respond to research queries or address research issues. The "how" of a research study is simply referred to as research technique. More specifically, it pertains to the methodical process by which a researcher designs a study to guarantee valid and trustworthy findings that address the goals, objectives, and research questions of the study. How the researcher made the following decisions, in particular: Additionally, they serve as theoretical and philosophical frameworks that direct the course of the investigation.

TITLE OF THE STUDY

PARENTAL INFLUENCE ON CAREER CHOICE AMONG HIGHER SECONDARY STUDENTS WITH SPEACIAL REFERENCE TO MARUTHAROAD PANCHAYAT

SIGNIFICANCE OF THE STUDY

Parents and society have an impact on the career a person chooses. After a certain age, every young man and woman begins their search for a career. It's crucial to keep in mind that professional development is a lifelong process, and the familial variables that influenced those early selections continue to have an impact on the child's entire life, even though initial career choices are frequently made in the adolescent years. Parents who recognise the enormous impact they can have on their children's future can use their roles to the benefit of the entire family with a little forethought and effort. The level of parental education, family size, employment and socio-economic variables like parental income also play an influential role in time of career choice. On the other side, most of all career choices of students take place within the context of society and the economy. Many external influences, e.g., parents, their values, their teaching, other adult role models and mentors, cultural norms about good professions and material wealth, schools, teacher, peer and their values have also an impact on one's choice of career. It follows that social influence does indeed have a significant impact on decision-making. A person experiences social influence when other individuals have an impact on their thoughts, feelings, or behaviour.

OBJECTIVES

GENERAL OBJECTIVE

To understand the parental influence on career choice among higher secondary students.

SPECIFIC OBJECTIVES

1. To understand the socio-economic status of higher secondary students
2. To understand the parents' approach towards the career choice of the respondents
3. To study the influence of parents' socio-economic status on career choice of the respondents.
4. To understand the parents' cultural background and environmental factors influencing the career choice of the respondents.

DEFINITION OF CONCEPTS

PARENTAL INFLUENCE

OPERATIONAL DEFINITION

In this study Parental influence is defined as any opinion, attitude, or action that somehow shapes or moulds the child's attitudes.

THEORETICAL DEFINITION

According to Alfred Adler (2017), parental influence the development of their children's personality depending on how they raise and train them.

CAREER CHOICE

OPERATIONAL DEFINITION

Career choice is a particular path or vocation choose by an individual by his own or by the influence of others.

THEORETICAL DEFINITION

According to Brown (2002), the process of selecting a career is one of estimating the work values that will be satisfied by the various occupational alternatives available. The essence of who a student wishes to be in the future revolves around what the student wishes to do with their life's work. Parents, teachers, society, and the government as a whole understand the importance of proper career guidance and development.

STUDENT

OPERATIONAL DEFINITION

Student is the one who is studying in a school, college or university in order to enter in to particular profession.

THEORETICAL DEFINITION

According to Cambridge dictionary “A student is a person who is studying at a college or university”

PILOT STUDY

A pilot study is a tiny, preliminary study that a researcher does in the Kottekkad village to know the applicability of the research. The researcher visited the Kottekkad village which is situated in Palakkad district on 30th December with the view of interacting with the higher secondary students and their family. Prior to the pilot study researcher had discussed the research problem with research guide to discuss the wider aspect of the topic. Pilot study can be used to develop a research question, determine the most effective techniques for pursuing it, and determine the time and resources needed to finish it.

RESEARCH DESIGN

The study is of descriptive nature. A population, circumstance, or phenomena is intended to be correctly and methodically described through descriptive study. What, when, where, and how questions can all be addressed. Descriptive research seeks to characterise the correlations, patterns, and trends found in the data as well as to provide a complete and accurate picture of the population or phenomenon under study.

UNIVERSE/POPULATION

Universe of the study is the students from Kottekkad, Palakkad.

UNIT OF THE STUDY

The unit of the study is a student who is pursuing higher secondary education in Marutharoad panchayat.

INCLUSION AND EXCLUSION CRITERIA

INCLUSION CRITERIA

The researcher includes students from the age 15 to 18 with special reference to Marutharoad panchayat.

EXCLUSION CRITERIA

The researcher excludes students below the age of 15 and above the age of 18.

SAMPLING METHOD

The researcher uses Simple Random Sampling method. It is a form of probability sampling method. Each person has a fair and independent chance to be chosen using this method. Researcher had included 5 wards for data collection. Sample size of 60 respondents who are pursuing Higher secondary education in Marutharoad panchayat are taken in to consideration.

TOOL OF DATA COLLECTION

Researcher uses survey method which was self-prepared consisting of 67 closed ended questions. Researcher can access data from a predetermined group of respondents using this method of data collection during research.

PRE-TEST

Pre testing a questionnaire which helped the researcher to identify problems in the language tone, structure, and the design of a questionnaire. Researcher conducted the pre-test on January 20th to evaluate the reliability and validity of the survey instruments among the higher secondary students.

METHODS OF DATA COLLECTION

PRIMARY METHOD

Primary data is information that has been gathered directly from sources. When conducting primary research, the researcher collects data directly from sources rather than relying on material that is already available in databases and other publications. Here the researcher uses survey method to collect data from the people.

SECONDARY METHOD

The summary or synthesis of data and literature that has been compiled and published by others is known as secondary research. The researcher uses books, articles, journals, newspaper, research reports and magazines as the secondary data.

DATA ANALYSIS AND INTERPRETATION

The data is analysed through MS Excel. Data analysis as a method to distil data into a narrative and then interpret it to draw conclusions. This collection may be presented in a variety of ways, including bar graphs, line charts, tabular representations, and other similar forms; as a result, it requires some sort of interpretation.

CHAPTERIZATION

CHAPTER I: INTRODUCTION

The first paragraph of an essay or research paper serves as the introduction, outlining the subject and orienting the reader to the remainder of the document. The introduction includes the topics such as Parenting, Parenting style, Career choice, Career decision making, and about the Indian Education System.

CHAPTER II: REVIEW OF LITERATURE

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research that can later apply to your paper, thesis, or dissertation topic. The researcher had read the articles, research, and journals to get deep in to the topic.

CHAPTER III: RESEARCH METHODOLOGY

The systematic approach to solving a research topic through the collection of data using various approaches, the provision of an interpretation of the data collected, and the drawing of inferences from the study data is known as methodology in research. The researcher opted for quantitative method of data collection using the simple random sampling method. Data collection is through the survey method.

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

The data analysis process is nothing more than the collection of data using the right software or tool that enables you to study the data and identify patterns in it. Data interpretation is the process of reviewing data through some predefined processes which will help assign some meaning to the data and arrive at a relevant conclusion. It involves taking the result of data analysis.

CHAPTER V: FINDINGS, SUGGESTIONS AND CONCLUSION

The last sections of the theses include findings, suggestions, conclusions, and a plan of action. Statements in the findings section are based on the data analysis.

Suggestions are succinct summaries of a small number of proposals for additional thought. These recommendations should be included at the report's conclusion. They must be comprehensive and should consider all potential obstacles to implementation. A plan of action will also provide ideas for future research.

Conclusions is the summary of the main topics covered under the research problem. It restates the topic and help the reader to understand why the research matters to them.

BIBLIOGRAPHY

A bibliography is a list of the sources that the author of a work used to generate it. It is a component of almost every academic writing assignment, including essays, research papers, and reports.

LIMITATIONS

The researcher has only limited time to collect the data and also the study is limited to particular area.

ETHICAL CONSIDERATIONS

1. Protect the anonymity and confidentiality of respondents.

By keeping the participants' names and identities a secret during data collection, the individuals' anonymity and confidentiality were maintained. The practices of anonymity and confidentiality are used to preserve the privacy of human subjects who are engaging in a study while collecting, analysing, and reporting data linked to the participants.

2. Informed consent

Before beginning the data collection procedure, the researcher received consent, and all participants were made aware of the research topic and what the researcher is consenting to. It's intended is that participants can enter in research voluntarily with full information about what it means for them to take part.

3. Avoid using deceptive practices.

Researcher uses only true and reliable information to participants about the aspects of the research study.

CONCLUSION

Research methodology summarizes the sampling techniques and sample size considerations, ensuring the generalizability or applicability of the findings. It also addresses any ethical considerations and measures taken to protect the rights and well-being of participants. Finally, the conclusion reflects on the limitations of the methodology and potential sources of bias, acknowledging the impact they may have on the validity and reliability of the study's results. Overall, the conclusion of research methodology provides a comprehensive overview of the chosen research approach, its strengths, limitations, and the steps taken to ensure the quality and integrity of the research process

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

Researchers utilise research data analysis as a method to distil data into a narrative and then interpret it to draw conclusions. It makes logical that the data analysis process aids in breaking up enormous amounts of data into smaller pieces. Making sense of a processed set of data is the process of data interpretation. This collection may be presented in a variety of ways, including bar graphs, line charts, tabular representations, and other similar forms; as a result, it requires some sort of interpretation.

SPECIFIC OBJECTIVES

1. To understand the socio-economic status of higher secondary students
2. To understand the parent's approach towards the career choice of the respondents
3. To study the influence of parent's socio-economic status on career choice of the respondents.
4. To understand the parents cultural background and environmental factors influencing the career choice of the respondents.

TABLE 4.1 DISTRIBUTION OF RESPONDENTS BASED ON GENDER

SL NO	GENDER	FREQUENCY	PERCENTAGE
1.	MALE	22	36.7
2.	FEMALE	38	63.3
	TOTAL	60	100

From the above table it is clear that majority of respondents are female. It clearly mentions that 36.7 % are male and 63.3% are female.

TABLE 4.2 DISTRIBUTION OF RESPONDENTS BASED ON AGE

SL NO	AGE	FREQUENCY	PERCENTAGE
1.	15	3	5
2.	16	21	35
3.	17	17	28.3
4.	18	19	31.7
	TOTAL	60	100

The above table represents the age group from 15 to 18. Majority of respondents are of 18 years of age which shows 31.7% and the least respondents is of 15 years of age which is 5%.

TABLE 4.3 DISTRIBUTION OF RESPONDENTS BASED ON CLASS

SL NO	CLASS	FREQUENCY	PERCENTAGE
1.	PLUSONE	28	46.7
2.	PLUSTWO	32	53.3
	TOTAL	60	100

The table shows that majority of respondents are from plus two that is 53.3% and the least respondents are from plus one that is 46.7%.

TABLE 4.4 DISTRIBUTION OF RESPONDENTS BASED ON MONTHLY INCOME OF PARENTS

SL NO	MONTHLY INCOME	FREQUENCY	PERCENTAGE
1.	Below 10000	21	35
2.	10000 - 20000	19	31.7
3.	21000 – 30000	5	8.3
4.	31000 - 40000	2	3.4
5.	41000 - 50000	5	8.3
6.	Above 50000	8	13.3
	Total	60	100

The above table indicates that majority of respondents are having the income below 10000 which is 35%, 31.7% of respondents are having the income ranges in between 10000 – 20000, 8.3% of respondents earns up to 30000, only 3.4% of people are having the income up to 40000 which is the least one mentioned in the table. 8.3% of respondents are earning the amount from 41000 to 50000 and the rest 13.3% earns above 50000.

TABLE 4.5 DISTRIBUTION OF RESPONDENTS BASED ON QUALIFICATION OF FATHER

SL NO	QUALIFICATION	FREQUENCY	PERCENTAGE
1.	LOWER PRIMARY	4	6.7
2.	UPPER PRIMARY	6	10
3.	HIGH SCHOOL	7	11.6
4.	SSLC	18	30
5.	PLUSTWO	15	25
6.	UNIVERSITY	10	16.7
	TOTAL	60	100

The table represents the qualification of father. First comes the lower primary with 6.7% and is the least in the table, upper primary 10% high school with 10%. 30% of people have completed SSLC which is the majority of this table. Then comes the plus two with 25% and the university education with 16.7%.

TABLE 4.6 DISTRIBUTION OF RESPONDENTS BASED ON QUALIFICATION OF MOTHER

SL NO	QUALIFICATION	FREQUENCY	PERCENTAGE
1.	LOWER PRIMARY	1	1.7
2.	UPPER PRIMARY	2	3.3
3.	HIGH SCHOOL	12	20
4.	SSLC	18	30
5.	PLUSTWO	14	23.3
6.	UNIVERSITY EDUCATION	13	21.7
	TOTAL	60	100

The above table mentions the qualification of mother, the least respondent one is the lower primary with 1.7% , the upper primary with 3.3% , high school with 20% . SSLC which is the basic step for the further education shows about 30% and covers the majority of the table. Further comes the plus two with 23.3% and the university education covers about 21.7%.

TABLE 4.7 DISTRIBUTION OF RESPONDENTS BASED ON OCCUPATION OF FATHER

SL NO	OCCUPATION	FREQUENCY	PERCENTAGE
1.	GOVERNMENT	6	10
2.	BUSINESS	6	10
3.	FARMER	10	16.7
4.	COOLIE	19	31.7
5.	PRIVATE	15	25
6.	OTHERS	4	6.6
	TOTAL	60	100

The above table represents the occupation of father. 20% of each are of government employees and are doing business. Then comes the farmer with 16.7%. Majority of the respondents with 31.7% are coolie workers. 15% of them are private employees and the rest of them belongs to others. Majority of respondents depends on coolie work as a major source of income. The main determinant of parental income, which has an impact on kids' general development, notably their academic success, is the parents' line of work. Children from low socioeconomic backgrounds were denied access to reputable schools, quality books, pricey tuition,

leisure facilities, and their own rooms where they could study in solitude. Respondents from well-off households never experienced a shortage of fees, books, uniforms, etc., and they had access to pocket money to take care of their own requirements.

TABLE 4.8 DISTRIBUTION OF RESPONDENTS BASED ON OCCUPATION OF MOTHER

SL NO	OCCUPATION	FREQUENCY	PERCENTAGE
1.	GOVERNMENT	7	11.7
2.	BUSINESS	1	1.7
3.	FARMER	1	1.7
4.	COOLIE	17	28.3
5.	PRIVATE	11	18.3
6.	OTHERS	23	38.3
	TOTAL	60	100

The table shows that the majority of respondents has responded the option others that is of 38.3%. Then comes the coolie with 28.3% and the private sector with 18.3%. 1.7% of each indicates the business and farmer. Government employees are of 11.7%. Parental occupation is the most determining factor of generating income which affects the overall development of children especially their academic development and progress. Poor socio-economic background debarred children from gaining access to good schools, good books, expensive tuitions recreational facilities and the room of their own where they could sit in seclusion and devote to studies. Respondents belonging to sound economic families never felt paucity of fees, books, uniform etc and they had the availability of pocket money to manage their own needs.

TABLE 4.9 DISTRIBUTION OF RESPONDENTS BASED ON SCHOOL TYPE

SL NO	SCHOOL TYPE	FREQUENCY	PERCENTAGE
1.	GOVERNMENT	44	73.3
2.	PRIVATE	16	26.7
	TOTAL	60	100

The table indicates that 73.3 % of students are studying in government school and rest of them are studying at private school which is of 26.7%. Majority of respondents switch to a government school after the completion of 10th standard.

TABLE 4.10 DISTRIBUTION OF RESPONDENTS BASED ON BOARD OF STUDY

SL NO	BOARD OF STUDY	FREQUENCY	PERCENTAGE
1.	KSB	51	85
2.	CBSE	8	13.3
3.	ICSE	1	1.7
	TOTAL	60	100

The table indicates that Kerala State Board has the majority of respondents that is of 85%. Then comes the CBSE with 13.3%. The least respondent one in the table is the ICSE board with 1.7%. After the completion of SSLC majority of students prefer to study in a government school and thus it shows 85% of respondents belongs to Kerala State Board

TABLE 4.11 DISTRIBUTION OF RESPONDENTS BASED ON MAIN STREAM OF STUDY

SL NO	STREAM	FREQUENCY	PERCENTAGE
1.	BIOLOGY	16	26.7
2.	COMPUTER	17	28.3
3.	COMMERCE	15	25
4.	HUMANITIES	12	20
	TOTAL	60	100

Majority of students has been in to the computer science with 28.3% and of biology science with 26.7%, then comes the commerce with 25% and the humanities with 20%. According to Dhiwal, Sharddha Dilip (2016) "Career Aspiration and Self Discrepancies Among Higher Secondary Students a Study with reference to Parental Aspiration" It was found that 46% sampled student respondents have top most interest in making career in Science, 32% sampled student respondents have top most interest in making career in Humanities and Commerce for and 35% sampled student respondents have top most interest in Humanities in making career.

TABLE 4.12: DISTRIBUTION OF RESPONDENTS BASED ON THE SIBLINGS THEY HAVE

SL NO	SIBILINGS	FREQUENCY	PERCENTAGE
1.	YES	48	80
2.	NO	12	20
	TOTAL	60	100

The table indicates that 80% of students are having siblings and rest 20% are single kids.

TABLE 4.13 DISTRIBUTION OF RESPONDENTS BASED ON HOW MANY SIBLINGS DO THEY HAVE.

SL NO	NO: OF SIBLINGS	FREQUENCY	PERCENTAGE
1.	1	41	68.3
2.	2	6	10
3.	MORE THAN 2	1	1.7
4.	NA	12	20
	TOTAL	60	100

The table shows that majority of students are having only one sibling with 68.3% and then comes 2 siblings with 10%. Only 1.75% are having more than two which is the least and the single kids with 20%.

TABLE 4.14 DISTRIBUTION OF REpondENTS BASED ON THE NUMBER OF THE SIBLINGS STUDYING

SL NO	NO: OF SIBLINGS STUDYING	FREQUENCY	PERCENTAGE
1.	1	37	61.7
2.	2	4	6.6
3.	MORE THAN 2	1	1.7
4.	NA	18	30
	TOTAL	60	100

The above table mentions about the number of siblings studying. 61.6% responded that one sibling is studying. 6.6% responded that 2 of their siblings are studying. Then the least one is the more than 2 are studying that is 1.7%. Then 30% of their siblings are not studying.

TABLE 4.15 DISTRIBUTION OF RESPONDENTS ON THE BASIS OF PARENTS OWNING A HOUSE

SL NO	PARENTS OWNING A HOUSE	FREQUENCY	PERCENTAGE
1.	YES	41	68.3
2.	NO	13	21.7
3.	RENTED HOUSE	6	10
	TOTAL	60	100

The table shows that 68.3% of respondents have their own house and the 21.7% of respondents with no house. Rest of 10% belongs to a rented house.

TABLE 4.16 DISTRIBUTION OF RESPONDENTS BASED ON ECONOMIC CATEGORY

SL NO	ECONOMIC CATEGORY	FREQUENCY	PERCENTAGE
1.	APL	26	43.3
2.	BPL	34	56.7
	TOTAL	60	100

The table differentiates the APL and BPL category. Majority of respondents belongs to BPL category which is of 56.7% and the rest 43.3% belongs to APL category. It is an economic benchmark related to threshold income. It helps to identify the financially weaker people and financially stable people in the country.

TABLE 4.17 DISTRIBUTION OF RESPONDENTS BASED ON AWARENESS OF BPL ALLOWANCES AND SCHOLARSHIP

SL NO	AWARENESS OF BPL ALLOWANCES	FREQUENCY	PERCENTAGE
1.	YES	34	56.7
2.	NO	-	-
3.	NA	26	43.3
	TOTAL	60	100

56.7% of the respondents are of BPL category. Students who are under the BPL category are aware of BPL allowances and scholarship with help of school. The school acts as a link between the government schemes and students. The school provides the basic information about the schemes and scholarships to the students. Thus, it is easy accessible to the students.

TABLE 4.18 DISTRIBUTION OF RESPONDENTS BASED ON ACCESS TO ELECTRICITY

SL NO	ACCESS TO ELECTRICITY	FREQUENCY	PERCENTAGE
1.	YES	60	100
2.	NO	0	0
	TOTAL	60	100

The table indicates that every respondent has the access to electricity which indicates the 100%.

TABLE 4.19 DISTRIBUTION OF RESPONDENTS BASED ON HOUSING FACILITY

SL NO	HOUSING FACILITY	FREQUENCY	PERCENTAGE
1.	YES	35	58.4
2.	NO	14	23.3
3.	PARTIALLY COMPLETED	11	18.3
	TOTAL	60	100

The majority of respondents have the proper housing facility that is of 58.4%. 23.% of the respondents doesn't have the proper facility of housing. Rest 18.3% are partially completed.

TABLE 4.20 DISTRIBUTION OF RESPONDENTS BASED ON TRANSPORTATION FACILITY

SL NO	TRANSPORTATION FACILITY	FREQUENCY	PERCENTAGE
1.	YES	54	90
2.	NO	6	10
	TOTAL	60	100

The above table shows that 90% of students have the transportation facility like bus and personal vehicle to reach the school. Rest of them has the low accessibility to the transportation facility. Some of the places are having limited bus and it is not accessible to them at the correct time.

TABLE 4.21 DISTRIBUTION OF RESPONDENTS BASED ON OWING A SMART PHONE

SL NO	SMART PHONE	FREQUENCY	PERCENTAGE
1.	YES	43	71.7
2.	NO	17	28.3
	TOTAL	60	100

Majority of students has their own smart phone which is of 71.7%. After covid pandemic everything got transformed to digital media and it became necessity to have a mobile phone which could help them to attend online class, exchange notes and to download study materials. 28.3% are not having personal mobile phone and they are using their parent's mobile phone.

TABLE 4.22 DISTRIBUTION OF RESPONDENTS BASED ON THE PARENTS AFFORDABILITY OF MOBILE RECHARGE

SL NO	MOBILE RECHARGE	FREQUENCY	PERCENTAGE
1.	YES	15	25
2.	NO	19	31.7
3.	SOMETIMES	9	15
4.	NA	17	28.3
	TOTAL	60	100

The table indicates the affordability of mobile recharge. Majority of the them have mobile phone but recharging the mobile phone has become a greater difficulty now a days. Recharging every month is not possible for them. Parents tries their maximum to recharge as the mobile phone is needed for the online classes and for study materials. Parents with stability of income can afford the mobile recharge of their children.

TABLE 4.23 DISTRIBUTION OF RESPONDENTS BASED ON DOING PART TIME JOB

SL NO	PART TIME JOB	FREQUENCY	PERCENTAGE
1.	YES	10	16.7
2.	NO	50	83.3

	TOTAL	60	100
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Only 16.7% of them are going for a part time job as they are struggling for the day to day lives. It gave them a relief to the family. At-least they can manage their expenses. Rest 83.3% are still depending on their parents.

TABLE 4.24 DISTRIBUTION OF RESPONDENTS BASED ON PERSON WITH CHRONIC ILLNESS AT HOME

SL NO	CHRONIC ILLNESS	NO: OF RESPONDENTS	PERCENTAGE
1.	YES	6	10
2.	NO	54	90
	TOTAL	60	100

The above table represents the person with chronic illness at home at rate of 6%. If there is person with chronic illness at home it affects the respondent's day to day life. The whole attention of the family will be on the patient. It acts as a barrier while studying.

TABLE 4.25 DISTRIBUTION OF RESPONDENTS BASED ON THE STUDY BEING WITH A CHRONIC ILLNESS PATIENT AT HOME

SL NO	EFFECT ON STUDY	FREQUENCY	PERCENTAGE
1.	YES	3	5
2.	NO	1	1.7
3.	SOMETIMES	2	3.3
4.	NA	54	90
	TOTAL	60	100

Person with chronic illness at home can affect their studies. The table shows that 5% of students are affected by this and rest 2% of them are able to manage their studies. The quality of life of respondents can be affected in terms of psychological distress, physical effects and social problems. It even can lead to the poor study time.

TABLE 4.26 DISTRIBUTION OF RESPONDENTS BASED ON THE INTEREST OF STUDYING THE COURSE

SL NO	INTREST ON STUDYING	FREQUENCY	PERCENTAGE
1.	YES	19	31.7
2.	NO	41	68.3
	TOTAL	60	100

Only 31.7% of respondents are interested to study this course. Rest 68.3% are not at all interested in studying this stream. The students have chosen the stream due to variety of reasons like marks, socio-economic status, personal interest, and some coercive behaviour of parents and family.

TABLE 4.27 DISTRIBUTION OF RESPONDENTS BASED ON CHOOSING A SUBJECT OUT OF PERSONAL INTEREST OR NOT

SL NO	OUT OF PERSONAL INTEREST OR NOT	FREQUENCY	PERCENTAGE
1.	YES	23	38.3
2.	NO	37	61.7
	TOTAL	60	100

Only 38.3% of respondents are interested in studying this course. Rest 61.7% have taken the stream due to various reasons such as parental influence, peer influence, marks, prejudice and some other factors etc. Students may want to enrol in a particular course based on his interests, abilities, or experience, but due to social trends and expectations, he may occasionally be forced to adjust his preference. While some are prevented from choosing their preferred course of study by their socioeconomic level, they tend to choose for a degree or course that is currently in demand.

TABLE 4.28 DISTRIBUTION OF RESPONDENTS BASED ON THE PREFERRED CHOICE CONNECTED TO THE CAREER CHOICE OF INTEREST

SL NO	CONNECTION TO CAREER CHOICE	FREQUENCY	PERCENTAGE
1.	YES	19	31.7
2.	NO	41	68.3
	TOTAL	60	100

The table indicates that 31.7% of respondents have an idea about their future and they are clear about their pathway. They are determined and have an idea of what to do? How to do? And when to do? Rest of 68.3% are clueless about their career. Students may lack determination about their future due to various factors. One common reason is a lack of clarity regarding their career path or goals. Without a clear direction, it can be challenging for students to feel motivated and committed. Fear of failure is another significant factor. The pressure to succeed and the fear of making wrong choices can dampen their determination. External influences, such as family expectations or societal pressures, can also shape their mindset. Moreover, a lack of support from parents, teachers, or mentors can undermine their motivation and self-belief. The overwhelming choices and uncertainties of the rapidly changing world can also overwhelm students, leading to a sense of indecision.

TABLE 4.29 DISTRIBUTION OF RESPONDENTS BASED ON FAMILY LINEAGE BEHIND CHOOSING THE STREAM OF SUBJECT

SL NO	FAMILY LINEAGE	FREQUENCY	PERCENTAGE
1.	YES	15	25
2.	NO	45	75
	TOTAL	60	100

The table shows that only 25% of respondents have family lineage behind choosing the stream. Teenagers absorb their parent's attitude, level of education consciously or unconsciously. Family lineage can strongly influence the choice of subjects or academic streams for individuals. This influence stems from various factors, such as tradition, expectations, familiarity, and role models. In families with a long-standing professional background or legacy, there is often an inherent expectation that individuals will follow in the footsteps of their parents or ancestors. This expectation, combined with the familiarity and exposure to a specific field, can shape individuals' decisions.

TABLE 4.30 DISTRIBUTION OF RESPONDENTS BASED ON THE COERCIVE BEHAVIOUR OF PARENTS

SL NO	COERCIVE BEHAVIOUR	FREQUENCY	PERCENTAGE
1.	YES	37	61.7
2.	NO	23	38.3
	TOTAL	60	100

The table clearly mention that 68.7% of parents coerce their children to choose a stream of subject with or without knowledge. Majority of parents are stigmatised to a particular course of subject as they believe that would make career of children's career better. Coercive behavior by parents towards their children can have detrimental effects on their emotional well-being and development. Several causes contribute to such behavior. Firstly, parents may exert coercive control due to their own unmet emotional needs or unresolved personal issues. Their frustration, anger, or feelings of powerlessness can manifest as coercive behavior towards their children. Secondly, parents may resort to coercion as a result of misguided beliefs about discipline and control. They may mistakenly believe that strict and forceful measures are necessary to ensure obedience and compliance.

TABLE 4.31 DISTRIBUTION OF RESPONDENTS BASED ON THE SATISFACTION OF CHOOSING THE COURSE

SL NO	SATISFACTION	FREQUENCY	PERCENTAGE
1.	YES	19	31.7
2.	NO	41	68.3
	TOTAL	60	100

The table shows that only 31.7% of people are having the satisfaction while studying. Rest 68.3% of people are not satisfied as they are continuing their studies just to complete their plus two.

TABLE 4.32 DISTRIBUTION OF RESPONDENTS BASED ON EDUCATIONAL ATTAINMENT OF PARENTS IN CHOOSING THE CHOICE OF SUBJECT

SL NO	PARENTS EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
1.	YES	15	25
2.	NO	45	75
	TOTAL	60	100

Majority of parents are not educated well to influence their children and they are unaware of current trends in education system. Only 25% of respondents are influenced by the education attainment of parents. Rest of the 75% influenced by many other factors.

TABLE 4.33 DISTRIBUTION OF RESPONDENTS BASED ON THE PROFESSIONAL BACKGROUND OF PARENTS AFFECTING THE CHOICE OF INTEREST

SL NO	INFLUENCE OF PROFESSIONAL BACKGROUND	FREQUENCY	PERCENTAGE
1.	YES	19	31.7
2.	NO	41	68.3
	TOTAL	60	100

Only 31.7% of respondents are influenced by the professional background as they are educated and are able to guide the children. Rest of 68.3% are not influenced by the professional background.

TABLE 4.34 DISTRIBUTION OF RESPONDENTS BASED ON SHOWING ACCESS TO EMPLOYMENT IN A FAMILY BUSINESS

SL NO	ACCESSIBILTY IN FAMILY BUSINESS	FREQUENCY	PERCENTAGE
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1.	YES	7	11.7
2.	NO	53	88.3
	TOTAL	60	100

Only 7% of respondents have the access to the family business rest of the 88.3% should work for themselves and should attain a job.

According to Kazi, A.S. and Akhlaq, A., 2017. Factors Affecting Students' Career Choice. For 76% of the respondents, their parents' profession was of least influence on their career choice, and 72% disagreed that their family business influenced them.

TABLE 4.35 DISTRIBUTION OF RESPONDENTS BASED ON ENTRANCE EXAM PREPARATION ALONG WITH THE STUDIES

SL NO	PREPARATION	FREQUENCY	PERCENTAGE
1.	YES	23	38.3
2.	NO	37	61.7
	TOTAL	60	100

The table indicates that only 38.3% of students prepare for entrance exam and the rest 61.7% are not.

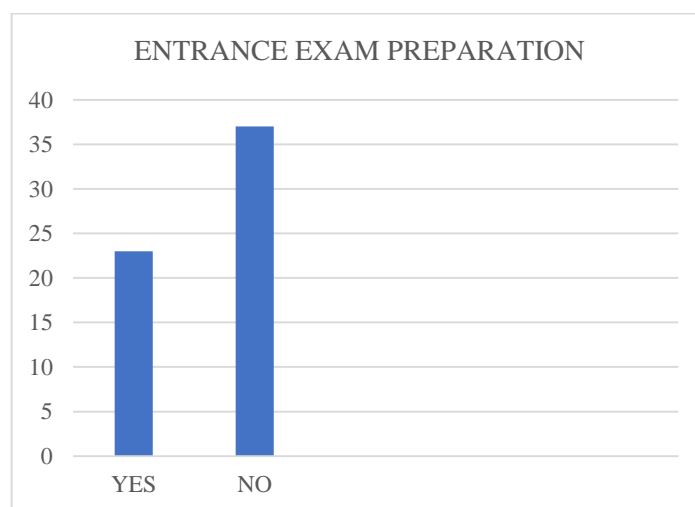


FIGURE 4.1 DISTRIBUTION OF RESPONDENTS BASED ON ENTRANCE EXAM PREPARATION ALONG WITH THE STUDIES

The table indicates that 38.3% are preparing for entrance exam with the studies. Rest 61.7% of them are not. Balancing entrance exams alongside regular studies can present significant challenges for students. Firstly, the preparation for entrance exams often requires a considerable amount of time and effort. Students must dedicate extra hours to studying specific exam-related material, practicing sample questions, and taking mock tests. This intensive preparation can lead to a heavy workload and make it difficult to manage regular coursework and assignments. For the students who are able to balance the studies and entrance exam had started preparing it from the early days.

TABLE 4.36 DISTRIBUTION OF RESPONDENTS BASED ON THE EQUILIBRIUM STATE OF ENTRANCE EXAM ALONG WITH THE STUDIES

SL NO	ENTRANCE EXAM AND STUDIES	FREQUENCY	PERCENTAGE
1.	YES	4	6.6
2.	NO	19	31.6
3.	NA	37	61.8
	TOTAL	60	100

The table indicates that only 6.6% of students are able to balance entrance exam along with the studies rest 31.6% are unable to balance it.

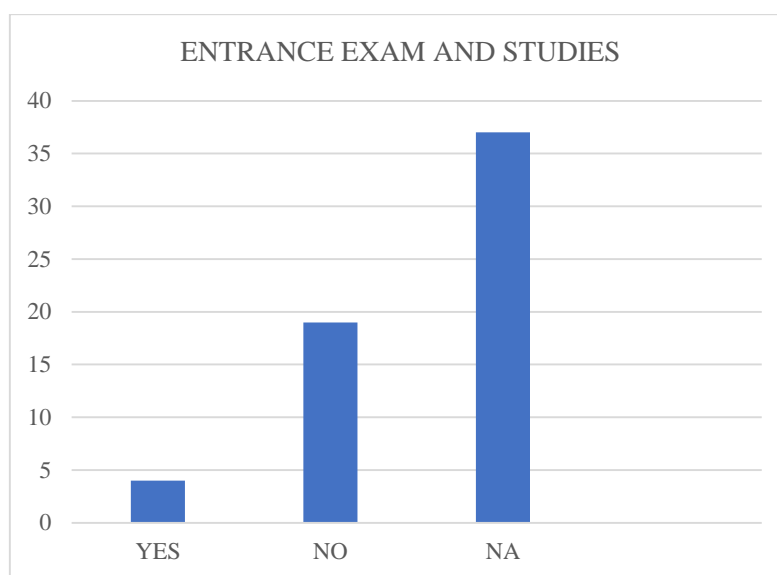


FIGURE 4.2 DISTRIBUTION OF RESPONDENTS BASED ON THE EQUILIBRIUM STATE OF ENTRANCE EXAM ALONG WITH THE STUDIES

Entrance exam preparation along with the studies is a tedious task. Only a very few students are able to balance it that is of 6.6%. Rest 31.6% find it difficult to manage both of it. They are unable to balance it.

TABLE 4.37 DISTRIBUTION OF RESPONDENTS BASED ON PARENTS COERCING THE CHILDREN TO PREPARE FOR AN ENTRANCE EXAM

SL NO	PARENTS COERCING FOR ENTRANCE	FREQUENCY	PERCENTAGE
1.	YES	16	26.7
2.	NO	7	11.6

3.	NA	37	61.7
	TOTAL	60	100

26.7% of parents coerce their children to prepare for entrance exam and 11.6% are amicably dealing with their children

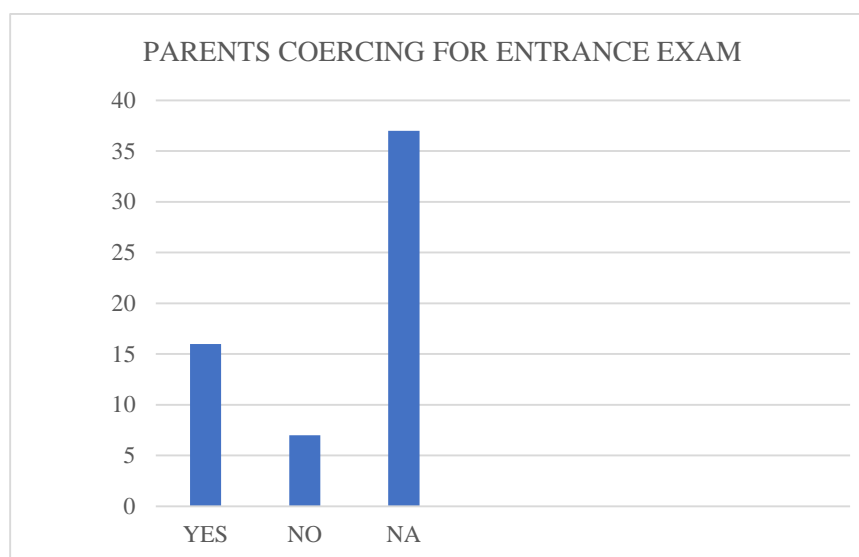


FIGURE 4.3 DISTRIBUTION OF RESPONDENTS BASED ON PARENTS COERCING THE CHILDREN TO PREPARE FOR AN ENTRANCE EXAM

Majority of parents coerce their children to prepare for an entrance exam as they expect their children to become doctor, engineer, etc. The high-profile salary and status tend them to force to get in to a profession.

TABLE 4.38 DISTRIBUTION OF RESPONDENTS BASED ON THE COERCIVE BEHAVIOUR OF PARENTS ACTING AS A BARRIER FOR PERSONAL CHOICE OF INTEREST

SL NO	ACTING AS A BARRIER	FREQUENCY	PERCENTAGE
1.	YES	15	48.3
2.	NO	8	18.4
3.	NA	37	33.3
	TOTAL	60	100

The table specifies that 48.3% of parents' coercive behaviour acts as a hindrance for the personal choice of interest and 18.4% supports the interest of children and the remaining 37% does not form any opinion on personal interest.

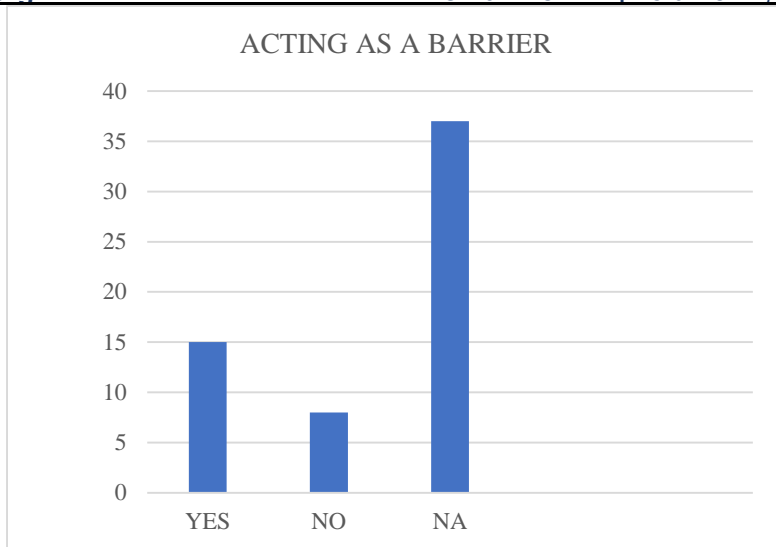


FIGURE 4.4 DISTRIBUTION OF RESPONDENTS BASED ON THE COERCIVE BEHAVIOUR OF PARENTS ACTING AS A BARRIER FOR PERSONAL CHOICE OF INTEREST

The coercive behaviour of parents acts a barrier to the personal choice of interest. It acts as a hindrance to their dreams as they cannot follow their passion. 48.3% of respondent find it difficult to manage it and 18.4% of respondents are not affected by this.

TABLE 4.39 DISTRIBUTION OF RESPONDENTS BASED ON THE PARENTS UNDERSTANDING ABOUT THE THOUGHTS FEELING AND EMOTION ABOUT THE STUDENTS CAREER

SL NO	PARENTS UNDERSTADING	FREQUENCY	PERCENTAGE
1.	YES	23	38.3
2.	NO	37	61.7
	TOTAL	60	100

The above depicted table shows that 38.3% of parents are only caring about the thoughts, feelings and emotions of their children and the 61.7% are not trying to understand what challenges are they going through.

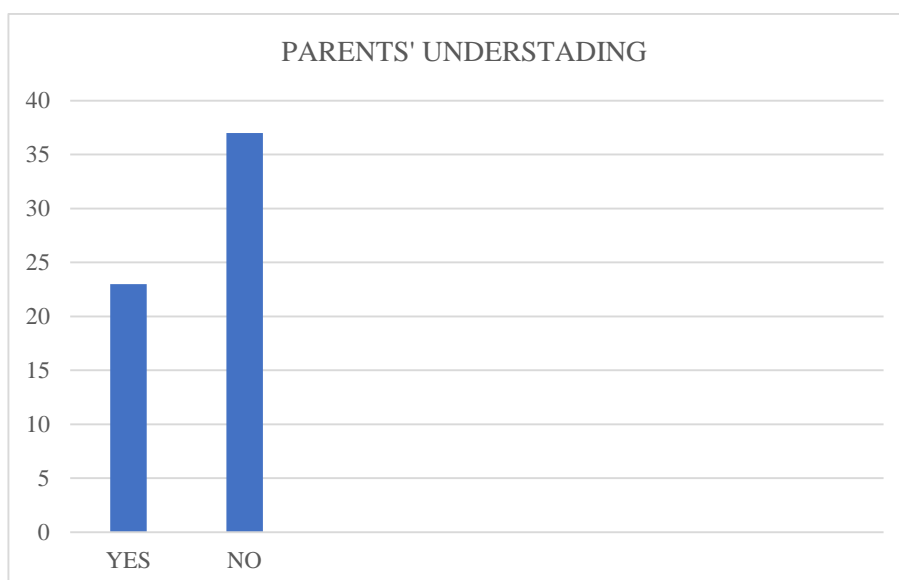


FIGURE 4.5 DISTRIBUTION OF RESPONDENTS BASED ON THE PARENTS UNDERSTANDING ABOUT THE THOUGHTS FEELING AND EMOTION ABOUT THE STUDENTS CAREER

Majority of parents are unaware of thought feelings and emotion of their children. Parents tries to impose their expectations on children. Hence the dreams of children collapse and are unable to follow the passion. Only 38.3% of parents understand their needs and wants and rest of 61.7% cannot.

TABLE 4.5 DISTRIBUTION OF RESPONDENTS BASED ON THE PARENTS ENCOURAGEMENT TO SPEAK ABOUT DIFFERENT CAREER OPPORTUNITY

SL NO	PARENTS ENCOURAGEMENT	FREQUENCY	PERCENTAGE
1.	YES	16	26.7
2.	NO	44	73.3
	TOTAL	60	100

Only 26.7% of parents encourage their children to speak about different career opportunities and they gave a space to explore as much as. Rest 73.3% of parents doesn't give a space to open up. They order their children to follow the expectations of them. Some of the parents don't even interact eith thr children properly.

TABLE 4.41 DISTRIBUTION OF RESPONDENTS BASED ON THE INCOME OF PARENTS AFFECTING THE CHOICE OF INTEREST

SL NO	INCOME EFFECTING THE CHOICE	FREQUENCY	PERCENTAGE
1.	YES	43	71.7
2.	NO	17	28.3
	TOTAL	60	100

There is a relationship between income of parents and the choice of interest. Every parent cannot afford the cost of education thus the students have to sacrifice their dreams. Only 75.7% of respondents are able to follow up their choice of interest. Rest 28.3% are unable to follow their passion as they cannot afford the fees structure.

TABLE 4.42 DISTRIBUTION OF RESPONDENTS BASED ON THE PARENTS MANAGING THE EDUCATIONAL EXPENSES REGARDING THE STUDIES

SL NO	MANAGING FINANCE	FREQUENCY	PERCENTAGE
1.	YES	16	26.7
2.	NO	13	21.7
3.	SOMETIMES	31	51.6
	TOTAL	60	100

Managing the finance sector of studies is a tedious task. Majority of parents tries to balance the finance of the studies as they prioritise the education. 26.7% are able to manage the finance rest of 21.7% are unable to manage it. 51.6% of parents are able to maintain it but not regularly. Managing the finances of studies can be a significant challenge for many individuals. The cost of education, including tuition fees, textbooks, accommodation, and daily expenses, can put a strain on financial resources. Balancing the costs of education with other financial responsibilities, such as rent, bills, and personal expenses, can be overwhelming.

TABLE 4.43 DISTRIBUTION OF RESPONDENTS BASED ON THE MANAGEMENT OF FINANCE OF STUDENT AND SIBLINGS

SL NO	MANAGEMENT OF BOTH	FREQUENCY	PERCENTAGE
1.	YES	13	21.7
2.	NO	18	30
3.	SOMETIMES	17	28.3
4.	NA	12	20
	TOTAL	60	100

The table shows the management of finance of student and the siblings at the same time. Majority of people cannot afford the management of finance of both at the same time. Only 21.7% are able to manage it properly. Managing the finances of multiple children in studies simultaneously can pose significant challenges for families. The cost of education for each child, including tuition fees, textbooks, school supplies, and extracurricular activities, can quickly add up. Balancing the expenses of multiple children in studies requires careful budgeting and financial planning. It may be necessary to make difficult decisions regarding priorities and allocate resources accordingly

TABLE 4.44 DISTRIBUTION OF RESPONDENTS BASED ON THE PARENTS WARNING TO CHOOSE CAREER BY FINANCIAL STATUS

SL NO	PARENTS WARNING	FREQUENCY	PERCENTAGE
1.	YES	36	60
2.	NO	24	40
	TOTAL	60	100

The above table indicates that majority of parents have warned to choose a career due to their financial status. Parents tries to give a warning signal regarding the financial status. It clearly indicates that they cannot afford the finance of further studies and advice the children to get top marks to get the admission by free of cost. Majority of parents communicates this with children.

Kazi, A.S. and Akhlaq, A., 2017. Factors Affecting Students' Career Choice three male and one female respondent remarked that they would have like to secure admission to a private university, but that is too expensive and unaffordable. Parents already has warned about the finance and stimulate them to get an admission on a government college.

TABLE 4.45 DISTRIBUTION OF RESPONDENTS BASED ON THE ACADEMIC STRESS FROM PARENTAL PRESSURE

SL NO	ACADEMIC STRESS	FREQUENCY	PERCENTAGE
1.	YES	42	70
2.	NO	18	30
	TOTAL	60	100

Majority (70%) of students experience academic stress as the parents constantly tells them to study. They impose the expectations to their children and reminds them of achieving it. The quarterly exam, half yearly exam and annual exam became a night mare to children.

According to Sunmeet Kour (2018) "Academic stress parental pressure depression and self-efficacy among adolescent students in Kashmir valley" Significant positive relationship has been found between pressure from study factor of academic stress and parental pressure among adolescent students. → Significant positive relationship has been found between workload factor of academic stress and parental pressure among adolescent students.

TABLE 4.46 DISTRIBUTION OF RESPONDENTS BASED ON THE WORRY OF STUDENTS ABOUT THE GRADES OF ACADEMICS

SL NO	WORRY ABOUT GRADES	FREQUENCY	PERCENTAGE
1.	YES	24	40
2.	NO	36	60
	TOTAL	60	100

Only 40% of students are bothered about their grades and rest of them are least bothered. Students often worry about their grades or marks during their studies due to various reasons. Firstly, grades are often perceived as a measure of academic success and achievement. Students may feel pressure from parents, teachers, or even themselves to excel academically, as high grades are often associated with future opportunities, such as college admissions or career prospects. The fear of not meeting these expectations or falling behind can create anxiety and stress. Secondly, grades are often seen as a reflection of personal worth or intelligence. Students may internalize their grades, associating them with their self-esteem and identity. The fear of failure or receiving lower grades than desired can lead to feelings of inadequacy and a sense of being judged by others

According to Sunmeet Kour(2018) “ Academic stress parental pressure depression and self- efficacy among adolescent students in Kashmir valley” Significant positive relationship has been found between worry about grades factor of academic stress and parental pressure among adolescent students

TABLE 4.47 DISTRIBUTION OF RESPONDENTS BASED ON THE EXPECTATIONS OF PARENTS IN ACADEMICS CREATING STRESS

SL NO	EXPECTATIONS AND STRESS	FREQUENCY	PERCENTAGE
1.	YES	44	73.3
2.	NO	16	26.7
	TOTAL	60	100

The table mentions that 73.3% are facing academic stress by parental expectation. Some of the parents tries to impose their expectation on children and some of them constantly repeat the same matter again and again while involving in a conversation. Rarely some of the parents gave them a space to follow their dreams. According to Dhiwal, Sharddha Dilip (2016)” Career Aspiration and Self Discrepancies Among Higher Secondary Students a Study with reference to Parental Aspiration” Out of the total student respondents, 42% students aspire to study Graduation, 33% aspire to become Post-Graduates, and 27% aspire to study Post-Graduation with Professional Degree. While, 38% sampled student respondents perceived that their parents expect them to study up to graduation, 33% of them perceived that their parents expect them to study up to post-graduation, and 22% percent sampled student respondents perceived that their parents expect them to study up to post-graduation with a professional degree.

TABLE 4.48 DISTRIBUTION OF RESPONDENTS BASED ON THE INDICATING THE COMPARISON GIVEN BY PARENTS WITH OTHER CHILDREN

SL NO	COMPARISON	FREQUENCY	PERCENTAGE
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1.	YES	52	86.7
2.	NO	8	13.3
	TOTAL	60	100

Majority of parents compare their children with other children who has acquired more marks or by any kind of achievement. They don't even try to analyse the potential of their children. Only 13.3% of parents give a space to think and explore their dreams and paves the way to follow their passion. The tendency of parents to compare their children with others can stem from various causes. Mainly, societal pressures and cultural norms can play a significant role. In some cultures, there is a strong emphasis on academic or extracurricular achievements as a measure of success, leading parents to compare their child's accomplishments with those of others. They may believe that comparing their child with others will motivate them to perform better or meet certain expectations. Moreover, parents may have their own unmet aspirations or unfulfilled dreams, projecting those onto their children and using comparisons as a means to live vicariously through them.

TABLE 4.49 DISTRIBUTION OF RESPONDENTS BASED ON THE DESPONDENCY IN CHILDREN DUE TO COMPARISON

SL NO	DESPONDENCY	FREQUENCY	PERCENTAGE
1.	YES	44	73.3
2.	NO	16	26.7
	TOTAL	60	100

Majority (73.3%) of parents' comparison has created a stress in children. Comparing the children with the other children is the worst part of one's life. It can even leads to the destruction of self-confidence, self-reliance and self-esteem. For a longer term it can create a despondency in one self. Majority of parents compare their children with the other children without knowing their inner feelings and thought. Comparison with other children by parents can create despondency in children in several ways. Mainly, constant comparison can lead children to develop a negative self-perception and low self-esteem. When children are repeatedly told they are not as good as others or are constantly reminded of their shortcomings, they may start internalizing those messages and believe they are not capable or worthy.

TABLE 4.50 DISTRIBUTION OF RESPONDENTS BASED ON THE CHOICE OF THE SUBJECT IS SHAPED BY ANY SORT OF PREJUDICE

SL NO	PREJUDICE	FREQUENCY	PERCENTAGE
1.	YES	33	55
2.	NO	27	45
	TOTAL	60	100

Majority (55%) of students have taken the subject due to the prejudice exist in the society. The common prejudice in the society is “science is better than other stream”. Parents and stick on to that without researching the scope of other subjects. Respondents don’t even consider their potential, talent or skills or the future aspects of it. If certain subjects are deemed more prestigious or socially valued, students may feel compelled to choose them to gain societal approval or conform to societal expectations. Additionally, stereotypes and biases associated with specific subjects can influence students' decision-making.

TABLE 4.51 DISTRIBUTION OF RESPONDENTS BASED ON THE FAMILY INFLUENCE ON CAREER CHOICE

SL NO	FAMILY INFLUENCE	FREQUENCY	PERCENTAGE
1.	YES	46	76.7
2.	NO	14	23.3
	TOTAL	60	100

The table shows that majority (76.7%) of respondents have taken the subject by the family members. After the arrival of the 10th std results many of the family members form an opinion on the career of the students. This leads to confused state of mind. The student may choose the stream of subject out of the pressure of family members. The table indicates that majority of the family members influence the choice of career. Family can have both positive and negative influences on an individual's career choice and its subsequent effects. Positive family influence can provide support, guidance, and encouragement in exploring and pursuing career options. On the other hand, negative family influence can hinder career choices and have adverse effects. Negative family influence can lead to feelings of resentment, lack of fulfilment, or pursuing careers solely to please others.

TABLE 4.52 DISTRIBUTION OF RESPONDENTS BASED ON THE PEER INFLUENCE ON CHOICE OF INTEREST

SL NO	PEER INFLUENCE	FREQUENCY	PERCENTAGE
1.	YES	23	38.4
2.	NO	37	61.6
	TOTAL	60	100

The table indicates that peer influence can have a significant impact on children, both positive and negative. Children often look to their peers for acceptance, validation, and a sense of belonging. It is when a student chooses to do something which are valued

and accepted by friends. In reality, it can be positive or negative. Here about 38.4% are influenced by peer groups. Positive peer influence can motivate and inspire children to excel academically. On the other hand, negative peer influence can hinder children's academic progress.

According to Hashim, H. M., & Embong, A. M. (2015). Parental and Peer Influences upon Accounting as a Subject and Accountancy 8.59% of male students did not agree that they took the subject of AP/Commerce because of their friends. 68.14% agreed on the matter while 13.28% was not sure of the answer. For female students, only 7.14% did not agree that they took the subject because of their friends. Meanwhile, 82.65% agreed on the peers influence on their decision making and other 10.2% were not sure. Overall, only 11.32% for both male and female students did not agree that they took the subject because of their friends while 77.35% agreed with it.

TABLE 4.53 DISTRIBUTION OF RESPONDENTS BASED ON THE CONFIDENCE TO CHOOSE A CAREER WITHOUT FAMILY INFLUENCE

SL NO	CONFIDENCE	FREQUENCY	PERCENTAGE
1.	YES	24	40
2.	NO	36	60
	TOTAL	60	100

Only (40%) of students have the confidence to choose a subject without a family influence. Before choosing anything the first thing that comes to the majority of students is the opinion of parents. Approval of parents is required to move on to the next stage of life. Even though they are confident enough to choose a career respondents expect an acceptance from parents. 60% of respondents are unable to choose a career without family influence.

TABLE 4.54 DISTRIBUTION OF RESPONDENTS BASED ON THE CHOICE OF CAREER REFLECTING THE WISHES OF PARENTS

SL NO	WISHES OF PARENTS	FREQUENCY	PERCENTAGE
1.	YES	49	81.7
2.	NO	11	18.3
	TOTAL	60	100

Majority of parents expect their children to fulfil their expectations. The above table mentions that 81.7% have a huge expectation on their children. They constantly explain about their expectation. A scripted version of parents is imposed on their children.

TABLE 4.55 DISTRIBUTION OF RESPONDENTS BASED ON THE EXPECTATION OF PEOPLE FROM YOUR CULTURE TO CHOOSE A CERTAIN CAREER

SL NO	CULTURE	FREQUENCY	PERCENTAGE
1.	YES	16	26.7
2.	NO	44	73.3
	TOTAL	60	100

Only 26.7% of respondents are still following the cultural values and norms to choose a career. Rest of 73.3% came out from the cuckoo and started exploring.

TABLE 4.56 DISTRIBUTION OF RESPONDENTS BASED ON THE CAREER EXPECTATION OF PARENTS DEPEND ON GENDER

SL NO	CAREER EXPECTATIONS ON GENDER	FREQUENCY	PERCENTAGE
1.	YES	23	38.3
2.	NO	37	61.7
	TOTAL	60	100

Only 38.3% parents have the expectation on culture based on gender. Generally speaking, Majority of girls are not allowed for working in armed forces, and boys are not allowed to do the household chores. Gender stereotypes play a significant role in shaping career choices and can have a profound impact on individuals' professional paths. Societal expectations and norms often associate certain careers with specific genders, leading to the perpetuation of gender-based stereotypes. This can limit opportunities and create barriers for individuals who wish to pursue careers outside the prescribed gender roles.

Gender stereotype still exist in the society. While current research reports on the influences of both mothers and fathers, there is still an imbalance on the effects of daughters and sons. It seems that researchers tend to highlight the career aspirations of girls more so than boys (Hesse-Biber & Carter, 2000; 27 Jacobs, Chhin & Bleeker, 2006; Lavine, 1982).

TABLE 4.57 DISTRIBUTION OF RESPONDENTS BASED ON RELIGION/SPIRITUALITY WHEN MAKING CAREER

SL NO	RELIGION / SPIRITUALITY	FREQUENCY	PERCENTAGE
1.	YES	14	28.3
2.	NO	46	76.7
	TOTAL	60	100

The table represents that expectations of the family to consider religion/spirituality while choosing a career. Only 28.3% of respondents are obsessed with this. Rest of them are not bothered about it.

TABLE 4.58 DISTRIBUTION OF RESPONDENTS BASED ON THE INDUCIVE BEHAVIOUR OF PARENTS TO GET IN TO A GOVERNMENT JOB

SL NO	GOVERNMENT JOB	FREQUENCY	PERCENTAGE
1.	YES	42	70
2.	NO	18	30
	TOTAL	60	100

Government job in India have been the most preferred options for decades, considering their job security, improved pay structure, work life balance, medical benefits and post-retirement benefits. After considering all of these parents induce their children to get into a government job. Majority of parents are obsessed with government job and compel their children to prepare for it. It can act as a hindrance to their passion. The table clearly mentions that only 30% of parents are understanding needs and desires of children.

TABLE 4.59 DISTRIBUTION OF RESPONDENTS BASED ON THE INDUCIVE BEHAVIOUR ACTING AS A BARRIER TO YOUR PERSONAL CHOICE

SL NO	BARRIER	FREQUENCY	PERCENTAGE
1.	YES	28	46.7
2.	NO	14	23.3
3.	NA	18	30
	TOTAL	60	100

Parents inductive behaviour acts as a barrier to the personal choice of interest. Looking for all the benefits of government job doesn't make any sense in one's life. The job satisfaction should also be considered. 46.7% of respondent's dreams are getting shattered due to the inductive behaviour of parents.

TABLE 4.60 DISTRIBUTION OF RESPONDENTS BASED ON THE VALUES AND BELIFS PERTAINING TO CAREER CHOICES EXPLAINED BY PARENTS

SL NO	VALUES AND BELIEFS	FREQUENCY	PERCENTAGE
1.	YES	23	38.3

2.	NO	37	61.7
	TOTAL	60	100

The table clearly shows that only 38.3% of parents explained their values and beliefs to their children. It is to consider those values and beliefs before getting in to a job. The respondents should not go beyond values and beliefs. Rest of them are least bothered about it.

TABLE 4.61 DISTRIBUTION OF RESPONDENTS BASED ON THE REFLECTION OF TALENT ON CAREER CHOICE

SL NO	TALENT	FREQUENCY	PERCENTAGE
1.	YES	19	31.7
2.	NO	41	68.3
	TOTAL	60	100

Only 31.7% of respondent's talent are being utilized in the career choice. They try to bring out their talent to the profession. Rest of them consider it as a profession only.

TABLE 4.62 DISTRIBUTION OF RESPONDENTS BASED ON THE CAREER CHOICE DEPENDS ON HIGH PROFILE SALARY/CAREER CHOICE

SL NO	HIGH PROFILE SALARY / PASSION	FREQUENCY	PERCENTAGE
1	HIGH PROFILE SALARY	45	75
2	PASSION	15	25
	TOTAL	60	100

Majority (75%) of respondents look for high profile salary to work. Only a few of respondents tries to work passionately. The respondents working passionately get job satisfaction and are more creative and evolving in nature.

TABLE 4.63 DISTRIBUTION OF RESPONDENTS BASED ON THE CAREER GUIDANCE CLASS GIVEN TO THE STUDENTS

SL NO	CAREER GUIDANCE	FREQUENCY	PERCENTAGE
1.	YES	60	100
2.	NO	0	0
	TOTAL	60	100

The table indicates that majority of school provide career guidance class to the students. 100% respondents agree with this question. Career guidance classes are provided by bringing a resource person from outside to the students.

TABLE 4.64 DISTRIBUTION OF RESPONDENTS BASED ON THE CAREER GUIDANCE CLASS INFLUENCING STUDENTS TO TAKE DECISIONS

SL NO	INFLUENCE OF CAREER GUIDANCE	FREQUENCY	PERCENTAGE
1.	YES	17	28.3
2.	NO	43	71.7
	TOTAL	60	100

Career guidance classes are provided by bringing a resource person from outside to the students. But the very fact is that majority of students doesn't listen to such classes as they are not feeling interested. Only 28.3% are influenced are able to resolve the confusions regarding their confusion.

TABLE 4.65 DISTRIBUTION OF RESPONDENTS BASED ON THE VIEW OF CURRENT EDUCATION SYSTEM AMONG CHILDREN

SL NO	CURRENT EDUCATION SYSTEM	FREQUENCY	PERCENTAGE
1.	YES	0	0
2.	NO	60	100
	TOTAL	60	100

Students in the Indian educational system are evaluated solely on the basis of their academic performance. This has an impact on kids who struggle in particular subject areas. The main tenet of the Indian educational system is bookish knowledge. Only theoretical knowledge is emphasised; practical knowledge is not. 100% of respondents are not agreeing to the current educational system. They clearly mention that it doesn't gave them any life skills.

TABLE 4.66 DISTRIBUTION OF RESPONDENTS BASED ON THE EDUCATION SYSTEM IN RESOLVING CONFUSIONS IN REAL LIFE

SL NO	RESOLVING CONFUSION	FREQUENCY	PERCENTAGE
1.	YES	0	0
2.	NO	60	100
	TOTAL	60	100

The education system in India focuses only on theoretical knowledge and does not gave a solution to practical life situations. 100% of the respondents are unaware of the basic life skills. It's high time to change the education system, children need more exposure and practical knowledge.

CONCLUSION

Data analysis and interpretation in a research process is the culmination of analysing and making sense of the collected data. It involves summarizing the key findings, drawing connections between variables, and deriving meaningful insights from the data. The conclusion of data analysis provides answers to research questions or hypotheses, validates or refutes initial assumptions, and presents a comprehensive understanding of the research topic. It serves as a critical step in research, as it allows researchers to make evidence-based claims, contribute to existing knowledge, and provide recommendations for future studies or practical applications

FINDINGS

- From the study it is clear that majority (53.3%) of respondents are from plus two.
- The study shows that majority (35%) of respondent's income ranges below 10000.
- Majority (56.7%) of respondents belongs to BPL category. The socio-economic status of majority of respondents are low.
- Majority (28.3%) of respondents choose computer science least (20%) belongs to humanities.
- Majority (31.7%) of parents are unable to recharge the mobile phone of their children and 14% of respondents are able to recharge occasionally. 28.3% of respondents don't even have their own mobile phone.
- The study clearly indicates that 61.7% of respondents choose the stream not out of personal interest and they are not having any determination about their future.
- From the study it is clear that majority (68.3%) of students are not satisfied in studying this course.
- There is a connection between parents' educational attainment and the career choice of children. 25% of children are influenced by parents' educational attainment. Majority of well-educated parents influence their children while choosing a stream.
- Majority (75%) of parent's educational attainment has not influenced their children. Majority of parents are uneducated thus they are unable to influence their children in choosing a stream of subject. They may form opinion on the basis of prejudice, culture, media, newspapers etc.
- Majority (68.3%) of professional background of parents does not affect the choice of interest of children. The person with ancestral property, business etc can affect the choice of interest.
- 38.3% of students are preparing for entrance exam. Among that 6.6% are able to manage entrance exam along with the studies. 31.6% of respondents are unable to balance both of it. Majority (61.8%) of respondents are not preparing for entrance exam. Majority of students felt difficulty in dealing with entrance exam along with the studies.
- Coercive behaviour of parents acts as a barrier to the personal choice of interest in 48.3% of students.
- 61.7% of respondent's parents doesn't understand the thoughts feelings and emotions about their student's life and their career as they wish their child to follow the guidance given by the parents. Interest of parents are prioritised more.
- Majority (51.6%) of parents are able to manage finance occasionally. 21.7% of parents are unable to manage finance of respondents. Among that 60% of parents have warned to choose a career by considering financial status. The main aim of parents is to get an admission in government college so that their child can study for free of cost. Self-financing colleges are not affordable for them.
- Majority (30%) of parents cannot afford the finance of respondents and their siblings simultaneously. It's a difficult task to manage the finance of respondents and the siblings at the same time and also some of the parents who can't afford the expenses has warned them about this before choosing a stream.
- Majority (70%) of students has experienced academic stress from parental pressure as the parents compel them to study and score high marks. Parents have a great expectation on children and it is imposed on children and leads to stress.
- Majority (86.7%) of parents compare their child with other child thus 73.3% of them felt a despondency in themselves and the rest of 26.7 % are not bothered about it.
- Only 38.3% of children follows choose career based on certain values and beliefs. Certain orthodox families compel their children to follow the same pattern of culture as they follow. They want their culture to be maintained and followed. Thus it restrict a child to grow and develop. The skill and talents remain hidden for ever.
- There exists a prejudice that science is better than any other subjects and some of them has been influenced by this. About 55% of students have choose this stream out of prejudice.
- Majority (75%) of respondents are seeking for a high-profile salary job. Most of the respondents limit their potential by studying only with aim of getting a job with high-profile salary. Students lack a sense of self confidence to study a subject of their choice and create a niche for themselves to work passionately.
- 100% of students does not agree with the current education system. They stubbornly express their views that the education system in India focuses only on theoretical knowledge and does not gave a solution to practical life situations. Many of the respondents are still unaware of the basic life skills. The education system prepares children only for the examination not for being a better citizen.

SUGGESTIONS

- Evaluate child's aptitude, strength and weakness.
- Help the child in discovering his/her own passion.
- Motivate the child in pursuing a career.
- Inform the child regarding all aspects of career and help them to gain information.
- Seek professional help when required.
- Stop the child from falling prey to peer pressure and herd mentality.

CONCLUSION

For a person's professional trajectory, choosing a career is a critical choice. A child's decisions are modelled by parental influences because the decision-making process begins relatively early. Positive parental influence involves nurturing their children's interests, fostering a supportive environment, and encouraging exploration of different career options. Such influence can enhance confidence, motivation, and a sense of

purpose in pursuing a fulfilling career. However, negative parental influence, such as imposing rigid expectations or discouraging individual passions, can hinder personal growth and limit career prospects. However, negative parental influence, such as imposing rigid expectations or discouraging individual passions, can hinder personal growth and limit career prospects. Striking a balance between parental guidance and allowing autonomy for the child to make their own decisions is crucial. Ultimately, fostering open communication, respect for individual aspirations, and providing a nurturing environment can empower individuals to choose a career path aligned with their true passions, values, and goals, leading to greater fulfilment and success in their professional lives. Affectionate, tolerant, stimulating, and performance-oriented parents are more engaged in their students' career growth. Additionally, children who feel secure are more receptive to mentoring and career exploration. There is a relationship between father preference and mother occupation, father preference and mother occupation, father's occupation and mother's occupation, father's occupation and career, and mother's occupation and career, as well as parental influence on students' career decisions. Students' vocational decision-making autonomy is limited to what their parents wish. The pressure to pursue a career student are not interested in, the perception that your parents' expectations come before your own desires, and the inability to explore other career options due to parents' expectations are some potential drawbacks of parental influence on career choice. While it's true that the parents want the best for their children, students should never forget that this is their life and they should pursue a career that they are enthusiastic about. Overly controlling parental behaviour can prevent children from developing independence and autonomy in their job decisions. Instead of pursuing their own hobbies and passions, kids may feel pressured to live up to their parents' expectations. Resentment, dissatisfaction, and even depression may result from this. Additionally, due to their parents' expectations, kids might not be able to explore many job alternatives. This may make it more difficult for them to find a job they truly enjoy and find fulfilling. Parents should encourage their kids' job goals without pressuring them into a field in which they have no interest. Students who are forced by their parents to choose a particular school or vocational path may experience extreme levels of stress and anxiety. Even if it conflicts with their own interests and passions, student may feel pressured to live up to their parents' expectations. Student's stress levels may also be exacerbated by the feeling that they have no control over their own lives. Parents should encourage their kids' ambitions but refrain from pressuring them into a course of study or career that they are not passionate about. Both the parent and the child may feel less stressed and anxious as a result.

The Indian educational system places a strong focus on rote memorization rather than critical thinking and problem-solving abilities, which is one of its major flaws. Vomiting and reciprocating the taught knowledge on paper doesn't make any child to explore and grow wings to fly high. Our Indian education system failed to produce young mind with vision. Most of students limit their potential by studying only with the aim of securing a job only to receive a high amount of salary. This may prevent pupils from using their knowledge in practical settings and may limit their capacity for invention and creativity.

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