Career Choice and Career Management Process of Higher Secondary Science Students A Systematic review of literature

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Abstract

The primary purpose of this research study was to investigate the numerous aspects that played a role in influencing the professional path that a student ultimately decided to pursue. Students might not have all the information they need about the industry/organization they want to work in when it comes time to choose a career path for them. Students could be interested in particular aspects of a field of work, but they might not be aware of the challenges that come along with it. Rather than following in the footsteps of those who came before them, students should base their career choice on practical considerations that are supported by relevant information and experience and that depend on an analytical approach. This will allow students to select the path that is most suitable for them in light of their capabilities, interests, and skills. Because it is one of the most important factors that can change people's life and because it deserves to be handled seriously without being swayed in any way.

The purpose of this research is to learn how students who are majoring in science in higher secondary science school feel about having to make a decision about their future careers. The research also investigates the process of career management, which plays an important part in the formulation of acceptable career decisions for higher secondary science students with the goal of maximising the students' potential for a bright future and sustained progress. It also investigates the relationship between work commitment and job satisfaction as shown by career management practises and career planning strategies. There is a strong connection between career planning and career management, as well as job satisfaction and professional dedication. Students seem to benefit from using social media while making career decisions.

Methods of empirical analysis that are founded on primary research are utilised in this study. The data suggest that both male and female students have a moderate level of career awareness, and there was a lack of a high level of such knowledge among students. In addition, it is highly vital for schools to provide classroom discussions and career counselling for kids in order to raise their level of awareness. In addition, guidance counsellors are required to be appointed in all secondary schools on a consistent basis.

There was a total of 400 pupils, These students were enrolled in educational institutions of higher secondary science level in the Western Odisha. This study makes use of the Random Sampling Method, which is founded on the core methodology of utilising standardised questionnaires. A 5-point Likert scale is used to evaluate the replies of the person who is the focus of attention. The ANOVA, T-Test, Regression, and Correlation procedures are used as statistical tools for the purpose of obtaining and interpreting the data contained in the study. In order to do all of the statistical computations, the software SPSS 20 was used. The findings

provide strong support for the role of career management and influencing factors, which demonstrate a considerable and promising impact on the students' perception when it comes to the process of choosing career decisions.

Introduction

In recent years, India has developed and implemented a National Education Policy (NEP) 2020, which aims to provide an education that is both inclusive and of a high quality in an equal fashion. With the goal of making India a centre of knowledge on a global scale, efforts are being made to reform the country's existing educational system through an approach that is inclusive, participatory, and holistic. The new education policy places an emphasis on a multidisciplinary approach to learning with the goal of closing the skills gap that exists in the current educational system and better preparing students to meet the demands of the future in terms of technology, analytical thinking, innovation, and other such topics. It paves the way for new learning as it has a significant impact on modifying the students' learning environment as well as the method through which they acquire knowledge.

The academic disciplines of science, engineering, technology, and mathematics (combined referred to as STEM) are flourishing, and education must prioritise teaching these subjects. It strengthens the STEM education procedure by adding multiple strata of learning, and it gives a convenient pathway to collect STEM learning and procedure based on upgrading mode. This is all made possible by the NEP programme. Because it promotes holistic learning, empirical research, hands-on experience learning, analytical thinking that is problem-solving based, discussion-based analysis that is critical thinking based, and so on. In addition to this, it incorporated forward-thinking technologies such as machine learning, artificial intelligence, computational thinking, and design thinking into the foundational years of education as a central method of scientific inquiry.

Because it will ultimately define the kind of work that they want to do in the future, selecting a job can be a challenging decision for a person who has recently completed their education. The decision to pursue a certain line of work is a highly significant step in the course of a person's life, and making the appropriate selection is critical to achieving success and contentment in one's life overall. Any student should consider their options for their future careers beginning with their secondary schooling. In order to successfully complete this decision-making process, in-depth research and a crystal-clear comprehension of all of the accessible choices are necessities. Students typically lack maturity when they are teens; hence, they require appropriate interaction, direction, and ongoing assistance in order to arrive at an informed decision regarding their future careers. It is essential to equip these pupils with an open mind and a welcoming environment so that it is simpler for them to obtain a firm grasp on a variety of subjects before arriving at a conclusion.

The process of managing work, acquiring new skills, and making transitions in order to make a seamless progression toward an individually defined and always shifting future is what constitutes career development. To be able to provide students with the appropriate assistance, service providers and policymakers need to have the fundamental knowledge, characteristics, and abilities that should ideally be inherent in assisting people in developing plans for lifelong learning that actually interface with their career pathways. When it comes

to making plans for their future, one of the most important decisions that students need to make is, first and foremost, the job path they want to pursue. The decision that they make now will have a significant impact on them for the rest of their lives. The environment in which students are raised may have an impact on the career paths they choose.

The circle of friends that a student keeps can have a significant bearing on their development as an individual. The extent to which a student's parents completed formal education is, in most instances, a significant factor in determining whether or not the student will continue their education. It's possible that the student was motivated to start their own business by someone they saw on television, or perhaps the student's parents asked them to run the family business. These factors can have an effect, either directly or indirectly, on the choices that a student makes with relation to any professional endeavour. This decision is influenced by a number of factors, including family, a person's passions and interests, previous experiences, and pay. In addition to the aforementioned factors, a student's ethnicity and gender may also have a role in the career route that they decide to pursue. There are higher proportions of women or members of a certain ethnic group working in some professions compared to others. Any individual who a student admires or regards as a role model, either personally or professionally, has the potential to play a substantial influence in influencing the student's decision regarding the area of study that they will concentrate on. They could be a parent, a teacher, a mentor, or even an employer from quite recently. Students might not have all the information they need about the industry they want to work in when it comes time to choose a career path for themselves. Students might have to take additional math and scientific classes in order to fulfil the employment requirements. Students could be interested in particular aspects of a field of work, but they might not be aware of the challenges that come along with it.

Choosing a career path takes up an important part of a young person's life and should not be taken lightly. The career path that a student chooses to pursue has a direct bearing on their health and happiness in the long run. It's not uncommon for students to graduate college without a clear plan for their lives afterward. Students should gain personal experience in the field they are considering entering before making a final decision about what they want to do for a living. When it comes to making a decision about a future profession, a student's personality might be a deciding factor. There are quite a few fields of work that prioritise particular characteristics of character in prospective employees. Extroverts are required for certain jobs, such as salespeople, so that they can effectively interact with customers.

An individual's personality is a crucial aspect that plays a role in choosing the career route that an individual would choose. Students should not be the type of people who put off making important life decisions until they are cornered or coerced into making a choice; rather, they should begin investigating potential careers at an early age while maintaining a self-motivated and self-driven mindset. Since a student's grades can have a substantial influence on the opportunities available to them in the future, it is vital that those grades be treated seriously. In order to make intelligent judgments regarding one's professional life, one must have an in-depth understanding of both oneself and one's personality. The number of available options is the third factor that has had a role in the employment choices made by students. The extent to which students believe they will have opportunities to pursue particular career paths may be influenced by the availability of such paths. Education is the

most essential and crucial instrument for everybody in society, not merely for the purpose of achieving one's own personal goals and ambitions, but also for the purpose of contributing to the growth of society as a whole. The "differential function" of education is that it caters to the different requirements, preferences, and talents of people by giving a diversity of experiences. The "development function" of education is that it enables individuals to improve their own perspective and capabilities. The "integrated function" of education is that it specifies cultural assimilation by developing a common base of shared attitudes, ideas, and beliefs among individuals.

These three functions are the three primary purposes of education. It is essential to finish one's higher secondary school since doing so bridges the knowledge gap that exists between primary and secondary education. Every student should make sure they complete this stage of the educational process because it prepares them for the next level of their education as well as the workforce of the future. The secondary level consists of classes IX and X, whilst the higher secondary level consists of classes XI and XII. The primary level is comprised of kindergarten through eighth grade. Children who are enrolled in secondary schools are normally between the ages of 14 and 16, while those who are enrolled in higher secondary schools are between the ages of 16 and 18. It paves the way for financial success, radical economic change, and equitable social conditions. It gives young people their first taste of the job market and gives them the opportunity to become responsible members of society while contributing to the socioeconomic development of the nation.

The kind of secondary schooling a child pursues in their teenage years can have a considerable bearing on the adult life they lead. In addition to establishing a child's educational foundations, a child's higher secondary education is vitally crucial for shaping and guiding the child's future. The guidance and counselling services should be an integral component of the overall student's service division in every higher secondary school. These services should be included in the department. Counselors and assistance are two of the most essential mechanisms that schools have in place to assist students in developing the skills necessary to address their own troubles, comprehend what those troubles are, and make the needed modifications to their lives in response to those problems. These mechanisms are designed to help students develop the skills necessary to take control of their lives. Evaluating students, giving them with information, assisting with placement, offering follow-up, and lastly providing counselling are all essential components of advising. In order to provide adequate support for students through counselling and guiding, certain techniques and abilities are required. Because they concentrate on the interests, requirements, and worries of students, counselling and guidance programmes are essential to the entire education of students. Additionally, these programmes are essential to the general growth and development of students.

In recent decades, educational and career counselling has become an increasingly important component of the lives of students, parents, and instructors alike. It has a substantial effect on the preferences and interests of students, as well as the choices they make regarding their future professional lives. One of the purposes of giving education is to make it possible for every student to realise their full academic, professional, emotions, and personal potential. This is one of the aims of giving education. Many young people struggle to advance their careers for various reasons. They don't have a good grasp on what it is that they truly enjoy

doing and what they are capable of. As a consequence, they lack any enthusiasm, information, or passion regarding their career. They struggle later in life due to a lack of problem-solving abilities, lack of flexibility, hesitation, and a resistance to change as a result of gender conventions. Therefore, career counselling is an essential form of help for young people who are struggling with challenges that are common to their professional development. They might benefit from understanding their own requirements as well as the job opportunities that lie ahead of them.

The rise of the industrial economy in the early 20th century saw the beginning of the practise of career counselling and advising. People who receive career guidance have their long-term objectives made moreclear, and they are better able to evaluate their requirements for professional development at various stages of their lives. This enables them to take the appropriate actions to realise their objectives, as well as to have a better understanding of how to select a profession. People in varying stages and ages can gain advantages by engaging in specified tasks and utilising particular services that can assist them in making choices concerning their career, learning, and schooling, as well as manage their careers more effectively. These include career guidance. There are a variety of institutions, including universities, schools, employment agencies, training institutes, and enterprises, that offer career counselling services to its employees. Some of the options include having conversations in groups, engaging in activities on your own, participating in distant learning, or interacting with people in person. Career education can be used as a supplement to career coaching to cover a variety of themes, including self-awareness in addition to job discovery, people and work, the development of decision-making skills, as well as the development of skill sets and knowledge. Adults as well as students should seek out career counselling in order to improve their chances of making intelligent choices concerning their futures in terms of both work and education. These choices can be improved through the application of abilities and information that have been acquired through previous experiences.

Counseling discussions, printed material, career management, group discussion, assessment and training tools centered on information and communications technology are some of the mediums that are utilised in the field of career counselling, and so on. Career counselling can take place in a variety of contexts, including both group and individual meetings. When it comes to providing advice and assistance, having a physical relationship is of the utmost importance. The individual's chosen line of work plays a significant part in the overall trajectory of their life. Students need to be exposed to several career options while they are still in high school so that they may make informed decisions about their future.

During their adolescent years, they would likely reconsider their professional goals. Young people who are unable to take career decisions due to a lack of information and comprehension are more likely to be unemployed. They require effective career counselling to enhance their knowledge, which is a necessary life lesson that will assist them in becoming more self-sufficient and dealing with constantly shifting employment markets while keeping a healthy balance between their careers and personal lives. Students have a large influence on the development of career awareness and future planning.

CAREER

The word "career" refers to an individual's chosen line of work during their whole life and is defined as an occupation or profession, particularly one that requires specialised training. A person's development can also be defined as their progression ora general line of conduct during life or a stage of life, such as when they are engaged in a particular profession or undertaking. The concept of a career is fraught with ambiguity. It refers to the process by which a person, during the course of their lifetime, holds a variety of different employment. Education and various forms of unpaid work experience, such as internships, volunteering, and expeditions, are included in this category. A definition of career like this would encompass aspects such as professional progression, career choice, career advancement, and career changes. A career can take many various forms depending on the individual. Self-reflection is the only way to ensure that one's job choices are well-considered and deliberate, which a prerequisite for achieving professional fulfilment.

A career is a form of self-expression that represents one's values and, as a result, one's identity. Ideally, a person should choose a career that suits his or her personality, and the person should be passionate about the vocation that he or she is pursuing. But in actual life, occurrences like this are extremely rare. This is not a realistic scenario; rather, it is one that exists only in the realm of idealism. It may be possible in the majority of cases to integrate a person's personality with their employment and experience a pleasant existence through systematic career planning and development. This could lead to a happier life for the person.

STUDENTS AND CAREER CHOICE

Learner or someone who is currently enrolled in an educational programme is referred to as a student. The participants in this study are adolescents, a unique time in the life cycle of a human being since it marks the passage from childhood to maturity and ushers in a number of significant shifts in the way a young person lives their life. Each phase in man's evolution can be identified by a defining trait or quality that serves as the stage's linchpin and imparts the phase with its sense of coherence, unity, and individuality. The alterations that take place in the life of an adolescent are the result of changes that take place within the adolescent as well as the expectations that are placed upon them by the society and the environment that they live in.

The Latin verb adolescence, from which we get the English term "adolescence," means "to grow" or "to develop to adulthood." Adolescence is the origin of our word "adolescence." This is the time in adulthood where preparatory practice takes place; it is a false dawn that ushers in the real light. During this time, behavior typically consists of putting one's abilities to the test in some way. Adolescents are no longer considered children from a biological standpoint and are now able to reproduce. Consequently, this psychological maturation is accompanied with the adolescent's growing capacity for independence and the ability to take care of themselves and others. The intellectual development of an adolescent includes the growth of an enhanced ability to think in terms of generalisations and abstract concepts, as well as an expansion of both knowledge and practical judgement, as well as an improvement in common sense. In both the academic and the occupational domain, it is anticipated of the adolescent that they will choose or make progress toward choosing a profession that will provide them with economic support.

The adolescent enters this stage with a broader concept of their identity as separate selves and as self-sustaining individuals who have acquired aspirations, values, and moral commitments that will eventually form the foundation of their philosophy of life. During this stage, the adolescent also gains a more expansive understanding of their purpose in life. The birth of individualism is marked by a significant shift in a person's attitude toward him or herself, and this change in attitude marks the beginning of individualism.

Due to the fact that they were born in the early 2000s, the students who have been the subject of this research are considered to be members of the millennial generation. This generation has been sheltered by their parents and has developed a lot of confidence due to exposure to various situations and informational sources. Although Straus and Howe's generational theory was developed in the context of American citizens, there are many characteristics that are shared by Indians who were born during the same time period. The main explanation behind the parallels between the adolescents of both countries who were born during the latter part of the 1990s and the early 2000s is due to the diminishing distinctions between the two cultures as well as due to the impact of the media. The millennial generation in India is also upbeat, focused on achieving their goals, and deeply committed to their families.

Both positive and bad changes have been brought about in the world of careers as a direct result of the dynamic nature of the current economic landscape, the frequent demographic shifts, the constant technology improvements, and the increasing global marketplaces. It is required of a student in their teens to make judgments about their future careers while keeping in mind the myriad of external factors that influence the working environment. The occupations of yesteryear are gradually becoming extinct, making space for the emergence of newly developed lines of work. Teenagers in today's society could find themselves in a position where they have to choose between various job paths or juggle two careers in order to achieve life satisfaction and keep up with the demands that are placed on them. Inadequate self-beliefs and unattainable goals, in conjunction with the ongoing requirement for teenagers to make decisions and the balancing role they are expected to play, have the potential to contribute to a variety of mental health difficulties in adolescents.

A good number of adolescents go through this stage of life with feelings that are a combination of excitement and dread. They start to question whether or not they are able to handle the obligations that come along with their newly found independence. It is not helpful for an adolescent's development of self-confidence for his or her parents to be anxious and concerned about the adolescent's capacity to deal with his or her problems.

On the contrary, it causes individuals to develop even more negative views regarding themselves and their capabilities. However, there are reasonable reasons for a parent to feel anxious about their situation. Parents of teens typically vent their frustrations about their children's declining academic performance, the amount of time their children waste participating in activities like as gaming and binge-watching television shows, as well as various types of protests. Parents are concerned that their children are not taking the necessary steps to prepare themselves for the increasingly competitive world that they will soon enter. Teenagers frequently express the opinion that their parents behave in an unreasonable, demanding, and needlessly anxious manner. The normal teenager has a lot of complaints about their parents, just like their parents have a lot of complaints about them.

The combination of cultural and social structural elements is what ultimately determines the path that an individual's life will take. The individual's physical and psychological characteristics should be channelled towards a meaningful and committed purpose in order to have a meaningful existence. Rationality and functionality are the primary factors that go into an adolescent's decision-making process. Students in their teenage years are obligated to use their level of competence to make informed decisions regarding their future careers.

The process of deciding on a path to take professionally typically starts around the teen years. Choosing a career path during such chaotic times as now, when there are so many changes occurring, adds to the stress that an adolescent is already experiencing. There is a possibility that the stress is only sensed and not actual. The collision of role confusions and identity cohesions is one of the primary contributors to the complexity of the adolescent years. Knowledge of oneself and a solid sense of one's own identity are key components in successfully navigating through an identity crisis. Confusion regarding one's roles might result in a disposition to put off making significant life choices for as long as possible, which can lead to a pattern of procrastination.

Therefore, when an adolescent is put under pressure to choose a career path and make a decision about it, he or she may experience feelings of inadequacy. As a result, the adolescent may either put off the decision until he or she feels the need to decide, or he or she may make a rash decision in an effort to avoid the complications of making a choice. Alongside this, we also see that one of the most troubling aspects of adolescence is the inability to establish a sense of professional identity.

The notions that an adolescent has about 'who' or 'what' he is have an effect on the vocational interests and plans that the adolescent has. One's choice of occupation is one of the most important determinants of their identity. The decision that a pupil makes regarding a future occupation will have repercussions throughout their entire lives. Together, an adolescent's cognitive abilities and attitudinal traits have an impact on the opportunities and results they will have throughout their lives. High school students have a lot to consider while making decisions about their future careers. When it comes to choosing a career and the consequences that come with it, personality, environment, and opportunities all play a significant impact.

The process of selecting a career is one that is perpetually in flux; it is a process that involves experimenting, learning via trial and error, deliberating, and eventually reaching a conclusion. Choosing a profession is not a straightforward or one-time procedure. The choices of many people's careers evolve over the course of their lives for a variety of reasons, including the desire to do work that makes better use of their interests and talents, the need to change directions following the unavoidable loss of a job, or the desire to return to the workforce after raising children. In order for adolescents to be capable of making decisions that would provide them a sense of fulfillment, they need to be educated about the process of choosing a career. The failure to make an informed decision on one's vocation can have far-reaching and perhaps disastrous effects for everyone.

Choosing a career involves two stages: the first is goal-setting, and the second is taking actionable steps toward achieving those goals. If a person chooses a line of work that does not mesh well with their personality, the individual will make a contribution to the nation's

output that is either detrimental or insignificant. Every adolescent has to have access to guidance and make professional decisions that will allow them to reach their full potential so that society can flourish in a way that is just and equal. On a scale that ranges from personal to career contemplation, today's teens can be placed at either end. Some adolescents are extremely career-minded, and their behavior can always be traced back to some aspect of furthering their professional standing. These adolescents are eager to build successful careers so that they can attain success in their lives.

On the opposite end of the continuum are the adolescents who accept life as it comes, are not overly enthusiastic about thinking about a job, and do not equate being successful in life with being successful in one's career. A person's ability to be successful in their chosen line of work is directly proportional to the amount of career planning that person did while still a teenager, as well as the percentage of those plans that were successfully carried out.

Scope of Career Choice

In today's scenario, students find themselves confused with respect to the career choice post their academics. There are many professional courses available for students. Choosing the right career path frequently turns out to be a difficult task for the students. It is very much essential to begin early and get aware of the best possible career options. The top career options after 12th for better job opportunities are mentioned below:

A list of top career options is available (Stream-wise):

Engineering 4 Years	Medical 5Years	Degree 3Years	Teaching	Others
Eligibility PCM IT	Eligibility PCB	BA	D.Ed	Diploma Courses
CSE	Medicine a	BA- HEP	DIET	Foregin Languages
IT	MBBS- Allopathic	BA- HTP	CT	Fire safety
ECE	BUMS- Unani	BA- Linguistics	UDPED	Journalism
EEE	BHMS- Homeopathy	BA- Economics	ECCED	Home Sci.
CIVIL ENG	BAMS- Ayurveda	BA- Psychology		Tourism
MECHANICAL ENG	BNYS- Naturopathy	BA- Fin Arts		Hotel Management
CHEMICAL ENG	Ag.BSc- Agricultural	BA- Political Sci.		Rural development
AERONAUTICAL ENG	BDS- Dental	BA- Socilogy		Designing
AGRICULTURE ENG	BVSc- Veterinary	BA- Library Sci.		Fashion
AUTOMOBILE	BPT-	B. Sc		Interior

ENG	Physiotherapy			
BIO-MEDICAL ENG	Allied Health Scinces (2/3 /4 Years)	B. Sc-MPC		Jewelry
BIO-TECHNOLOGY ENG	D.Pharm	B. Sc- MEC		Film Making
CERAMIC ENG	B.Pharm	B.Sc- Appli.Math		Direction
INDUSTRIAL ENG	BSc.Nursing	B. Sc-CBZ		Screen Writing
ENV. ENG	BOT-Occupatinal therapy	B. Sc- CPZ		Cinematohraphy
MARINE ENG	BSc-Anesthesia Tec	B. Sc- Horticulture		Editing
MINING ENG	BSc- Cardiac Tec	B.Sc- Computer.Sc		Action
SILK & TEXTILE ENG	BSC-Medical Lab Tec	B.Sc- Home Sc.		Sound Designee
	BSc- Radio Therapy Tec	B.Sc- Bio-chemistry		Management
	BSc- Clinical Optometry	B.Sc- Micro Bio		Finance Management
	BSc- Nuclear Medicine	B.Sc- Bio.Tech		Event Management
	Bsc-Operation Theatre	B.Sc- AnthroP		Hotel Management
	BSc-Physician assistant	B.Sc- Dairy Sci.		
	Bsc-Respiatory care	Other Degrees		
	BMLT-Medical Lab Tec	LLB		
	Paramedical	BBA(Bach.in.Busi.Admn)		
	Dialysis	BCA (Bach.in		

	Technician	Com.Appli)		
	ECG Technician	BBM (Bach.in Busi.Mane)		
	X-Ray Technician	BAF (Bach.in Accur& Fin)		
	DMLT	BFM (Bach.in Fin. Mane)		
	CT Scan Technician	BMS (Bach.in Manag.Stu.)		
	MRI Technician	Dual Degree (4 Years)		
	OT Technician	BA+ Bed		
	Diploma in Hearing language and speech	BSc + Bed		
	DMRT	BA +LLB		
	DMIT	BCom + LLB		
	Diploma in Rural Health care	BBM + LLB		
		BBA + LLB		
		Professional Course		
		ICWA		
		CS		
		CA		
		CPT – ATC (9month), IPCC		
		ITT (100 Hours)		
		NDA		
		Army		
		Navy		
		Air Force		

Common Entrance Test after Intermediate Science

SL NO	Name of The Examination	Conducted By	Application Invited For	Notification Month	Mode of selection	Website
1	OJEE	Govt. of Odisha	B.Tech/Pharmacy /MBA/B.Arch /B.CAT/ B.PLAN/ MCA/M.TECH/	Feb/March	Through state level Entrance Exam	https://ojee.nic.in
2	OUAT	Govt. of Odisha	Agrculture and technology	Feb/March	Through state level Entrance Exam	www.ouat.nic.in
3	JEE (Main)	NTA	Engineering	April/June	Through National level Entrance Exam	tp://jeemain.nic.in
4	JEE (Advance)	NTA	Engineering	April/June	Through National level Entrance Exam	p://jeeadv.iitd.ac.in
5	VITEEE	VIT	Engineering	March	……..	www.vit.ac.in
6	COMED-K	COMED-K UGET	Medical & Engineering	March/ April	………	www.comedk.org
7	AIIMS	AIIMS	Medical	Feb/March	Through National level Entrance Exam	ww.aiimsexams.org
8	NEET	CBSE	Medical	Feb/March	Through National level Entrance Exam	ww.cbseneet.nic.in
9	CMC-VELORE	CMC-VELORE	Medical	……	……….	www.cmch-vellore.edu
10	JIPMER	JIPMER PUDUCHERRY	Medical	………	………	www.jipmer.edu.in
11	BITSAT	BITS PILANI	Integrated Graduate Course	Feb/March	Through National level Entrance Exam	w.bitsadmission.com
12	CLAT	CHANAKYA LAW UNIVERSITY	Law Course	Feb/March	Through National level Entrance Exam	www.clat.ac.in

13	AIEEE	INDIAN COUNCIL OF AGRICULTURAL RESEARCH	Undergraduate in Agriculture	Feb/March	Through National level Entrance Exam	ttp://www.icar.org
14	IIST	Indian Institute of Scince& Technology	B.Tech Integrated	May/june	Based on JEE Advanced	ttps://www.iist.ac
15	IISC	IISC. Bangalore	Targeted Degree Programm	April	KVPY Score/IIT-JEEAdvanced / NEET Exam	www.iisc.ernet.in
16	KEAM	KEAM Govt. of Kerala	Medical, Eng. Agri,Forstry, artchitecture	Feb/March	Common Entrance Exam (For Engg.)/ Based on NEET Score(for Medical)	w.cee.kerala.gov.in
17	CET	Indian Maritime University	Marine Sc. And Tech	June	Common Entrance Test	p://www.imu.edu.in
18	NDA	UPSC	Defence Course	Feb	Through National level Entrance Exam	w.upsconline.nic.in
19	NEST	Dept. of Atomic Energy	Integrated M.Sc .Programm	March	Through National level Entrance Exam	www.nestexam.in
20	NATA	Council of Architecture	5yr B.Arch.	Feb	Through National level Entrance Exam	www.nata.nic.in

THEORETICAL FRAMEWORK OF RESEARCH--The research being done right now has three different ideas working together to form its theoretical framework. In the first place is Geert Hofstede's Cultural Dimension Theory (Hofstede, G. (2003)). in second place is Albert Bandura's Self-Efficacy Theory (Bandura, A. (1977), Bandura, A. (1982)). and in third place is Manuel London's Career Motivation theory. Each of these theories was published in separate years (London, M. (1983)).

CULTURAL DIMENSION THEORY

In an effort to facilitate cross-cultural communication, Geert Hofstede developed the cultural dimensions theory, also known as Hofstede's theory. A paradigm drawn from factor analysis is used to describe how a current societal culture impacts its individuals' beliefs and how these beliefs guide their behaviors. The original concept proposed four aspects for analysing cultural values: autonomy vs. communism, uncertainty aversion vs. comfort with ambiguity, power distance vs. egalitarianism, and male versus female (task orientation versus person-orientation). Hofstede developed a fifth factor, lengthy orientation, after conducting his own study in Hong Kong. This was done to incorporate aspects of values that the earlier paradigm did not include. In the 2010 edition of Cultural and Institutions: Software of the Minds, we find: A sixth dimension, contrasting the ideas of indulgence and self-restraint, was introduced to the model by Hofstede as a consequence of data analysis by co-author Michael Minkov from the World Values Survey (Hofstede, 2003).

Several of the original dimensions have been fine-tuned thanks to follow-up studies, and a distinction has been made between data obtained at the national level and data collected from individuals. When it comes to cross-cultural psychology, Hofstede's work is often regarded as the cornerstone of a major research tradition. Scholars and experts in several disciplines relating to global trade and communication have also found it useful as a reference. It is still a vital reference for topics that cut across multiple civilizations. Many other important cross-cultural studies of values and studies of other aspects of culture, such as social perspectives, have been inspired by it (Hofstede, G. (2003)).

SELF- EFFICACY THEORY

A person's belief in his or her intrinsic ability to accomplish goals is what we mean when we talk about self-efficacy. Self-efficacy is a personal judgement that describes "how well one can execute courses of action required to deal with potential problems." This definition comes from Albert Bandura (1977). Low self-efficacy leads to a lack of persistence, which in turn leads to failure. Those who believe in their own abilities are more inclined to put forth the required effort, which, when well done, yields positive results.

A person's belief in his or her own abilities is crucial to success in any endeavor. It determines a person's ideas about his or her power to impact situations, which in turn substantially influences both the power a person actually possesses to handle challenges in a competent manner and the choices a person is most likely to make. The belief that a person has in his or her power to influence external forces. The degree to which an individual believes they are capable of accomplishing their objectives, tasks, and obstacles is a significant factor. People who have a healthy sense of their own capacity for success are more inclined to regard challenges as opportunities to learn and grow, rather than as obstacles to be avoided. People who have low self-efficacy tend to think that activities are more difficult than they actually are, which leads to poor task planning, decreased performance, and elevated stress levels (Bandura, A. (1977), Bandura, A. (1982)).

CAREER MOTIVATION THEORY

More than two decades have been devoted to the investigation of Manuel London and his colleagues on the nature and scope of career motivation. They hypothesized, and then showed

empirical support for, the existence of three fundamental aspects of job motivation: resilience, insight, and identity. Resilience in the workplace gives individuals the personal motivation to persevere in the face of challenges and setbacks in their careers. Resilience in one's professional life helps a person to keep going even when confronted with challenging circumstances. Additionally, resilience enables an individual to adjust to changing circumstances, even when those circumstances are irritating, discouraging, or disruptive. This is a significant benefit of having resilience. Believing in oneself, having a need for achievement, being prepared to take chances, and being able to work either independently or in collaboration with others, depending on what the circumstances call for, are the building blocks of career resilience.

To have career insight means to have a solid awareness of both oneself and the setting in which one works. When a person has well-developed professional insight, they have a clear and accurate awareness of their own strengths and weaknesses, as well as the aspects of the environment that either support or obstruct their capacity to perform in a given position. Insight into one's career can be defined as the capacity to be realistic about oneself and one's career without engaging in self-delusion. Accurate evaluations and perceptions can be achieved through the development of insight, which can then be utilised to set and pursue professional goals. Insight has been described as the spark that energizes people to act, and resilience has been described as the fuel that keeps the flame alive. An individual's energy, behavior, and performance can all be directed toward a particular set of career goals by developing a career identity. Additionally, the amount to which a person identifies who they are based on their profession is a component of their vocational identity. Occupational identity is comprised of responsibilities held at various jobs, within organizations, and in professional settings. A person with a solid sense of professional identity is motivated by aspirations for success and promotion, admiration and accolades, and the chance to exercise leadership (London, M. (1983)).

Each of the three aspects of what motivates people in their careers complements the others. Resilience, the willingness to keep trying despite obstacles, and daring lay the groundwork for the growth of insightful career knowledge. Resilience also provides the ability to learn from one's experiences. The individual is then in a position to select and pursue a career path that makes the most of his or her abilities once they have gained the energising component of insight, which is created via experiences and contemplation. The course of a working life and the advancement of a career will inevitably involve the experiencing of challenges and roadblocks. Individuals will be forced to reconsider their career identities and reevaluate their career insight gained up to that point in their career development when they are confronted with career barriers.

The degree to which this procedure is beneficial for the long-term success of one's profession is heavily dependent on one's capacity for career resilience. An individual who possesses resilience will be able to objectively evaluate the challenges they face in their professional lives and devise positive responses to challenging circumstances. Therefore, resilience is the basis for generating beneficial insights into both oneself and the working environment. Resilience in one's profession is a key component of career motivation, as it not only enables an individual to cultivate career insight and identity, but it also enables them to effectively manage with the challenges and roadblocks they face along their career path.

The self-efficacy beliefs of the people in a country are influenced by the cultural aspects of that country, which in turn has a role in the choice of careers and the progression of those careers. Individuals can be motivated to pursue their careers to a greater extent by considering cultural factors. People are better able to develop job resiliency when they live in a society that prioritises collectivism and masculinity. Developing one's professional identity is doable in a culture that places a high value on long-term orientation since such cultures foster education and orientation toward the future.

Background of study

The process of assisting learning, which may include the development of knowledge, skills, attitudes, beliefs, and habits, is referred to as education. An event can be deemed educational if it has the potential to significantly shape a person's thinking, feeling, or behavior in some way. J. Krishnamoorthy, a prominent Indian philosopher, held the opinion that proper education should produce in the pupil an intellectual mind that is divided into two movements: the scientific movement and the religious movement. The scientific mind seeks to understand the world by considering and recalling past events. The truth is advancing through society through the religious movement. It is beyond mind and knowing, and it is unionistic as well as empty.

Swami Vivekananda highlighted that the most important component of education is the ability to focus one's thoughts. "Education is the passport to the future, for tomorrow belongs to those who prepare for it now," is a quote often attributed to the famous American educator John Dewey. Because of this, the educational system of any nation must be developed and carried out in such a way that it encourages students to think in both the factual and abstract senses; it assists students in concentrating on the task at hand as well as the future; and it cultivates minds that are capable of being futuristic and productive.

The traditional education system that was used in India featured a number of distinct characteristics and qualities that were not present in the traditional education system used in any other country in the world at the same time. Higher education institutions in India typically focused on teaching disciplines such as Indian religions, mathematics, and logic. The splendor of the old education system, particularly for higher study, persisted until Lord Macaulay in 1835 adopted the education system used in Britain. Dr. P.N. Prabhu has called attention to one of the most notable aspects of the conventional educational system that is practised in India.

Education in India was not subject to any kind of external control or political interference of any kind. The monarchs made it their business to make sure that scholars were able to complete their educations and fulfil their responsibility of passing on knowledge without interference from anyone or anything. According to Herbert Spenser, the purpose of education in India should be the "training for wholeness of life" of both male and female students, as well as the "moulding of character for the betterment of existence." Islamic education became deeply ingrained in Indian culture after the rise of Muslim dynasties to power in India. Grammar, philosophy, mathematics, and law were among the subjects that were taught in Madrasas and Maktabs, and an emphasis was placed on the relationship between the sciences and the humanities. As a result of colonial rule, the Indian languages

were supplanted by English as the language of teaching at the missionary institutions that were established during this time period.

The acquisition of contemporary skills was intended to be the end goal of the educational system in the United Kingdom. There was a significant decline in the number of indigenous educational institutions in India. Up until the country's independence, the literary rate in India increased relatively slowly. The majority of people in Indian society are unable to take advantage of the benefits of formal modern education because of its high cost, its emphasis on the English language, and the fact that people do not see any immediate use for education. This is a drastic change from the past, when every child in the society was literate and could read and write. The introduction of text books attempted to control the thinking Indian mind so that it would only follow what was prescribed in the text books, which had the effect of stifling the Indian mind's ability to think critically.

Since India's independence, the country's educational system has benefited from investments made by both the public and private sectors. It is controlled by Central Government of India as well as the State Government. The Constitution of India recognises access to educational opportunities as a fundamental right. The contemporary education system in India is broken up into many different stages, including pre-primary, primary, middle, and secondary education, as well as undergraduate and graduate education. An education through the secondary level consists of four years: two years at the lower secondary level, and two years at the higher secondary level. Students between the ages of 14 and 16 are able to participate in lower secondary education. The curriculum at this level features a greater focus on subject-specific organisation. The higher secondary education component of the senior secondary education system consists of two years, with the first year beginning when the student is around 16 years old and the second year beginning when the student begins his 18th years. At the senior secondary level, students have the opportunity to select particular tracks, subjects, and careers to study. Science, business, and the arts are the three main paths taken by most students. At the end of their time in senior secondary school, students take a standardised test that is devised by either the Central or State Governments.

The curriculum for senior secondary schools is also chosen by these governments. In addition, pupils who are interested in pursuing a career in medicine, engineering, architecture, or design are required to take yet another competitive exam on an all-India level in order to be accepted into any of India's institutions or universities. Higher secondary schools often provide students with the opportunity to choose a programme of study that is more technical or vocational in nature. The purpose of receiving a vocational education is to acquire both a general understanding of many fields of work and training in specialised areas of study. These classes will prepare you for the workforce. However, due to the absence of industry-school ties, such programmes are not seen as prestigious and do not enjoy widespread participation among students. As a consequence, the original intent of the programme has been rendered moot.

As a result, the Indian Education System encourages students to make a decision between different educational paths either at the completion of their secondary education or at the start of their higher secondary education. When entering the level of study known as the undergraduate level, students are once again urged to make a decision. If a student chooses to

major in science during their time in high school, but finds that they are unable to maintain their interest in the field or are unable to keep up with the rigour of the coursework, they have the option of switching to a liberal arts major during their time in undergraduate school if they so choose. It is common knowledge that the education system for Native Americans has its fair share of problems and obstacles to overcome.

In spite of this, the literacy rate in India is persistently climbing, and the efforts made by both public and private agencies are beginning to show some positive results. The standards of teaching, the infrastructure, and the certification of educational institutions all need to be raised in order to increase the overall quality of education. It is necessary to put a stop to both the over commercialization of the schooling institutions and the government's intervention into politics. Education in India need to be geared toward fostering inclusive growth in its purest form, and the country ought to rapidly evolve into a knowledge hub. For the sake of a more rapid advancement of the nation, its former splendor needs to be revived.

SCHOOL TO COLLEGE TRANSITION

During a moment of transition, the previous life structure is brought to an end, and the foundation is laid for a new one to emerge. The most important things to do during a period of transition are to conduct an evaluation of the current life structure, investigate the opportunities for transformation within oneself and the wider world, and take steps toward making the significant decisions that will serve as the foundation for a new life structure in the subsequent time period. (Levinson, D. J. (1986)). "The process of concurrently leaving one thing, a role, or identity without having totally left it, while at the same time embracing another without being fully a part," is what is meant by the term "transition."

(Levinson, D. J. (1981)).Levinson's theory of adult development is based on research that he conducted on transitions that occur in individuals before and after they reach maturity. These findings are detailed in the theory. The realisation of an adolescent's goals, aspirations, and potential is essential to the accomplishment of a smooth transition process. This goal can be accomplished by careful planning. An individual can be prepared to live, work, and play as fully and independently as possible in the community with the help of a transition plan, which offers the essential structure for doing so. According to Louis (1980), "career transitions" are defined as the span of time during which an individual is changing positions or altering their orientation to a role that they have already held (Louis, M. R. (1980)).As a result, the concept of transition can refer to either the actual process of change or the time period during which that change is occurring. According to Gennep (1909), the process of transition can be broken down into three distinct stages: separation, transition, and assimilation (Gennep, A. (1909)). The ceremony that marks the transition from one social group to another is known in anthropology as a "rite of passage," and it takes place when a person moves on from one social setting to another. It calls for a considerable shift in one's standing in the society. Today, one can legitimately use the word to refer to changes in other facets of life as well, such as transitions in one's job or other areas of life. A model with a similar structure is proposed by Bridges (2004), and it consists of "endings, a neutral zone or in between phase and beginnings." When a student makes the move from school to college, they go through a significant developmental stage in their lives and take on a new role as students in higher

education (Bridges, W. (2004)).When a person decides to withdraw from their existing status and begins making preparations to transition to a new location or status, they have entered the first phase known as "separation."In the context of making the move from high school to college as part of a profession, we can say that the student has reached the separation stage when they have finished their high school education. The period of time between states is known as the second phase transition. During this time, a person has moved on from one location or state but has not yet entered or joined the next. The transition phase of an adolescent's life is the time period after he or she has taken the board exams, is waiting for the results, and is unsure about which college he will be enrolled in shortly. During this time, the adolescent is unsure about which college he or she will be attending. Over the majority of Indian adolescents, this might occur for a period of approximately three to four months between the months of April and July. This stage is the beginning of the transition. The third stage is called the incorporation stage, and it is when the individual receives a new identity and re-enters society with their new status.

Attending college is one of the most life-changing decisions a person can make. It is advisable to start making preparations for the move to college several months before submitting an application. Before beginning to plan for college, one needs to give attention to academic, personal, and social expectations. Students who start college with reasonable expectations are better able to adapt to the many problems that they will face in college than their counterparts who enter college with inflated expectations. Because they have not yet found a way to successfully adjust to their new environment, a significant number of freshmen drop out of college within the first few weeks of their enrollment. They either had an unrealistically high level of self-confidence, inadequate preparation, or both. Even while going through transitional phases, a student can be successful if they have two crucial pillars supporting their success: academic readiness and self-efficacy.

The move from school to college will be a lot easier for the student if they have done sufficient planning and research on a variety of institutions and programmes before choosing the one that is going to be the best fit for them. Students who are self-motivated, have positive adult encouragement, and are supported by peer groups are able to quickly adapt to college life and have an emotionally healthy college life from the start. A student who plans to attend college needs to be ready to investigate new areas of interest, go to new locations, and get to know new people, all while keeping in mind that their primary objective in college is to further their education.

Challenges in the student's academic and emotional lives need to be effectively controlled from the very beginning and should not be allowed to balloon to an unacceptable extent. The ability to work alone and develop a sense of self-reliance are two of the most critical coping skills that pupils should master. A student's move from higher school to college is aided in no little part by their family and friends, as well as their high school and college educators, academic advisers, and career counsellors, as well as the college orientation programmes that they participate in. Students who leave the safe environment of their school and family to attend college in a foreign city or country must better prepare themselves to deal with the requirement that they be independent and responsible in order to thrive in their new environment.

Students who are going from secondary school to higher secondary school still have the responsibility of getting themselves ready for the next chapter of their lives. After finishing their secondary schooling, the majority of students in India select a field of study to pursue. Students are required to give serious thought to a number of factors and comprehend a variety of metrics before selecting their curricular path. Each field of study presents its own unique set of obstacles, which the student needs to be aware of in order to make the switch between fields of study go as smoothly as possible. Before making a decision regarding a course of study, the student has to have the freedom to conduct independent research on both the topic at hand and the syllabus. At this point, it is crucial for the student to conduct an honest evaluation of himself or herself, and he or she must select a concentration accordingly. The goal of every educator and parent should be to provide emotional and practical support to their adolescent students so that they may confidently navigate this period of transition.

Students who are moving on to higher levels of secondary education still have the obligation to get themselves prepared for the next stage of their lives. The vast majority of students in India choose a specialised area of study to follow once they have completed their secondary education. Before choosing a course of study, students are required to give careful consideration to a number of criteria and have a solid understanding of a number of different measures. The student needs to be aware of the specific challenges that are specific to each area of study in order to have the most successful transition possible from one area of study to another. The student has to be able to undertake independent research on both the current topic and the syllabus before making any decisions regarding the student's academic path. This research must be allowed. At this stage in the educational process, it is essential for the student to undertake an honest appraisal of him or herself, and he or she must choose a concentration in accordance with the results of this examination. Every parent and teacher should make it their mission to be there for their adolescent children, both emotionally and practically, so that they may successfully manage the changes that are occurring in their lives. The Central Bureau of Educational and Vocational Guidance was established in India in the year 1954 by the Ministry of Education, which is part of the Central Government of India. Since that time, this bureau has been of great assistance to those seeking direction in their professional lives through the provision of career counselling. This bureau assists in the production and distribution of guidance tools and aids, provides technical assistance for the establishment of bureaus in each state, trains guidance employees, and prepares manuals for addressing educational and professional counseling careers and occupations.

The National Curriculum Framework for School Education (2000) included a draught that mentioned guidance services. These services were primarily mentioned for the purpose of assisting students in choosing appropriate courses to take and choosing a career path after they graduated from high school. They were not mentioned as an intervention to facilitate students' holistic development while they were still in school. The Indian school system has been providing students with guidance and counselling services for some time now, and the draught has been meticulously produced while taking into account the myriad of intricacies involved in the requirement. However, there is an observed deficiency in its implementation, as well as with regard to the ever-increasing requirements placed on pupils in all 50 states.

CAREER CHOICE & DEVELOPMENT

A person's choice of a career refers to the decision that person makes to pursue a specific line of work out of the vast number of different career paths that person is qualified to pursue. A decision like this is made after considering a number of elements, including the person's interests and personality, their aptitude, their socioeconomic level, the prestige associated with the field, the prospects available in the career, and a great deal more information about the person.

The term "career development" refers to the activities that a person does in in order to advance in the career that they have chosen. Such developmental actions could include the educational qualifications pursued by the individual; the training programmes participated in; the employment positions held by the person; and various other developmental efforts adopted by the person for the purpose of succeeding in the selected professional path. A person has expressed interest in pursuing a career in teaching, which requires them to meet the prerequisites for employment in the field before they can be considered qualified. If a person works in a particular field and, during the course of their employment, enrols in workshops and other forms of professional development, this will help them become more skilled in their chosen profession. As a result, we can see that the process of choosing a vocation and developing oneself are intertwined. Because the two ideas go hand in hand and because defining each one of them is an ongoing process, it is difficult to define either phrase individually.

Either ideology or social constructivism serves as the foundation for contemporary theories of career development and choice. The ideas based on logical positivism focus primarily on the person and neglect the influence of the environment on the job choice and growth of the individual. This school of thinking maintains that human behaviour is capable of being measured and observed in an objective manner. The theory of social constructivism is an approach that is diametrically opposed to the philosophy of logical positivism. Social constructivists hold the belief that the surrounding environment has a significant impact on a person's decision-making process. A person can only be understood from a subjective point of reference, and everything in a person's immediate environment is interconnected or interlinked in some way. In the current research, the social constructivist theory is taken seriously, and a wide range of elements that influence adolescents' decision-making regarding their future vocations and overall growth have been investigated.

CAREER MOTIVATION

Throughout one's lifetime, they will come into contact with a great variety of people and situations. Every new experience has the potential to shape a person and contribute to the growth of an interest in a certain field or field of study. It's possible for the person to start investigating this field of interest and also cultivate the required personality traits in order to pursue the selected field of study. Job motivation can be defined as the process of determining a person's interests and the degree to which they want to pursue those interests in the form of a professional career. In addition, the term "career motivation" can refer to the efforts that a person puts out toward the accomplishment of career goals and the attainment of "career contentment."

Career motivation, according to London (1983), is a multidimensional concept that integrates characteristics of requirements, preferences, and character qualities that reflect the motivation, orientation, and endurance of career-related actions (London, M. (1983)). London describes career motivation as a construct that combines these elements in order to explain why people pursue certain careers. Individual traits, such as career identity, career insight, and career resilience, correspond with career decisions and behavior, according to him. Career insight is the component that acts as a stimulant or an energizer. This refers to a person's capacity to maintain a realistic outlook on themselves as well as the occupations they pursue. People who have a high level of career insight have a strong grasp of their own strengths and weaknesses in the workplace, as well as well-defined professional objectives. The direction component is one's professional identity. To this extent, people identify themselves based on the work that they do.

Individuals who have a strong sense of career identity are heavily engaged in the activities of their employers, professional organisations, and/or professions. They have high aspirations of being in a position of authority, gaining recognition, and advancing their careers. The perseverance factor is represented by career resilience. This is the capacity to adjust one's behavior in response to shifting circumstances and to prevail over professional obstacles. Individuals who have a high level of career resilience have a strong belief in themselves, a strong will to succeed, and are prepared to accept reasonable risks in order to accomplish their goals.

A pro-active career behavior comprises the opportunity to utilize a variety of career resources, such as being behaviorally flexible and adaptable in coping with more regular professional transitions; having a feeling of calling concerning a career; having a sense of knowledge of one's career decisions, beliefs, and motivations; and showing positive self-evaluations, identity skills, interpersonal relationship, and emotions literacy. In addition, the capacity to display emotional literacy is a necessary component of proactive career behavior (Briscoe, J. P., & Hall, D. T. (1999), Coetzee, M. (2008). Hall, D. T., & Chandler, D. E. (2005). Judge, T. A., Bono, J. E., Erez, A., & Locke, E. A. (2005). Kuijpers, M., &Scheerens, J. (2006)).

CAREER DRIVERS/ANCHORS

An inner force that determines need based on career is referred to as a career driver. An individual is influenced by what might be described as an inner compulsion. If the requirements of the driver are not met, the individual will experience feelings of disappointment and annoyance. There is a strong correlation between career anchors and career drivers. The term "career anchor" is often reserved for use in conjunction with working professionals. After a person has started their working life, they are able to know what their core professional motives are and comprehend, via self-reflection, the work roles that provide them the most satisfaction in their careers.

On the other hand, career drivers are directly related with a person's job vocation. Individuals are better able to determine their sense of purpose and direction in life as well as choosing occupations that are acceptable when they have a clear understanding of their career drivers.

People's personalities have a significant impact on the drivers of their careers. A career driver helps a one become aware of and clear about the goals that need to be accomplished, and it also assists in locating the resources that will enable an individual to accomplish those goals. There is a fine dividing line between career drivers and career anchors in one's professional life. A person's career might be influenced by a number of different drivers and anchors, or they can be primarily influenced by just one driver or anchor. When an individual has a personal career driver that is clearly defined, they will be able to locate their professional anchor more quickly and, as a result, have more job satisfaction. Self-awareness is helpful in identifying professional drivers and anchors, which are important factors to consider while choosing and pursuing a career that is fulfilling.

Statement of Problem-An investigation was carried out using the responses of higher secondary science students as a sample, and in-depth research was carried out in order to determine which of the possible career paths would be most suitable for science students. Data for this study comes from a mix of primary and secondary sources, and it is analysed using a variety of statistical software, including IBM, Microsoft Excel, and SPSS, among others. In this model, the various options for a student's professional life serve as controls, and the demographic and socio-cultural data of the student serve as the model's variables. The goal of this research is to develop a suggestive framework that can determine which students would benefit most from pursuing a particular professional path. After conducting research on a variety of articles, research papers, journals, books, and blogs, it was discovered that many eminent authors and writers have provided their points on career choices and the management process; however, there is hardly any decision-making tool that can give an output of career option when students enter demographic data and interest areas into it. This was one of the findings of the research. Therefore, the goal of this research has been to develop a model that is capable of the identical tasks described earlier.According to the aforementioned research, it has been found that students in higher secondary schools benefit greatly from receiving career counselling, advice, and decision making instruction. At this point in their education, students understand the significance of having a successful future. The issue emerges, however, when educators and other members of the staff do not know when or how to encourage kids to think about their future careers. A significant amount of research has been done in the past on the topics of parental participation, professional development, and the atmosphere of schools. However, experts have discovered that students need to be aware of the job alternatives available to them from the beginning of their time in higher education. This awareness should be based on the students' interests, potentials, and capabilities.

Studies on impact of parental influence on career choice-There is a never-ending supply of chances for parents who are interested in providing their children with the highest level of support possible, and these opportunities can be found in the form of formal and informal employment settings. Some of the ways this can be accomplished include creating opportunities for children to gain self-assurance within their families, encouraging them to participate in demanding academic pursuits, and fostering informal connections with people who can help them investigate potential career paths. The provision of resources like books

and the depiction of earned and non-paid employment responsibilities are examples of activities that can be regarded forms of parental support and guidance. Other examples of experiences that can be considered forms of parental guidance and assistance include family holidays.A further sort of support and guidance that parents are able to provide for their children is the provision of specific recommendations for educational or occupational paths. Parents can provide their children with a context for understanding the facts of work by simply telling stories from their own experiences in the workplace and modelling appropriate professional behaviors on a day-to-day basis. In addition, the supportive and intimate setting of the family can make it easier to take risks and engage in inquiry, both of which are essential steps in the process of developing a sense of professional identity. It is crucial to bear in mind that while though most people make their first professional decisions during their adolescent years, career development is a process that occurs throughout a person's entire life, and the familial circumstances that influenced the child's early career decisions continue to have an influence on the child throughout their entire life. Parents who are aware of the significant impact they may have on the lives of their children in the future can turn their duties as caregivers into an asset for the entire family with just a little bit of forethought and work.Keller and Whiston (2008) conducted research to determine if there is a correlation between certain parental behaviors and the professional development of early adolescents . According to the findings, the relationship between parental activities and professional decision making self-efficacy tends to be stronger than the connection between parental activities and career maturity. In addition, it seemed that basic psychological parenting practices were significantly more important than career-oriented parenting behaviours. In addition to this, DeRidder (1990) noted out that lesser levels of parental schooling can hold down the growth of adolescent's professional life. This is because adolescents tend to model their professional lives after their parents. When a child is born into a family in which both parents have low levels of education and money, that child's chances of attending college or attaining a specialized occupational goal are significantly diminished, and the child's choice of career is, in effect, predetermined.

In addition to this, the income of the family is still another significant factor that has an impact on the progression of a profession. Middleton and Loughead (1993) defined parental participation in the career development of teenagers as falling into one of three categories:

(a) Positive involvement;

(b) Non-involvement; and

(c) Negative involvement (Middleton, E.B. and Loughead, T.A. (1993)).

It is easy to understand why the majority of adolescents feel uneasy about their choices or expectations for their future careers as a direct result of the unfavourable participation of their parents. In their research, Lease and colleagues (2009) studied the links between mother and father attachment, parental involvement, and professional control locus in relation to self-efficacy in making career choices among college kids(Lease, S.M., and Dahlbeck, D.T. (2009)). They also looked into whether or not the gender of the student made a difference in the dynamics of these connections. According to the findings of a study that used hierarchical multiple regression to analyse the data, attachment plays a substantial effect in the self-efficacy of career choices of females but does not do so for males. It was revealed that women's self-efficacy in making career decisions was significantly correlated with the use of

authoritarian parenting styles. It was essential for male students to have a locus of control, but not for female students. Another piece of research formulated hypotheses on the topics of "role model" and "opportunity structure."According to the notion of role models, it is of the utmost significance that the scientist and the influencer be of the same gender (for example, female scientists would disproportionately often mention their mothers as career influencers). Based on the chance hypothesis, the amount of education attained by a parent is a reliable indicator of the likelihood that the parent in question will be cited as a professional influencer in some capacity. (That is, parents who have completed more levels of education will have a greater chance of being named.) The role-model theory was invalidated by study that was carried out on a sample group of American scientists who had been awarded famous postdoc scholarships in the United States.On the other hand, it was discovered that the findings provided evidence in favor of the hypothesis on the opportunity structure. In addition to this, one study discovered that female scientists were much more likely than male researchers to recognise the influence of their parents on their careers. Second, the frequency with which fathers were cited as influential figures was significantly higher than that of mothers. Third, while attempting to forecast a parent's nomination as an influencer, an interaction was observed to exist between the gender of the researcher and their parental education (Sonnert, 2009).It is common knowledge, albeit information that is typically skimmed over, that parents play a significant role in the career path that their children choose to take as adults. However, this fact is frequently ignored. This study's objective is to evaluate the ways in which young folk's views of parent involvement on their professional development. One can ask young men and women about particular attitudes and behaviours about the development of their jobs, as well as how these attitudes and actions weigh on the relationships they have with their parents. The results are in line with those of more recent studies, which found that parents and children tend to share similar ideals, objectives, and plans for the future. The findings are compatible with these more recent studies.The majority of young people seek to their mothers for advice and direction when it comes to establishing preparations for their future careers. The findings are applicable across gender, including young men and young women; they are also applicable across race, including those from minority cultures as well as those from majority cultures. These findings shed light on the role of parents as collaborators and resources for career counsellors in the process of aiding children in the process of developing their professional careers (Otto, 2000) .The objective of the research that Lee and Hughey (2001) carried out was to investigate the ways in which psychological detachment and parent involvement are related to career adaptability, both on their own and in conjunction with one another, and to investigate the ways in which gender influences the ways in which these factors interact with one another (Lee, H-Y., and Hughey, K.F. (2001)). An examination of the data by means of a canonical correlation analysis revealed that despite the fact that psychological separation is crucial, parental attachment has a more significant influence in the development of career maturity. There was no gender difference in the way in which the variables were related to one another. In addition to this, the findings of the research conducted by Koumoundourou et al. (2011) explored the influence of family factors (family function and parental authority styles) and Core Self-Evaluations (CSE) in the career formation of teenagers (Koumoundourou, G., Tsaousis, L., and Kounenou, K. (2011)).It was discovered that when it came to male students, the parenting styles of permissive and

authoritarian parenting, as well as the level of family cohesion, were important contributors to the prediction of difficulties with Career Decision Making (CDM). The challenges that males had in making decisions were not influenced by their fundamental self-evaluations (CSE). The authoritarian parenting style was the only factor that was found to have a detrimental impact on the decision-making difficulties of females. CSE, in contrast to the case with males, totally moderated the association between the authoritarian style and the problems that females had when making decisions. In a study that was released in 2010, Professor Jori Miller of Michigan State University and his colleagues conducted an investigation that looked very precisely at this subject (Miller, J. (2010)).

These researchers conducted an analysis of the data gathered from the Longitudinal Study of American Youth, which followed over 6000 individuals from the time they were in high school until they graduated from college. Their primary objective was to conduct research into the variables that motivate young people to choose careers in what are collectively referred to as the STEMM fields. These are the subjects of study that include science, engineering, technology, medicine, and mathematics. According to the findings, there was only a 4% probability that students would end up pursuing a profession in Science, Technology, Engineering, Medicine, or Mathematics (STEMM) in college if their parents had not pushed them to attend post-secondary school. This statistic was based on the fact that children whose parents did not urge them to attend post-secondary school were surveyed. This was the case regardless of whether or not the parents had themselves attended post-secondary education. On the other hand, research has shown that positive reinforcement from one's parents is connected with a 41% rise in the number of children who decide to pursue a profession in one of the STEMM sectors (Science, Technology, Engineering, Medicine, and Mathematics). Through the prism of their families, children learn how to make sense of the wider world and how to apply what they have learned. (Way and Rossmann 1996b).

The role that parents play as children's primary interpreters of information about the outside world and their own capabilities is extremely important (Hall et al, 1996) .Researchers have investigated the impact that parents and families have on their children's decisions regarding future careers and overall growth. A significant amount of this study has revealed linkages between the development of a job and a variety of characteristics, including socioeconomic standing, the educational and vocational accomplishment of one's parents, and cultural background. Attachment theory, which contends that close connections provide feelings of safety that encourage exploring and risk putting and social cognitive theory, which asserts that "early experiences are a basis for building career self-efficacy and interests as well as career objectives and choices throughout adulthood," are the foundations upon which this study was conducted (Ketterson, T.U. and Blustein, D.L. (1997)). This research is based on attachment theory, which suggests that close connections can foster emotions of safety, which in turn encourages individuals to engage in activities that involve taking risks (Altman, 1997).The events that occur throughout early childhood have an indirect influence on the behaviour that occurs later in one's career (Brown et al, 1997).They hypothesised that parent-child relationships play a role in the formation of personality orientations as well as the emergence of psychological needs, and that an individual's vocation-related interests and decisions are among the ways in which they attempt to satiate those needs. Some study data

is beginning to emerge, despite the fact that Osipow (1997) emphasises how difficult it is to demonstrate relationships between parenting approaches and occupational choices.

Parenting styles are wide patterns of approaches, values, and behaviours that a parent exhibits when it comes to the upbringing of their children. These patterns make up a parent's parenting style. Parents who are authoritarian are those who are very demanding and dictatorial yet are not attentive to their children's needs. Parents who are authoritative are those who set high expectations while also being receptive to their children's needs. Parents who are neglectful are ones who are not particularly attentive or demanding to their children. (Darling, 1999).

The authoritative style of parenting strikes a balance between providing children with emotional support while also setting clear and high expectations for them. According to a number of studies, this personality trait is connected with high levels of self-confidence, perseverance, social competence, academic achievement, and psychological development ((Bloir, K. (1997), Strage, A.A., and Brandt, T.S. (1999)). Children are likely to engage in more active career exploration if they are raised in homes with authoritative parents who create a loving environment within the family, establish clear expectations for behaviour, and encourage independence (Kracke, 1997).Even though parental involvement is associated with academic achievement, the pressure to conform and meet mothers ' and fathers' expectations in terms of education and careers can result in a poor fit between both the individual and the career that they choose, in addition to estranged family connections and bad mental condition. Authoritarian parenting is associated with academic achievement. Even if authoritarian parenting is linked to academic performance, there is a risk that the child will not be a good fit for the career they choose. There is a connection between having a parent who exercises authoritarian parenting and having children who excel academically. Even while authoritarian parenting is linked to higher levels of academic success, there is still a lot of pressure to succeed in school (Way and Rossmann, 1996a)."Families with uninvolved" or "inactive" parents "are unable to function properly either because they are unable to set guidelines or because they do not pursue hobbies that involve locations and persons outside of the family," according to one study. Because of this, it is more challenging for children to establish their own sense of self-knowledge and to distinguish their own professional aspirations from those of their parents.The contextual framework of career growth is further supported by (Ketterson, T.U. and Blustein, D.L. (1997)). research. They cite research that demonstrates that growth in career decision making, affirmative career self-efficacy views, and career plan fulfilment are connected with solid parent-child interactions. According to the findings of their research, children and teenagers who have healthy bonds with both sets of parents are more likely to engage in activities that are both environmentally and personally exploratory. They came to the conclusion that having relationships that are safe and comfortable for both parties is essential in encouraging students to take the risks necessary to explore new roles and environments. In addition to this, the economic and educational standing of a woman's parents has been shown to have a substantial influence on the career goals and path that she chooses to pursue in her own life (Burlin, 1976). According to Wahl and Blackhurst (2000), children's professional goals are more strongly tied to the careers of their parents . Particularly among young female adolescents, the mother's line of work was

found to have a significant impact on the teen's choice of vocation. Because children frequently accompanied their moms to work and were more likely to be aware of what their mothers did for a profession, it was hypothesised that the mother's occupation had an effect on the children's goals and aspirations. Similarly, Burlin (1976) came to the conclusion that the type of work that a mother did had a substantial influence on the career choices and goals of her daughters. Burlin found that daughters of working moms were more likely to choose a life pattern that was similar to their mothers than a life pattern that was similar to their fathers when she conducted one of the earliest studies on college women (Burlin, F.D. (1976)). The findings emphasised how important it is for moms to serve as positive role models for their daughters when it comes to the formation of their job objectives and ambitions. In a similar vein, Signer and Saldana (2001) discovered that Compared to the social status of the students' dads' occupations, the social status of the students' mothers' occupations had a larger association with the students' social status, which in turn had a higher correlation with their career goals(Singer, B. and Saldana, D. (2001)). This was the case even though the social status of fathers' occupations was also taken into consideration. These findings were attributed by the researchers to the fact that mothers tend to have a more noticeable presence in many households. There is a correlation between the educational level of parents and the goals that their children aspire to achieve (Mau and Bikos, 2000). Burlin (1976) found that the educational level of both parents had a significant impact on the decisions that their daughters made regarding their future careers. It was found by Signer and Saldana (2001) that there is a favourable correlation between adolescent girls' aspirations for their careers and the level of education attained by their moms. Students whose moms had earned either a two-year or a four-year postsecondary degree had stronger attitudes of employment and career-related concerns, according to research carried out by Jones and Womble (1998).In addition to this, Garcia et al. (2012), lead by the social psychological career and skills assessment theories, theorise and test distinct roles in assessing the efficiency of the mediating roles of students and family assistance when taking into account the impact of children' training objective direction on career choice self-efficacy. Over the course of a period of six months, information was collected from 141 first-year college students and the parents of those students. The students themselves provided the information. There was a positive link between the self-efficacy with which one made career decisions at Time 2 and the orientation toward learning goals that was present at Time 1. The findings also indicated a distinct pattern of moderating effects between the viewpoints of the student and the parent about the quantity of support offered by the parent. This was demonstrated in regard to the research question of "how much aid is supplied by the parent?" It has been demonstrated that high student assessments of parental support for self-efficacy in career decision-making are associated with an improvement in the link between learning objectives and self-efficacy in career decision-making.On the other side, it was discovered that having a low level of support from parents improved the link between learning objectives and self-efficacy in the process of choosing career decisions. The research that was carried out by Kerpelman et al. (2012), on the other hand, manages to combine qualitative and quantitative data in order to examine the beliefs and techniques related to possible selves that were held by a sample of 22 rural African American female teenagers and their mothers. The participants in this study were rural African American female adolescents. The participants in this study were both African

American. Interview questions were posed to mother-daughter couples, and the focus was on the teenagers' ideal versions of themselves that they could become. Additionally, each pair worked together to complete a prospective self Q-sort that focused on the personal characteristics, roles, and living conditions that could be anticipated for an adolescent's transition into adulthood. During the interviews, participants' academic and professional selves were brought up more frequently than any other possible selves. The experiences that a mother has had during college shape the techniques that she employs to assist her daughter in achieving her academic and professional ambitions. The data from the Q-sort were analysed, and the results showed that there are in fact two distinct mother-daughter groups. One of the groups placed a larger emphasis on the daughter's individual traits, whereas the other group placed a greater emphasis on the daughter's potential work and living circumstances in the future. It was demonstrated that the degree of importance that possible selves had was strongly tied to the strategies that mothers and daughters utilised in order to aid the adolescent in accomplishing her goals. Cinamon and Dan (2010) utilised a mixed-methods research technique to investigate a largely untapped element of career education. They were interested in hearing the perspectives of parents regarding the importance of early career advancement, the attitudes of moms and dads regarding the implementation of higher training in primary schools (particularly favoured subject areas that should be part of syllabus), and the significance of sexual preference, socio - economic status (SES), and schooling in relation to these behaviours. The findings of this study revealed that gender, socioeconomic status, and education all play a role in parents' judgments of the importance of early childhood development. An additional 140 parents (47 men and 93 women, aged 24-55) who had at least one preschooler (4-6 years old) filled out two attitude surveys designed for the research project. The findings indicated a respectable degree of agreement with the approach and the application of teaching in preschool, both favourably and negatively. Parents agreed that some element of career education should be incorporated in preschool curricula, although they preferred that this component be presented gradually and in stages. They virtually unanimously agreed that there is an urgent need to protect children from the difficulties of the labour market. Furthermore, favourable views were connected with higher education levels and socioeconomic status (SES).

Studies on impact of social influence on career choice:

Every decision we make about our professional lives takes place within the framework of society and the economy. In addition to other considerations, this context is taken into account by a number of career theories, including the Social Cognitive Career Theory and the Social Learning Theory. The events that take place in our lives have the potential to influence the options we have available to us and even, to some extent, to dictate those options for us. Alterations in the economy and the job market that come from those shifts may also have an impact on the progression of our careers.Lindley (2005) looked at the connections between a number of important aspects of Social Cognitive Job Theory (SCCT), such as self-efficacy, result expectancies, and perceived impediments, and how those aspects relate to career choice. In contrast to what was anticipated, there was a positive correlation between outcome expectations for jobs in several Holland themes and the perceptions of career and educational constraints that women face. It was found that men's self-efficacy for jobs in various Holland themes was more significantly connected with beliefs about coping with challenges than

women's self-efficacy. High rates of correspondence were found between the profession choices of the participants and their highest scores of both self-efficacy and result expectation, which provides evidence in support of the key predictions made by SCCT. An additional conclusion from the study conducted by Savickas et al. (2002) reveals that planful competence in professional growth is connected to stronger potential realisation and a higher degree of social adjustment.More mature outlooks on career planning and exploration were also associated with an adjustment style marked by extroversion in interpersonal relationships and a favorable orientation to social norms. The basic notion that social considerations are critical for women to consider while deciding on a high-status, non-traditional employment led to the development of three additional hypotheses: There should be a difference in the affiliative requirements of women applying to traditional vs. non-traditional occupations. Women who choose atypical fields are more likely to (a) see marriage and motherhood as less important than those who choose traditional fields and (b) see their chosen careers as consistent with the fulfilment of social and marital requirements. (3a)Unlike women who enter traditional fields, those who enter non-traditional fields are more likely to believe that their significant others support their decision to pursue a career outside of the norm. (3b) Unlike women who choose standard fields of study, those who choose non-traditional jobs are more likely to have a boyfriend who is understanding and accepting of their choice. There were a total of 153 respondents from the regular (nursing and medical rehabilitation) and 78 from the non-traditional (medical and dental) candidate pools who filled out questionnaires that were mailed to them. All three assumptions were confirmed by the data (Trigg and Perlman, 1977). Smith and Betz (2000) investigated the intricate development and psychometric assessment of the Scale Perceived Self-Efficacy (PSSE), a measurement of expected levels of social competence. Shyness was also associated with poor levels of social self-efficacy, a feature that has been demonstrated to pose major hurdles to young people' capacity to succeed in their chosen fields. Two projects addressing the psychometric characteristics of the Teacher Support Scale are presented by Metheny et al. (2008), and their findings are compared to other known measures of perceived teacher support (TSS). Experiential component analysis in study 1 indicated a hierarchical structure, with four 1st components (engaged, genuine respect, aspirations, and reachable sub - scales) stacked onto one up to a maximum. These components demonstrated excellent levels of validity and convergent validity.It was shown that students' confidence in their own ability to make career decisions and their hopes for the future were both strongly connected with their perceptions of their teachers' assistance. However, a second study's confirmatory factor analysis did not yield similar results when applied to an independent data set. Yet, the four first-order components did account for a sizable portion of the observed variation among questions, and evidence was presented in favour of their robust link to a single higher-order construct of teacher support.

The favorable impact of social media on students' academic lives
Students can gain extensive knowledge this way.
Students can improve their academic performance and expand their knowledge by collecting important information available through social media (Eesley,C& Y.wang 2017). Students in

today's schools get the option to participate in a range of online communities through the use of various social media platforms.

It promotes teamwork and collaboration.--There is no tool that compares favourably to social media when it comes to supporting learners in getting to know each other and working with them on the learning process. It helps to bridge the communication gap between students by allowing them to share the difficulties they are experiencing with any particular assignment and to seek solutions from their other students or classmates (Eesley,C& Y.wang 2017). If a student realises that they are struggling in a particular class, they can open up about it in a social media conversation and receive aid from either their lecturers or their other students.

Social Media Can Be Used to Create an Online "Classroom"-The students don't have to worry that checking their social media accounts will take them away from the task they're currently doing in class. In addition, it gives teachers more methods to talk to their pupils, which can help them build stronger relationships with them.There are private Facebook groups that teachers can create for classroom use, where they can post lesson plans, discuss assignments, and field questions from students. Although there are advantages to teaching in person, this allows for interaction with students outside of the traditional classroom.(H. Flap and E. Boxman ,(2017)). Including such a course in a student's regular curriculum may help students who perform significantly over or below average.

Abundant information that is simple to access It's easy for students to join a wide variety of online communities because to the prevalence of social media. The academic concentration, the student's immediate environment, and other factors all play a role in forming these clusters.

If students join the right groups on major social media sites like Twitter, Facebook, and Whatsapp, they will have better access to reliable sources of information. In order to grasp the complexities of a subject, they may also visit YouTube to watch how-to videos.

The Negative Impact of Social Media on Students' Academic Life-The usage of social media is also associated with a number of negative consequences. You can find a handful of them listed below.

It depletes your productive hours.-Many children can't live a normal life without utilising social media, and it's tough for them to do so. They spend a large amount of time doing nothing except browsing through the feeds. They frequently find it impossible to avoid social networks and, as a result, allow them to become distracted.(Zamroni,et al (2019)). As a result, they devote less time to their schooling or the development of skills necessary for their professions.

Hinders the formation of genuine bonds-The more time students spend on social networking platforms, the less time they will spend meeting individuals in person. Because of this, they are unable to express themselves effectively. When interacting with others face to face, students frequently struggle with nonverbal and verbal communication and social skills. The ability to communicate effectively is essential for students to be successful in the workforce when they graduate. However, research shows that students' communication skills decline as they spend more time on social media.

Insufficient skills in creative writing as well as linguistic comprehension

Because of the prevalence of abbreviations like "LOL" and "BRB" in everyday speech, proper grammar usage has declined in recent decades. Many students make the mistake of employing inappropriate vocabulary or inappropriate phrase shortening in their written assignments. Over time, they come to rely on their phones' built-in spellcheckers and grammarcheckers. This stunts their linguistic comprehension and inhibits their imaginative writing skills.

Research Objectives and Questions

The examination and identification of the elements that influence the profession choice and career motivation of students during educational transition phase of their lives is the primary purpose of the study. In the course of this research, we will be concentrating on elucidating a number of characteristics that play a significant role in the career decisions made by students as well as the factors that motivate them to pursue those career choices. In this study, an effort is made to develop a career intervention programme that is appropriate for the students. In this section, we have simplified and condensed the information while remaining solely focused on certain goals.

This is as follows:
1. To find the external and internal factors that affects a student's career choice.
2. Moreover, the research also explores the career management process that performs avital role in formulating appropriate career decisions for the higher secondary students fortheir bright future and sustainable growth.
3. To study the major stakeholders in the management process and preparing a feedback model.
4. To figure out how much school pays attention to deliver career guidance to their children.

Research Questions

1. How significant were the components that play an influencing role in students' career choices?
2. How significant were the Career Management procedure and its role in making decisions for the career of a science student?
3. How much of an emphasis is placed on helping adolescents to realize the importance of career planning?
4. How important was it for parents to be involved in their children's decision-making regarding their future careers?
5. How important were instructors, family, neighbours, peers, and mentors teenagers' career decisions?
6. How can schools implement a career intervention programme for adolescents?

Research Hypothesis

1: Career planning will have a good effect on career growth performance.
2: Career management will have a good impact on career development achievement.
3: Job satisfaction correlates positively with career advancement.
4: The degree of professional development satisfaction will rise with career dedication.
5: There is a significant difference between social media and career development
6: There is a more positive effect of social media on women's career development than men.
7: There is a positive relationship between social media and career development

Research Value/Contribution

Career decision should be based on realistic measures that rely on adequate knowledge and experience that depend on an analytical method for choosing best for students based on their skills rather than trying to follow the footsteps because it is one of the most significant ways that shape lives and should be considered seriously node without influence. To pick a career, consider the student's perspective. The study's purpose is to assess students' perceptions and decisions about careers and college majors. This study is important in Indian society, which values vocations and is undergoing cultural transmission. This study will detect young pupils' job choices. Identifying variables will make it easier to establish a career intervention programme for Indian students, helping them choose a vocation that will benefit society. Selecting the right career will contribute to human capital development and economic growth due to competent and devoted human resources. Career decisions have lifelong effects on student well-being, social acceptance, and health. Some people make career decisions easily, whereas others have difficulties before or during the process. Complexity can lead to a less-than-select decision-making approach and a less-than-optimal choice. Students may be hurt.

Career decisions require self-efficacy. Higher self-efficacy is associated with less career decision-making challenges. Students with strong self-efficacy tend to participate more happily in educational tasks, use more deep level and regulatory strategies, complete and persist longer at the highest grade (Bandura, A. (1977)). If enough inspiration and ability exist, self-efficacy will affect a person's career decision making, whereas inadequate efficacy beliefs might add to career decision making challenges.Student career development depends on their self-efficacy in making career-related choices. Self-efficacy is the ability to feel confidence in one's abilities to make a decent professional decision and dedicate oneself to a vocation. In general, career-related self-efficacy may be a key feature in career development models. Bores and Rangel (1990) relate career self-efficacy with career interests. Previous career decision research focused on locus of control, attitude, identity, academic stress, etc. This study examined career choice and self-efficacy. The current study fills a research gap. The significance of this study is that the findings suggest self-efficacy is vital for making professional decisions, and that a number of factors affect career choice making.

The current Indian educational system is 10+2+3, and career decisions begin in pre-tenth grade. Career maturity affects career choice. Wide topic choices, many courses following the tenth grade exam, adolescent development, parents' and society's expectations, and career conflicts also confuse adolescents. National Policy on Education (1986) recommended diversifying the curriculum beyond 10th grade into academic and vocational streams. Correct educational and vocational judgments at this point shape future work decisions. This is when he emerges from his delusions and chooses work based on his aptitude, abilities, interests, etc. Students encounter unstated parental pressure at this period, which can lead them down the wrong path. After 10th grade, teens face a crossroads where they can go in the wrong or correct route. Unplanned and immature career decisions waste human resources and harm the Indian economy. This research will assist understand how different elements affect decisions. This research will help guide these adolescents' vocational and educational careers. This helps educators and planners.

Research Design and Context-The study will be carried out in an efficient manner and an attempt will be made to evaluate the research topic using a methodology that is both quantitative and qualitative. The evaluations of the hypothesis and the research question, as well as the conclusion of the manuscript, require the utilisation of primary and secondary data, respectively. Empirical analysis approaches based on primary research are utilised in this work in order to get a better understanding of the Western Odisha student perspective. In addition, the manuscript investigates a number of previously conducted studies that make use of secondary research methods in order to improve the reader's comprehension of job options and career management strategies.

For this reason, the configuration or compilation strategy that synthesises both methodologies is required for the research. While the student is simultaneously planning their future based on secondary sources, it is quite important for them to investigate the factors that play a significant part in the decision-making process. As a result of the data, the questionnaires were prepared, and the data was collected by conducting interviews with the students. After that, doing an analysis of the data using statistical software and methods will lead to the discovery of discoveries, which will be followed by the development of models and the provision of an interpretation.

Sample/ Participants

This study makes use of the Random Sampling Method, which is founded on the core methodology of utilising standardised questionnaires. In order for this strategy to work, the responses to these questions need to be provided in the form of an arrangement and disarrangement.

Collection of primary data

The information that was collected through empirical analysis was then computed based on the primary data that was obtained from real-time sources such as surveys, questionnaires, investigations, and interviews. It suggests looking at the data that was gathered from reliable sources and converting it into statistical information so that the hypothesis can be verified and estimates can be made regarding the study issues. For the purpose of data collection, a structured open-ended questionnaire was administered to a number of participants who volunteered their time and were willing to discuss their perspectives. The surveys were created so that an analysis could be carried out on student perception, the influence of career management technique over job choice, and other factors.

Data Collection Techniques / Assessment Measures

In order to transform the received raw data into its useful form, the manuscript makes use of a number of statistical tools for extracting and evaluating the data. These tools include the ANOVA test, the T-test, regression analysis, and correlation techniques.

Details of Review of Literature

 Introduction-There can be no debate over the value of a well-done literature review to any study. It is impossible to conduct research without first conducting a thorough literature review. Evaluating, contrasting, and linking prior studies strengthens the groundwork for new studies. Any field of study requires an annual evaluation of the field is crucial since it provides a summary and overview of the subject historical and contemporary investigation. To put it another way, it helps direct the study. The study being presented here is a theoretical

and integrative overview. For those unfamiliar, an integrated review is a systematic analysis of the extant literature. Research in this area combines qualitative and quantitative methods, and as such often referred to as an "all-encompassing" or "integrative" review. Reviewing theoretical frameworks is what the term "theoretical review" means proposed assumptions it takes a look at everything that's been said theoretically regarding a certain phenomenon. The presence or nonexistence of something can be determined by doing a systematic review like this. The interconnections between various theoretical frameworks. When we look back over the career studies that have been conducted over the past two decades, we see a mix of stability and flux. Research into the field of career theory has been quite steady. Career progression, gender, and the compatibility of individuals with their environments are three more areas that have repeatedly piqued the interest of academics. Women's engagement in the workforce, professional concerns, international students, mentoring, social stratification, emotional acuity, career maturity, career adaptability, and career well-being and calling have all been discussed in the last two decades. It's worth noting that most of the concepts in career literature that have been explored and reviewed in the past remain of relevance for evaluation in the present, with more issues added to keep up with the times. This chapter focuses mostly on an empirical literature review, while it does cover additional works with relevance to underlying concepts. The primary goal of this chapter is to help readers understand the many career research strategies that have been employed in the past and present.

 Conceptual Review-The workplace has evolved in response to the rapid pace of the modern economy and society. Researchers and counsellors in the field of careers are often looking into new ideas and trends. The young of today need to be equipped to deal with the complexities of new technologies and shifting job descriptions. The careers available today may be obsolete tomorrow; therefore it's important to think ahead while deciding on one. Choosing a career requires taking into account an individual's unique history, personality, and upbringing, among other considerations. An individual's path in life is both essential and mysterious. One's career develops in response to their surroundings, which includes many factors but centres on one's employment. Career-readiness is "defined as the readiness and ability of pupils to engage in the developmental task of career decision making and the school-to-work transition," (Super, 1990) .Most people don't settle on a career path at one defining moment in their lives, but rather build it gradually through a series of decisions they make about their education and employment. Author A. G. Watts (1999) definition of career choice is the action of deciding on and beginning a specific line of work. It's not something that happens just once. Considerable weight is given to a person's set of skills, competencies, and talents while making a professional decision. (Agarwala, 2008) Many people reevaluate their original career choice as a result of experiences they've had. The process of deciding on a career usually consists of two stages: deciding what you want to do, and then doing something about it, like getting more education or looking for work. Adolescents' professional decisions are informed by both their own growth and the environment in which they find themselves (Chen, 1997). Career paths taken by young people are influenced by shifts in society, culture, economy, and politics.The six components of the dynamic model for career decision making are: Each person's decision-making process consists of a series of interrelated steps, including sensitization or awareness, exploration of self, exploration of environment, exploration of self's relationship to environment, acquisition of more detailed

information and specific options, and the ultimate choice (Van Esbroeck et al., 2005).In contrast to Hirschi's hierarchical model, this one has only six elements, and those six aspects are all interdependent and mutually reinforcing (Hirschi, A. (2012)). Situation and personal definition have a role in determining which professional development opportunity to pursue.

Blustein believes that most people, worldwide and in the United States especially, have little say over the type of work they undertake. In spite of the widespread belief that people should be able to pursue their chosen professions with complete autonomy, the vast majority of people around the world must take whatever jobs they can get in order to provide for their families (D. Blustein, 2013).

According to Heppner and Jung (2013), majority of the world's workforce does not place priority on interest, skills, or values, despite the fact that they are the foundations of career structures. Numerous studies have looked at how a job's status influences young people's decision to pursue it. Most students go for the subjects that are deemed more valuable by society. Education in medicine, law, engineering, and architecture are all examples of such programmes. In Nigeria, the social prestige of various occupations leads many young people astray (Issa &Nwalo, 2008). As a result, a lot of young people end up in professions that aren't a good fit because they don't provide enough money or respect, and they end up being a nuisance to both themselves and their employers. Incapable of making positive contributions to society, these young people are a detriment to whatever nation they join.

In support of this point of view, Shumba and Naong (2012) propose that deciding on the proper topic combination that will lead to the right profession can determine whether or not you will end up loving your job. Adolescents make bad employment decisions due to a combination of variables, including the prestige associated with specific jobs. (Salami, 1999) Young people often make poor job decisions because of their own lack of information and experience, as well as because of the misinformation they receive from their peers and adults. The above-mentioned criteria, as well as the prestige linked to particular caregivers, lead to erroneous job choices among a majority of youth due to inadequate or no vocational counseling and career counseling. Students often lack information about available vocational options. Teenagers are not interested in a career that would require them to take vocational courses because of the low reputation associated with them.

According to Amoor (2014), students avoided VTE classes since they weren't sure if they would contribute toward their university GPA. Many students, parents, and career counsellors incorrectly assume that those interested in a technical or vocational field are not also academically driven (Stokes, Wierenga, & Wyn, 2003). According to Afeti (2006), governments misrepresent the purpose of vocational education by portraying it as a means to keep high school dropouts off the streets rather than as a means to prepare citizens for gainful employment, promote individual autonomy, and lessen social inequality.

On the other hand, talented teenagers, especially academically talented ones, are sometimes subjected to pressure to choose jobs and universities that others believe suitably hard or esteemed rather than one based on their own personal talents and interests (Greene, 2006) . College students' anxiety and sadness can be predicted by a number of factors, one of which is the fear of making the wrong career decision (Kumaraswamy, 2013) .The lifelong process of being able to handle work, leisure, personal learning and transitions in order to attain self - improvement is known as career development. In educational world career development

provides a person, frequently a student emphasis and advice for selecting a job or subject to follow in the future. Career development is "a process that improves an individual's capacity to learn and grow in understanding of himself, his world, and the work opportunities available to him" (Tuckman, 1974). To advance in one's work, he stresses the importance of knowing oneself, knowing one's options, and being able to make good choices.

Career development is "the absolute conglomeration or constellation of psychological, sociological, educational, physical, economic, and chance factors which influence the nature and significance of work in the totality of any given individual's lifespan," as defined by the National Career Development Association (2003). Career development is the process through which an individual chooses an employment or line of work, grows in that field over the course of their working life, and then makes numerous significant shifts in that field as their requirements and interests evolve over time. Psychological factors like interest, prestige, personality, and self-esteem; sociological factors like peer group, mentors, government policies, and socioeconomic status of parents; economic factors like poverty, needs, demands, and wants; heredity factors like physical appearance and aptitude; and educational factors like student position in school and acquired skills are all factors that influence career development (Obiunu&Ebunu, 2010) . They argue that a child's success in life depends on their ability to make informed decisions about their future, and that career counselling should be prioritised by school administration as a result. Their recommendation is that teenagers have a network of adults (parents, educators, role models, etc.) to help them make decisions about their futures. One of the many factors that affects how far one goes in life is academic achievement (Berger, M. C. (1989), Sampson, J. P., et al, (2000), Kelly ,et al (1990)). Even with a stellar academic record, there is no assurance of a fruitful and fulfilling career and personal life. There are numerous more specialised and more suited training paths that lead to meaningful careers. Heppner and Jung's (2013) Gender and Social Model of Career Development puts an emphasis on the ways in which individuals and society interact to shape one's professional development. In the GSCM model gender and social class are not mere constructs that only serve as demographic variables; rather one's gender, social class and its intersection provide unique perspectives, opportunities, challenges and contexts throughout one's life span. Many people's ability to make their own decisions and exercise their own free will is limited by societal, cultural, and individual factors that are studied by the GSCM. This artificial persona has consequential effects on longevity and professional success. They also indicate that development of a career theory that is gender and class specific accounts for the enormous disparities in career development patterns observed in men and women from different socioeconomic class.Spokane and Cruza-Guet (2005) note that restrictions within the occupational structure may have a greater impact on the career development of women and those from lower socioeconomic origins. This observation is in sharp contradiction to what was proposed by Holland in his hexagonal model. Jobs that are a good fit for one's passions are sought for, according to Holland. Holland's position has been supported by several other studies. We can say that whether a person's career is congruent with his/her interest is situational and depends on a variety of other things.Career orientation refers to the set of beliefs about one's own abilities, interests, and values that forms the basis of one's sense of professional identity. It directs and affects one's choice of specialised jobs and organisational settings (Schein, 1974). Savickas, et. al- (2002) discovered that pupils who were consciously

oriented toward their futures were better prepared for the challenges they would face and the decisions they would have to make. The word "career orientation" refers to a kind of education that helps students make informed decisions about their futures by drawing on their own unique experiences. Through their whole lives, people are heavily influenced by the people and institutions with which they maintain consistent contact. One's sense of who they are and what they're capable of has a significant impact on their career path. High levels of career orientation necessitate a level of self-awareness that includes a comprehension of job options and the working environment. Most research treats professional dedication, career motivation, and career drivers as synonyms. The distinction between the three is nearly imperceptible. Motivating oneself and identifying one's "career drives" are both useful in guiding one's professional life. It has to do with how much effort a person is willing to put in so that they might achieve their dreams. You might think of a person's career motivators as the things that drive his or her choices in the workplace, whether they're immediate goals or long-term interests. Career motivators can be classified as being either job- or organization-related depending on how closely they relate to the characteristics of the position or the company itself (Singh, 2005). Traditional and modern career motivators can be roughly categorised in this way. The ancient psychological contract between employers and employees centred on material rewards, promotions, social standing, and security for the employee (Byron, 1995). According to Singh, M. (2005) there are four different types of career drivers:

1) Job-Related Traditional Career Drivers, which include job security with regular income, regular working hours, and jobs that provide desired social status;

2) Job-Related Progressive Career Drivers, which include the chance to learn new skills, the proper utilisation of current skill set, jobs that provide the opportunity to work abroad, jobs that entail long-term future prospects, challenging, and in some cases, even exciting work; and

3) Job-Re Good compensation, job security, retirement benefits, and recognition for long-term dedication to an organisation are all examples of the kinds of things that motivate people to stay with one company over another.

4) Organisation related progressive career driver, which refers to strong link between reward and performance; fair appraisal of work, opportunity to attend preferred professional training, organisational providing opportunity to work abroad, cooperative and supportive co-workers, good support from management, superiors, flexible working hours, assigned preferred job project, using cutting edge technology facilities.

A job's reputation and importance in a person's professional life are greatly enhanced when the position provides desirable social standing and the opportunity to work overseas. A number of studies (Leung, S. A. (1993)). have found that Asian Americans place a high value on prestige, making it a significant factor in their professional decisions. Most Asian American youth care more about social status than they do about their own interests and abilities. Career guidance, according to Leong (1991), should focus on helping young people consider a variety of issues while making decisions. Students in Eurocentric countries often have high aspirations for their future careers, including competitive pay and benefits, opportunities for professional growth, meaningful employment, a healthy work-life balance, and global exposure. A group of Canadian business students came to the same conclusion on

the importance of having a trustworthy supervisor and coworkers. The purpose of the UK Graduate Career Survey (2008) was to learn more about the plans of recent college graduates in the United Kingdom. In addition to financial security, many people say they want a career where they can make a positive impact on the world. Daire, LaMothe, and Fuller found similar results when they looked at Africans (2007).Students in Singapore and Australia were primarily motivated by their creativity while choosing a career path (Chia, Koh, &Pragasam, 2008). Career commitment, which Carson and Bedeian (1994) define as "the commitment to the concept of a career and working in the future despite external constraints," is closely related to the concept of career driver. Many people confuse Career Commitment with Career Motivation. There is a wide ranging set of actions and choices that can be attributed to a lack of job motivation. Flexibility, self-awareness about one's strengths and weaknesses, the ability to set and achieve one's own goals, and the importance one places on one's professional life and career are the primary characteristics that constitute a successful professional. Having a drive to succeed in one's career requires an entrepreneurial spirit, a willingness to take calculated risks, and a thirst for accomplishment (Cesinger, 2011).

Inspiration in one's work life consists of three factors:

1) Career resilience, defined as the capacity to deal well with change even in the face of adversity. Professional resiliency is characterised by self-confidence, a willingness to take risks, and a will to succeed.

2) Realistic professional insight allows one to set realistic, adaptable career goals and become aware of one's own abilities and limitations.

3) One's sense of career identity is how much that person's identity is shaped by their job. It's connected to caring about one's work, joining a professional group, and wanting to be noticed according to research (Day & Allen, 2004).

Research by Day & Allen (2004) supports the findings of earlier studies by reporting that mentees are more motivated to advance their careers than those who have not had a mentor in this area. A higher sense of professional competence is cited as another benefit of mentoring in the workplace. Workplace mentorship and employee motivation have been the subject of research. Adolescents, who are still in the process of determining what fields they are interested in, fall into the same category, and hence require similar studies,. Since the term "career" refers to an individual's entire life's work, a career counselor's duties are quite similar to those of a career mentor. According to the philosophy of mentoring, a protégé's confidence and self-esteem can improve with the help of their mentor's advice, example, and acceptance. Mentoring, according to studies by Kram and Isabella (1985) and Collarelli and Bishop (1990), improves goal-setting, job satisfaction, and optimism. Success in one's professional life is aided by having these qualities. The transition from high school to college, in its simplest form, entails adjusting to the new opportunities and pressures that college life presents. Parents and teachers are always there to lend a helping hand and words of encouragement to students in high school. Our partners and the people we rely on take care of our personal and time management. Report cards are distributed to keep both teachers and parents informed of each student's academic performance. Certain courses are required of all students. Independent time management and the development of personal responsibility are essential skills for students to master in university. They are free to enrol in whichever classes

they like and study whatever topics interest them. The onus of responsibility for one's actions is squarely on the shoulders of each student. Meeting new people is only one component of college life; students also need to learn to take the initiative to participate in the many clubs and events that are offered. As college students, it is crucial to work on cultivating attributes like organisation, financial responsibility, and self-awareness.According to Feller (2003), the future of career guidance will involve easing the transfer of high school students into their intended post-secondary programmes. He argued that career education should start in elementary school and continue through high school and beyond, with the design elements taking into account students' ages as they progress through the programme. This position is supported by Webster & Jarvis (2003), who go on to say that teaching pupils about career management at a young age increases their chances of being productive members of society at large. The successful transition from high school to college is a multifaceted phenomenon including the student's intellectual, personal, and environmental growth. During this time of change, (Kumaraswamy, N. (2013)). notes, students often struggled, particularly with issues related to their new surroundings. Student retention can be improved in two ways, according to Rendon (1995): first, by ensuring a smooth transition to higher education, and second, by facilitating the development of meaningful relationships while there are several elements to think about as a high school student makes the transition to college, including a lack of clear goals and the distinctive culture of the institution. The transition from high school to college can be difficult for a number of reasons, including the fact that college teaching methods differ from those used in high school, the fact that first-year students often feel homesick, and the fact that many students are afraid to make mistakes.According to research conducted by Harvey-Beavis and Robinson (2000), Australian college students view faculty as "socially and intellectually weird and remote," and they are also confused by day-to-day campus life. As a result, it's clear that there's a demand for transition programmes designed to ease students' adjustment to college life .A social cognitive psychologist who was born in 1925, Albert Bandura is often considered to be among the field's most important and respected figures. His idea of social learning, later called social cognitive theory, is an all-encompassing framework for making sense of and shaping human behaviour. The concept of self-efficacy is central to the Social Cognitive Theory. The ability to have faith in one's own abilities to achieve a goal is what's known as "SelfEfficacy." According to the hypothesis, people won't try their hand at whatever they think they won't be successful at. People who have high levels of self-efficacy are confident in their abilities and see obstacles not as threats to be avoided but as challenges to be mastered. Individuals who believe in their own abilities tend to be very committed to the tasks at hand, viewing failure as something to be avoided at all costs. They persevere through difficulties by ramping up their efforts rather than giving up when things get rough. They have a strong sense of agency within their own lives, which fuels self-assurance and prevents burnout. It has been shown that .according to Bandura, A. (1997) "people make causal contributions to their own psychosocial functioning through mechanisms of personal agency," which includes making choices about one's work. Beliefs in one's own efficacy are among the most fundamental and pervasive mechanisms of agency. It's difficult to motivate people to take action if they don't think their efforts will result in the outcomes they seek.Therefore, a strong belief in one's ability to succeed is a crucial foundation for taking any kind of action at all. Beliefs in one's own ability to achieve goals

serve as a compass for the majority of humans. Perceived self-efficacy is one's confidence in their own abilities to plan and carry out the steps that will lead to a desired outcome. The ability to achieve one's goals and avoid one's failures is, thus, a strong motivation for the cultivation and use of control over one's own life. It's true that the more effort one puts into shaping the events of their lives, the more such circumstances will conform to one's preferences. They have agency over their life because they choose and shape their environments to help them grow into the people and things they most value. In every instance where the term "self-efficacy beliefs" is used, it is in connection with a particular area of conduct. The theory provides a unifying framework for understanding and foreseeing the psychological shifts that result from the synergistic interaction of an individual's behaviour, cognition, and environment. As the saying goes, "if people had to rely exclusively on the repercussions of their own activities to inform them what to do, learning would be incredibly arduous, not to mention dangerous." (Bandura, A., & Walters, R. H. (1977)). Good judgement in all spheres of life is aided by a healthy dose of self-efficacy. Personal Accomplishments or Mastery experience, Vicarious Learning, Verbal Persuasion, and Somatic and Emotional State, all contribute to the formation of Self- efficacy. Bandura, Albert (1993) and Bandura, Albert (1997) One's confidence in their own abilities is bolstered by their experiences of succeeding at things they've tried. The confidence gained from accomplishing something difficult can then be used to future endeavours of a similar nature. If, for example, a person who has never travelled alone has a positive first solo travel experience, that person will be eager to seize future opportunities to travel independently. The term "vicarious experience" is used to describe learning from the experiences of others to whom one can relate. Observing the achievements of significant others, such as parents, instructors, siblings, friends, and coworkers, might boost one's own sense of competence. A person's inner circle can be a powerful source of verbal persuasion because of the encouragement and support they provide. Words of encouragement like this can do wonders for boosting confidence in one's own abilities. A negative argument presented verbally would have the opposite impact. Somatic and emotional state is the mental and physiological condition one is in while contemplating an action. Beliefs in one's own abilities to succeed are bolstered when one is in a happy, stress-free condition. One's confidence in their own abilities is bolstered by their experiences of succeeding at things they've tried. The confidence gained from accomplishing something difficult can then be used to future endeavours of a similar nature. If, for example, a person who has never travelled alone has a positive first solo travel experience, that person will be eager to seize future opportunities to travel independently. The term "vicarious experience" is used to describe learning from the experiences of others to whom one can relate. Observing the achievements of significant others, such as parents, instructors, siblings, friends, and coworkers, might boost one's own sense of competence. A person's inner circle can be a powerful source of verbal persuasion because of the encouragement and support they provide. Words of encouragement like this can do wonders for boosting confidence in one's own abilities. A negative argument presented verbally would have the opposite impact. Somatic and emotional state is the mental and physiological condition one is in while contemplating an action. Beliefs in one's own abilities to succeed are bolstered when one is in a happy, stress-free condition. Depending on the specific context, the self-efficacy idea can be successfully implemented in a wide variety of

counselling and decision-making settings. Hackett and Betz were the first to propose that Self- efficacy theory may be used to explain employee actions on the job (1981) . At least some parts of vocational indecisions can be understood, assessed, and treated by applying the notion of profession-related self-efficacy expectations according to Taylor & Betz, (1983) Since self-efficacy affects whether or not people engage in "approach" or "avoidance" behaviour, it is undeniable that it is important when students choose a career path. Bandura advises students who are heavily influenced by technological advances to cultivate the ability to not be overwhelmed by continuous technological changes and to adjust to them. School and teachers, he said, play a crucial part in fostering pupils' sense of agency.Teachers and students who have high levels of self-perceived efficacy are more likely to strive for ambitious goals and are more invested in seeing those goals through. Students who have a high sense of their own ability to succeed academically are more engaged, focused, and knowledgeable. This is only achievable if pupils are given the opportunity to learn in a stress-free setting, receive positive reinforcement from adults, observe the actions of influential people, take on difficult challenges, and experience the satisfaction of accomplishing these goals.Career uncertainty is predicted by a student's sense of autonomy and self-efficacy, which are in turn influenced by their interactions with peers and parents. Autonomy-supportive peers and parents offer options, knowledge, and opportunities for input into the college and career decision-making process helping students gain self-assurance in their ability to make sound career choicesCreated things are the focus of these making pursuits.Guay, et al. (2003) Adolescents' sense of agency and ability to take charge of their own lives is enhanced.An optimistic outlook on decision-making tasks is conducive to professional advancement. Amir&Gati (2006) have looked at the challenges teenagers face when deciding on a career path. What they seereflects the fact that adolescents are frequently either oblivious to or unable of articulating the full scope of the problems they facein the midst of making a professional choice. They suggest that people should be conscious of theirchallenges in figuring out where to go your profession because you don't know enough to ask for advice.Girls in Arab adolescence are more likely to be undecided about their future than boys (Hijazi, Tatar, &Gati, 2004). One possible explanation for their inability to make up their minds is the size of the chasm betweenequirements of their psyche and the low standards to which they are held by society. As a result of this pervasive lack of resolve,Arab adolescent females are less likely to fight against gender norms, which means they receive less career guidance as a result grounded on the community's cultural norms. Depending on the specifics of the situation, gender and cultural factors result in distinct lifestyle options and expectations for men and women. Research by Gibbons et al.(2006) suggests that pre-transitional youth Accurate career guidance is essential for making informed selections. The suggestthat, prior to entering the workforce, students should be exposed to real-world settingsChoosing a Profession. In their research on Asian countries, (Tang, Fouad, & Smith, 1999) found thatCareer choices in the United States were studied to determine the impact of factors like acculturation and educational attainment on the labour market, impact of family, socioeconomic status, family participation, job interest, and sense of professional competencepreferences of college kids They draw the conclusion that acculturation has profound effects on AsianThe confidence, hobbies, and professions of the American people. On the other hand, very little of a connection may be found between one's passions and one's

chosen profession. They argue that Asian Americans are aPeople in a community often opt to work in established professions even if they don't enjoy it personally. Thisreasoning lends credence to the conclusions drawn by Leung, S. A. (1993). which suggest that Asian Americans are less likely to vote than other Americans profession not based on their individual goals and aspirations but on the family's vision. Leungpoints out how important it is to look at the when researching Asian American professions,Considering family history, and more specifically, family norms and expectations. An optimistic correlation exists betweenFamily influences on deciding on a profession.The research was conducted by (Ferry, Fouad, & Smith, 2000) Parents may have a greater impact onpowerful people tend to gravitate into established professions. What I think this means is that we have reached the end of more research into these topics is needed in the modern day. A further restriction of this study is that no Indians were included in the sample, despite the fact that Indians make up a sizable portion of the population ethnic Asians in the United States. According to this theory, "a person's work/occupation is the result of a variety of interpersonal transactions carried out in local contexts and founded upon exchanges within and between groups of which the individual is a member" (Law, 1981). According to Law, this pervasive community impact on young people is the result of a number of factors, including: expectations; feedback that individuals receive about their suitability for a particular occupation and role; support by reinforcing youngsters' aspirations and their strengths and weaknesses; modelling, which refers to the influential aspects of others, and information based on observations of other people's work, habits, and patterns; and support by reinforcing youngsters' aspirations and their strengths and weaknesses.

Adolescents may benefit from or struggle with professional decision making depending on the extent to which they are influenced by parents, teachers, and peers. Although many studies have looked at the ways in which teenagers' families and social networks encourage them to pursue their interests, Guay et al. (2003) argue that the actions of both parents and peers significantly impact their children's career uncertainty. Most studies have interchanged socioeconomic status with social class.Access to material items, money, power, social networks, healthcare, free time, and educational possibilities are all examples of the kinds of resources that people in different socioeconomic brackets value (Oakes & Rossi, 2003). As described by Heppner, M., & Jung, A. (2013) socioeconomic status consists of objective measures like income, education, and occupation, while social class refers to both one's economic position and their knowledge of that position within their social structure. Fundamentally, there is a social and psychological foundation for one's perception of their own social status and the ways in which they interact with others.Given that parents of larger families often have less money to aid the older children in attending college, and that the financial strain on the family tends to lessen once the older children leave home, it stands to reason that adolescents' career aspirations are influenced by the size of their families (Schulenberg, Vondracek, &Crouter, 1984). When compared to their more advantaged contemporaries, "young people from working class families often report lower educational goals," regardless of academic competence. Research has shown that this is the case [Kerckhoff, A. C. (2003), Schnabel et al (2002) According to research (Ashby & Schoon, 2010) In addition, young people from poorer socioeconomic origins report more doubt about their own future goals than their more privileged peers. There is also data to imply that boys

are more susceptible to the deleterious effects of economic problems on their adolescent work aspirations than females (Schoon, Martin, & Ross, 2007). From this, we might deduce that young males from economically challenged families may be more unsure of their future professional paths than their female counterparts. Students from low-income backgrounds are less likely to pursue successful academic and professional paths due to their lack of resources. Students in this situation often choose not to pursue occupations that they believe will need an excessive amount of time and money to complete their education. (Ngesi, 2003) Students from low-income schools are hampered in making informed career decisions due to insufficient resources, a lack of relevant information, low test scores, and inadequate career counseling services (Bojuwoye & Mbanjwa, (2006)). In a similar vein, Sink, Turner, and ConkelZiebell (2011) argue that adolescents from low-income urban neighbourhoods have fewer chances to learn about and try out potential careers, fewer resources to help them decide between careers in which they're interested, and fewer chances to make the connections between work and achieving their goals. These young people are under the impression that their education would not lead to any professional advancement. Evidence for this idea comes from the study conducted by Jacobs et al. (Jacobs, Finken, Griffin, & Wright, 1998) on rural adolescent girls, in which the authors discovered an inverse correlation between academic achievement and a desire to pursue a career in the hard sciences. To keep rural adolescent females interested in science, they recommend including them in more scientific-related activities. Adolescent girls in rural areas are more likely to maintain an interest in science if they receive encouragement from family and friends, meet other women in STEM fields, and have positive role models in scientific education. The study's authors hope their findings will encourage more young women in rural areas to pursue STEM fields . In the study by Gibbons et al. (2006), both parents and students said that cost was their primary concern when considering further education.However, Ginzberg (1952) found that young boys from affluent homes already assume they would go to college. Their dads are successful businessmen or government officials. People in a person's immediate circle tend to share similar educational and professional backgrounds. As a result, it should come as no surprise that children of the wealthy envision themselves in professional or managerial roles as adults. D. L. Blustein (2011) and Kenny, Blustein, Haase, Jackson, and Perry (2006) found that those of higher socioeconomic class are more likely to have successful career paths than those from lower socioeconomic backgrounds. Research and studies focusing on socioeconomic status are relatively new, a trend mirrored in the content analysis conducted by the Journal of Career Counseling. Career psychology, according to Stead and Perry (Stead et al., 2012), "needs to focus less on its predominantly individualistic, reductionist, and positivist approach towards research and practise" and more on addressing societal injustices through morally grounded social justice and community service. They further argue that the quality of research into career advancement needs to be increased. Adolescents from affluent families reported a high level of occupational desire (Lapour& Heppner, 2009). It was determined by these researchers that the wealthy youth's interest in maintaining their social class status narrowed their choice of careers.In both individualistic and collectivist societies, parents play a significant role as counsellors and advocates for their children. The family is the child's first point of contact with the outside world, and via their interactions with their parents, siblings, and other relatives, the youngster begins to internalise particular values,

ideas, standards, and a sense of career. According to a study (Okorodudu, 2010), Therefore, the initial step in a child's career development occurs in the home, and it is the major responsibility of parents and caregivers to instil a value for work in their offspring from an early age. Studies consistently show that parental expectations and hopes for their children have a significant impact on the goals and dreams of their teenagers. This suggests that young people are more likely to set lofty goals for themselves if they are raised with the knowledge that their parents have high academic expectations for them.Parents who encourage their children in their endeavours tend to raise children who are more interested in pursuing careers. McDonald and Jessell (1992) and McWhirter, Hackett, and Bandalos (1998) are just a few examples of researchers that have found this to be the case.The careers of both parents, but especially the mother, have a substantial impact on their children's career goals. However, Bright et al (2005) research shows that kids are more likely to enroll in courses and make career selections in interest categories that are similar to their father's occupation. This means that a child's parents have equal sway on his or her vocation. Adolescents' views on gender equality and their hopes for the future in terms of schooling have been studied in the United States. (Trice, A. D., & Knapp, L. (1992) The authors discuss the detrimental effects of 1970s non-egalitarian families' lack of an egalitarian worldview on their children's educational success and aspirations. The authors also paint a vivid picture of the new millennium, with its more equal households and brighter educational ambitions. The people in a child's life, especially their parents, can have a significant impact on his or her exposure to and understanding of the world of work and the expectations placed on them for the future. Girls in households whose gender roles are more or less equally distributed tend to place a higher value on education, and the authors note that this is especially true among their female teenagers. In addition, authors highlight that adolescents whose parents have high hopes for them achieve high levels of schooling, albeit other factors also play an essential part in this. According to research by Koc(E.L., 2008), seven in ten college grads say they would consult their parents before accepting a job offer.According to Yang, Wong, Hwang, and Heppner (2002), Korean university students prioritised family approval over their own interests while making professional decisions .Eighty percent of students surveyed by Judith (Baines, 2009) said they discussed employment offers with their parents. Eighteen percent said they discussed job offers with their spouses or significant others. Eighteen percent said they wanted to make their own decisions and accept job offers on their own. When it comes to mental health, an authoritative parenting style has mixed effects on children. For example, (Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Lamborn, Dornbusch, & Darling, 1992) several writers have shown that an authoritative parenting style is associated with increased academic success.When teenagers receive encouragement and support from their families, they respond positively and excel in school. They worry about students' not finishing high school and advocate for an intervention programme to keep students in school. Lamborn et al. (1991) and the Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh (1987)Students whose mothers encouraged them to strike out on their own as children were less likely to waver in their professional choices as adults . According to research (Guerra & Braungart-Rieker, 1999), Mothers have been found to have a greater impact on their children's profession decisions than any other aspect in a number of studies .According to research (Mickelson, Velasco, 1998). Mudhovozi and Chireshe (2012); Shumba and Naong

(2012); Bojuwoye and Mbanjwa (2006), teens who say they feel a strong sense of belonging to their peer group are more likely to take an active interest in their job options and make more strides in committing to one. In addition to aiding in self-discovery, the comfort and emotional support provided by close friendships can go a long way toward encouraging a person to stick to their professional goals. (Felsman&Blustein, 1999) Most students cited both family and professors as major influencers on their choice of professional path. Students' profession choices were greatly influenced by the availability of information and media on the Internet (Bright & Pryor, 2005). The process of deciding on a career early in life offers long-lasting benefits. For example, (Hirschi &Läge, 2008a) He puts a premium on thoughtful career decision making and planning, but also acknowledges the value of serendipity. Career planning, he argues, ought to be bolstered with contingency planning.

It has been shown that (Hirschi, 2010) the inability to achieve one's original aim due to random circumstances may lead to a decrease in motivation and disinterest in one's job (Zhang et al., 2015) According to his research, despite the lack of a substantial correlation, the researcher found that the two concepts of "chance events" and "career decidedness" are not diametrically opposed. Events outside of one's control can affect their careers, either in tandem with or independently of their own career choices, and the nature of this relationship varies from person to person "Perceiving a strong influence of random events in one's prior career development does not impede work motivation in one's current employment if one possesses a clear picture of personal interests, preferences, and career goals, i.e. high degrees of career decidedness." Since Hirschi does not place much stock in random occurrences, he argues in another study that successful professional growth is measured by sustained progress in three areas: decision making, strategic planning, and exploratory learning. Hirschi's studies shed insight on the career intervention tactics developed for pupils in Switzerland between the ages of 14 and 15, as his studies focused solely on Swiss and German adolescents. Teenagers in Switzerland are expected to pick a major and major field of study at the end of the ninth grade. Students who are committed to attending college remain enrolled. Several desirable results are to be gained from this technique. In Switzerland, students can choose between two different sorts of schools: those with more basic facilities and those with more rigorous academic standards. Students attending a low-resource school are forced to make a career decision after completing ninth grade because they lack the prerequisites for higher education. Career decidedness, career planning, career exploration, and vocational identity were all reported to have improved significantly among participants after the introduction of the career intervention programme by Hirschi (2008).However, students who are at different phases of their curriculum are likely to have differing perspectives on career choice, and the perspectives of those who are in their last year would be of specific interest to employers of a new graduate. The focus of the study was on students who had recently enrolled in a particular event, recreation and sports management degree programme. The next steps that need to be taken in this area of research include conducting longitudinal research on the career choices made by students attending the same school as well as investigating disparities based on demographic factors such as gender, age, and the presence or absence of domestic versus international students. It could also be beneficial to explore some of the aspects of interest outlined in his research via the lens of a qualitative investigation in order to have a deeper comprehension of the reasons why certain qualities are more important than others

(Sibson, Ruth D (2011)).Factors influencing secondary school students' job decisions in Ikenne Local Government Area, Ogun State, are the focus of this research. It sheds light on common misunderstandings among high school students about what aspects really matter when deciding on a career path. It also found that no career counsellor was available at any of the Ikenne Local Government Area secondary schools that were surveyed. As a result, while their parents hope their children will have a successful profession, kids in that field are making narrow choices (Olamide et al (2013)).The study looked at how one's ideals and priorities shape their professional path. The study found a somewhat favourable significant relationship between occupational preference and moral principles. It is also generally agreed that the individual values scale has a moderately favourable link with all components of the job choice scale. The outcome may be a significant predictor of a person's likelihood of professional success and happiness, as well as the likelihood that they will choose a job that is consistent with their values. The results of the survey provide future scholars with insight into the career paths that are most in demand and reveal the order of priority that students place on different values (Kaygin et al(2013)).The purpose of this research is to learn more about the personal issues, study involvement, and academic accomplishment of students in the Usilampatti education district of the Madurai region. The research also showed that kids in their final years of secondary school have average levels of personal issues, study involvement, and academic accomplishment. High school students are the backbone of India's educational system and deserve every bit of help they can get from their communities, institutions, and governments. human progress requires stronger social bonds (Mohamedayupkhan, M and Mani, S (2014)).The research looked into how several variables affect students' decision-making when it came to their future professions in Rivers State, Nigeria. The study's findings showed that when considering factors including parental influence, gender equality in the workplace, and job prestige, male and female secondary school students' career preferences diverged significantly. Respondents were given a Detailed Career Choice Survey in order to compile the required information. Based on the results of the study, it was suggested that students seek the advice of a professional career counsellor when making important decisions about their futures. Counselors should involve their clients in the decision-making process and take into account their clients' interests, strengths, and personality traits when making recommendations (Eremie et al (2014)).This research has explored the many elements that influencing the choice of agricultural career among undergraduate students in an African University context, with specific reference to the experiences of students in the school of Agricultural Sciences at Makerere University. Specifically, we want to learn what variables impact students' decision to pursue farming as a profession after college, how students feel about farming as a profession, and what kinds of resources are accessible to them at the University (James et al (2015)). There should be more to career guidance than just how to study, take the right tests, and get into the right schools. Everything kids need to know about the working world, from the needs of various jobs to their possibilities, benefits, and even potential dangers, should be included. Knowing this is a huge step in the right direction because students' lives are negatively impacted by a lack of career resources. Students put more stock in what others think of them than in their own knowledge of who they are and what they can accomplish in their chosen field of study. If they haven't had enough life experience, they won't know how to make informed decisions

regarding careers that are a good fit for their skillsets. I. Background (Theresa, Lawer Dede(2015)).The study's findings give empirical evidence for the link between students' sense of competence, the support they receive from family and friends, the things that interest them, and their economic and professional goals. The current study comes up with a dependable research instrument that should be employed for future research in the domain of management. In addition, a model was created for the characteristics impacting profession choice among undergraduates at Universitas Indonesia, which could help to future studies in this area. One's choice of a profession is a watershed moment that has far-reaching consequences for his or her future place in society and is a pivotal stage in an otherwise monumental life journey. The results of the study showed that the elements of family, self-efficacy, personal interest, and economic considerations exerted substantial influence on the choice of career (MeddourHoucine et al(2016)).Career is a very significant component of anyone's life. Making a decisive early choice about a student's future topic of study or profession might have far-reaching consequences. Students need to select the selected subject carefully from many possibilities offered while keeping in mind their own interest. The correct selection of a favourite subject is a crucial option. Most high school seniors have no idea what they want to do with their lives. For these kids, career counselling is crucial since it helps them make informed decisions about what to study in order to build a successful future. So that they can forge their own identities in this more cutthroat environment, secondary school students need help deciding which subjects to study (Upadhyaya et al (2016)).Choosing a future occupation is just one of many major decisions a student will have to make. The repercussions of this choice will be felt for the rest of their lives. A student's core identity is shaped by the career path he ultimately chooses. Each learner comes to class with their own personal story, which shapes their perspective on the world. The history so generated, in part by the student's personality, environment and opportunity will impact how kids chose their occupations. That's why Again, how a student evaluates their own unique blend of character, circumstance, and possibility will shape the path they take in the professional world (Raj, M.Sugin,(2016)).According to the results, school counsellors don't play a significant role in helping students make well-informed decisions about their futures. Young people are shown to be easily influenced by their peers and the media. There's an emphasis on the significance of a teacher who can instil a sense of drive and enthusiasm in his pupils. Students are often influenced by the type of workplace they imagine themselves in. The research shows that children at these schools were least influenced by their parents' occupation. In addition, it explains that girls are more influenced by and reliant on their contemporaries when making decisions (Kazi, Asma Shahid, Akhlaq, Abeeda (2017)).

The authors of this paper conducted an empirical investigation of the impact that career management and planning have on successful professional advancement. Various career development programmes can be traced back to the introduction of individual career planning into organisational career management. The findings of this study support the idea that deliberate career planning and management are crucial to achieve successful professional advancement. For the former, it's crucial to provide employees with career management methods that take into account both their own goals and the demands of the company (Chetana, N., & Mohapatra, A. K. (2017)).The researcher conducted this study to dissect the dynamic between students' levels of anxiety and their experiences in the classrooms of

Faridabad district's senior secondary schools. Descriptive and inferential statistics were used to conduct a quantitative analysis of the collected data from 100 high school pupils. A substantial correlation between students' academic performance and their levels of anxiety was found in the study, although only at the 0.1 level of significance (Kumari, Munni (2017)).Looking back on their experience in elementary and secondary school, the young adults in this study report feeling an obvious lack of assistance in making decisions about their schooling and future careers. Based on the results of the study, it appears that a mix of group and individual activities is the most effective way to achieve the goals of increasing participants' knowledge of the labour market and the curriculum (Eriksson (2018)).The study seeks to analyse the basic elements that determine the choice of career of young Omanis. The questionnaire used to collect information from participants is part of a quantitative experimental research design. The goal of this survey was to figure out the elements that may affect the professional path of graduates in Oman. As the results of the survey show, financial reward is a major factor in shaping Omanis' career decisions (Abri et al (2018)).Student's vocational decision-making skills and job choice behaviour are not identical in respective to different school boards. Students who have access to guidance and counselling services perform somewhat higher on a measure of career readiness, suggesting that the CBSE public school system provides a more robust set of resources for its students. The ability of girls in career decision, that demonstrate equivalence with the guys and in certain cases they outdo the boys. What's most intriguing is the correlation between students' job indecisiveness and the decisions they end up making; those with lower indecisiveness ratings may be more likely to pick a successful career path (Pabitra Kumar Das, Rakesh Kumar Dangi and Iswar Chandra Naik(2020)).Students who are career-mature have a firm grasp on their professional aspirations, an insatiable appetite for learning about the world of work and the many pathways into it, and an eagerness to seek advice from others around them. Career adjustment is a sign of maturity. A person's earning is somewhat directly proportionate to the nation's and the society's economic progress. This contribution is commensurate with the individual's ability and the requirements of the community. This result promotes the person or the home unit to economic independence and delivers other satisfaction also (Dhull, K (2018)).

The study discusses the importance for an early introduction of diverse career counselling programmes in schools. Creating jobs in all service sectors tends to balance the supply and demand chain and prevents the drain of human resources in one area while the other sectors are suffering from a lack of human resources. Schools play an essential role in conveying this knowledge and information to the kids and strengthening their motivation to pander to their goals and interests while balancing the economic obligations (Marimuthu, et al (2018)).According to the results, parents encourage their kids to think critically about their futures and make educated decisions on what paths to take. They also offer a growingly potent instructional setting where children learn to rely on themselves and make responsible decisions. Parents should help their children figure out what they want to do with their lives from a young age. Mothers, in particular, play a pivotal impact throughout the entire professional decision making process for their children (Krishnan, Devika and A, Lasitha)).High school students in Iringa Municipality were surveyed to learn more about the factors they considered when deciding on a future profession. The research has uncovered the secondary schools' career services and highlighted the psychological and social elements

influencing students' career decisions. According to the results, the vast majority of participants justified their choice of steam by citing personal preferences and interests. The study indicated a high positive correlation between psychological characteristics and occupational preference, but a less correlation between social factors and occupational preference (Vaghela et al (2019)).The report thoroughly discussed how aspects like one's individuality, upbringing, and family history might be put on hold, de-motivating one to continue in one's chosen profession. Allowing students some autonomy in making decisions while also providing guidance based on the teachers' and parents' knowledge and experience is essential. The research results imply that

(1) Career counsellors can help students via providing them with access to more career resources so they can learn about their options and weigh the pros and cons of each,

(2) Ensuring that family members are involved in the decision-making process as much as is reasonable, and

(3) Recognizing that an individual's personality and their surrounding environment will have a significant impact on the path they ultimately choose to take in terms of their academic pursuits (Najar et al (2019)).

A person's career is the foundation of their life. Students are encouraged to begin thinking about and planning for their future careers while still in high school. Therefore, everyone has to have access to high-quality career counselling in order to get the self-awareness necessary to make the most-beneficial decisions for their future careers. Numerous studies have been done all across the globe on the subject of a career's worth. In this article, we'll do just that - Olando et al. (2014) found that good guidance and counselling had a favourable link with encouraging healthy self-concept in adolescents. Owino and Odera (2014) found that of the teachers who participated in the study, 70% used group counselling and advice, 76% preferred referrals, 78% used personal counselling and guidance, and 58% were doubtful of the information.Nkala (2014) found that many students did not know about counselling and guidance services, which may have been a major factor in the prevalence of issues like chronic absenteeism, disruptive conduct, teen pregnancies, and substance misuse among young people. Alemu (2013) found that few parents and students were aware that schools offered counselling and guidance services. Boys far outpaced girls in using those services.Secondary school students' emotional and social development was found to be significantly influenced by counselling services, as reported by Gatua (2012). Girls in rural schools with access to counselling and guidance services had a significantly greater level of emotional and social awareness. Khattak and Ain (2012) report that their study participants were unanimous in their support for instituting counselling and guidance programmes in schools. They also demonstrated the importance of a properly educated and qualified faculty in schools' ability to offer students assistance and career counselling. Mikaye (2012) found that while 82.4% of principals identified counselling and assistance as key services for students, they lagged behind in literature and study material help.Through official and informal counselling and guidance programmes, character development is achievable.Vocational rehabilitation and job advancement can assist people with impairments cope with their individual challenges, as reported by Lazarus et al. (2011). Furthermore, it has been discovered that vocational coaching is crucial because it considerably affects students' career goals (Akeredolu, 2011). Bozgyeyikli and Hamurcu (2009) discovered that economic

status was significantly correlated with professional maturity and decision-making self-efficacy. According to Eyo et al. (2009), student support for counselling and advice is high. Both the students' geographic region and their gender had significant roles in shaping their perspective on the importance of assistance. The research also showed that girls and boys in urban and rural schools have different perspectives on the need of guidance and counselling. Secondary schools rarely employed counselling and guidance to deal with student misconduct. Corporal punishment, physical punishment, phone calls to parents, and suspensions were among the most often employed disciplinary and punishment techniques by the school administration. Njeri (2007) claims that despite students' awareness of the need for and value of career counselling in the classroom, a lack of such services is a major contributor to students' underachievement.Furthermore, they discovered that assistance and counselling improved their academic performance. Kesici (2007) argues that as part of kids' school counselling and assistance, they should be given basic information about various occupations. Mbwale (2004) argues that career guidance should be seen as a right for all students, not just the privileged few. Education and career counselling should be prioritised by students, schools, commercial and public sectors, government, and parents.Examining the scientific path to a profession- Research into what makes for good teaching at the university level, with the goal of equipping students with the skills they need to build and maintain fulfilling professional and personal lives, has received a great deal of attention. The purpose of this research (Marimuthu,et al (2018)) is to identify the factors that students should consider while deciding on a professional path, taking into account current trends, student interest, their own ability, and the consensus of the media. The research shows that making the right job choice requires careful preparation during the early stages of schooling. The goal of the research (Wiebe, E. et al., 2018) is to find out if and how students' attitudes toward STEM courses in school affect their desire to pursue careers in those fields. The study polled 15,000 kids in public schools and divided the results by gender, age, and race. The result demonstrates that the information may be split into two distinct subsets, one involving mathematics and the other involving biology. Gender differences in scientific interests are most pronounced between males and females, with the former gravitating toward the field of physical science and the latter toward the field of biological research. A secondary finding of the study was that grades had no appreciable influence on students' decisions to pursue STEM-related professions.Another study by Li, J., Mau et al (2021) uses personal input and contextual characteristics to examine high school students' career progression. Students in Taiwan who are between the ages of 15 and 17 are the focus of this study, which aims to determine which academic disciplines within the broad field of science, technology, engineering, and mathematics are most popular among this age group. Social cognitive career theory was used to analyse the data, and the results showed that guidance counsellors helped students make the right choices by pointing them in the direction of STEM fields. Venue and other indications connected to STEM career selections influenced by the component, such as when you identify gender belief about the profession, are also highlighted in the research (Wegemer, C. M., & Eccles, J. S., 2019). The purpose of the research (Pascual, N. T., 2014) is to highlight the elements of the career planning process that play a significant influence in making a career or affecting a career. Therefore, the study aims to determine what factors influence the profession choices of Morong Rizal's college students. The report continues to

detail how students' decisions are thought to be impacted by the sheer availability of work following graduation. Prominent factors that influence a profession choice include family income, parents' occupations, and siblings' enrollment status as students.From an educational standpoint, the paper (Biswal, M., 2020) focuses on youngsters from Western Orissa who have moved away. Problems in western Odisha, such as a lacklustre educational system, shoddy infrastructure, sloppy maintenance, excessive property values, and serious health issues, are driving up the region's already high migration rates. Children were denied a suitable education, keeping them in a vicious cycle of poverty that kept their parents from breaking the loop of low skills, low earnings, and a mobilised lifestyle. Tribal students in Western Orissa who are just entering the state government school system are the focus of another study (Pramanik, R., & Bag, M). These results demonstrate the power of education in fostering cultural harmony and economic growth among indigenous peoples through the establishment of sound educational programmes designed to guarantee the maturation of future generations.Without investigating what holds people back from pursuing certain careers, an analysis of what influences their decision-making process would be lacking. Some of the challenges one has when deciding on a career path may be illusory, yet they might feel quite real at the moment. The first step toward going after one's dream job is developing the courage to overcome difficulties and barriers. Understanding the variables that prevent you from deciding on a career path is the first step toward overcoming these difficulties. The ability to identify and address employment-related anxieties is a key benefit of receiving career coaching. According to the conventional wisdom, "career barriers" are anything that stands in the way of one's progress toward their professional objectives. In a 1969 study by John Orr Crites Social Cognitive Career Theory was used by Lent, Brown, and Hackett (2000) to investigate the phenomenon of "career hurdles" (Lent et al., 1994). They argue that young people who are faced with making important life decisions about their futures should establish a clear distinction between the potential benefits and drawbacks of various professional paths. They suggest looking at professional roadblocks from a variety of angles. It is important to understand the phenomenological processes that lead to the perception of barriers and supports, as well as process expectations, environmental structures that facilitate or impede career choices, the relationships between career barriers and coping efficacies, and the phenomenological processes that lead to the perception of barriers and supports. The authors note that those with a high feeling of coping efficacy are more likely to succeed in spite of obstacles. The four issues related to selecting a profession are (Osipow, S. H. (1987)).

1) Poor planning and execution (of control procedures),

2) Poor data processing and storage,

3) Doubt in one's ability to follow through and complete the task at hand;

4) Reluctance to change course after encountering resistance; (Osipow, 1987).

Challenges with making a career choice have been categorised into three overarching categories with several subcategories.

These are:

a) A lack of preparation, which includes its four subclusters such as a lack of willingness to engage in the professional decision making process, general indecision over all types of decisions, and dysfunctional beliefs, including unrealistic expectations;

b) A lack of information, which includes its four subclusters such as a lack of understanding about the steps involved in the process, a lack of information about oneself, a lack of information about various career possibilities, and a lack of in-depth Therefore, the taxonomy of difficulties encountered when selecting a vocation is comprised of ten general categories (Gati, Krausz, &Osipow, 1996).

It was shown that women and students from underrepresented groups predicted more difficulties in the workplace than men and students from predominantly white backgrounds. Compared to their European-American peers, people of colour reported higher levels of perceived educational hurdles and lower levels of self-efficacy for coping with these barriers (Luzzo& McWhirter, 2001). The perspectives of Mexican American college students about obstacles in their careers were studied by Luzzo, McWhirter, and Hutcheson (1997). A number of expected future hurdles was significantly correlated with a decrease in confidence in making career decisions, according to the study. Students' confidence in their ability to make sound professional choices was negatively correlated with the number of obstacles they saw ahead of them. Both students' lack of study skills and their inability to secure adequate funding were recognised as major obstacles to pursuing a career. Students who showed more agency and responsibility in their academic and professional lives reported fewer obstacles.

The three main flaws in students' methods of career planning are as follows:

First, students did not make adequate use of available professional career guidance;

Second, they failed to adequately consider other career paths; and

Third, they made insufficient efforts to enhance their future employability (Greene, 2006).

Some professional setbacks are more subjective than others, since what may seem like a tragedy to one person may be an opportunity for personal development and growth to another (Lent et al., 2000) Adolescent boys and girls who saw more obstacles also did more career research and preparation. Pessimistic and low-esteem women were the ones who saw greater obstacles. Self-efficacy in making professional decisions is associated with factors such as optimism, pessimism, self-esteem, and external impediments. It is crucial to the study of career development and choice to comprehend the role that students' cognitive processes play in shaping their perception of both internal and external obstacles. According to (Creed, Patton, & Bartrum, 2004) In the field of research pertaining to the selection of a career path, there is a growing consensus that the idea of obstacles in one's chosen line of work is an essential and helpful explanatory variable. This is due to the fact that the quantity and kinds of obstacles that an individual observes can function as a limiting factor in both the choosing of a career path and its actualization.Women's professional challenges have been the primary focus of research into occupational roadblocks. Career barriers were only recognised by women going through a career transition, according to research by Murtagh, Lopes, and Lyons (2007), and only when their sense of identity was endangered. Researchers found that women who had healthy coping mechanisms were better equipped to overcome professional setbacks. They recognise that encountering difficulties in reality may differ from their expectations. When people are young, they have a certain idea of what it will be like to work as an adult, but that idea may be very different from the reality. Sample size is the main problem with this study because it prevents any broad conclusions from being made. Doren et al. (2013) conducted an analysis of a gender-specific, all-encompassing curriculum created to help high-risk adolescent girls, including those who are disabled and at danger of failing

school, overcome the obstacles they experience in pursuing a job. The authors agree with the classification of professional obstacles into internal and external barriers made by a number of other authors. Perceived barriers, lower vocational self-efficacy, a lack of knowledge about available career options, a lack of knowledge about resources and supports to facilitate transitions, rights and responsibilities in school and the workplace, and a general lack of knowledge are all examples of internal barriers.Few opportunities to learn from influential role models, low professional expectations from parents and instructors, and a lack of social support from significant people have been cited as external impediments. Obstacles in one's career path are common occurrences. Most research on career barriers has concluded that helping young people create realistic professional expectations requires raising their level of career awareness and education, boosting their self-esteem, and teaching them the attitudes and skills they need to deal with perceived barriers.Arulmani has conducted numerous research on careers in India [Arulmani, G. (2011b), Arulmani, G. (2014), Arulmani, G.et al (2006), Arulmani, G. et al (2009) and Arulmani, G.et al (2003)]. He's worked on career guidance for young people in urban slums and put it into practise. He's made several excellent evaluation tools, especially for the Indian market. He has worked extensively with Indian youngsters in the field of career counselling and is one of the few scholars in India to have published multiple articles in this area.Career counselling needs to be reworked in light of the culture in which it is implemented. Family and patronage networks, as well as directed and fatalistic worldviews, are examples of cultural factors. (Sultana & Watts, 2007; A. Watts, 2005; A. Watts &Fretwell, 2004) These concerns may be impacted by societal norms; for instance, in nations lacking pensions plans and other public benefit systems, families may rely heavily on and expect to have a great deal of say in their children's employment choices. Following (Arulmani, G. (2011b)) to combat negative career views, he has advocated for culturally relevant professional programmes in India and shown how they might be implemented. Bandura's Social Cognition Theory and Brown and Lent's Social Cognition in the Workplace have affected Dr. Arulmani's work. It is clear from reading any of Arulmani's works that he considers cultural orientation and influence to be crucial factors in the development of professional practises. He argues forcefully that career intervention programmes need to be adapted to meet the needs of people from various cultural backgrounds. With his JIVA method, he also offers the idea of incorporating Indian philosophy with career intervention procedures (Arulmani, 2011a). That's because he doesn't what sets him different from other Indian career theorists is his preference for adapting western theories and ideals about careers to Indian contexts. The JIVA method suggests thatclaims that careers develop in a spiral, which is similar to what Career Development Theory and Career Construction Theory try to say (Savickas, 2006). It's best to make professional decisions coldly and objectively. A person needs to learn to analyse the pros and cons of potential occupations and develop the ability to say "no."appears to be a promising opening, but does not ensure achievement. Sensitivitycareer sustainability, adaptability, and achievement are all essential for a prosperous life adapt to a state of constant change. Arulmani ties together the connection between effort (Karma Yoga) and applying the concept of obligation as outlined in Hinduism (Dharma) to a professional context. According to Arulmani, to be culturally ready, one must be receptive to gaining insight about the norms and practises of others with whom one would interact lifestyles to better tailor provided

services to individual requirementsshown by the context in which it is used. In order to provide a career programme, a cultural readiness strategy providessomething special that makes it more pertinent in the given situation. Most professionals in the field think that using despite its potential benefits, the Dutch method of job exploration has its limitations for Indian studentssuitable outcomes if we fail to account for the specifics of Indian society and context.Arulmani has identified a few aspects of India's social-cognitive environment that play defining roles in the development of careers. These aspects include: goal setting and planning, which is characterised by the type of occupational goals and efforts focused toward setting career progression targets; adopting appropriate styles against the continuous of collectivism and individualism; community influences, which are characterised by the nature and level of parent engagement, pressure to conform to societal norms, and peer influence; and decision making styles against the continuum. As the saying goes, "beliefs can become so ingrained that they may not even be acknowledged by their adherents as beliefs; they are more like unchallenged, self -evident truths."To wit: (Krumboltz, 1994) Arulmani has done substantial research into how one's perceptions about one's career path affect one's levels of competence, self-direction, and dedication. He comes to the conclusion that those in higher and lower socioeconomic status groups hold different views on the subject of careers, and that these views have an effect on how those groups approach career planning. Lower socioeconomic class youth face greater challenges than their better off peers. In light of this, he proposes establishing a comprehensive career intervention and guidance system to aid young people in India, particularly those from lower socioeconomic level groups. As a part of professional development, Arulmani proposes the idea of career exploration. Adolescents' career exploration is aided by an overarching comprehension of the relationship between formal schooling and the pressures of the labour market. He argues that students can close the skills gap between high school and the job market by making well-informed career decisions while still in secondary school. He stresses the importance of including career education throughout the school year. Career choices in India are influenced by the country's social, political, economic, and cultural climates. Instead of centering on the needs of the individual, Indians look at the labour market while making career choices. Adolescents in India often poll numerous relatives and acquaintances before settling on a profession.So, according to Arulmani, we take a more collectivist approach to choosing professional choices than people do in the West. As a result, career counsellors frequently find themselves providing services to the entire family rather than just the teen who is making the professional choice. Also, the Indian religion guides people and always has the answers to their questions. When a family goes to a career counsellor, they often have the mentality that they should be told what career path to choose rather than being directed. So, according to Arulmani, the self-exploration and discovery entailed in the Gestalt approach to career may not necessarily be applicable in Indian contexts. Livelihood is connected with fundamental survival needs and the activities undertaken by people of the lower income bracket like farmers, artisans, fisherman, etc., while "career" is typically thought of as something prestigious and appropriate for educated and middle- and upper-class individuals. Arulmani adds that the term "livelihood" implies "a way of life" and has nothing to do with a person's social standing if one takes the time to think about it. "individuals must optimise personal potentials through the effective realisation of his or her social and economic role as a worker for lifelong development of personal well-

being as the prosperity of the immediate community and society at large," the author writes, bringing together the ideas of career and livelihood. The status of one's profession is highly valued among Indians. Although there is significant potential for increased employability through vocational training, this route is typically pursued exclusively by those of lower socioeconomic position. According to him, the influence of reputation in the Indian setting is so great that many middle and upper class youngsters want to attend college even if doing so would not result in immediate employment.In the course of this investigation, the researcher Asma Shahid Kazi, 2017 The employment decisions of 432 students attending public institutions in Lahore were analysed, and numerous factors that influence work choices were shown to be influential. In order to collect the necessary information for this study, a questionnaire, in-depth interviews, and more in-depth interviews were carried out. According to the statistics, the effect of parents is the most powerful, followed by the influence of friends, genders, the media, economy, self-motivation, and real passion.Najar et al 2019 made an effort in this essay to offer a comprehensive image of the process of choosing a career. He investigated the different elements that could be responsible for making a sensible decision, as well as the significance of those factors. It can be difficult to select an appropriate occupation or to settle on a course of action about the kind of work one wishes to do in the future.Josephine Nyamwange, 2016 The author of this study explored the ways in which students in their first year of college are influenced by their interests when making decisions about their future careers. Participants in this study hailed from six different educational institutions and numbered 296 overall. The respondents for the descriptive survey were selected using a sample method that was both purposeful and methodical. A descriptive analysis of the gathered data was carried out by us with the assistance of SPSS. According to the findings of several studies, the interests that students already have play a significant part in the decision-making process that they go through when choosing a profession.The researcher who authored this study Natasha Cooper, in the year 2013 A prominent public institution conducted a study with students from underrepresented racial and ethnic groups to investigate the extent to which media portrayals of such groups may influence the career decisions of students from those groups as well as students from ethnic minority backgrounds . (N = 21) Students were recruited for this study from two different student organisations on campus that are primarily focused on media-related activities. The author makes a number of suggestions regarding a variety of possible reasons for this apparent difference, as well as suggestions regarding prospective new topics of inquiry that academics can investigate in the future.Mubashir Zafar, 2019, provided an explanation regarding the student's chosen field of study. If they make the right choice, it will be beneficial to their careers. The purpose of this research is to investigate whether or not receiving career guidance influences the occupational paths that high school students in Karachi choose to pursue after graduation. The Chi-square test and logistic regression were used in order to investigate the role that career counseling plays in the career planning process. The participants had an average age of 17.13 years and 1.29 months. When other characteristics were taken into account, the odds ratios (OR) for being men, having better marks, and being highly qualified parents were all 2.33 or 2.05, respectively. The majority of guys, 46%, sought school-related and career guidance. Students look for guidance about their careers in places like workshops and seminars, as well as on social media.

L. Philosophy and N. E. Chukwu, 2022 the purpose of this study was to investigate the factors that high school students consider important while making profession decisions . The research was done using a retrospective strategy. The investigation was organised in such a way that it revolved around a total of four survey questions as well as a total of four different hypotheses. We were able to select a pool of sixty-five kids so that we could carry out a multi-stage sampling technique. A self-designed questionnaire based on a Likert scale was used to compile the information that was used in the analysis. A number of complaints and recommendations for additional research were made, in addition to the fact that the study had a number of significant flaws.Edris Zamroni et al,(2018) Before making a decision about their future careers, the purpose of this study is to assess whether or not students have a strong propensity toward advertising communication tool as a form of media literacy. According to the results of the poll, 61% of university students utilise social media platforms in order to conduct research on potential future careers. This exemplifies the significant role that platforms for social media play in assisting students in making decisions regarding the direction that they want to take their professional lives in the years to come.The author of this article (M. Borchert (2002)) went into length into a number of the considerations that high school students take into account while making decisions about their future careers. Another benefit is that pupils would have the opportunity to investigate the methods that are utilised by adults in the process of selecting a professional path. The assessment of the relevant literature revealed a great number of possible paths leading to future professional activity. The literature review found that the decisions that students make about their future careers are influenced by three aspects of their lives: their environments, the opportunities that are available to them, and their personalities. Each of these three factors played a unique part in determining how the careers turned out.

Research Gap-A dearth of useful data prevented students from making well-informed decisions about their future careers. They are influenced in their choice of vocation by factors such as their family's socioeconomic standing and the parents' chosen profession. In most cases, students will choose to blindly adhere to the success formula. Despite this, it is crucial to determine the student's most salient variables, such as interest, capability, employment opportunity, and emerging industry, which can be effectively combined to determine the student's desired career path.Quality education in Western Odisha is still a topic of research, as is the academic success of the region's tribal students [183, 182]. Educators can learn a lot from two separate studies (Meher, 2011; Sahu, R. K., & Barik, 2019) that each take a different approach to the topic of instructional strategies. Despite this, hardly a single publication gives serious consideration to the issues of career direction and exploration from the perspective of the Western Odisha higher-level scientific students [211, 212]. As a result, the study identifies two areas where more research is needed: first is, examining how students in higher secondary science programmes view their future job options. As a second area of interest, we will be concentrating on the students of western Odisha.

Summary-To better understand this topic and find research gaps, I reviewed the literature on students' career decision-making processes and the variables that motivate them to pursue certain careers. Not enough studies have been conducted on Indian students in grades 11 and 12 to describe the elements influencing their career decisions and levels of motivation.

Career words such as "career choice," "career growth," "career motivation," "career commitment," "career drives," "career orientation," and "career transition" have been analysed from a number of researches. All of these concepts are related to one another, but can also be explored alone. The ever-changing nature of human culture has spawned a plethora of insightful perspectives on the subject of careers.To gain a better understanding of the workings of the labour market, this article reviews and discusses the career theories developed between the 1960s and the present day.There has been extensive research on the many internal and external elements that play a role in determining one's job path and level of desire. Challenges to Career Decision-Making The connection between career counselling and the topic of professional roadblocks has also been explored.

Researchers, policymakers, and members of the general public around the world all place a high value on the field of career studies. The field has just recently gained traction in India. Most nations are beginning to recognise the necessity of introducing students to employment options early on in their educational experiences. Career advice regulations implemented at the K-12 level by the government will aid students in making informed early career decisions and will better prepare them for future career changes and adaptations. While progress has been made, India still has a long way to go in creating a comprehensive system for career guidance. Student productivity increases when they are well-equipped to face the realities of the workforce upon graduation. Dissatisfaction will be replaced with the pursuit of improvement in one's abilities. For the sake of the progress of society as a whole, it is vital that career advisory services be given the attention they deserve.

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