A Review of Adolescent Students' Career Aspirations, Gender, Location, And School Type

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Abstract- In this rapidly changing world, teenagers require support from all stakeholders, including parents, teachers, policymakers, and other relevant individuals, in order to choose a vocation based on the skills they possess and convert those skills into practical commodities for a better life. The purpose of this review article is to better understand the effect of gender, location, and school type in students' career aspirations. The researcher reviewed research papers systematically, the majority of the papers reviewed show that gender, location, and school type all play an important role in career aspiration. The school environment provides a solid foundation for selecting a suitable interest and aptitude appropriate career. This is an urgent need to comprehend the complexities and significance of career planning and aspiration, because misaligned career operation can lead to other psychosocial issues such as depression, stress anxiety, and frustration in adolescents.

I. INTRODUCTION

According to UNICEF, around 1.2 billion people in the world are between the ages of 10 and 19, accounting for roughly 16% of the entire population. Adolescence is a critical stage in one's life that includes the transition from child to adult. During this stage, children transition from dependence to independence. Maturity and autonomy become ingrained in a person's personality. Adolescents are people aged 10 to 19 years old, according to the World Health Organization. Role identification aids in acclimating to society (family, peer group, and so on). This transition from dependent child to independent adult does not appear to be smooth and easy. Adolescents are subjected to a great deal of stress, which leads to a negative personality. Young couples have less time to spend with their children as a result of rising industrialization and urbanization. As a result, psychosocial disorders are on the rise at a frightening rate. According to one analysis, the rate of psychological issues ranges from 10% to 40%. Adolescence is unquestionably a hazy concept. It encompasses the diversity of young people as well as a complex developmental span. Adolescents, according to Erik Erikson, must overcome a crisis of identity against role confusion. The stability of mental health is governed by the resolution of this crisis. It is the second most important stage of human development, during which one develops self-awareness, action potential, and begins to interpret other emotions.

- Career

A career is inseparably linked to all cultures and groups because it is an individual journey through learning, work, and all other aspects of life. It simply refers to the working domain of a person's life.

As a result, career aspiration during adolescence aids in the achievement of the desired goal by selecting an appropriate occupational choice. The majority of career development theories proposed that career aspiration develops during adolescence. Ginzberg (1952) stated that young adolescents aged 11 to 14 years old had a tentative choice based on their interests. Adolescents are in the exploration stage of career development, according to Supper's (1990) career development theory. Appropriate vocation selection not only provides an individual with personal fulfillment, but it also inevitably affects the level and degree of his/her contribution to the community. Proper parenting styles pave the way for future success by assisting adolescents in becoming socially and emotionally mature.
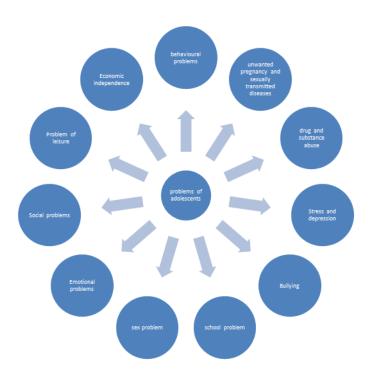
Figure 1: problems of adolescents

- Concept of school

Education is the foundation of a person's success in life; it assists the individual in avoiding poverty and establishing harmony in society. A school is a formal educational institution. It arose as a result of the demand for and need for education. The term "school" is derived from the Greek word Skhole, which means "leisure." This institution is intended to provide a learning environment for the instruction of students by teachers. According to Sherman (2002), a school setting consists of a learner, teachers, maintenance staff, and a principal and administrative staff, each of whom has a specific role to play. The school is an important part of society because it promotes socialization and the development of natural, intellectual, emotional, and moral abilities. Schools are the means by which dreams of a strong, high-quality bureaucracy can be realized. Nothing can be accomplished unless schools and colleges bestow talent and skills.

As per central government record (As on 14/09/2020) there are 14, 94,052 schools in India

Table 1
Number of schools in state/UTs of India

State/UTs	Government	Aided	Private
Andaman & Nicobar Islands	339	2	72
Andhra Pradesh	45103	2346	15862
Arunachal Pradesh	3179	64	503
Assam	47223	5065	6084
Bihar	72590	689	6031
Chandigarh	121	7	74
Chhattisgarh	48671	434	6842
Dadra & Nagar Haveli	300	10	35
Daman & Diu	112	4	23
Delhi	2784	253	2666
Goa	833	514	139
Gujarat	35202	5734	13641
Haryana	14516	26	7913
Himachal Pradesh	15433	0	2778
Jammu & Kashmir	24080	29	5552
Jharkhand	35954	1177	1400
Karnataka	50184	7417	20604

Kerala	5011	7195	3156
Lakshadweep	45	0	0
Madhya Pradesh	122056	874	29105
Maharashtra	66033	23554	19400
Manipur	3073	587	1003
Meghalaya	7802	4181	2220
Mizoram	2564	231	1025
Nagaland	2007	0	745
Odessa	55483	5770	4957
Pondicherry	423	33	283
Punjab	19404	458	8495

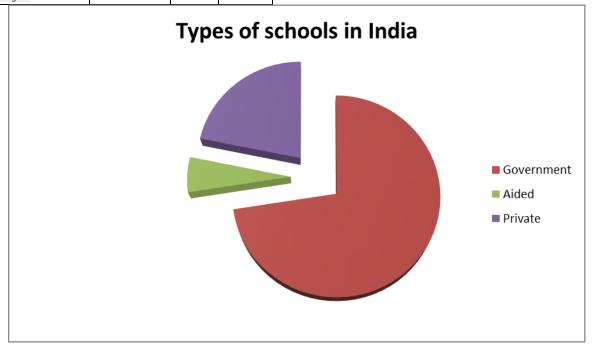| Rajasthan	67578	0	35603
Sikkim	854	19	417
Tamilnadu	37728	8355	12439
Telangana	29822	707	11621
Tripura	4309	46	343
Uttar Pradesh	163142	8090	87433
Uttarakhand	16934	616	5519
West Bengal	82876	127	11777
TOTAL	1083678	84614	325760

Source (UDISE+ 2018-19) provisional

Figure 2: Types of schools in India

II. METHODOLOGY

The following eligibility criteria were selected in the context of this review study.

- Study Design: A narrative bottom-up research technique was utilized to establish relationships between variables
- Participants: Adolescents between the ages of 10 and 19 who attend government or public schools in either an urban or rural setting.
- Exclusion criteria: Those under the age of ten and those above the age of nineteen.
- Information sources: Electronic data sources such as the National Digital Library of India, MEDLINE via PUBMED, and psycINFO were used to find information for the review. We also checked the reference list of the studies that were included.

III. THE RATIONALE OF THE STUDY

Adolescents must choose a subject for their future career during their high school years. This is a difficult decision because the entire career is based on it; therefore, it should not be underestimated at any time. Adolescents who are unable to withstand peer pressure and expectations may be more prone to delinquent behavior. According to studies, there are a variety of factors that influence career choice. Gender, strength, interest, aptitude, and personal outlook are all

variables to consider. Opportunities available, location, and social groups all play a significant role in choosing a suitable career.

IV. REVIEW OF RELATED LITERATURE

Mathur and Sharma (2001) investigated career maturity in 100 adolescents (50 girls and 50 boys). The candidates were chosen from four Agra intermediate colleges. The findings revealed that both boys and girls have average levels of career maturity; however, there is a difference in attitude toward career choice.

Becky Francis (2002) studied the career aspirations of 14–16-year-old students and discovered that girls' occupational choices have become significantly more ambitious than in the prior case, while boys' aspirations have stayed high.

Bender S. (2004) investigated the perceptions of female high school students in the 12th grade and the factors that influence their non-traditional or traditional science career aspirations. Female students' career choices have been found to be influenced by their parents, older siblings, and work experiences. Female high school pupils were likewise found to have doubts about their academic abilities in this survey.

A study on the professional maturity of Indian adolescents was done by Hasan Basheer (2006). 480 students from Raipur, Chhattisgarh's Hindi medium school were chosen using stratified random sampling. All of the students were between the ages of 14 and 16. There were 240 males and 240 females in total. He came to the conclusion that adolescent vocational maturity is mostly determined by occupational desires and gender. He also looked into how gender, vocational inspiration, and self-concept influenced career maturity. The independent variable predicted career maturity variation. Male individuals were shown to be more mature in their careers than their female counterparts.

Kenny et al. (2006) examined the association between professional development and school involvement using a longitudinal model. A total of 416 9th grade kids from urban regions were chosen. The association between career and school engagement indices was discovered to be compatible with emerging professional development models. Individuals were shown to be more mature in their careers than female counterparts.

Wendy A. Patton and Peter Creed (2007) investigated the relationship between career maturity attitude, knowledge competence, and occupational aspiration in 333 high school students (169 females and 164 males). Those who reported high academic achievement reported higher levels of career maturity. Gender differences in occupational aspiration and expectations were observed.

Kaur P. (2012) inspected adolescent career maturity in the context of their school environment. As a sample, 800 adolescents from the Amritsar district's secondary schools were chosen. There was a significant difference in self-appraisal, occupational information, and problem solving when the school climate was high or low.

Caroline Atieno obura et al. (2012) conducted a study on 1596 pupils in Kisumu Kenya, using a descriptive survey approach. Students classified some job goals as stereotypically feminine, while others were stereotypically masculine, and still others were classified as neutral. The gender of pupils and gender stereotyping were also found to have a substantial impact on career goals.

Roy (2015) looked into the relationship between school kinds (public and private) and career maturity. A random sampling method was used to pick 120 secondary school students from the Birbhum area of West Bengal. The Indian version of the career maturity inventory was employed. Students in private schools were shown to have much superior career maturity and attitude.

The normative survey method was utilized by B.Sivakumar and N. sridhar (2016) to investigate the link between career maturity and career competency of XIth grade students. A random selection approach was used to pick 200 kids from the Erode district of Tamil Nadu. The study's main findings revealed below-average professional maturity along with very low career competency. According to their findings, there was no substantial difference between boys and girls in terms of career maturity and competency.

There were no significant variations in career maturity and competency between rural and urban students. S. Jeyalakshmi et al. (2018) attempted to explore the professional maturity of higher secondary students in Tamil Nadu's Theni district. A sample of 1035 higher secondary pupils were generated using a random sampling approach. Gender and medium of instruction had no significant impact on the study's findings, but school location had a substantial impact on their career paths.

Manivannan, S., and Saminathan et al. (2018) probed the career maturity of 200 secondary school students in the Tamil Nadu district of Nagappattinam. A basic random sampling procedure was used to select the sample. There is no great disparity between English medium rural and urban students, according to the findings. The mean career maturity scores of governments and private school pupils did not differ significantly. Using the standardized technique of occupational ambition, Lalrintluangi(2019) tested the occupational aspiration level of 340 higher secondary school students, 145 males and 195 females. About 71.17 percent of respondents were found to have average occupational aspiration. Students from urban areas outperformed their rural counterparts, but there was no significant gender difference in occupational aspiration.

Waeza Tazien et al. (2020) researched 133 ICSE secondary school students' job goals. They established that a large number of students had average job aspirations and that gender has no bearing on career aspiration by using inferential statistics. Edith Barrett (2021) examined changes in teen job goals, focusing on gender and race/ethnicity similarities and variances, using data obtained from 13–18-year-old teenagers over a two-decade period, from 1992 to 2012. The findings demonstrate that both genders have unique characteristics.

V.   RESULT

The investigator gains a full comprehension of the topic thanks to the chosen literature review, which also discovered that studies on professional aspiration, intellect, home environment, and school environment play an important influence in influencing interest. Studies have also shed insight on teenage competency, career maturity, and career attitude. The importance of the school and its surroundings cannot be overstated. A student spends roughly a third of his waking hours at school. Individuals who learn in school are better able to integrate into society. Students can not only multiply their learning but also build confidence to deal effectively with other age-related challenges if a suitably conducive environment is maintained at school.

VI.   DISCUSSION

The process of choosing a career is complicated and filled with complexities. As a result, it's critical to understand all aspects of adolescent job choices, as well as the factors that influence them. The main goal of this study was to add to the current knowledge on the impact of family and personal factors on adolescent job decisions in both urban and rural regions. Because everyone must choose at least one career, a good awareness of these factors aids teachers, parents, and other stakeholders in identifying pupils who are having difficulty making a career-related decision.

CONCLUSION

The goal of career aspiration is to assess an individual's internal behavior. Adolescents play a prominent part in the majority of psychological investigations. They are the most affected and experience the most obstacles when compared to other age groups. Aspiration, like other psychological phenomena, influences behavior to a considerable amount. It is imperative that adequate assistance and counseling be provided in order to modify factors and aspects that influence vocational choices and the decision-making process. Ambition provides internal satisfaction as well as higher incomes in adulthood. Aspirations of teenagers can also assist them achieve a higher social standing later in life. Adolescents may experience dissatisfaction, worry, and sadness as a result of mismatched career operations. Both the family and the school have an equal role to play in supporting pupils in choosing the most acceptable and competent career path.

It is now legitimate to include adolescents in decision-making and action. Policies must be tailored to their specific requirements.

- DECLARATION OF CONFLICTING INTEREST

The authors declare no conflict of interests.

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