INFLUENCE OF PARENTING STYLES, PEER PRESSURE AND ACADEMIC ACHIEVEMENT MOTIVATION ON CAREER PREFERENCES AMONG HIGH SCHOOL STUDENTS OF PUNJAB

A Thesis

Submitted in partial fulfillment of the requirements for the award of the degree of

DOCTOR OF PHILOSOPHY

in

(PSYCHOLOGY)

By

Sonam Gupta

(41600309)

Supervised By

Dr. Zahoor Ahmed Lone

LOVELY PROFESSIONAL UNIVERSITY

PUNJAB

2021

DECLARATION

The work embodied in the thesis entitled **"Influence of Parenting Styles, Peer Pressure and Academic Achievement Motivation on Career Preferences among High School Students of Punjab"** submitted to Faculty of Arts and Social Sciences, Lovely Professional University, Punjab for the award of degree of **Doctor of Philosophy** in the subject of Psychology has been done by me. This thesis is entirely based on my own work and not submitted elsewhere for the award of any other degree or recognition.

Dr. Zahoor Ahmed Lone
Assistant Professor
Department of Psychology
Lovely Professional University
Phagwara

Sonam Gupta

Dated: 14th Sep, 2021

CERTIFICATE

This is to certify that the work included in the thesis entitled **"Influence of Parenting Styles, Peer Pressure and Academic Achievement Motivation on Career Preferences among High School Students of Punjab"** submitted to Faculty of Arts and Social Sciences, Lovely Professional University, Punjab for the degree of Doctor of Philosophy was carried out by **Mrs. Sonam Gupta** at the Department of Psychology, Lovely Professional University, Punjab under my supervision. This is an original work and has not been submitted in part or full for any other degree/ diploma at this, or in any other university/institute. This thesis is fit to be considered for evaluation for the award of degree of Ph.D.

Dated: 14th Sep, 2021

Dr. Zahoor Ahmed Lone
(Supervisor)
Department of Psychology
Lovely Professional University
Phagwara

ACKNOWLEDGEMENT

Firstly, I would like to express my deepest gratitude to the Almighty, whose blessings gave me the power to accomplish this work and fulfill my dreams.

I would like to offer special thanks to my supervisor, Dr. Zahoor Ahmed Lone, Assistant Professor, Department of Psychology, Lovely Professional University, Phagwara, for his guidance, mentorship and encouragement throughout this process. His positive attitude helped me to believe in my own potential and reach my goals in time. He has been a guiding light, always there to bring up new ideas and provide fruitful suggestions for the study. I am grateful to him for devoting his precious time and showing his trust on me to complete this work as needed.

Next I would like to acknowledge the support extended to me by all my dear teachers specially, Dr. P.P. Singh (Dean, School of Social Science and Languages, Lovely Professional University, Phagwara), Dr. Manish Kumar Verma (Head, Department of Psychology, Lovely Professional University, Phagwara), Dr. Dheeraj Nim, Dr. Vishal Sareen and Dr. Rekha. My sincere thanks to Principals and teachers of various schools who cooperated with me during the data collection. My good wishes for all the students who were subjects and filled all the tests with great interest.

*I am particularly indebted to my parents, Mrs. Ranju Mahajan and Mr. Narender Mahajan for their invaluable blessings and love that empowered me to complete my thesis. I appreciate the unconditional cooperation of my respected parents, Mrs. Namita Gupta and Mr. DharmIndu Gupta for their generous support, motivation and faith that were the driving force all through my study. I express my deep gratitude to my greatest strengths**,** my husband, Mr. Rajat Gupta and my sons, Devansh and Aryansh Gupta. Without their support, I would have not been able to accomplish this task.*

I feel immensely blessed to be surrounded with family, friends and colleagues who always trusted me and were there all the time to help me in every possible way.

My regards and blessings to all of those who supported me in any respect during my research work.

Dated- *14th Sep, 2021* ***Sonam Gupta***

ABSTRACT

The purpose of the study was to examine the influence of parenting styles, peer pressure and academic achievement motivation on career preferences among high school students of Punjab. The ten dimensions of career options were the dependent variables, whereas, four dimensions of parenting styles, peer pressure and academic achievement motivation were the independent variables. The study involved 560, 10^{th} class students of high schools (CBSE and PSEB) of Punjab, having equal ratio of boys and girls. The scales used for the collection of data were: Career Preference Record (CPR) by Bhargava and Bhargava (2009), Parenting Style Scale (PSS) by Gupta and Mehtani (2017), Peer Pressure Scale (PPS) by Singh and Saini (2010) and Academic Achievement Motivation Test (AAMT) by Sharma (1984). The data collected was analyzed using the descriptive statistics of mean and standard deviation, t-test, Pearson Product Moment Correlation, Spearman's rank order correlation and stepwise multiple regression analysis. Findings revealed that the preference for a particular career was significantly influenced by the parenting styles, peer pressure and academic achievement motivation among the high school students. The mean scores on the different variables under study also showed significant gender differences.

The major findings of the study suggest that different parenting styles affect the career preferences of the students significantly. A weak negative relationship was observed between democratic parenting style with mass media & journalism, agriculture, and commerce & management. Careers like science & technology, defence, tourism & hospitality industry, medical, law & order, education and artistic & designing showed no significant relationship with democratic parenting style. Autocratic parenting style had a positive weak relationship with defence and there was no significant relationship with other dimensions of career preferences. Careers like artistic & designing, mass media & journalism, commerce & management, defence and tourism & hospitality industry had a significant positive weak relationship with permissive parenting style. Uninvolved parenting style also had a weak but significant relationship with all the dimensions of career preferences. Peer pressure was seen to have a significant positive weak correlation with all the careers except science & technology. The Spearman's rank order correlation

suggests a significant relationship between academic achievement motivation and science & technology, medical and education. Whereas, no such relationship was found with other dimensions of career preferences. A significant negative weak relationship was found between peer pressure and democratic parenting style. While, permissive parenting style and uninvolved parenting style had a significant positive weak relationship with peer pressure, autocratic parenting style was found to have no significant relationship with peer pressure. A significant negative weak relationship existed between peer pressure and academic achievement motivation among high school students of Punjab. The results of Spearman's coefficient of correlation *Rho 'p'* suggest that a significant positive weak relationship existed between democratic parenting style and academic achievement motivation . Permissive parenting style and uninvolved parenting style had a significant negative weak relationship with academic achievement motivation. Whereas, no significant relationship was observed between autocratic parenting style and academic achievement motivation among high school students of Punjab.

The stepwise multiple linear regression analysis suggests that peer pressure emerged as the most potential predictor of mass media & journalism, artistic & designing, medical, defence and education. Academic achievement motivation came out to be the most potential predictor of science & technology. Uninvolved parenting style was the strongest predictor of commerce & management, tourism & hospitality industry, agriculture, and law & order.

Male and female high school students showed differences in career preferences. Males had higher preference for science & technology, defence and commerce & management careers. Whereas, females had higher preference for artistic designing and medical careers than the males. Gender differences were not found in areas of mass media & journalism, agriculture, tourism & hospitality industry, law & order and education. Differences in parenting styles was also observed as male students experienced higher levels of autocratic parenting style and uninvolved parenting style, whereas, female students had higher levels of democratic parenting style. There were no significant differences between males and females in permissive parenting style. Peer pressure was found to be present in higher magnitude in males as compared to females in

high school students. Higher levels of academic achievement motivation was found in females in comparison to males.

The results reveal that parenting styles have a strong influence on the career choices of the children. Thus, there is a need of certain programmes and policies to help the parents of young children understand the effects of different parenting styles on career development of their children. It is also important to understand and get better insight on the effects of peer influence on career preferences among high school students. Constant guidance is required by the parents, educationalists and counselors to boost the motivation level of the students so that they can lead a satisfactory life academically. Therefore, this study has far-reaching implications to reduce the stress among students and to deal effectively with the immediate problems of students.

In light of the whole research experience and limitations of the study, few suggestions and recommendations have been given in chapter five of the thesis, which may help in designing and conducting similar empirical investigations in future. On the basis of the findings, it was recommended that secondary schools should have a collaboration with the Ministry of Education and Ministry of Human Resource Development, to provide proper guidance services through counselors, considering the importance of appropriate parenting style and having proper insight of peer pressure and motivation. This will also assist to reduce the issue of inappropriate career choice by young students.

Keywords: Career preferences; parenting styles; peer pressure; academic achievement motivation; adolescents; high school students

CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Since the very existence of mankind, human beings have not only been striving to fulfil their basic needs but also constantly working towards excellence in their lives. Man has evolved from basic primitive skills up to inventing AI (Artificial Intelligence) machines. Education all the way has played a pivotal role in this course of evolution. Prominent philosophers, psychologists and educationalists established that education plays a key role in sustainable development of mankind. Education in the present times is essential beyond explanation. A huge amount of competition and complexity can be witnessed in giving and taking education. In both the cases, former or later, students, parents and peers play a crucial role. The student life is the most important part of every social being as it is considered the formative period of the individual's prosperity. These are the clay shaping days when the character of a man is built and he is prepared for the future. A student's life becomes difficult and challenging as he passes through the adolescent period of his life when many changes are taking place simultaneously. The term "Adolescence" comes from a Latin word which means "to grow up". Adolescents grow and develop very rapidly in this stage. This fast rate of change in the overall development of an adolescent can be difficult to cope with and therefore a number of difficult experiences and problems may arise. During this phase a student faces challenges while managing transition issues, forming and managing relationships, maintaining academic performance, and balancing home and environment. There is a change in physical, cognitive and psychosocial system of the child. The physical development during this stage leads to physical maturity of the child as he reaches adulthood. There is cognitive development involving adolescents mind and methods of thinking as he acquires the ability to systematically think about logical relationships within a problem, also he develops advanced reasoning skills. Apart from physical and cognitive changes, there is psychosocial development of a child in adolescent age. This refers to changes in their social cognition which means they are capable of understanding and accepting perspective of others based on their own knowledge and developing

consistent values and beliefs. The three stages of adolescence namely, early, middle and late adolescence start from about 10 years and persists till about 21 to 22 years of age. Children in early adolescence focus more on physical changes, show changing interests and desires to become independent. During middle adolescence period, they start using abstract reasoning, problem solving and decision making. They have a strong desire to belong and spend more time with peers. By the late adolescence period, they realize the importance of parents as their mentors. They shift from peer groups to fewer friends and are involved in long term relationships. This period is considered to be the period of "storm and stress" starting from puberty to adulthood as given by many psychologists (Freud, 1898 as cited in Winder & Angus, 1958; Erikson, 1968; Hall, 1904**).** Erickson's developmental stage (1968) of "identity versus role confusion" and Piaget's development stage (1950) of "the formal operational stage" assert that at these stages, adolescents are ready to engage in thinking about careers and career decision making.

High school students generally refer to students of grade 9 and 10. High school students during these stages are vulnerable to develop unhealthy habits which grow into problems in their adult life, since it is a time when they move from dependency on their parents to independence, autonomy and maturity. With the increase in freedom, attitudes and perspectives also change. Mood changes can increase and may affect relationships socially as well as at home. They become ego-centric and self-conscious and may believe that no one understands them. There is a continuous process of self-discovery and adjustment, both physically and socially. Parents are the principal educators and they have a critical job in shaping up the character of their children. An equilibrium of training at school and home shape an individual's real learning. A child's social and emotional growth is greatly affected by the parenting received by him. Parents were found to be the most important people in one's life when it comes to taking opinions as part of decision making in adolescent students particularly in "future-oriented areas" whereas opinion of friends or peers was considered important in "current" decisions. Thus, role of parents as well as peers was identified in the study (Wilks, 1986). The peers or companions play a significant part in the integral process of socialization and behaviour modification in an adolescent. The impact of peers begins from a very early age and with the continuous association between the child and the peer has an effect on their attitude and insights, which proceeds

all through puberty and adolescence (Eckerman & Didow, 1988). Peer pressure can have a negative as well as positive influence on a student. Peers may inspire one towards a healthy and constructive behavior and can also compel one to indulge in unhealthy behaviors. Family and friends act as a major socializing agent which determines child's motivation to achieve success. A motivated individual sets goals, follow a direction and persistently moves in that direction till the achievement of goals. To motivate a person is to push him to achieve something. It is that force which urges him to move towards goal-directed actions and increases the rate of action. When a person performs or makes action to reach his goals due to his own motivation to achieve, then only it is considered as achievement motivation. William James (1890) said that innate urges and tendencies, both biological and psychological influence behaviour of individual that leads towards goals.

These factors have a significant impact on students especially when it comes to taking important decision in life. One such decision is regarding career choices, as planning for career is fundamental for the peaceful living and personal satisfaction. A person's future life, his social recognition and the development of the nation depends on the right career preferences made by individual. Students from all over the world face difficulty in career decision making (Issa & Nwalo, 2008). Studies show that deciding over a career is the most formidable and stressful phase of a students' life. Salami (1999) in his study found that youth make wrong choice of career because of ignorance, lack of experience, peer pressure, parents and teachers. Deciding about a career is becoming difficult for youth all over the world, due to the fast technological and scientific developments and globalization.

Effective career decision can be attained by proper vocational planning, required by students considering their interests, abilities and unique personality variables. The careers preferred by a student should be such that it assists in achieving person-environment fit in future. For this, it becomes important to have a proper understanding of the factors affecting the student's inclination towards various careers. Studying the factors, such as parenting styles, peer pressure and academic achievement motivation in relation to career preferences will be beneficial to achieve positive outcomes in showing effective career preferences. No such similar study has been done so far on the population of Punjab; therefore, the present study is designed to study the extent to which the

parenting styles, peer pressure and academic achievement motivation play an important role in the career preferences among high school students of Punjab.

In future, this study will make significant contributions to the theoretical understanding, as well as the practical implications of important factors in the critical phase of career selection in a student's life. The school dropout rates can be lowered if the students are well informed and choose the right career suiting their personality, ability and intellect. The self-understanding of the goals, interests and motivation to achieve those goals can play a crucial role in career development process. This study will be of incredible advantage to the educational planners, parents, teachers and the students in different ways. The educational planners can initiate career guidance programs where relevant factors affecting career preferences can be focused majorly. The teachers will get an insight on how to guide students for their selection of career. Parents being aware of the fact that the students career preference greatly depends on them, will become conscious in choosing the right parenting style for them. Students will become aware of the factors that will positively or negatively influence their career preferences.

1.2 CAREER PREFERENCE

A career is a sequence of employment related positions, jobs, roles, activities and experiences (Arnold, 1997). After the completion of high school, students engage in career decision making to plan their life directions. The Oxford English Dictionary defines the word "career" as an individual's "course or progress through life (or a separate segment of life)". It alludes to an occupation or a job that needs certain preparation, training or formal education. Selecting a career path is an important aspect of human life. The term career preferences refer to "the ranking given to two or more occupations along the continuum of his estimated chances of actually entering them" (Crites, 1969). The choice of career made is one of the important factors which influence the existence of humans. Choosing a career does not simply refer to practice of a particular job for some period of years and excelling in it. Instead, it determines various factors like one's social status, income, lifestyle and to the most, physical and mental health. This is a phase in adolescents' life when he begins to have an identity and strives to make choices. In early 20^{th} century, a need was felt to develop a vocational guidance

system that would identify the most suitable pursuit for a person. As a result, scientific methods of identifying a good career fit came up but were later criticized. Parsons (1909) rejected the pseudoscientific method to deal with such social problems and gave three factors in choosing a vocation, which are to have an unmistakable comprehension and a clear understanding of oneself and one's inclinations and abilities, knowledge of advantages, disadvantages, probabilities, and prospects of different occupations and having true reasoning for these. His work, though considered to have a scientific approach but there was still a need to develop different assessment methods to see the individual differences. Major efforts were done by some of the psychologists in developing assessment methods in the domain of vocational interests (Paterson & Darley, 1936). Till this time the emphasis was on the content and outcome of a decision than on the process by which the decision is made and achieving a maximally congruent match between the individual and the occupation (Davidson & Anderson, 1937; Hollingshead, 1949). The first formal model of vocational development was given by Ginzberg, Ginsburg, Axelrad and Herma in which they discussed about the question "How do individuals make occupational decision" (Ginzberg, 1951)? Super(1953) criticized this model for its failure to articulate the nature of the process of compromise between reality and self and introduced the concept of vocational development in which he gave the continuous process of development through stages. The career development theory says that career exploration occurs in late years of adolescence (Super, 1957). The task of deciding between different careers is important and complex and occurs during the completion of high school. This idea of self-concept was further studied and also individual's knowledge of characteristics of future career and knowledge influencing their interests was studied (Holland, 1959).

Freisen (1981) opined that the choice of career should be viewed longitudinally and not just as a single event of life. High school period is considered the age of opportunity of an individual when self-realization starts and in order to live a happy and satisfied life one has to make a wise decision while choosing a career. The changes happening in this period impacts the development of career preferences and goals. Exploring the self and furthermore one's potential career options is an important undertaking during adolescence and high school period (Gati, 2001). Students in the

modern and dynamic world are seeking those careers which would lead them to achieve fairly in life. Their main focus is to choose a career which gives them success, satisfaction and is approved by family and society. Wrong career choice may lead to mal-adjustment and dissatisfaction in life. Career mismatch is also a major cause of unemployment in youth population. Students from all over the world face difficulty in career decision making (Issa & Nwalo, 2008). Studies show that deciding over a career is the most formidable and stressful phase of a students' life. Salami (1999) in his study found that youth make wrong choice of career because of ignorance, lack of experience, peer pressure, parents and teachers. Review of an American research shows that about 60% of the students who opted for higher studies were not sure about their choice of career (Onoyase, 2013). Thus, there is a need to identify and understand different factors or variables which influence a students' preference for a particular career. Various personal and cultural influences, family background, career guidance and expectations have an effect on choice of career. Ferry (2006) states that career choice of adolescent is influenced by factors like life context, educational attainment and personal aptitudes**.** Some environmental influences can be a primary factor while deciding over a career. The family background, the financial status and career contacts can objectively or subjectively affect the career decision (Lent et al. 2000). The perception of available jobs may also influence a student's choice of career (Ali & McWhirter, 2006; Bennett, 2008). Aspirations to take part in an activity or acquire a goal related outcome also influences career preference (Bandura, 1989). Other than these factors learning, performance or mastery in a particular subject and having role models can be the motivating cause for one to incline towards a particular field (Lent & Brown, 2006). Exploring different career options before actually getting into one can increase the chances of career success and satisfaction (Navin, 2009). Career choice can be affected by intrinsic or extrinsic factors or both**.** Several factors may likely have an influence on career decisions, however, the most significant factors are parenting, pressure of the peers and academic achievement motivation of the student. Research supports that various parenting styles have various behavioral outcomes in children. Parents strongly influence their children in the career choice. There are mixed views as to which is the most preferred parenting style for career success of adolescent. Present study will explore the contribution of each parenting style and related factors in regard to career preferences in high school students.

1.2.1 Theories of Career Choice

Frank Parsons (1909) initially proposed the idea of coordinating careers to skills, talents and personality. Later on his approach got developed into the "Trait and Factor Theory of Occupational Choice." He accepted that choosing a career required a precise understanding of their own aptitudes, interests and capabilities, knowledge of jobs and a sane judgment about the relation between the individual and the job.

Holland's Theory of Career Choice (1959) proposes that coordinating occupational requirements with personality attributes is a very important part of career guidance. His theory focused on the thought that most of the people possess one of the six personality types namely, realistic, artistic, social, enterprising, conventional and investigative. The realistic types are the ones who like physical activities like, engineering, technical and mechanical jobs. The investigative types are the ones who prefer activities requiring thinking, experimenting and understanding like, science, research, technician, etc. The artistic type people are engaged with self-articulation, imaginative creation or emotional activities such as, photographer, dancer, actor, fashion designer, etc. The enterprising personality type individuals like to have power and status and like to influence others. Administrative services, law, politics, business management, etc. are examples of occupations preferred by these individuals. Individuals with social personality type like interpersonal interaction especially concerning wellbeing and welfare of others. Teachers, nurses, police officers, etc. possess social personality type. Lastly, the conventional personality type who appreciate activities which are rule regulated, e.g. finance, bookkeeping, banking, and so on. Holland's theory takes a problem solving and intellectual methodology towards career planning which is very essential in career counselling.

Ginzberg (1951) divided the vocational development of an individual into 3 main stages. In the fantasy stage (3-11 years), child is not much aware of the reality. He is more imaginative about his future career concerns. The tentative choice stage (11- 17 years) in which the child becomes more realistic, develops interest in particular field and knows the value of different careers. In the realistic stage, child explores about different

occupations, he understands his own interests and decides over a particular career or vocation.

Roe's Career Theory (1957) is the key contributor in the field of personality development and career choices. Roe identified the psychological needs that develop out of parent-child interaction patterns which she divided into three categories, further classified into two subcategories each. These are: 1) emotional concentration on the child, further grouped as overprotective or over demanding, (2) avoidance of the child, further categorized as emotional rejection or neglect, and (3) acceptance of the child, further grouped as casual or loving. Roe's classification system was comprehensive as it included careers that could be person-oriented or non-person-oriented depending on the skill level of the job. It finally developed into eight by six classification system with eight categories of occupations (service, organization, technology, outdoor, business contact, science, general culture, and arts and entertainment) and six levels (professional and managerial at levels 1 and 2; semiprofessional and small business at level 3; skilled at level 4; semiskilled at level 5; and unskilled at level 6) within each category. This theory suggests that "people choose occupational fields based on their need structures which were influenced by the childhood environment that they experienced" (Niles & Harris, 2013). Roe's classification system has been proven valuable to career counselors and guides in the impact it has made in the improvement of career assessment instruments and in its general commitment to the planning of the universe of work.

Super's theory of vocational choice (1957) laid emphasis on the self-concept of an individual which he believed changes over time and develops though experience, thus career development was a lifelong process. He gave five stages of career development, namely, growth (from birth- 14 years), exploration (15 years-24 years), establishment (25 years-44 years), maintenance (45 years-64 years) and decline (65 years onwards). During growth stage, career choice is based upon fantasy, interest and capacity. In exploration stage, career choice depends on tentative choices, transition and trial. In establishment stage, after trials of vocations there is stabilization. During maintenance stage, person is satisfied and happy as till this time he has attained some position or status. In the decline stage, person adjusts to new situation of reduction in work.

Crites model of career maturity was based upon four broad dimensions including, consistency of career choices, which means the consistent choice should be more congruent with the field (for example, science) and level (professional level). Next was realism of career choices, the choice of occupation is affected by individual's aptitude, interest and personality characteristics. The other two dimensions are career choice competencies and career choice attitudes. The cognitive component consists of self-appraisal, occupational information, goal selection, goal planning and problem solving. According to Crites (1973), "career choice attitudes mediate the use of career choice competencies in ultimately choosing an occupation." They act as internal cues which lead to goal selection, planning, or problem-solving. He viewed career maturity as a continuous developmental process moving through a series of stages and tasks. He also developed a career maturity measure based on cognitive and affective dimensions.

Social cognitive career theory given by Lent, Brown and Hackett (1994) is influenced by general cognitive theory by Albert Bandura. The three aspects of career development discussed in this are: how basic career interests are developed, what influences career choices and ways to accomplish career success. Self-efficacy beliefs, aspirations and outcome expectations make up the fundamental design of this theory. Self-efficacy beliefs alludes to individual's own belief about his capabilities to carry out specific task. They are dynamic in nature and differ in various individuals. Outcome expectations are the beliefs regarding the outcomes of different actions or activities performed. People tend to engage in activities which have expected positive results. Goals are the objectives of individual to attain certain degree of execution in an activity. Certain goals are set by an individual, which are consistent with their personal views of their own capabilities and of the expected outcomes which they expect to achieve from pursuing a specific strategy. Thus, favorable self-efficacy, outcome expectations, and goals assist people to make the most idealistic use of their capacities.

1.2.2 Major Areas of Career Interests

There are many well-known measures which can be used to assess vocational choices of Indian students (Kulshestha, 1965; Sodhi & Bhatnagar, 1985; Gupta, 1989). Comprehensive Interest Schedule by Vohra (1997) is an objective test estimating interest

in eight expansive career fields. Each vocational field is divided into two sub fields (except the last two). The eight comprehensive fields are: (1) Influential (administrative and enterprising), (2) Venturous – (defense and sports), (3) Artistic – (creative and performing), (4) Scientific – (medical and technical), (5) Analytical – (expressive and computational), (6) Social - humanitarian and education, (7) Nature and (8) Clerical.

Bhargava (2009) has developed a Career Preference Record (CPR) which measures career preference in ten broad areas:

1. Mass Media & Journalism [MMJ)
2. Artistic & Designing (AD]
3. Science & Technology (ScT)
4. Agriculture (AG)
5. Commercial & Management (CM)
6. Medical (M)
7. Defence (D)
8. Tourism & Hospitality Industry (THI)
9. Law & Order (LO)
10. Education (E)

These tests help a student to understand his own areas of interest and preferences and make wise choices in regard to their careers.

1.2.3 Career Preferences and Gender

Gender is found to impact a wide range of career-related perspectives, practices and results. To understand the career preferences of individuals, it is important to consider gender.

The most liked careers among the students of secondary schools were reported to be medical followed by science and sports. Girls were more inclined towards fine arts, craft, household and sports, whereas boys had technical interests. No significant gender differences were found in career interests like agriculture, literary, medical and scientific

(Mattoo, 2013). Nadeem and Ahmad (2016) compared the career preferences of males and females from higher secondary schools and revealed that the males were more inclined towards science & technology, commerce & management, education and law & order while the most favored careers of females were education, science & technology, artistic designing and medical. Students, while making a choice of career, consider their gender (Oluremi & Garkuwa, 2018). Pathak & Rehman (2013) revealed a significant difference of career preferences concerning gender (male/female). Thus, it is evident that there is a significant difference in inclination of careers in adolescent males and females. Hmingthazuala (2001) studied students of different districts and stated significant differences between students of different districts. He found girls to have a higher interest in business, aesthetics and clerical fields whereas boys had higher interests in mechanical field and outdoor areas. Nursing was found to be the most preferred area for females (Etta, 1984; Onyejiaku, 1987). No significant differences were found in parental aspiration for sons and daughters on choice of career. Influence of socio-economic status on career preferences was investigated and it was found out that socio-economic factor determined the career preferences of urban students (Kumar & Kumar, 2010). Indian fathers were found to play an important role in boys and girls career choices and mothers influenced the girls. Tunner (1964) concluded in his study that women chose different occupations as compared to men because of their biological make up. Eyo & Edet (2011) revealed that being a male or a female had a significant influence on the choice of careers among students of secondary schools. The reason could be the cultural beliefs according to which girls were discriminated to take up careers which required high skills and took long time as it would delay their marriage.

However, Obiunu (2008) observed that gender is not a significant factor in the career decision-making of adolescent students. No significant contrast was found in the perception of males and females in choosing non-traditional occupation and they equally considered jobs like law, engineering, medicine, nursing, army, teaching, secretary ship, etc. (Bojuwoye & Imouokhome, 1986). There are studies which report that boys and girls did not differ in their choices for career in management (Agarwala, 2008). Gender was found to have no role in career choices such as business and trading, teaching, law and judiciary as males and females showed equal preferences for these (Migunde et al. 2012).

1.3 PARENTING STYLES

Parenting refers to regulating behaviour and inculcating interpersonal skills in a child during the course of the child's growth and development so that they live a socially desirable life and pursue their goals. Parents are the very first socializing agent in one's life. Parenting is a process of socialization through which the cultural values, beliefs and norms are transferred to the children (Bradley & Caldwell, 1995). Parenting is considered to be a complex activity as parents may show specific behaviors, both individually and together to achieve a desired child outcome. Though there is no formal technique through which a parent is supposed to bring up a child but there are some standard strategies used by parents to initiate, monitor and control emotional, social and academic competencies of children. Parents use different rearing practices to help a child develop not just physically but in all other aspects of life. A child's social and emotional growth is highly influenced by the involvement of parents. Parents being the very first agency of socialization play a critical role in shaping the personality of a child and determining their future prospects. The type of parenting given to a child may have a great impact on their social competence, academic performance and psychosocial behaviour.

The very first model of parenting styles was proposed by Diana Baumrind in 1960's. Baumrind (1966) noticed a close relationship between parenting styles and children's behaviour which was responsible for physical, mental and psychosocial development of child. The initial proposal suggested three main classes of parenting styles i.e. authoritarian, permissive and authoritative. Later, Maccoby & Martin (1983) used a two-dimensional theory to explain different parenting behaviours. The two typologies given by them were demandingness (control) and responsiveness (warmth). Parental demandingness or control according to Baumrind refers to "the claims parents make on children to become coordinated into the family entirely, by their maturity demands, supervision, disciplinary endeavors and ability to confront the child who disobeys." It is the degree of control shown by parents to make child comply with family rules, show obedience and administrating demands on the child. Parental responsiveness or warmth as characterized by Baumrind is "the degree to which parents purposefully cultivate individuality, self-regulation, and self-assertion by being adjustive, supportive, and passive to children's special needs and demands." It's the degree to which parents

show affection and positively accept child's behaviour. When parenting involves too much demandingness then child feels rejected and unresponsive whereas when there is warmth in parenting, the children develop a sense of belongingness and security (Baumrind, 1991). On the basis of the two elements of parenting styles, Baumrind (1991) postulated four types of parenting styles. He added another typology of neglectful or uninvolved parenting style to his already conceptualized classification i.e. authoritarian, permissive and authoritative parenting styles.

1.3.1 Theories of Parenting Styles by Baumrind (1971), Maccoby and Martin (1983) and Darling and Steinberg (1993)

Baumrind proposed a model of parenting styles that centered on the level of control/expectations that parents have in regard to their children and how warm/responsive they are. This model resulted in three kinds of parenting styles. A child develops self-confidence and greater competence when parents have high but reasonable expectations from child and are warm and responsive towards the child. This kind of parenting is described as authoritative parenting style. When parents assert high maturity demands on their children and are aloof and distant from the child they tend to follow authoritarian parenting style. When parents are warm and communicative but very lenient that child fails to learn self-discipline and may feel fairly uncertain in light of the fact that they do not know the limits, that time parents are following permissive style of parenting. Parents might not strictly follow a single model completely and they may fall in between these parenting styles. Parenting style may vary from first child to the next child and may depend on the temperament of the parents and children. She recommended that authoritativeness expanded the adequacy of parenting by changing the child's characteristics which thus strengthens the parents' capacity to go about as appropriate socialization agents.

Maccoby and Martin expanded upon the Baumrind's parenting styles by giving two- dimensional framework of parenting styles. They discovered four essential components that could shape diverse parenting styles: responsiveness vs unresponsiveness and demanding vs undemanding. Responsiveness is the degree to which the parent responds to a child's need in a supportive way and demandingness refer to the rules placed by parents on children to control their behaviour by setting rules and demands. With these distinctions, four types of parenting styles were defined out of

which three were similar to Baumrind's types of parenting styles. The authoritative parents exert high demandingness and high responsiveness, whereas authoritarian parents exhibit high demandingness yet low responsiveness. Permissive parents show low demandingness and high responsiveness. The fourth type was the neglecting or uninvolved parenting which involves disengagement of parents from their children. They are non-responsive and they are often indifferent, dismissive and neglectful towards their children. The model by Maccoby and Martin endeavors to separate underlying dimensions of parenting styles into a structure based on quantitative contrasts measured along the two dimensions.

Darling & Steinberg have characterized parenting style in a more intricate way. They explain it as an impression of the connections among parents and the children and characteristics of these connections among them (the emotional attachment between parents and children). Parenting styles as explained by them is "a constellation of parental practices and perspectives passed on to the children which consequently makes an affective bond in which parents express their behaviours." They proposed that the degree to which children exhibits a particular psychological or behavioural characteristic relies on the unification of the degree to which the various practices are used by parents and their correlation with the outcomes and also the viability of the parenting styles in general. This implies that it is expected that the children of authoritative parents who lay importance on school execution because of their parental practices will perform better in contrast to children of non-authoritative parents with same educational practices.

1.3.2 Types of Parenting Styles

Parenting styles are a strong indicator of the control and nurturance given to the child who predicts child's well-being across various domains of social competence, psychological development and academic performance. Parenting style can be a result of one's own parents and culture and can be affected by parents as well as children's temperament. The type of parenting given to a child also influences their choice of career. Most researchers in this field have based their studies on the classification of parenting styles given by Diana Baumrind. It is considered the best known theories of parenting styles (Santrock, 2007). Based on affection, responsiveness and degree of control, it was suggested that parents adopt one out of these parenting styles.

1.3.2.1 Autocratic /Authoritarian Parenting Style

This style of parenting is characterized by high demand and low responsiveness. There is lack of responsiveness but the child is expected to obey strict rules and also to act as per the expectations of the parents without being able to take decisions for their own. Parents have cold attitude and are aloof to child's emotional needs. Authoritarian parenting is also explained in terms of warmth and control. Authoritarian parents show high degrees of control with only low degrees of warmth. Children tend to be obedient but they are low on satisfaction, happiness, confidence, self-esteem and social competence. These parents are obedience-oriented and status-oriented, anticipating their children to comply without clarification (Baumrind, 1991).

Salient Features of Autocratic / Authoritarian Parents

- Autocratic parents are controlling- These parents tend to control the behaviour of their child by exerting control over every aspect of their lives such as how they talk, walk, dress or act in public, etc. They act as an authority figure and believe that children cannot manage their lives themselves without their control. This way they even take the psychological control over children as children loose the confidence to take decisions, to question or to think autonomous.
- Don't encourage verbal give-and-take- These parents only allow one-way communication. Children are not allowed to involve in any decision making or to express themselves as it is considered a bad behaviour on part of a child. They don't ordinarily endeavor to explain the reasons for rules.
- Adhere to rules and assumptions in a strict manner- These parents are "obedience- and status-oriented, and anticipate their orders to be followed without question." They are demanding as they have many rules and high standards through which they want to exert control over their child's behaviour. The child is expected to obey the orders from a very young age.
- Tend to control their children through disgracing, withdrawal of affection, or other punishments- These parents instead of teaching and guiding the child for right behavior, prefer some punitive punishment in order to make the child follow the rules and show desirable behaviour. They intend to use fear to control their children.

Effects of Autocratic Parenting on a Child

This style of parenting can affect the child's outcomes in different ways. Generally children of authoritarian parents:

- Show obedient behavior in front of their parents but are aggressive in the absence of parents.
- Have low self-esteem as they feel unrecognized by family members.
- Are more prone to mental health issues, can exhibit behavioral problems and are more vulnerable to substance abuse.
- Are insecure and less independent.
- Are basically unhappy and suffer from inferiority complex.
- Perform poorly in academic and social fields.

Autocratic parenting is generally associated with school success but pressure on the child to live up to parents' expectations regarding education and career, sometimes leads to difficulties in choosing career and poor mental health. Such type of parenting restricts children to develop self-knowledge and understanding their career goals (Kerka, 2000).

1.3.2.2 Permissive Parenting Style

Permissive parents also called "indulgent" parents are characterized by high responsiveness and low demandingness. Permissive parenting style parents are responsive and lenient but also inconsistent in their attitude towards children and in enforcing boundaries. Children tend to be low on happiness and self-regulation. These parents are warm and nurturing which is good for the emotional growth of the child but they are also reluctant to impose limits which becomes problematic for the child's behavior development. They avoid confrontation and allow considerable self-regulation, taking a role of a friend more than a parent (Baumrind, 1991).

Salient Features of Permissive Parents

- Parents are highly responsive- These parents are very receptive to the child's emotional needs and feelings. They show affection and warmth in their relationship and reject the idea of keeping children under control.

- Indulgent behaviour of parents- These parents are involved with their children to a great extent and keep very few behavioural expectations from their child. They have a friendly relationship with their children and do not portray themselves as an authority figure.
- Libertarian parents- They are very lenient and do not set certain rules or set standards of behavior for their children. Even when there are some rules, they do not like to enforce them on the child. They don't like to control and monitor their child's behavior.
- Place very little or no responsibility on their children- They empathize children's freedom over responsibility. Daily chores or homework is not enforced on them. They let the child take major decisions alone without their help or guidance.

Effects of Permissive Parenting Style on a Child

This style of parenting generally has the following effects on a child:-

- Have internalizing problems like anxiety, depression and somatic complaints and externalizing problems like delinquency and misconduct (Steinberg et al. 1994).
- Have difficulty in maintaining relationships and face problems in social interactions.
- Generally have ego-centric tendencies.
- Have difficulty in following rules.
- Lack self-control.

1.3.2.3 Democratic / Authoritative Parenting Style

Characterized by high responsiveness and high demands, these parents set limits and boundaries, but at the same time, share a compassionate and sympathetic relation with their children. They allow them to explore their ways and be self-reliant. Parents are assertive but not restrictive. They set rules and limits for their children and are consistent in imposing them. Research till date suggests that democratic child rearing style bears the

best outcomes in children. These children tend to be happy, self-regulated and capable of better career exploration and career satisfaction (Maccoby, 1992).

Salient Features of Democratic / Authoritative Parents

- Warm and nurturing attitude- Parents love and support their child. There is a healthy balance and a strong emotional bond between parents and the child. They develop a secure attachment style where child feels safe and secure.
- Set clear limits on behaviour- They set clear guidelines and expect their children to follow those and behave accordingly. However, they are not overly strict or unreasonable.
- Control their children through positive means instead of punitive punishments- These parents are sensitive and supportive but firm at the same time.
- Raise autonomous children- These children are more independent in making decisions. They have high self-esteem and self- confidence.
- Open to communication- Such parents engage their children in discussions and debates. They entertain, listen to and take into account their child's viewpoints.

Effects of Democratic Parenting Style on a Child

Children brought up with this style of parenting show positive developmental outcomes like:-

- Are happy and content.
- Perform better academically (Baumrind, 1991).
- Develop competent social skills and maintain good relations with everyone around specially peers.
- Possess high self-esteem and are more independent.
- Are optimist, self-reliant and resilient.
- Have better mental health. Less prone to depression, anxiety, delinquency, alcohol and substance use.
- Do not show violent and aggressive behaviors.

Democratic parents recognize autonomy of children and provide a balance of expectation and emotional support which helps to develop self-confidence, persistence, psycho-social development and academic success (Strage & Brandt, 1999). Kerka (2000) suggests that authoritative parenting style parents allow their children to lead an autonomous and successful life. They help the child to develop work habits, conflict resolution and communication skills required for career development process. Democratic parenting is associated with providing a warm family climate, promoting independence and setting standards which motivate children to involve in active career exploration (Kracke, 1997). They nurture their children to be assertive, self-regulated, cooperative and socially responsible (Baumrind, 1991). A child's intellectual, motivational competence and healthy socio-emotional advancement get sustained by warm, stimulating and responsive care giving.

1.3.2.4 Uninvolved/ Neglectful Parenting Style

The uninvolved or the neglectful parenting style parents lack a healthy relationship and are also less communicative with their children. These parents have least involvement in the emotional, physical or academic aspects of their child's life. Therefore, they lack responsiveness to child's needs. They set not many or no expectations to their children as they are frequently impassive, dismissive and careless.

Salient Features of Uninvolved / Neglectful Parents

- Parents remain too occupied with themselves- They are hardly aware of the happenings in their child's life as they are too involved in their own problems. They rarely show up for the school events and important school meetings of the child.
- Emotionally distant- They show very little warmth, love and affection towards their children. They do not respond well to the needs of the child and also do not guide their behaviour.
- Set few or no expectations- Neglectful parents do not set firm boundaries or high standards.
- Lack of communication- There is very limited interaction with their children because they are too overwhelmed by their own problems.

Effects of Uninvolved Parenting Style on a Child

These are the following outcomes of uninvolved parenting style on a child:-

- Show impulsive behavior
- Have difficulty in regulating their own emotions.
- More prone to delinquent behavior and addiction problems.
- Exhibit mental issues especially suicidal behavior.

1.3.3 Factors affecting Parenting styles

Parents were found to play a dominant role in career goal development and occupational aspirations of children (Taylor et al. 2004). The differences in parenting styles can be the result of various factors. The culture, family size, parental background, personality, educational level and socio-economic status are some of the potential causes of differences in parenting styles. Parents with personality traits like agreeableness, extraversion, who are high on conscientiousness and openness and low on neuroticism are more responsive to their children (Vafaeenejad et al.2018).

Bluestone & Le-Monda (1999) studied correlates of parenting styles in middle class African American mothers and found that maternal education, socio-economic status, childbearing history and maternal depression influence parenting styles. Studies also indicate that parents whose marital adjustment was satisfactory were more responsive and sensitive to their child's needs (Yahya et al. 2019). Most studies conducted on Asian subjects show that authoritarian parenting style is the most dominant style which includes harmony as well as high level of control as part of their culture. Authoritarian parenting style was also observed to be common in Indian families in various studies (Kakar, 1978). Parenting styles of each parent can combine to form a blend of parenting styles and can affect the child differently. If the mother displays an authoritative style of parenting whereas the father uses a permissive approach, the combination of the two styles needs cooperation among parents for better outcomes.

Children of autocratic/authoritarian parents experienced more internalizing and externalizing behavioural problems. Positive parental practices were the outcomes of parental involvement, rule setting and autonomy stimulating behaviour whereas negative

parental practices were the result of effective discipline and harsh punishment in children (Kuppens & Ceulemans, 2019).

1.3.4 Parenting Styles and Gender

Studies support the view that there are differences in parenting styles based on the gender of the children. Gender based stereotypes in parenting are formed by parents because of which different parenting practices appear. At the time of birth of a child (boy or girl), parents structure assumptions regarding child's interests and inclinations and these lead to differences in parenting practices. From the initial years, parents encourage different books, movies and toys for boys as compared to girls. Autocratic style which is high in control and low in warmth had various results for boys and girls. Girls reared with authoritarian style were assertive and intrusive-directness of boys and girls led to lower cognitive competence (Baumrind, 1973). A gender bias was found to exist in parenting styles of boys and girls where boys were seen to have more positive parenting as compared to girls (Gilli, 2016). Also autocratic parenting, especially physical punishment is mostly used for boys while girls are given more reasoning. This study was carried out in South Africa, where males tend to experience positive parenting than females who experience more authoritarian and permissive parenting (Russell et al. 1998). Koul, Lerdpornkulrat, & Poondej (2016) in a study on high school students of Thailand, analyzed that that both male and female students perceived their mothers to be more empathetic in comparison to their fathers. Significant differences were indicated in the study where father's parenting style was compared to mothers, for daughters and sons. It was found that democratic parenting of mother was different for sons and daughters but no significant differences were seen in mother's autocratic parenting style. Daughters were seen to get more positive parenting as compared to boys (Vyas & Bano, 2016). Therefore, gender based conditioning of a child right from the time of his birth has long-term influences on his social development.

1.4 PEER PRESSURE

Another aspect in the process of socialization which has an important role in shaping attitudes and perceptions of high school students is the peer pressure. Peer group includes people of approximately same age, status and interests of an individual. Peers are those people who possess similar maturity level to form attitudes towards one's

school, achievement in school and also educational plans (Santrock, 2005). At the point when a child enters his high school, peers start to assume the role of his extended family. Peers or companions have an impact on behaviour modification. Studies show that the impact of peers starts to develop at a very early age and continues through childhood and adolescence, leaving an impact on attitudes and perceptions of the child (Eckerman & Didow, 1988). Peer relations need to be studied mainly for two reasons. Firstly, because nature of interaction among same age group significantly affects the social, moral and cognitive development. Secondly, there is a relationship between troubled peer relationships and adjustment problems at some or the other development stage of the child (Dunn & McGurie, 1992). Peers do not only effect the child's decision making in general but also have an influence on educational choices and attainment (Carbonaro, 2016; Rosenqvist, 2018).

Singh & Saini (2010) explained peer pressure as one of the most significant risk factors in day to day problems in youth including family, education, good conveyance, etc. The term peer pressure is the influence or pressure generated from the peer group (Bhattacharjee, 2011). It is a subjective feeling of being urged by others to do something only because of the expectations of other (Santor et al. 2000). Peer pressure has been found to be an influencing factor in shaping one's perception and attitude towards decision making (Bett, 2013). Peer relationships have also been found to be an important aspect for healthy social and cognitive development and socialization (Johnson, 1980).

Students in adolescence usually spend more time with age-mates and seek sensations from them, ending in adopting their attitudes and behaviors (Brechwald & Prinstein, 2011). The importance of peer pressure increases during adolescence especially in development of intimacy, self-concept and social skills (Klarin, 2006). Adolescents are particularly susceptible to peer influence due to personal and social demands (Singh & Saini, 2010). Students sometimes do not make choices about their education based on the optimization of their long-term outcomes but they get influenced by their peers while making educational choices (Anderson & Hjoetskov, 2019).

1.4.1 Types of Peer Pressure

Peer pressure is felt when there is some direct or indirect pressure to do a certain thing or adopt certain behaviour from the people you know in real life or share similar

social status with, often referred to as "peers". Peer pressure can be active as well as passive. Active when they directly influence thoughts, opinions and feelings and passive when they act as a model. People generally consider peer pressure to have a negative impact on the adolescent but it may lead to prosocial behaviour as well. Thus, peer pressure can be of two types:-

Positive Peer Pressure

Peer pressure can prove to be positive if the behaviour is healthy, age-appropriate and socially acceptable. Peer pressure can affect the life positively if one picks the good habits from peers. Peers may inspire an individual to bring about a constructive change in one's life by helping to make the right choices in life. The personality and overall development of a person can be nurtured if the company is good. Healthy competition among friends can result in better performances of youngsters. Such individuals are capable of becoming goal-oriented and can successfully reach their goals. It helps young people to transit from a dependent and protective childhood towards independence in thoughts and actions (Lebedina-Manzoni et al. 2011).

Negative Peer Pressure

Peer pressure becomes negative if the behaviour is against the moral code or family values. Peer pressure can completely hamper the growth of a person and make him lose his individuality. Sometimes, a person is compelled to do something that is against his own will but due to peer pressure one ends up in that situation. Negative peer pressure can have various results in one's day to day existence like losing one's own lifestyle, habits and tastes. There have been instances when adolescents commit big mistakes in their life as a result of peer pressure. Negative pressure from peers can force the individual to involve in drinking, smoking, illegal drug use, etc. It leads to anti-social behavior, neglectful behavior in school and behaviors that are unacceptable by parents and society (Lebedina-Manzoni et al. 2011).

1.4.2 Theories of Peer Pressure

The Interpersonal Relations Theory by Sullivan (1953), suggests that interpersonal relationships are formed at the age of 9 or 10 years and at that time the

adolescent's peer group help him increase interpersonal sensitivity and strengthen feelings of self-worth.

Social Influence Theory given by Kelman (1958) proposed three types of social influence. Identifying with persons being liked and respected, having some beliefs both publically as well as privately (internalization feeling), and having compliance, which means keeping their own view privately, but agreeing to others view outwardly.

Erickson (1963) gave a psychoanalytic theory in which he discussed about the eight stages of psycho-social development of a person from birth to old age and also talked about the psychological crises faced during each stage of development which have an impact on the personality development. In an adolescent (age range from 13 to 19 years), the stage of identity versus role confusion involves peers as the role models. At this time the adolescent starts getting into social relationships with peers.

Blumer (1969) in his Symbolic Interactionism Theory, suggested that peers have a significant influence on the decision making process of an individual. Individuals may have the capacity to differentiate between the right from the wrong but the interaction within peer group exerts peer pressure from different networks of relationships which have an influence on the decision making process of an individual.

Persuasion Theory by Simons (1976) states that peer pressure is exerted by interaction within peer groups. Peers influence the beliefs, attitudes, values and the thought process of an individual through communication.

The Social Learning Theory proposed by Bandura and Walters (1977), lays stress on the learning through observation. Observation learning refers to learning that takes place by watching the behaviour of people present in one's environment. Child is influenced by various models present in his environment like parents, family members and friends or peer group and thus responds to the rewards and punishments in learning through observation and imitation. The behaviour for which he is rewarded is practiced repeatedly, causing learning.

1.4.3 Causes and Effects of Peer Pressure

The traits, attitudes, beliefs and values of adolescents combine to form peer relations in the context of interactions with family, school, etc. (Lebedina-Manzoni et al.

2011). They also added that adolescents with high anxiety level confirm to their peer group in order to avoid potentially negative outcomes such as being rejected by peers. Children with high anxiety report lower level of social acceptance and self-esteem. Low self-esteem and desire for friendship increase the chances of peer pressure in adolescents (Bukowski et al. 2008; Ginsburg, La Greca, & Silverman, 1998). Family structure and family dynamics also influenced adolescent's susceptibility to peer pressure. More the monitoring by parents over adolescents behavior less were the chances of proneness to peer pressure (Steinberg, 1987). Permissive parents who fail to monitor their child's behavior, will in general have adolescents who are more inclined to peer pressure (Tolan & Cohler, 1993; Wood et al. 2004). Low quality relationship with parents, family members and friends also make an individual more prone to peer pressure (Burton et al. 2003). Previous studies show that adolescents with insecure attachments are more oriented towards peers while those with secure attachments to parents maintain good relationships with peers but are not under pressure (Allen et al. 2008).

The effects of peer pressure become evident when child grows old enough to make own attitudes, morals and behaviours. Peer pressure is exerted on them during this age of adolescence. At this stage, acceptance in a particular group causes one to confirm to the behaviour of that group and make them vulnerable to peer pressure It is a human nature that one individual is influenced by the other person who is a part of their friend circle or social circle. Peer pressure may lead to positive influences in an individual as it can become a source of improving oneself. Peer pressure has negative consequences as a bad company can force one to choose the direction of life which he was not inclined to. Peer pressure can force adolescents to take drugs and adopt smoking and drinking behaviour. Peer pressure may even cause in loss of individuality as the person leads a life governed by peers. They adopt the lifestyle shown by peers and follow them in fashion, clothing, interests, etc. losing their own identity and way of life.

1.4.4 Peer Pressure and Gender

Peer relationships become important and play a critical role in an adolescent student's development of intimacy, self-concept and social skills. The pressure exerted by the peers may differ significantly in males and females. Gender differences in the domain

of misconduct were observed where boys were found to be more liable to peer pressure than girls (Brown, 1999). Males were found to be more susceptible to risk-taking behaviours like substance use and delinquency and also had deviant affiliations as compared to females (Svensson, 2003). But it still remains a contention whether social processes leading to these outcomes also have gender differences (Erickson et al. 2000). Males engaged in anti-social behaviors more frequently and experienced high level of peer pressure as compared to females (Fagan et al. 2007). There may be differences in gender in their engagement in peer pressure based on their desirability (Closson, 2009). Gender role socialization theory also agrees with the usually noticed pattern that shows adolescent males to be predisposed to atypical peer pressure for risk-taking practices more than females as they search for alignment with the manly ideal (McCoy et al. 2019). On the other hand, an investigation on Chinese students on gender difference of peer influence in higher education found that females react to peer influences, while males do not. The outcomes were in accordance with social psychology theories that view females to be more affected by peers (Han & Li, 2009).

1.5 ACADEMIC ACHIEVEMENT MOTIVATION

Academic Achievement is the accomplishments of a student during the course of the academic year. Achievement motivation refers to setting of goals and achieving them. It refers to the pursuit of excellence in education by overcoming challenges and dealing with difficult performances.

1.5.1 Motivation

Motivation is considered as one of the most important psychological concept in education (Soltanzadeh et al. 2013). It forms the basic drive for all our actions, which energizes, directs and sustains goal directed behavior (Santrock, 2006). It is that force which gets you going, keeps on going and also determines which direction to go. Motivation word is derived from a Latin word ‘movere’ which means to move. It is the need which gives rise to goal directed behaviour. According to Drever (1952), a motive is “an affective-conative factor which operates in determining the direction of an individual’s behaviour towards an end or goal, consciously as well as unconsciously.”

Motive was defined by McClelland (1951) as "a strong affective state characterized by an anticipatory goal reaction and based upon earlier associations of specific cues with pleasure or pain." A motive or need forces the brain region to organize perceptions and apperceptions and acts to transform the existing unsatisfying situations in a certain direction (Murray, 1938). According to Bhatia (2009), "Motivation can simply refer to the driving force responsible for any type of behaviour. Achievements in life and success highly depends on individuals own wish to succeed or achieve." A motivated individual sets goals, follow a direction and persistently moves in that direction till the achievement of goals. To motivate a person is to push him to achieve something. It is that force which urges a person to move towards goal-directed actions and increases the rate of action. This force may be intrinsic or extrinsic in nature.

Intrinsic and Extrinsic Motivation

Intrinsic motivation causes a person to participate in an activity for their own happiness and satisfaction without caring for the external benefits, whereas, the external motivation causes a person to take up an activity to obtain some material rewards or external benefits. The difference in intrinsic and extrinsic motivations is based on the immediate effects of various situational variables such as, rewards or feedback and also on the outcomes associated. Involving in a particular activity for its own inherent rewards is called intrinsic motivation whereas, involving in an activity to receive some outcome such as compliance from an authority or enjoying special privileges is called extrinsic motivation (Hayenga & Corpus, 2010). Despite the fact that it was believed that an individual could be either high on intrinsic motivation and low on extrinsic motivation or the other way around, however recent studies suggest that these two types of motivation may exist together in an individual (Lepper et al. 2005). They tracked down a positive connection between intrinsic motivation and academic achievement. Intrinsic academic achievement motivation was found to have high academic outcomes like better quality of learning and better psychological adjustment of learners as compared to extrinsic achievement motivation (Soltanzadeh et al. 2013). Extrinsic motivation was negatively correlated with academic achievement (Lepper et al. 2005).

1.5.2 Factors Affecting Motivation

Motivation in school going adolescents involves arousing, sustaining and directing desirable conduct and behavior in the students (Mathur, 1990). There are individual differences in motivation depending on attitudes, goals and the drive. Many theories have been formulated by psychologists like Maslow, Freud, McDougall, Atkinson, McClelland and others in which they have tried to explain factors which motivate human behavior. Motivation can be affected by various physical, psychological or social needs in an individual. Psychological and social needs are basically the environmental needs. It is based on emotions. It also depends on the achievement related goals. William James (1890) said that "innate urges and tendencies, both biological and psychological influence behaviour of individual that leads towards goals." Freud focused on the two biological instincts termed Eros and Thantos, the life and death instincts respectively, responsible for motivating human behaviour. Psychological cause such as fear also develops and increases one's motivation to succeed towards goals. Need or desire is a condition of deficiency every human being has to strive for. It is an important element which arouses motivation in an individual and which leads to reach the goal (Atkinson, 1964). Exerting one's power and influence over others and the ability to control, influence and persuade behaviour of others, also called power motivation also influences motivation of a person to move towards a path (Winter, 1973).

In general, people tend to approach and engage in certain activities which will bear desirable outcomes and also avoid such activities which will lead to negative or undesirable outcomes. Some people seek pleasure from challenging and adventurous tasks and involve in difficult and risk taking behaviour. Thus, people have different levels of motivation.

1.5.3 Achievement Motivation

Achievement in simple words means to reach a level of success in a social, personal or academic task. "Achievement is the desire to accomplish a difficult task, to excel in it and to overcome obstacles in order to reach a goal" (Murray, 1938). Also called the need for achievement, it is evaluated based on competition where standard of

excellence is a paramount (McClelland et al. 1953)**.** The performance of an individual is evaluated on the basis of quality standards set by individual while striving for excellence. When a person performs or makes action to reach his goals due to his own motivation to achieve, then only it is considered as achievement motivation. Heckhausen (1967) defined achievement motivation as the attempt to increase and to keep one's capacities in all activities in which there is a standard of excellence and these activities either bring about success or failure. Persons who are profoundly motivated to achieve, show more persistence in performance which leads to academic success (Atkinson, 1964). Atkinson also suggested that people tend to be motivated to achieve goal when they perceive to be successful in a task rather when the chances of success are very little.

Different theories have been formulated by psychologists to understand the concept of achievement motivation. Earlier Murray (1938) had listed twenty common needs out of which McClelland (1953) focused on the social needs such as need for affiliation, need for achievement and need for power. Out of the three, any one can be the dominant motivating drive in an individual, irrespective of the differences in gender, age or culture. A person high on need for achievement has a strong need to make goals and to accomplish them, takes calculated risks, seeks feedback and often likes to work alone. According to McClelland, achievement motivation is a distinct motive of human beings because it involves personal achievement that ends in success. Atkinson (1957) believed that achievement motivation is the disposition determined by achievement-oriented behaviour evaluated by self or by others on some set standards of excellence. People perform differently because of the differences in motives, the incentive value attached to it and probability of success. Achievement behaviour is however, result of a conflict between approach and avoidance motives (Atkinson & Feather, 1966). The theory by Atkinson and Feather concluded that the choice among achievement task is determined by principle of maximization of positive affect and minimization of negative affect, for high and low achievement oriented person respectively. There are certain cognitive approaches which help to understand the concept of achievement motivation. Eccles and Wigfield (1995) have talked about the direct influence of expectancies and values on the achievement choices. Expectancies are the beliefs that a certain behaviour will lead to a particular outcome and values refer to the relative desirability of that outcome. The

expectancies and values are affected by the perceived difficulty of tasks, the goals, affective memories and self-schemas (Eccles & Wigfield, 1995). Weiner (1985) laid emphasis on the influence of attributions made by a person in accomplishment of tasks. Attributions refer to the causal beliefs that give meaning to one's own behaviour or behaviour of others, which have an impact on the expectancies for success or failure of a task. Besides these, many other psychologists have given different viewpoints regarding the concept of achievement motivation.

1.5.4 Theories of Achievement Motivation by Mcclelland (1961), Atkinson (1964), and Elliot (1999)

McClelland's Human Motivation Theory asserts that every human being possesses one of these motivators, namely, need for achievement, affiliation or power. These needs are influenced by our culture and life experiences. McClelland explained need for achievement as a distinct human motive which guides him towards competition with a standard of excellence. Individuals with high need for achievement perform better compared to those with low need for achievement. High need achievers have a strong desire to assume personal responsibilities for solving a problem. They set moderately difficult goals, look for challenging tasks and have strong desire for feedback.

Atkinson's theory of achievement motivation is based on two factors, hope for success and fear of failure. Hope for success depends upon one's need to succeed, his estimate of the likelihood of success in performing certain tasks and the incentives for success, whereas, fear of failure depends upon the need to avoid failure, his estimate of the probability of failure in a specific task and the incentive value of the failure. These two opposite working factors work in an individual determining the motivational behaviour of the individual.

The classic approach of achievement motivation by McClelland and Atkinson points out global motive dispositions as its focal informatory construct and identifies achievement motivation as approach motive whereas, fear of failure as an avoidance motive.

Elliot proposed the hierarchical model of achievement motivation that affirms that few constructs like competence, personal dispositions and environmental factors,

either autonomously or mutually impact the choice of a particular goal. In this model, achievement goals address the channels through which the obtained distal motives of need for achievement and fear of failure (as expressed by Atkinson) are shown. Elliot started this consolidated process by changing the contemporary performance/mastery achievement goal framework to the classic approach/avoidance distinction. Thus, a triangular achievement goal approach comprising of mastery, performance-approach, and performance-avoidance orientation was formed.

1.5.5 Factors Affecting Achievement Motivation

There are various factors which can influence achievement motivation in a person. People tend to differ in need for achievement in situations that call for excellence (Pintrich & Schunk, 2002). Moula (2010) is of the opinion that there are individual differences in urge to achieve. There is a role of socialization process also. Individuals who choose high achievers to be their role model in early life, tend to develop high achievement motivation. Family is a major socializing agent which affects child's inspiration to achieve success. Atkinson & Litwin (1960) in their study, concluded that achievement is determined by motives, probability of being successful and incentive value. Motivation is the primary factor having an effect on the achievement. Intrinsic motivation was seen to have a positive association with academic achievement (Lepper et al. 2005; Burton et al. 2006). It was conceived that children whose fathers have accomplished high educational level and have high income occupations show high achievement motivation (Atkinson & Feather,1966). Children of literate parents had better achievement motivation. They also stated that achievement motivation is higher in middle class as compared to working class. However, studies show that achievement motivation increases with socio-economic class (Heckhausen, 1967).

1.5.6 Academic Achievement Motivation

Academic achievement refers to one's learning attainments, abilities or proficiencies in performing a given task in education. Achievement in academic sphere involves factors like aptitude, readiness and opportunity for learning. Other factors like, physical and mental health, motives, desires, etc also influence fulfillment of a given

task. Academic achievement can be understood as one's knowledge, understanding or skills in a specific area or field (subjects).

Academic Achievement Motivation is that aspect of achievement motivation which directs an individual to achieve in education. Boggiano et al. (1992) suggested that academic motivation positively influenced academic performance and the motivational orientation, whether intrinsic or extrinsic determined their achievement scores. Academic achievement of students is the skill or knowledge gained in academic subjects in school. Academic achievement is an integral part of student's life as it involves social desirability element that leads to motivate towards academic excellence. Thus, it is the degree of proficiency achieved in a particular academic field. Children who showed intrinsic motivation had overall higher achievement scores, whereas, extrinsically motivated children had lower scores on achievement. The academic achievement of secondary school students in mathematics was tested and the results revealed that the academic performance of highly motivated students was much better in comparison to students with low achievement motivation (Tella, 2007). Also in the same study, females were found to be highly motivated as compared to males. A positive significant relationship was found between academic achievement and need for achievement (Bansal et al. 2006; Broussand & Garrison, 2004; Johnson, 1996). However, no significant relationship was reported between school performance and achievement motivation (Emmanuel et al. 2014).

Academic achievement motivation may be influenced by many factors like self-concept, self-confidence, interest, motivation, etc. Academic achievement and motivation was found to be significantly correlated (Sikhwari, 2014). With respect to gender, there was a difference in academic achievement in field of mathematics in students of secondary schools. A significant association was also found between components of motivation and academic achievement (Amrai et al. 2011). Statistically significant negative correlation was found between academic motivation and academic achievement (Htoo, 2014). The academic achievement of students was measured considering their work habits and scholastic expectation as it plays vital role in achieving educational goals and it was found that students from private schools had more academic achievement motivation as compared to students of government schools. Among senior secondary

school students, females had more academic achievement motivation than boys (Kumar & Yadav, 2015). However, no significant relationship was observed between achievement motivation and academic achievement of tribal boys and rural students (Sarangi, 2015).

Kumar et al. (2014) concluded that there was no significant difference in level of achievement motivation, emotional intelligence and emotional adjustment Also no significant relationship was found between academic motivation and academic performance (Emmanuel et al. 2014). Extrinsic motivation was found to be more dominant in Papuan students. The reason for the low motivation in Papuan students of education, social conditions, economics and politics was found to be peers, family and teachers (Triyato, 2019).

Individual factors such as self-concept, motivation, anxiety, aptitude, adjustment, anxiety and self-confidence influence the academic achievement of a student. Cognitive factors like language ability, creativity and intelligence also determine the academic achievement of the child. School culture, method of teaching, personality and peer groups are the social factors which contribute to academic achievement. Parental education, aspirations and socio-economic status are factors from home environment which have an effect on child's academic achievement motivation. These factors are the relevant ones which account for academic success or failure.

Achievement goal theory by Ames (1992), can help explain the concept of academic achievement motivation in students. This theory asserts that one's interpretation of their achievement outcomes affects the cognitive self-regulation process which determines their achievement. Cognitive self-regulation means students involve themselves in own learning by analyzing demands of school and complete assignments by planning and using available resources. Students with proper self-regulatory behaviour possess the ability to engage in appropriate self-learning strategies. Academic success depends upon five motivational factors, i.e. control of learner beliefs, self-efficacy, self-regulation, time management and study environment and effort regulation. Control of learner beliefs implies to the belief that learning will result in positive outcome. Self-efficacy refers to the judgment about one's ability to perform and accomplish a task. The

third factor, self-regulation process involves planning, monitoring and regulating activities using prior knowledge to plan, tracking one's attention to understand material and improving performance as they proceed. The next motivating factor is the effective use of time in reaching realistic goals and organizing a distraction free environment for study. The last factor which is effort regulation, is the determination to complete goals by continuously using appropriate learning strategies.

1.6 RATIONALE OF THE STUDY

In the present times of competitive environment, students along with their parents and teachers face the chain of challenges while dealing with the career preference of their respective students and wards. Even though there are new directions in theory and research in the field of career exploration, some internal and external factors of career preferences need to be studied and understood. Career preference has always been witnessed as very crucial choice for students, parents and teachers as well. The choice of career made is one of the important factors which has a lifetime effect on the social status, income, lifestyle and also physical and mental health of the individual. Career preferences of students in the transitional stage is influenced by various factors. This issue is attracting the attention of various counsellors and other educationists. After substantial literature review it was found that the key roles of parenting styles, peer pressure and academic achievement motivation in relation to career preferences have hardly been studied together. The parents being the first agency approached for help in career choices, the relationship between the parents and the adolescent child can be refined if parents are made to understand the right type of parenting style to choose during the developmental stage of the child.

Parenting patterns in Punjab have been studied in earlier researches. A study on parenting styles of 300 families from four cities of Punjab (Amritsar, Ludhiana, Patiala and Hoshiarpur) found these families to have significant gender differences in their parenting patterns. In comparison to daughters, mothers used positive as well as negative parenting patterns towards their sons whereas they were more despising, dismissive, discouraging and conservative towards their daughters in comparison to sons. Fathers were found to be more affectionate, motivating and democratic toward sons in comparison to daughters but they were more accepting, progressing, and dominating

toward daughters (Kang, 2003). Also it was analyzed that parenting patterns were different because of their level of education (Kang & Jaswal, 2006). There was a difference between the parenting patterns of private senior secondary school students and government senior secondary school students in Jalandhar district of Punjab. Significant positive relationship was found between social competences of secondary school students with parenting (Narad, 2019). Peer pressure in adolescents of Punjab has also been studied in some earlier researches. Peer Pressure was found to have a significant relationship with behavioral problems among adolescents in Punjab (Johal & Mehra, 2015). Study suggests that boys were under more pressure in terms of peer involvement and misconduct as compared to girls. A profile of patients taking treatment for drug addiction in different centers of Punjab suggests that 79.2% of the patients started drugs because of peer pressure (Gupta et al. 2013). A study conducted on high school students of Punjab concluded that academic achievement of the students was above average and achievement motivation contributes towards academic achievement of the students (Kaur, 2013). Parenting styles, peer pressure and academic achievement motivation affect the life of the students in various aspects.

The present study aims to facilitate the understanding of the various subjective as well as objective factors which influence the career preference of a student and help to design and develop career intervention strategies. The results will have important implications for developing policies that will encourage students to make conscious and purposeful career decisions.

In this direction the study seeks to examine the "influence of parenting styles, peer pressure and academic achievement motivation on career preferences among high school students of Punjab".

CHAPTER TWO

REVIEW OF LITERATURE

The career preferences are the ranking given to two or more occupations along the continuum of their estimated chances of actually entering the occupations (Crites, 1969). Sources like parents, siblings, family, friends, peers, teachers, schools, public and government resources and mass media provides information to an individual during his childhood years which further help him in using the information in their career decision making as an adolescent (Julien, 1999). Career choices of an individual is influenced by parental and social influences and also the personal aptitude and educational attainment (Bandura et al. 2001). Parenting style, parental support and guidance had a great impact on academic achievement of children regardless of their lower social economic status, poverty and low educational background (Rani, 2014). Young adolescents get pressurized to choose predetermined careers by their parents, peer groups, education and economic status, thus ignoring their actual needs potentials and their ego (Alika, 2010). The study done on Indian students revealed that majority of the students were influenced by peers, parents and society in making career choice (Ray et al. 2020). Their study emphasized the need to understand the factors influencing career preferences in order to formulate better strategies which would be helpful for the adolescent in the process of career selection. This chapter introduces various research studies that provide understanding of the relationship between parenting styles, peer pressure and academic achievement motivation with career preferences of high school students of Punjab state in India.

To understand the influence of various styles of parenting, peer pressure and academic achievement motivation on the career preferences of students and to explore the relationship between these variables and career preferences the existing literature was reviewed under following headings:-

- Parenting styles and Career preferences
- Peer pressure and Career preferences
- Academic achievement motivation and Career preferences

- Parenting styles, Peer pressure, Academic achievement motivation and Career preferences

2.1 STUDIES PERTAINING TO RELATIONSHIP BETWEEN PARENTING STYLES AND CAREER PREFERENCES

Parenting is considered to be a complex activity as it includes distinct behaviours that influence child development. The more nurturing the environment, better will be the development of the child. Parental interactions, relationships and expectations affect the child in different ways. Research shows that students in their high school years tend to show their independence from parents but still when it comes to career development, they show dependence on parents. Career development is promoted when there is a good fit in matters of career between the parents and the children (Duffy & Dik, 2009), whereas, lack of fit in career matters between parents and children becomes a barrier to career development (Schultheiss et al, 2001).

Parenting styles when compared between boys and girls of 11 years to 15 years of age, revealed that a significant difference existed between authoritative and authoritarian parenting styles among boys and girls. No significant differences were seen in use of uninvolved parenting style and permissive parenting style for the girls and the boys. The findings of the study demonstrated that majority of the parents' embraced authoritative parenting style followed by permissive parenting styles and authoritarian and uninvolved parenting style (Biswas & Sharma, 2019).

Parental involvement was found to be a key factor in determining children's career aspirations. It was observed that higher parental involvement led to lower disparity between career expectations and aspirations (Carpenter, 1980). The process of decision making is highly determined by the interaction between the parents and children. The levels of agreement and disagreement between child and his parents affect the career decision making process. When there are shared goals and a strong emotional support between the parent and adolescent, it leads to better decision making ability as compared to when there is disagreement between the two, which results in delayed career decision making (Young, et al. 1997). Career indecisiveness was regarded as a character deficit like having poor identity formation operating from external locus of control, i.e., the

destiny of a person being controlled by external sources like parenting styles and anxiety (Holland & Holland, 1977).

Liang et al. (2020) conducted a longitudinal study on adolescents' from secondary to postsecondary schools to study the association between career-related parental behavious and career adaptability. The results suggested that adolescents' career oriented behaviour and confidence in choosing a career is influenced by assistance given by parents and engagement of parents in career exploration activities. Parental guidance and support had an influence on child's selection of career.

Amani et al. (2020) in a recently conducted study on students of North-east of Iran, examined academic achievement using parenting styles as predictors. Authoritative parenting style and academic achievement were seen to have a positive significant relationship in adolescents, while, permissive and authoritarian parenting styles were not significant. The conclusion of the study did not go with the findings of earlier studies where authoritarian parenting was found to be positively related to academic achievement in collectivist culture.

Salim & Preston (2019) analysed the effect of each parenting style on career exploration behavior in adolescents. The results revealed that authoritative fathers and authoritarian mothers had a positive influence on the career exploration behavior of boys whereas girls brought up by authoritarian fathers and authoritative mothers had better career exploration behavior. There was no effect of permissive parenting style on the career exploration behavior of boys and girls.

Oluremi & Garkuwa (2018) explored the factors influencing the career choice of senior secondary students and reported that parent's career preference, parent's attitude and educational status influenced career choice. Parental influence on male and female students did not differ significantly on choice of career. Further, it states that individual's career choices are influenced by gender as students considered their gender while making a career choice.

Yaffe & Dan (2018) carried out a study to test the differential effect of parenting style on the choice of becoming a teacher. The results revealed that students whose parents adopted authoritative parenting style showed greater influence on their

professional preferences as compared to those students whose parents adopted non-authoritative parenting style. Authoritative parenting style was found to have an enhanced motivational role in the context of students' professional life.

Viola & Daniel (2018) attempted to find out how parenting styles impact career development of young children with intellectual disabilities and concluded that parenting styles influences career development in these children through their attachment, warmth, support, interaction and by engaging them in family chores.

Cenkseven-Onder et al. (2017) studied whether the career decision making pattern vary significantly across parenting styles of high school students. The results pointed that children of both, authoritative and authoritarian parents were better in deciding about their careers as compared to children of neglectful and indulgent parents. Authoritative style parenting was found to be correlated with self-exploration and the environment in adolescents and these parents show love to children as well as have control over them. Whereas, neglectful and indulgent parents do not show interest in career plans of their children and do not support their children's career decisions. The results also revealed that the children of authoritarian parents were more decisive about their careers as compared to that of neglectful and indulgent parents which can be due to the fact that their parents take decisions of their life and such children accept their parents' choices as their own.

However, different results were obtained from a study conducted on students in Oye Local Government Secondary schools in Ekiti State. The style of parenting adopted by their parents had no influence on the career choice of these students. Though, authoritarian style parenting had a little role in predicting careers in social sciences, authoritative and permissive parenting styles were not significant predictors of career choice. Thus, it was concluded that type of parenting was not a significant predictor of career choice among students (Oluwadamilola, 2017).

Kumar (2016) studied the influence of parents on choosing career among college students. This study indicates that the career decision making among the college entrants is significantly influenced by parents. The autonomy in taking decisions about one's

career is restricted to parent's preference especially the fathers who have greater influence on students' career decisions as compared to mothers.

Zahed Zahedani et al. (2016) found that the choice of a future career in children relied on their parenting style. Firm parenting style of parents' and students' choice of career was seen to share a significant positive relationship. A relatively higher relationship was obtained between the authoritarian style of parenting and students career path. The findings of the study stated that the correlation coefficient between the career path and the firm or reassuring parenting style was relatively high.

Rani (2014) examined the influence of three different styles of parenting, i.e. Authoritative, Authoritarian and Permissive parenting style on career choices of adolescents. Authoritative parenting style had a positive influence on the psychological development of the child which leads to more active career exploration. It was also found that parents adopting authoritarian parenting styles had children who were dependent and were not satisfied with their career. Children reared up in permissive parenting style had difficulty in choosing careers.

Olaosebikan & Olusakin (2014) investigated the role of parental influence in career decision making of adolescents. 48.36% of the total respondents agreed that parents influence their choice of career. The findings explored that students who feel loved and supported by their parents, were competent in thinking about their future careers. They were more confident in choosing a career that would be of interest to them. However, from the analysis it was found that parental influence did not have a significant effect on career choice of adolescent sample under study.

Sovet & Metz (2014) carried out a study to compare the relationships of parenting styles to career decision-making in adolescents from two different context. High school students from South Korea and France were included in the study. The findings suggest a significant effect of parenting styles on career decision making of the adolescents from both contexts. Korean students reared with the authoritarian parenting style resulted in better career decision making outcomes while in the French sample, students reared with authoritative parenting style showed better scores in career decision making efficacies.

Authoritative parenting has been linked to higher career self-efficacy which further increases adolescents' career decision-making.

Eremie (2014) carried out a comparative analysis to study the factors influencing career choices among senior secondary school students of Nigeria and found a significant difference of parental influence on career choice in students with respect to gender. Parental influence was found to be higher on males as compared to female senior secondary students.

Egunjobi et al. (2014) in their study discussed the factors responsible for career choice of undergraduate students and found parents to be one of the insignificant factors in influencing their interest in a particular career.

Halit (2013) studied students of 16 years of age purposely selected from a school in Setiu District, Terengganu to know the association of parenting styles with career interests. The results were analysed through descriptive statistics and Pearson correlation analysis, which showed significant correlation between parenting styles and career interests of these children.

Koumoundourou et al. (2011) explored the parental influences on career decision making of adolescents and found that male students reared in permissive and authoritarian parenting styles showed significant career decision making difficulties whereas females' career decision making difficulty was negatively influenced by authoritarian parenting style. This type of parenting style which is strict and disciplined leads to indecision in girls and makes them more dependable and hesitant regarding their career choice. This study concluded that strict parental control (authoritarian parenting style) tends to inhibit their career decision making.

Lerdpornkulrat et al. (2010) in their work studied factors that influence career aspirations of high school students and laid importance on the parenting styles as shaping students' career aspirations. Children brought up by authoritarian parents (low involvement and low autonomy support) were less likely to involve themselves in exploratory and challenging behaviors. Children of permissive parents (high involvement and high autonomy support) were less determined at learning tasks whereas children

brought up by authoritative parents (more involved and high control) were more exploratory, self-sufficient and goal-oriented.

Palos & Drobot (2010) conducted a pilot study on high school students to identify certain factors which influence the career making decision process. Different variables from family environment were studied and it was found that parents who show acceptance, are simulative, affectionate and performance-oriented. They guide their children in exploring vocations and involve themselves in children's vocational development. Parents provided psychosocial support to their children who involved encouraging and supporting child's decision rather than providing career-oriented information and material. Mothers in comparison to fathers were found to be more involved in child's career development as they gave psychosocial as well as concrete career-related action support to their children.

Alika (2010) studied a sample of secondary school students of Nigeria. Parental and peer influences on career choices were studied and the results showed lack of significant influence of parents as well as peer group on career choice in the humanities group. However, parental influences had greater influence as compared to peer group influences on the adolescents' career choice. It was recommended that when parents observed homework, encouraged child to participate in extracurricular activities, were active in parent's teachers' relationships and helped children develop their future plans, such children tend to respond positively in academic activities.

Lease & Dahlbeck (2009) analysed the relation between parenting styles, parental attachments and career decision self-efficacy and reported that parenting style predicted career decision self-efficacy but there were differences by the gender of the student. Authoritarian parenting defined by high demandingness and low responsiveness, along with secure attachment resulted in better career decision self-efficacy in female students. None of the parenting styles was a significant predictor for males' career decision self-efficacy.

Dietrich & Kracke (2009) examined the factorial structure of career-related behaviors of parents and found that parental support was related to career exploration as well as developing self-confidence, decision making and also making clear and stable

career goals to carry out career planning. Parental support was found to be positively associated with career exploration while interference did not show any association with career exploration. The more the adolescents received parental career-related support, more was their participation in career exploration practices. Lack of parental engagement led to poor and delayed decision making. Thus, parental support and lack of engagement were considered to be important predictors of career choice.

Scott & Mallinekrodt (2005) investigated the girl students interested in science as career and reported that science self-efficacy was significantly negatively associated with fathers being more controlling. Father's love and unconditional support was important for actualizing their daughters' potential in sciences. Parent's intrusive control and love-withdrawal has great impact on daughters comfort with science self-efficacy.

Taylor et al. (2004) conducted a survey on parents of freshmen entering the college. The parenting style, authoritarian or passive have a greater influence on career preferences as compared to demographics. Parents perceived themselves to be most influential in decision making of their children but they realize that they had minimal control over adolescent career decision-making. Sometimes, parents feel that they should not interfere in child's career decision and let their child take independent decisions. This passive parenting style causes miscommunication between children and their parents. The study suggests that parents need to be more involved in adolescent's career decisions.

Hargrove et al. (2002) explored the effects of family relationships, and also other dimensions like family-supported goal orientations and degree of control and organization on career decisions making self-efficacy. The findings suggest that right kind of parenting initiates the child to plan career goals and developing self-confidence in making career choices. It was put forward that family-of-origin interaction patterns have a small but significant role in students to make stable and lucid goals and also improve self confidence in making career plans.

2.2 STUDIES PERTAINING TO RELATIONSHIP BETWEEN PEER PRESSURE AND CAREER PREFERENCES

Students do not always choose the best career option keeping in view the long-term outcomes as some recent studies show that adolescents' career and educational

decisions are influenced by their peer group at the time of decision making (Rowe et al. 1994). Studies show that the influence of peers starts to develop at a very early age and continues through childhood and adolescence, leaving an impact on attitudes and perceptions of the child (Eckerman & Didow, 1988). Peers do not only effect the child's decision making in general but also has an influence on educational choices and attainment (Carbonaro, 2016; Rosenqvist, 2018). Wentzel (1991) observed that association with friends served as academic as well as social resource that could have a direct and positive impact on achievement outcomes at school.

Kaur (2020) studied the effect of peer pressure on career decision making among adolescents in state of Punjab in India. For the purpose of the study, multistage randomization method of sampling was used to draw sample from students of government senior secondary schools of Punjab. Both, positive and negative peer pressure was found to have a significant relationship with career decision of adolescents. Also a significant relationship was observed between positive and negative peer pressure with career indecision among adolescents. Therefore, career decision and career indecision, both have a significant relationship with peer pressure.

Oduh et al. (2020) in their study found that peer groups had a significant influence on career choices of students and there was no significant difference between influences of peer groups on career choices of secondary school students considering gender differences.

Anderson & Hjoetskov (2019) in a recent study showed that students sometimes are not able to make choices about their education based on the optimization of their long-term outcomes and they get influenced by their peers while making educational choices. The results of the study conducted on high school students show that these students were unconscious of the pressure exerted from peers. It was observed that students did not deliberately ascribe any importance to their peers while making educational decisions. Though the responses from students showed no direct effect of peers, while, taking decisions but an unnoticed effect of peers while making educational preferences was noticed in the experiments conducted to study the peer influence.

Bankole et al. (2019) carried out a study on academic performance and peer groups. It was found that the academic performance of students was significantly influenced by peers. There can be positive as well as negative influence of peers as they are a part of social and cultural environment of the students' life which is different from that of home. It is necessary to understand the prospects and challenges of peer groups and their effect on the students. They suggested the appointment of trained counselors in education system at all levels to modify the behavior of the students negatively influenced by peer group. School counselors can have an important role in creating awareness on peer group influences by conducting seminars, lectures and career talks.

Rosenqvist (2018) conducted a study which concluded that students are more likely to follow their in-group peers in case of educational decisions and are also demoralized from taking ambitious decisions because of successful peers. Thus, study revealed a contradictory influence of peers on each other's educational decisions.

Mtemeri (2017) revealed that peers had an important contribution in behavior modification and career decisions of students as peers were found to educate and give information about careers. The interaction with the peers acted as reinforcement which influenced the career choices. It was also suggested by the respondents that their career choice was validated by the peers and also whatever information they got from their peers was correct. The career guidance teachers involved in the study revealed that students join high school with certain careers in mind but due to peer interaction which they consider comprehensive, they change their choice of career.

Ogutu et al. (2017) studied the influence of peer pressure on career decision making of students, of average age of 18 years from seven sub-counties of Kenya. The results of Spearman's correlation suggested a weak positive correlation between peer pressure and career decision making which means, with the increase in peer pressure career decision making also increases significantly in the same direction. The results of Multinomial Logistic Regression clearly suggested that peer pressure has an influence on career decisions of the students. The findings indicate that majority of students were career motivated by their siblings, schoolmates and peers.

Shumba & Naong (2017) suggested the role of peer counseling, peer interaction, peer advice and peer relationships in considering careers. Family, personal preference and teachers were among the significant factors influencing the choice of careers among students of South Africa.

Ooro et al. (2017) assessed the factors which influenced career choices among university students in the school of Business and Economics through stratified random sampling technique where gender was found to strongly influence the choice of career. Peer group and parental guidance was seen to have a moderate effect on career choice of students.

Koech et al. (2016) conducted a study to analyse the peer influences on the career choice. The findings indicated that peer influence had a strong influence on career choices. It was observed that peer influence was an important factor that leads to an increase in friend's similarity of decisions. Variables such as friend's mentorship, friend's approval of career choice and friend's suggestions had a strong influence on carrier choice of the students.

Carbonaro & Workman (2016) examined the importance of "immediate peer context" based on already existing theories and research on effect of peer relations on academic (educational) outcomes among adolescents and found that the traits of friends and friends' both have an independent effect on the students' college performance expectations and high school dropout rates. Peer context had a much larger impact on the students' educational outcomes.

Bursztyn & Jensen (2015) in their study tried to find out whether peer pressure affects the educational investments of high school students. The results on the basis of the experiments conducted to observe students behavior revealed that students were highly responsive to their peers when they made decisions regarding their educational courses.

Hashim & Embong (2015) using the qualitative as well as quantitative approach, investigated the influence of parents and peers on the career choice of senior secondary students studying accounting subjects. Though parents influence was greater as compared to peers, the respondents revealed that they selected the accounting subjects because of their friends. Adolescents agreed that they relied on their peers for the confirmation of the

choices they make, specially career related decisions. Female students were seen to have a greater influence of peers while choosing a subject or career choice.

Okiror & Otabong (2015) found that though personal choice, average marks and parental advice had influence on the choice of careers but peer influence from classmates also had a role while making career selections. They further suggested that peers may have a negative effect from classmates and also positive influence if their friends offer support.

Temitope & Ogunsakin (2015) examined the effect of peer group on the academic performance of the students of secondary schools randomly selected for the purpose of the study. The results suggested that academic performance was not affected by age, gender and religion differences but it was determined by the peer influence, which further determined their career choices.

Mohd & Abdul (2015) found parents, particularly mothers to influence the career choices of secondary school students to a greater extent as compared to their peers.

Naz et al. (2014) explored the extent of influence of peers and friends in career decision making process in an individual. Sample of students from different departments was studied and the results clearly affirm that peers and friends play the dominant role in individual career decision making process. The responses from the students reflected the positive role of peers in selection of subjects, class, library, books, etc. About 70% of the students believed that peers and friends have a great role in making career decision to a large extent, especially the selection of a professional career, while 25% believed that to some extent only peers and friends have an influence on career making decisions.

Flashman (2014) estimated the impact of friends on academic achievement of young students from grade 9th till 11^{th} and found that those students who were friends with higher- achieving friends were more likely to have an improvement in their grades in contrast to those with lower-achieving friends.

Egunjobi et al. (2014) in their study discussed the factors responsible for career choice of undergraduate students and found peer pressure to be one of the insignificant factors influencing their interest in a particular career.

Walaba & Kiboss (2013) conducted a study on undergraduate students in Kenya to find out the major reason for selecting Christian Religious Education as a teaching-learning subject at university level. 285 out of 316 participants said that peer influence was the main reason for choosing a particular subject.

Faitar & Faitar (2013) investigated the factors which play an important role while a student makes a professional choice. Peer influence along with other factors was found to influence the career choices of adolescents.

Bett (2013) in a study found that peer pressure is an influencing factor in shaping one's perception and attitude towards decision making. Students are prone to be influenced from peers because of the similar experiences and developmental milestones.

Wanyama (2012) studied the peer influences on the career choice of students from private and public schools in a central district of Kenya. The study concluded that peer influence greatly determines the choice of career of students from both private as well as public schools. 50% of the sample from private schools indicated that peer pressure was very important while pursuing a career and 42.5% of the sample from public schools had an opinion that peer pressure was a very important factor in influencing the decision about what career to choose. The researcher further suggests that peer pressure may not always be a negative force but can be channelized properly to develop positive aspirations in adolescents.

Kimiti & Mwova (2012) conducted a survey to investigate the peer group influences on career choice of secondary school students in Kenya. Data was collected from both teachers and students and was analyzed through frequencies and percentages. About 17.50% of the student respondents accepted that they were under influence of peers while making a choice of career.

Rehman et al. (2011) suggested that peers have a significant effect on the career choices of students. Among the least influential factors regarding the specialties chosen to pursue by medical students of Pakistan were, hospital environment, parents, pressure and personal health

Alika (2010) concluded from the findings of the study that peer group had no significant influence on the choice of career of students in humanities group. This study was done on secondary school students to investigate if parents and peer groups had an influence on career choice of adolescents. The results of Pearson product moment correlation revealed that peer group influence as well as parental influence had no significant relationship with career choice in students of humanities group.

Kiuru (2008) studied the peer group influences on adolescents' educational adjustment and trajectories in Finland and showed that the individuals belonging to a peer group shared similar educational expectations and adjustment in areas like academic achievement, learning difficulties, perception of school, etc. The findings suggest that members of a peer group shared similar academic orientations and had a great influence on future educational and career plans.

Yi-hui (2006) identified various effects of peer interactions on the Chinese student's growth and development in different aspects. Peer interaction has an important role in understanding diverse career options, gaining awareness and developing liking and disliking towards a particular area. He also concluded that the more an individual is involved in a quality interaction with peers and the more diverse the peer group is, has a positive impact on the cognitive and social growth and development of the students.

Felsman & Bluestein (1999) investigated the aspect of peer relatedness in career development of late adolescents. Variables related to peers like attachment to peers, intimacy and mutuality, showed significant variance with career exploration as compared to parental attachment, age or gender. Adolescents reporting higher levels of peer attachment were more likely to engage in environmental investigation and to commit to career choices. Results indicated that supportive and intimate friendships promote the career advancement tasks in late adolescence.

2.3 STUDIES RELATED TO ACADEMIC ACHIEVEMENT MOTIVATION AND CAREER PREFERENCES

Various research studies have studied the correlation between academic achievement and career preferences. Academic achievement was found to have a positive effect on self-confidence in girls which motivated them towards career aspirations

(Watson et al. 2002). In a study carried out by Aunola et al. (2000) it was suggested that the ability to use achievement strategies in different situations was different in boys and girls. Girls showed greater failure expectations and less use of self-enhancing attributes whereas boys showed task-irrelevant behavior. Research supports the view that academic achievement motivates girls towards prestigious career choices. In a research conducted by Watson et al. (2002), career preferences were studied in high, low and moderate achievers. The results indicated that high achieving girls preferred prestigious careers but moderate achievers aspired highest prestigious career choices even surpassing high achieving boys' career aspirations. But with passing time, moderate achievers become realistic in their choices and abilities and change their career preferences and as a result high achiever girls have more realistic career aspirations than moderate achievers.

Torres-Roman et al. (2018) tried to find out if motivation propelled Latin American students to choose medical as careers. It was found that a higher social/altruist motivation was the reason behind their career selection. The male students with positive vocational interest were highly correlated with higher altruist motivation. Students who were pressurized from family had good grades but low altruist motivation.

Kaur & Kumari (2018) undertook a study comparing the student's (of different streams in senior secondary classes) career decision making, achievement motivation and self-efficacy and the results showed no significant differences between achievement motivation of students from arts, commerce and science streams in senior secondary classes. Achievement motivation of males and females had no significant differences.

Krishna et al. (2017) studied the relationship between achievement motivation and career preferences of veterinary students using Ex-post facto research design. Results showed a significant and positive relationship which revealed that students with higher achievement motivation aim for better careers in life. It was found that it is essential to develop academic achievement motivation in students as it helps in career choice development.

Daniel & Florence Ahima (2017) in a cross-sectional survey, aimed to discover motivation behind preference of occupation among students. A sample of 305 students from the three different departments having major courses of study was selected using

Stratified sampling technique. Results showed that extrinsic factors had a greater influence on career preferences of students of Ghana as well as international students under study. Extrinsic values as compared to intrinsic factors were dominant in their inclination for occupation. No significant gender difference were observed in the impact of extrinsic factors on occupational preference, while, the effect of intrinsic components on the occupational preference among students from various courses showed significant difference.

Rauf (2016) assessed the impact of achievement motivation on career decision making of sample between the age of 18-30 years. Achievement motivation and career decision were found to be interrelated. As compared to respondents having low achievement motivation, the respondents high on achievement motivation opted for better careers for bringing a change in their living standards. Achieving a high status in society and maintaining life style was found to be a great source of motivation for students while making a career choice.

Rajitha (2016) assessed the influence of achievement motivation on the occupational interests of adolescents, randomly selected from class of 10^{th} and also from intermediate classes of Junior colleges (age range of 15-17 years) of Andhra Pradesh, India. The results from analysis of variance and t-test clearly indicated that there was a significant influence of achievement motivation on the vocational interests of the respondents in the areas of Modern Technology, Literary, Persuasive and Artistic. The findings further indicate gender differences as boys had higher achievement motivation than girls in areas like Science, Clerical, Business, Self-employment, Literary, Persuasive and Humanitarian. Also there was a difference in achievement motivation level of students of class 10^{th} and students of intermediate classes. Intermediate students scored lower on achievement motivation in comparison to class 10^{th} students.

Sangma & Arulmani (2013) surveyed the career preparation status, career beliefs and academic achievement motivation of rural and urban high school students. Overall very low scores were obtained by all the students on all the measured constructs. Urban high school students were found to have higher academic achievement motivation as compared to rural high school students. The career beliefs and career preparation was

also found to be very low. Girls in comparison to boys had higher academic achievement motivation. Therefore, low scores on academic achievement motivation led to the conclusion that the students were not career-oriented.

Nasrin & Begum (2013) studied the relationship between vocational interests of secondary school students and their achievement motivation. The main aim of the investigation was to find difference between the achievement motivation and career preferences of boys and girls and also to explore the relationship between the two variables. The results of the t-test and Pearson product moment correlation showed no significant gender differences in achievement motivation but a significant difference was indicated in vocational interests of boys and girls. Achievement motivation and vocational interests of students of secondary schools were found to have a positive correlation.

Salami (2004) in his study on finding the relationship between psychopathology and career choices, obtained a significant positive relationship between vocational interest and achievement motivation. Students were mostly found to be interested in vocations like scientific, computational, literary, mechanical and musical regardless of their academic capabilities. Low interest was shown in areas such as clerical, social service, outdoor and artistic. The results indicated that students preferences depends on the values attached to various occupations by the society.

Balan (2003) attempted to assess career preferences of students with average achievement motivation. The results revealed that among nine different careers, average achievement motivated boys and girls preferred administrative career followed by bank job, teaching, research, sales representative, business, defense and cultivation. There was no significant difference between career preferences of both the genders. Achievement motivation was conclusively found to be a significant contributor to the variation in career preferences of these students.

So, both parents and educators need to understand the necessity of encouraging achievement motivation in a child from an early age. In certain competent situations there is a need for persistently working towards a goal in order to achieve success. The students tend to form self-concept, self-confidence and set of values and beliefs about their capabilities at an early age from home as well as from school. The development of early

academic achievement motivation has significant indications for academic careers in later years.

2.4 LITERATURE ON PARENTING STYLES, PEER PRESSURE, ACADEMIC ACHIEVEMENT MOTIVATION AND CAREER PREFERENCES

Amani et al. (2020) in a recent study, examined academic achievement using parenting styles as predictors. Multistage, cluster sampling method was used to collect data from students of North-east of Iran. A positive significant relationship was found between academic achievement and authoritative parenting style in adolescents whereas, permissive and authoritarian parenting styles were not found significant. The conclusion of the study did not go with the findings of earlier studies where authoritarian parenting was positively related to academic achievement in collectivist culture.

Bankole et al. (2019) claimed that peer group was found to have a significant influence on students' academic performance. It played a pivotal role in lives of students. There can be positive as well as negative influence of peers as they are a part of social and cultural environment of the students' life which is different from that of home. They suggested the appointment of trained counselors in education system at all levels to modify the behavior of the students negatively influenced by peer group. School counselors can play an essential role in creating awareness on peer group influences by conducting seminars, lectures and career talks.

Zarra-Nezhad et al. (2019) found that children whose mothers were highly emotionally sensitive and supporting, helped to protect them from the adverse effects of low peer acceptance. Supporting parents may enhance self-esteem; self-efficacy and confidence in children by making them believe that they can cope effectively with the low peer acceptance.

Gremmen et al. (2017) suggested that academic achievement motivation has an influence on peer relationships. High-achieving students had a lower inclination to assign low-achieving peers as companions. Whereas, similarity in achievement facilitated friendship as it was found that low-achieving students and high-achieving students shared mutual attractiveness to consider each other as friends.

Llorca et al. (2017) conducted a study that showed peer relationships in relation to authoritative and permissive parenting styles and it was found that parenting style depends on the way a child develops attachments with the peers. The authoritative style of father and mother both was a positive predictor of attachments of child with peers. Whereas, permissive parenting style of mother was found to be a negative predictor of child's attachment with peers.

Deepika and Prema (2017**)** found peer pressure and academic achievement to be negatively correlated and the study revealed that peer pressure plays an important role in lowering of achievement in academics.

Yasmin et al. (2014) concluded that a balanced control of parents on child's behaviour influences child's mental growth in a positive way and also facilitated in education. Authoritative style of parenting had a positive and a significant effect on academic performance of students, whereas, authoritarian and permissive parenting styles were negative predictors of academic performance.

Watabe & Hibbard (2014) analyzed the influence of authoritative and authoritarian parenting styles on academic achievement motivation among students of elementary school of USA and Japan through a comparative study using Baumrind's parenting typology. The results indicated academic achievement motivation was high in American children brought up by authoritative and authoritarian styles whereas academic achievement motivation was high in Japanese students brought up by authoritarian parents.

Brown & Lent (2013) in a study on secondary school students, found parents to be more influential in regard to career decisions, as compared to peer group. Parental involvement was an important strategy for the quality education of secondary school students which in turn broadened the cognitive and social capacities of the children.

Seth & Kala (2013) assessed the impact of authoritative parenting style on educational achievements of students of high school in different subjects. A strong positive correlation was observed between authoritative parenting style and academic achievement in subjects like language, social sciences, mathematics and sciences.

Burusic (2010) found that emotional support along with control from mother and father's emotional support were the most frequently perceived parental behavior in students of high school in Croatia. Male students having greater emotional support from father showed lesser acceptance in peer groups, whereas female students showed greater acceptance in peer groups who had greater support from father as well as mother. The parental rearing practices were found to be related to whether the child is accepted in high or low social status group.

Abar et al. (2009) found that high academic achievement was related to authoritative parenting style among African-American college students. Authoritative parenting style positively correlated with students' level of academic achievement.

Pong et al. (2005) in a study concluded that the authoritarian parenting style was found to influence the European American students negatively, whereas it had no effect on Asian student's academic outcomes. The results were not in accordance with the previous studies which suggest a significant and positive role of authoritative parenting style in predicting academic as well as career outcomes. It was suggested that authoritarian parenting style of some Asian parents had a positive influence on academic achievement of Asian students.

Hickman & Crossland (2004) in a study supported that the impact of style of parenting did not have a significant effect on academic achievement of children but the relation between father and daughter and mother and son had an impact on the academic achievement of children. In achievement in male dominated areas like science, father's responsiveness and emotional support was seen to have a positive impact on daughter's self-efficacy.

Aunola et al. (2000) attempted to study the different processes involved by which parenting styles have an influence on academic achievement of children. This study revealed that children of authoritative parents used most versatile achievement strategies like, low levels of failure expectations, task- relevant behavior, optimism, and the use of self-enhancing attributions. Whereas, children from neglectful families were seen to use maladaptive strategies described by high levels of task-irrelevant behavior together with pessimism and absence of self- enhancing attributions.

Kao (1995) studied parents' involvement, peer group influence and home resources in relation to academic achievement of Asian adolescent students. This study revealed that peer group was not a predictive factor in academic achievement of students but parents of Asian students were found to be more involved in pushing their children towards academic success.

Baumrind (1991) was of the view that high level of control and nurturance in pre-school years had a positive effect on the interpersonal skills development and made the children achievement oriented.

2.5 SUMMARY OF REVIEW OF LITERATURE

Students at high school level are at a stage of development when various physical, cognitive and psychosocial changes are taking place. The child in this period has to cope up with different situations and face challenges while managing transition issues, forming and managing relationships, maintaining academic performance, and balancing home and family.

The overall review of literature suggests that students develop their career preferences during this period and there are some important factors which influence the career preferences of these students. One such important factor is parenting style. The available literature suggests that authoritative parenting style has a positive impact on the psychological development of the child which leads to more active career exploration. It was also found that parents adopting authoritarian parenting styles had children who were dependent and were not satisfied with their career. Children reared up in permissive parenting style had difficulty in choosing careers. On the other hand, some studies show that there is no contribution of parenting styles on the choice of career of a high school student (Egunjobi et al. 2014). As a result, the findings are inconclusive and lacks generalizability of the predominantly best style of parenting in determining career preferences, especially in the Indian context is yet to be studied precisely.

The role of peer pressure was another important factor to be considered while studying career preferences of high school students. Some studies suggest that peer influences had an effect on the career preferences of high school students. One's perceptions and attitude towards career decision making was greatly influenced by peer

pressure. The positive as well as negative influence of peers on students' academic and career choices was observed in some studies (Okiror & Otabong, 2015). On the contrary, some findings did not consider peer pressure to be a significant factor influencing career preferences of students (Alika,2010; Egunjobi et al. 2014).

Academic achievement motivation was also regarded to be an important factor in determining career preferences of students from high school in the above review. Some studies show that there was a significant and positive relationship which reveals that students with higher achievement motivation aim for better careers in life. But on the other side, it was also observed that students had preference for certain careers regardless of their academic capabilities. Some studies also concluded that achievement motivation was not a significant predictor of career preferences in students (Kaur & Kumari, 2018).

So far, very few studies have been done on career preferences of high school students with regard to Indian context. India has a diverse culture with differences existing within communities itself. The country is facing cultural transitions as a result of globalization, educational awareness, and achievement orientation. The review of literature indicates inconsistency in the findings of earlier studies conducted in different parts of the world regarding factors influencing career preferences. There is a variation in the outcome of the impact of different factors. The independent as well as integrated impact of factors like parenting styles, peer pressure and academic achievement motivation on career preferences has rarely been studied till date. Therefore, this study aimed at studying the influence of parenting styles, peer pressure and academic achievement motivation on career preferences among high school students using the sample from different districts of Punjab state of India.

2.6 OBJECTIVES

Keeping in view the relevant literature, following objectives have been framed:-

1. To study the relationship between career preferences, parenting styles, peer pressure and academic achievement motivation.
2. To study the influence of parenting styles on career preferences.
3. To study the influence of peer pressure on career preferences.

4. To study the influence of academic achievement motivation on career preferences.

5. To study the differential influence of parenting styles, peer pressure and academic achievement motivation on career preferences.

6. To study the gender differences in career preferences, parenting styles, peer pressure and academic achievement motivation among high school students.

2.7 HYPOTHESES

Following are the hypotheses for the correlation analyses of the present study:-

H_{01} : There will be no significant relationship between democratic parenting style and career preferences among high school students.

H_{02} : There will be no significant relationship between autocratic parenting style and career preferences among high school students.

H_{03} : There will be no significant relationship between permissive parenting style and career preferences among high school students.

H_{04} : There will be no significant relationship between uninvolved parenting style and career preferences among high school students.

H_{05} : There will be no significant relationship between peer pressure and career preferences among high school students.

H_{06} : There will be no correlation between academic achievement motivation and career preferences among high school students.

H_{07} : There will be no correlation between peer pressure and parenting style among high school students.

H_{08} : There will be no correlation between peer pressure and academic achievement motivation among high school students.

H_{09} : There will be no correlation between parenting style and academic achievement motivation among high school students.

Following are the hypotheses for the Regression Analysis of the present study:-

H_{010} : Parenting style will not be a predictor of career preferences among high school students of Punjab.

H_{011} : Peer pressure will not be a predictor of career preferences among high school students of Punjab.

H_{012} : Academic achievement motivation will not be a predictor of career preferences among high school students of Punjab.

Following are the hypotheses for the comparison of mean in gender:-

H_{013} : There will be no significant difference in the mean scores of career preferences among high school students with reference to gender.

H_{014} : There will be no significant difference in the mean scores of parenting style among high school students with reference to gender.

H_{015} : There will be no significant difference in the mean scores of peer pressure among high school students with reference to gender.

H_{016} : There will be no significant difference in the mean scores of academic achievement motivation among high school students with reference to gender.

2.8 OPERATIONAL DEFINITIONS OF THE VARIABLES USED IN THE PRESENT STUDY

Career Preferences- The term career preferences refer to "the ranking given to two or more occupations along the continuum of his estimated chances of actually entering them." (Crites, 1969). It forms the basis for students to assist them select the field he/ she wants whether it is affected from one's childhood aspirations, family members, his values, interest, peers or school guidance counselor.

In the present study, Career Preference Record (CPR) by Bhargava & Bhargava (2009) was used to assess the career preference of high school students.

Parenting Styles- A parenting style is a psychological construct constituting standard strategies that are used by parents while raising their children.

Parenting Style Scale (PSS) by Gupta & Mehtani (2017) was used to measure scores on 4 types of parenting styles.

Peer Pressure- The influence that is exerted by peers, by which a person's attitude, values or behavior gets changed is referred to as peer pressure. It may have a positive or a negative effect.

Peer Pressure Scale (PPS) by Singh & Saini (2010) was used to measure the peer pressure in high school students.

Academic Achievement Motivation- Academic achievement refers to one's learning attainments, abilities or proficiencies in performing a given task in education. It directs an individual to achieve in the field of education.

Academic Achievement Motivation Test (AAMT) by Sharma (1984) was used to get scores on academic achievement motivation of high school students.

CHAPTER THREE

METHODOLOGY

The main aim of the research was to study the influence of parenting styles, peer pressure and academic achievement motivation on career preferences among high school students of Punjab. As per the demand of the study, certain objectives were framed and specific measures and procedure were followed. Adequate sample of high school students was drawn, suitable tools for measuring the variables were selected and administered to collect the relevant data. This chapter provides information about sample, psychological tests, administration of tests and the statistical analysis undertaken in this study.

3.1 SAMPLE

Using multi-stage sampling technique high schools were selected from four different districts (Jalandhar, Gurdaspur, Ludhiana and Patiala), from three distinct regions of Punjab namely, Majha, Malwa and Doaba. In the first stage, districts were selected on the basis of the highest number of schools. Malwa consists of greater number of districts, so two districts were selected. In the second stage, schools were selected from these districts using systematic sampling. In the third stage, the students of class 10^{th} of these schools were randomly selected for the study. The average age of the students was 15 years. The total sample comprised of 560 students (N=140 each district) which were from two different examination boards, i.e. CBSE and PSEB, considering equal ratio of males and females (Females= 280 and Males= 280).

3.1.1 Inclusion Criteria

Students from affiliated schools (Private and Government) were considered for the purpose of the study. Students were from nuclear families, where both the parents were alive and staying together.

3.1.2 Exclusion Criteria

Transgender students were excluded from the study. Students from ICSE board of examination were not included in the study. Students with any mental or physical disability were excluded.

3.2 PSYCHOLOGICAL TESTS

The present study aims to study different factors which affect the career preferences of high school students. The objectives of the study were fulfilled using various psychological tests which helped in collecting information about the parenting styles, peer pressure, academic achievement motivation and career preferences from the students. These tests were selected on basis of their psychometric properties and their adaptation in Indian context. The various tests employed in this study are:

1) Career Preference Record (CPR) by Bhargava and Bhargava (2009)

2) Parenting Style Scale (PSS) by Gupta and Mehtani (2017)

3) Peer Pressure Scale (PPS) by Singh and Saini (2010)

4) Academic Achievement Motivation Test (AAMT) by Sharma (1984)

3.2.1 Career Preference Record (CPR)

This test was developed by Vivek Bhargava and Rajshree Bhargava in 2009 with the purpose of helping students to make a wise decision while taking over a career or a vocation. This test is based on the Theory of Career Planning by Roe (1956) which focusses on the theoretical aspects of personality along with classification of occupations and also Holland's Theory of Career Choice where he has talked about six personality types matched with different occupations. This test covers 10 major areas of career interest which are as follows:-

Mass Media & Journalism (MMJ) - This category includes two areas- Print media and Electronic media. Print media comprises of Newspapers, Journals, Magazines, etc. whereas, Electronic media include T.V, Film Making, Radio, etc. The different vocations related to this area are Radio, TV Journalist, Film Producer and Director, Radio and TV Announcer, Magazine Reporter, Cable Operator, Commentator, Newspaper Editor, Newsreaders, Critics, Scriptwriter's and Photographer, Film Reporter, Cameraman, Sound Technician, Cyber point Operator, etc.

Artistic & Designing (AD) - It is the capability to adapt to work with the team and responsibly having essential characteristics. Designing applied to any field requires creativity, artistic and technical skill and precision. The vocations included in this field

are Singer, Musician, Dancer, Magician, Fashion Designer, Textile and Jewellery Designer, Footwear Designer Beautician, Model, Painter, Advertising Directors, Exhibition Designer, , Interior Decorator, Sculptor, Graphic Designer, Artist, Industrial Designer, etc.

Science & Technology (ST) - Individuals interested in this field have scientific and numerical aptitude, mechanical aptitude, good mental ability, logical reasoning and problem solving skills. An aptitude for practical work accuracy, good and quick judgement and the ability to work as part of team are required. The vocations under this area are Electronic Engineer, Electrical Engineer, Chemical Engineer, Food Technologist, Computer Engineer, Software Programmer, Astronomer, Agriculture, Microbiologist, Engineer, Architect, Marine Engineer, Environment Scientist, Aeronautical Engineer, Automobile Engineer, Biochemist, Petroleum Engineer, and Mathematician.

Agriculture (AG) - Agriculture Industry in India has expanded and diversified influencing the daily lives of people in various ways. Agriculture involves producing goods and services utilized for keeping livestock and developing harvests and industries selling raw as well as processed farm products to the consumers. Vocations included in this area are Poultry Farmers, Farmers, Gardeners, Agriculture Scientists, Plant Breeders, Soil Specialist, Fishing Scientist, Mineral Scientists, Agro Teacher, Rural Manager, Food Inspector, Veterinary Doctor, Horticulturist, Dairy Farmer, Fertiliser Shopkeeper, Forest Officers, Agriculture Inspector, Fertiliser Specialist, Agriculture Engineer and Agriculture Researcher.

Commerce & Management (CM) - This area deals with chartered accountancy, cost & work accounts, financial management, banking, stock broking, insurance and company secretary. Jobs included in this area are Computer Operator, Chartered Accountant, Company Secretary, Finance Manager, Custom Broker, Surveyor, L.I.C Agent, Transporter, Production Manager, Personal Secretary, Marketing Manager, Stock Broker, Sales Executive, Cashier, Salesman, Bank Clerk and Personal Manager.

Medical (M) - The Allopathic form of medicine is the most popular form of treatment followed by the Homoeopathic and other traditional treatments like Ayurveda and Unani systems. The major branches of this field of medical and healthcare sector are the Physician, Urologist, Eye Specialist, Psychiatrist, Homoeopathic Doctor, Cardiologist, Child Specialist, Neuro-surgeon, Gynaecologist, Physiotherapist, Gastrologist, Dentist, Anaesthetist, Radiologist, Surgeon, Skin Specialist and Pharmacist.

Defence (D) - This cluster includes information about armed forces- Army, Navy, Air Force and paramilitary forces. The jobs included in this area are Platoon Commander, Subedar, Air Traffic Controller, Group Captain, Soldier, Fighter, Controller, Commander, Rear Admiral, General (army), Air Marshall and Colonel, Fighter Bomber, Captain, Major, Squadron Leader, Wing Commander, etc.

Tourism & Hospitality Industry (THI) - The travel industry makes way into travel services, tour operation guides and travel advancement, adventure sports, training, publicity, transport organization, human resource development accommodation and hospitality sector jobs. The various jobs are Banker, Manager, Hotel Decorator, Food and Beverage Manager, Receptionist, Chef, Reservation Curator, Tour Secretary, Travel Agent, Archaeologist, Air Hostess, P.R.O., Guide, etc

Law & Order (LO) - Legal professionals like lawyers and judges possess attributes like clear perception, sound judgment and an ability to carry ideological convictions. Jobs included in this cluster are Munsif, Solicitor, Tax Lawyer, Notary, D.M., I.F.S., I.A.S., Custom Officer, Civil Lawyer, Political Leader, Judge, S.D.M., S.S.P., Police Inspector, R.T.O., C.B.I. Officer, Income Tax Commissioner, Police Commissioner, Criminal Lawyer and District Judge.

Education (E) - School and College Teachers, Special Educators, Language Teachers, Art/Craft/Music/ Dance/ Physical Education Instructors, Librarians, Educational Psychologists, Vocational Trainers, Educational Administrators, Planners and Researchers are professionals working in the field of education. Education is imparted at the pre-primary, primary, secondary and senior secondary levels in school. Beyond school education, the higher education sectors are colleges, universities, deemed universities, private and professional institutions, autonomous colleges, etc.

The test ensures good reliability and is a valid test which measures what it purports to measure. The test-retest reliability coefficients (with an interval of three months) in all 10 areas in male sample ranged from 0.52 to 0.82 and in female sample from 0.45 to 0.72. Inter correlations were calculated to ensure internal consistency.

The dependability and applicability of a test depends on the validity of the test. Not only the whole test but also each item of the test must measure what it purports to measure. Validity of CPR was established with some other areas of other existing tests like Chateerjee, Chadha Indian Classification System of Vocational Exp., and Multi Factor Interest Questionnaire (MFIQ) by Kapoor & Singh, Sodhi and Bhatnagar Interest Inventory (SBII), Vocational Interest Record by S.P. Kulshrestha, Crites Career Attitude, Crites Career Choice Competencies and Study Habits Inventory by Mukhopadhayay and Sansanwal. All these external criteria ensure the high validity of the scale.

Scoring

The scoring procedure of Career Preference Record (CPR) is quite simple. Each area contains 20 job options from top to bottom and left to right on the record sheet. One mark will be given to each preferred vocation and the total score will be counted in each individual area. The range of scores in each area can be between 0 – 20, i.e., minimum score can be 0 and maximum score can be 20. Based on the scores, an individual profile can be prepared to know the career preferences of the subject. The scores can be categorized in 5 preference levels. Scores of 0-3 indicate low career choice, 4-6 is negligible career choice,7-13 shows average career choice, 14-17 is moderate career choice and 18- 20 indicates high career choice.

3.2.2 Parenting Style Scale (PSS)

Parenting Style Scale by Gupta and Mehtani (2017) was used in the present study. This scale assesses the perceived parenting style of school going students. To construct this scale, items were selected on the basis of four types of parenting style given by Baumrind (1967) and Maccoby & Martin (1983). This scale comprises of 44 statements which measure the four different styles of parenting i.e., autocratic, permissive, democratic and uninvolved, that are adopted by Indian parents. There are 12 items under democratic parenting style, 11 each under autocratic parenting style and permissive parenting style and

10 items under uninvolved parenting style. Each statement has five response alternative, namely; Always, Often, Sometimes, Rarely and Never. The subject is asked to choose one alternative which represents their thinking in best way.

Democratic Parenting Style (DPS) - These parents show optimum balance of responsiveness and demandingness. Democratic parents set limits and boundaries but at the same time share a compassionate and sympathetic relation with their children and set them free to explore their ways and be self-reliant in making their career decisions. They involve their children in family discussions and take their viewpoints under consideration.

Autocratic Parenting Style (APS) - Also known as the authoritarian parenting style. These parents are highly restrictive and very demanding**.** Autocratic parents lack responsiveness but demand obedience from the child. These parents set strict rules and expectations, result of which they are the one's deciding the career for the child irrespective of the child's own interest

Permissive Parenting Style (PPS) - These parents are non-restrictive and show high levels of responsiveness. These parents are lenient, responsive and inconsistent in their attitude towards their children. These parents do not provide much guidance to the children due to which they face difficulties in making career preferences. Child is allowed to make many important decisions without parental input.

Uninvolved Parenting Style (UPS) - These parents are generally low on responsiveness as well as demandingness. The uninvolved parenting style parents lack a healthy and communicative relation with their children. They have the minimum interaction time and sometimes are uninvolved to the point of being neglectful. The child of such parents has difficulty in forming social relationships and do not trust their parents in making career decisions.

The inventory has been reported for reliability and validity. The Test- retest reliability of this inventory is 0.911, whereas Split- half reliability is 0.795. The reliability coefficients obtained for each parenting style ranged from 0.712 to 0.794. The scale has high construct validity with the range of 0.508 to 0.819.

Scoring

To score the scale, 4 marks are assigned to items marked 'always', 3 marks are assigned to items marked 'often', 2 marks to 'sometimes', 1 mark to 'rarely' and 0 mark to 'never'. The scores on the items under each parenting style is added and thus, total scores on each type of parenting style is obtained. Referring to the table of norms given by test maker the level of each style of parenting in an individual can be known.

3.2.3 Peer Pressure Scale (PPS)

Peer Pressure Scale by Singh and Saini (2010) was developed to meet the need to assess the level of peer pressure in Indian conditions. Many theoretical perspectives led to the development of this test. However, Erickson's Theory of Psychosocial development focusses on the social influence that appears in children as they move toward adolescence and strive to create an integrated self-image apart from their parents (Erickson, 1963). Dunn & McGuire (1992) were also of the view that nature of interactions among children has an influence on their social, cognitive and moral development. Thus, the test was developed to study the peer pressure among adolescents.

This scale is a uni-dimensional scale which gives estimate of peer pressure experienced by adolescents in their everyday life situations. There are 25 items in this scale which have to be marked in the Likert (5 point) scale measured on following five options:-

- Strongly disagree
- Disagree
- Can't say
- Agree
- Strongly agree

The internal consistency of the peer pressure scale was established using Cronbach's alpha coefficient and a reliability of 0.79 was obtained for 25 items of the scale. Therefore, this is a reliable scale. The scale has a good face validity and content validity. The items in the scale are clearly related to the phenomena being measured also the test construction was done by the experts. The predictive and concurrent validity of the measure was also assessed and found to be satisfactory.

Scoring

The positive scores were given from 1-5, where 1 represents 'Strongly agree' option and 5 represents the option 'Strongly disagree'. Three reverse items, i.e., 2, 7 and 23 were scored from 5-1, where 1 represents 'Strongly disagree' option and 5 represents the option 'Strongly agree'. The score range from minimum to maximum is 25 to 125. The score of 55 and below are indicative of low level of peer pressure, 56-72 scores indicates moderate level of peer pressure and whereas, scores greater than 72 represent high level of peer pressure experienced.

3.2.4 Academic Achievement Motivation Test (AAMT)

Academic Achievement Motivation refers to that aspect of achievement motivation which deals with motivation to achieve in educational settings. It is the attitude towards one's school learning and the enthusiasm for academic achievement. Achievement motivation is the tendency of an individual to compete in order to attain success in competition to others and also set some standards of excellence for himself. It tends to measure work habits and scholastic expectations of learners. According to McClelland(1961), there is a driving need for achievement, power over others and success attainment in people which can be achieved if one plans his career life flexibly, considering the changing needs of an individual and setting realistic goals.

This test by Sharma (1984) was developed to measure the academic achievement motivation needed to overcome the doubtful proposition which was earlier achieved through observer's ratings. This test involves self-rating which appeared relatively competent and fruitful. The number of items initially was 70 which were then reduced to 49, having three alternatives each. Later, with further retention only 38 statements were retained having two alternatives each, i.e., A and B. The subjects have to read each statement followed by two alternatives and have to select one of the two alternatives. The subjects need to attempt all the 38 items, without leaving any statement unmarked. There is no time limit for the test but the subject has to give the response without consulting anyone.

The reliability of the test was determined by three methods. The split-half reliability came out to be 0.697 and the rational equivalence method found the reliability

to be 0.7506. The reliability coefficient for boys and girls was 0.795 and 0.807, respectively.

For the content validity, the items were chosen based on the pooled decisions of almost 40 judges in the field of testing. The Criterion validity, was based on the judgment of class teachers, and twenty students (ten low on achievement motivation and ten high on achievement motivation). The results indicated significant differences in the mean scores of both groups. The construct validity was achieved after removing the items that were not showing significant r. Thus, the content validity, criterion validity and construct validity were established.

Scoring

The subject was awarded one mark if "A" option was selected in item no. 1,3,4,6,8,10,12,13,15,16,17,18,21,25,27,31,35,36 and 37 and one mark was awarded if "B" option was selected in item no. 2,5,7,9,11,14,19,20,22,23,24,26,28,29,30,32,33,34 and 38. The test provides a direct score in numbers showing a boy's or a girl's motivation in the field of academic achievement. The total scores range from 0-38.

3.3 ADMINISTRATION OF THE TESTS

The selected schools were visited personally by the researcher. Prior permission was taken after contacting the principals of the selected schools and the purpose and procedure of the data collection was explained. In case permission was not granted from a particular school, then the next school in the list was considered for the study. The schools were visited on the appointment dates and tests were administered on the students after taking individual consent from each student. Any statement or item if not clear was clarified there and then for proper understanding before the response is given. While administrating the tests few ethical issues were taken care of:-

- Subjects were explained the purpose, importance and outcome of the study and how they can contribute to the study.
- They were assured that their responses will be kept private and confidential.

- Information was collected only from subjects who were willing to participate.

Scoring of all the tests was done according to the scoring procedures given in the respective manuals.

3.4 STATISTICAL ANALYSIS OF DATA

The data obtained was subjected to the following analyses:-

1. Descriptive statistics (Mean, Standard Deviation, Skewness and Kurtosis) was calculated for all the measured variables included in the study.
2. Pearson product moment correlation and Spearman' rank coefficient was used to assess the relationship between all the measured variables.
3. Stepwise multiple linear regression analysis was used to predict the influence of each predictor variables over criterion variable.
4. In order to obtain significant gender differences comparison of means was conducted with the help of t-test on all measured variables. Non-parametric (rank order) Mann Whitney U test was applied for comparison of means for academic achievement motivation of males and females.

3.5 ETHICAL CONSIDERATIONS

3.5.1 Confidentiality

The secrecy regarding the participation of every participant was guaranteed and was taken into consideration and given priority as well.

3.5.2 Voluntary Participation

Every participant was motivated to take part in the study on their own will. No financial token or other benefit was promised to them.

3.5.3 Withdrawal

Every participant was free to withdraw at any point of time. Agreement for completing the tools was not made with any of the participants.

3.6 LIST OF VARIABLES USED IN THE STUDY

S.No.	Variable	Symbol	Scale
1.	Mass Media & Journalism	MMJ	
2.	Artistic & Designing	AD	
3.	Science & Technology	ST	Career
4.	Agriculture	AG	Preference
5.	Commerce & Management	CM	Record
6.	Medical	M	
7.	Defence	D	
8.	Tourism & Hospitality Industry	THI	
9.	Law & Order	LO	
10.	Education	E	
11.	Democratic Parenting Style	DPS	Parenting
12.	Autocratic Parenting Style	APS	Style
13.	Permissive Parenting Style	PPS	Scale
14.	Uninvolved Parenting Style	UPS	
15.	Peer Pressure	PP	Peer Pressure Scale
16.	Academic Achievement Motivation	AAMT	Academic Achievement Motivation Test

CHAPTER FOUR

RESULTS AND DISCUSSION

The statistical techniques applied in the current research study for the analysis of data have been selected as per the level of measurement, research objectives and the hypotheses. Therefore, during the process of data analysis, following steps have been adopted:

(1) The present research aims to explore the relationship of peer pressure, parenting styles and academic achievement motivation with career preferences among high school students of Punjab.

(2) This study can be considered correlational in nature. Therefore, at the very first step correlational analysis was carried out where the Pearson Product Moment Correlation of correlation and Spearman's *Rho* were applied to find out the relationship of criterion variables, namely, career preferences with the predictor variables, namely, parenting styles and peer pressure and academic achievement motivation among high school students of Punjab.

(3) At the next step regression analysis was applied to quantify the goodness of fit of prediction models. Prior to apply the regression analysis, normality of the distribution, independence of observation, homogeneity of variance and linearity were tested.

(4) After that stepwise multiple linear regression analysis was carried out to study the predictive relationship between the criterion variable with the predictor variables.

(5) Lastly, an Independent samples t-test and Mann-Whitney U-test were used to examine the potential differences in the mean scores of career preferences, parenting styles and peer pressure as well as academic achievement motivation with regard to gender.

4.1 DESCRIPTIVE STATISTICS

To explore the description of the data collected on the variables, descriptive statistics including number of participants, mean and standard deviation were calculated separately among the two sample groups using SPSS. Table number 4.1, 4.2 and 4.3 are illustration of descriptive statistics of career preferences, parenting styles and peer pressure as well as academic achievement motivation among high school students of Punjab with reference to gender.

Tables 4.1: Showing descriptive statistics of career preferences (criterion variables) among high school students of Punjab.

Variables	Gender	N	Mean	Std. Deviation
Mass Media & Journalism	Male	280	4.32	3.924
	Female	280	4.18	3.660
Artistic & Designing	Male	280	4.60	4.030
	Female	280	6.39	4.567
Science & Technology	Male	280	5.15	4.328
	Female	280	4.13	3.999
Agriculture	Male	280	3.29	3.547
	Female	280	2.77	3.240
Commerce & Management	Male	280	3.73	3.748
	Female	280	2.98	3.324
Medical	Male	280	2.82	3.582
	Female	280	3.71	3.847
Defence	Male	280	5.02	4.436
	Female	280	3.48	3.709
Tourism & Hospitality Industry	Male	280	3.09	3.486
	Female	280	3.16	3.152
Law & Order	Male	280	4.72	4.028
	Female	280	4.37	3.766
Education	Male	280	4.54	4.259
	Female	280	4.93	4.334

N=560

It can be observed from table 4.1 that the mean score of male subjects on mass media & journalism is 4.32, n = 280 with SD of 3.924 and the mean score of female subjects is 4.18, n = 280 with SD of 3.660. Moreover, the mean score of male subjects on artistic designing is 4.60, n = 280 with SD of 4.030 and the mean score of female subjects on artistic designing is 6.39, n = 280 with SD of 4.567 among high school students of Punjab. The mean scores of males on science & technology, agriculture, commerce & management, medical, defence, tourism& hospitality industry, law & order and education are 5.15, 3.29, 3.73,2.82,5.02, 3.09,4.72 and 4.54, respectively and SD of 4.328, 3.547, 3.748, 3.582,4.436, 3.486, 4.028 and 4.259, respectively.. The mean scores of females on the same variables are 4.13, 2.77, 2.98, 3.71, 3.48, 3.16, 4.37 and 4.93, respectively and SD of 3.999, 3.240, 3.324, 3.847, 3.152, 3.766 and 4.334, respectively.

Tables 4.2: Showing descriptive statistics of parenting styles and peer pressure (predictor variables) among high school students of Punjab.

Variables	Gender	N	Mean	Std. Deviation
Peer Pressure	Male	280	62.42	14.892
	Female	280	57.75	15.428
Democratic Parenting Style	Male	280	34.67	7.459
	Female	280	36.61	6.651
Autocratic Parenting Style	Male	280	28.64	6.459
	Female	280	26.91	6.113
Permissive Parenting Style	Male	280	19.50	6.777
	Female	280	20.11	7.601
Uninvolved Parenting Style	Male	280	13.19	7.724
	Female	280	11.43	7.425

N=560

From the table above, it can be observed that the mean score of male subjects on peer pressure is 62.42, n=280 with SD of 14.829 and the mean score of females on peer pressure is 57.75, n=280 with SD of 15.428. The mean scores of males on democratic parenting style, autocratic parenting style, permissive parenting style and uninvolved parenting style are 34.67, 28.64, 19.50 and 13.19, respectively with SD of 7.459, 6.459, 6.777 and 7.724, respectively. The mean scores of females on the same variables are 36.61, 26.91, 20.11 and 11.43, respectively with SD of 6.651, 6.113, 7.601 and 7.425, respectively.

Tables 4.3: Showing descriptive statistics of academic achievement motivation (predictor variable) among high school students of Punjab applying non-parametric statistics.

Variable	GENDER	N	Mean Rank
Academic Achievement Motivation	Female	280	307.63
	Male	280	253.56
		N = 560	

From table 4.3, it can be observed that the mean rank of males on the aspect of academic achievement motivation is 253.56 (n=280) and mean rank of females on the same variable is 307.63 (n=280).

4.2 CORRELATION ANALYSIS

Table 4.4: Presenting inter-correlation matrix of study variables among high school students of Punjab (N=560)

Variables		MMJ	AD	ST	AG	CM	M	D	THI	LO	E	DPS	APS	PPS	UPS	PP	AAMT
MMJ	Pearson r	1															
AD	Pearson r	.730**	1														
ST	Pearson r	.585**	.562**	1													
AG	Pearson r	.595**	.567**	.626**	1												
CM	Pearson r	.677**	.632**	.685**	.723**	1											
M	Pearson r	.545**	.561**	.657**	.622**	.655**	1										
D	Pearson r	.535**	.493**	.607**	.596**	.645**	.533**	1									
THI	Pearson r	.705**	.695**	.640**	.696**	.777**	.668**	.647*	1								
LO	Pearson r	.576**	.520**	.609**	.630**	.672**	.613**	.688*	.704**	1							
E	Pearson r	.620**	.621**	.615**	.617**	.687**	.646**	.627**	.713**	.713**	1						
DPS	Pearson r	-.086*	-.042	-.028	-.135**	-.130**	-.006	-.078	-.064	-.051	-.047	1					
APS	Pearson r	.063	.046	.079	.024	.061	.032	.135**	.079	.071	.062	.030	1				
PPS	Pearson r	.151**	.106*	.072	.078	.118**	.081	.085*	.110**	.081	.059	.151**	.031	1			
UPS	Pearson r	.203**	.160**	.151**	.228**	.245**	.105*	.155**	.222**	.155**	.159**	-.370**	.188**	.393**	1		
PP	Pearson r	.207**	.165**	.065	.184**	.185**	.101*	.186**	.171**	.146**	.150**	-.264**	.081	.098*	.204**	1	
AAMT	Spearman *Rho*	-.040	-.004	.141**	.002	.026	.106*	.008	-.011	.039	.098*	.260**	-.066	-.120**	-.216**	-.337**	1

***.Correlation is significant at the 0.05 level (2-tailed);**

****.Correlation is significant at the 0.01 level (2-tailed)**

H_{01} : There will be no significant relationship between democratic parenting style and career preferences among high school students.

The hypothesis 1 (H_{01}), stating that there will be no correlation between democratic parenting style and career preferences among high school students, was measured. Pearson coefficient of correlation 'r' showed that a significant negative very weak relationship existed between democratic parenting style and mass media & journalism (career preferences dimension) among high school students of Punjab (r = -.086, N = 560, p = .042 < .05 level of significance, 2-tailed). The results also displayed significant negative very weak relationship between democratic parenting style and agriculture (career preferences dimension) among high school students of Punjab (r = -.135, N = 560, p = .001 < .01 level of significance, 2-tailed). Moreover, the results indexed by Pearson coefficient of correlation 'r' supported that a significant negative weak relationship existed between democratic parenting style and commerce & management (career preferences dimension) among high school students of Punjab (r = -.130, N = 560, p = .002 < .01 level of significance, 2-tailed). Though direction of relationship is reverse and strength of relationship between democratic parenting style and commerce & management (career preferences dimension) is weak but significant, it can be said that changes in the magnitude/value into one variable, reverse change in the magnitude in other variable can be observed. Therefore, hypothesis 1 (H_{01}) is partially supported by the findings of the study.

In contrast, the explanations claimed that no significant relationship exists between democratic parenting style and artistic & designing (dimension of career preferences) among high school students of Punjab (r = -.042, N = 560, p = .324 > .05 level of significance, 2-tailed). The results of the hypothesis 1 (H_{01}) further explained that no significant relationship exists between democratic parenting style and science & technology (dimension of career preferences) among high school students of Punjab (r = -.028, N = 560, p = .506 > .05 level of significance, 2-tailed). Coefficient of correlation 'r' further revealed that there is no significant relationship between democratic parenting style and medical (career preferences dimension) among high school students of Punjab

(r = -.006, N = 560, p = .880 > .05 level of significance, 2-tailed). The observations of the study claimed no significant relationship between democratic parenting style and defence (dimension of career preferences) among high school students of Punjab (r = -.078, N = 560, p = .065 > .05 level of significance, 2-tailed). Similarly, the observations of the above table disclosed that there is no significant relationship of democratic parenting style and tourism & hospitality industry (career preferences dimension) among high school students of Punjab. The null hypothesis, tested by using Pearson's correlation method, observed with the correlation coefficient r = .064, p = .128 > .05 level of significance, 2-tailed suggest no significant correlation between democratic parenting style and tourism & hospitality industry (career preferences dimension) among high school students of Punjab. Furthermore, the findings suggested no significant relationship between democratic parenting style and law & order (dimension of career preferences) among high school students of Punjab (r = -.051, N = 560, p = .230 > .05 level of significance, 2-tailed). Again, coefficient of correlation 'r' suggest that there is no significant relationship between democratic parenting style and education (career preferences dimension) among high school students of Punjab (r = -.047, N = 560, p = .268 > .05 level of significance, 2-tailed).

Therefore, hypothesis 1 (H_{01}) is supported in part by the findings of the study.

H_{02} : There will be no significant relationship between autocratic parenting style and career preferences among high school students.

The hypothesis 2 (H_{02}), stating that there will be no significant relationship between autocratic parenting style and career preferences among high school students, was assessed. Pearson r correlation indicated a significant positive weak relationship existed between autocratic parenting style and defence (career preferences dimension) among high school students of Punjab (r = .135, N = 560, p < .01 level of significance, 2-tailed). Therefore, hypothesis 2 (H_{02}) is rejected to some extent by the findings of the study. It can be inferred that high school students with greater autocratic parenting style prefer defence as their career and the students who are at lower end on autocratic parenting style have lower preference for defence as a career.

On the contrary, Pearson r correlation showed that no significant relationship existed between autocratic parenting style and mass media & journalism (career preferences dimension) among high school students of Punjab (r = .063, N = 560, p = .136 > .05 level of significance). The observations also claimed that no significant relationship exists between autocratic parenting style and artistic designing (dimension of career preferences) among high school students of Punjab (r = .046, N = 560, p = .275 > .05 level of significance, 2-tailed). The results of the hypothesis 2 (H_{02}) further explained no significant relationship between autocratic parenting style and science & technology (dimension of career preferences) among high school students of Punjab (r = .079, N = 560, p = .063 > .05 level of significance, 2-tailed). Similarly, coefficient of correlation 'r' revealed that there is no significant relationship between autocratic parenting style and agriculture (career preferences dimension) among high school students of Punjab (r = .024, N = 560, p = .579 > .05 level of significance, 2-tailed). Again, the observations of the study claimed no significant relationship between autocratic parenting style and commerce & management (dimension of career preferences) among high school students of Punjab (r = .061, N = 560, p = .150 > .05 level of significance, 2-tailed). Moreover, the findings in the above table show that there is no significant relationship of autocratic parenting style and medical (career preferences dimension) among high school students of Punjab. The null hypothesis, tested by using Pearson's correlation method, observed with the correlation coefficient (r = .032, p = .445 > .05 level of significance, 2-tailed) suggest that there is no significant correlation between autocratic parenting style and preference for medical as career among high school students of Punjab. The results suggested that no significant relationship existed between autocratic parenting style and tourism & hospitality industry (dimension of career preferences) among high school students of Punjab (r = .079, N = 560, p = .062 > .05 level of significance, 2-tailed). Also, coefficient of correlation 'r' suggest that no significant relationship existed between autocratic parenting style and law & order (career preferences dimension) among high school students of Punjab (r = .071, N = 560, p = .091 > .05 level of significance, 2-tailed). Moreover, the outcome of the study on measuring hypothesis 2 (H_{02}) claimed that no significant relationship existed between autocratic parenting style and education

(dimension of career preferences) among high school students of Punjab (r = .062, N = 560, p = .144 > .05 level of significance, 2-tailed).

Hence, the hypothesis 2 (H_{02}) is supported in part by the findings of the study.

H_{03} : There will be no significant relationship between permissive parenting style and career preferences among high school students.

The hypothesis 3 (H_{03}), which states that there will be no significant relationship between permissive parenting style and career preferences among high school students, was assessed. Pearson r correlation tells that a significant positive weak relationship existed between permissive parenting style and mass media & journalism (career preferences dimension) among high school students of Punjab (r = .151, N = 560, p < .01 level of significance, 2-tailed). A significant positive weak correlation was observed between permissive parenting style and artistic designing (career preferences dimension) among high school students of Punjab (r= .106, p = .012 < .05 level of significance, 2-tailed). Thus, it can be noted that greater is the permissive parenting style, more is the preference for artistic designing as career among high school students of Punjab and vice-versa. Also, the findings revealed a significant positive weak correlation between permissive parenting style and commerce & management (career preferences dimension) among high school students of Punjab (r = .118, N = 560, p = .005 < .01 level of significance, 2-tailed). Moreover, Pearson r correlation indicated a significant positive weak relationship existed between permissive parenting style and defence (career preferences dimension) among high school students of Punjab (r = .085, N = 560, p = .044 < .05 level of significance, 2-tailed). Furthermore, a significant positive weak correlation was observed between permissive parenting style and tourism & hospitality industry (career preferences dimension) among high school students of Punjab (r= .110, p = .009 < .01 level of significance, 2-tailed). Therefore, the null hypothesis H_{03} is not completely supported by the results of the study.

On the contrary, Pearson r correlation showed that no significant relationship existed between permissive parenting style and science & technology (career preferences dimension) among high school students of Punjab (r = 072, N = 560, p = .089 > .05 level of significance). The observations also claimed that there is no significant relationship

between permissive parenting style and agriculture (dimension of career preferences) among high school students of Punjab (r = .078, N = 560, p = .065 > .05 level of significance, 2-tailed). The results of the hypothesis 3 (H_{03}) further explained that no significant relationship existed between permissive parenting style and medical (dimension of career preferences) among high school students of Punjab (r = .081, N = 560, p = .056 > .05 level of significance, 2-tailed). Similarly, coefficient of correlation 'r' revealed that there is no significant relationship between permissive parenting style and law & order (career preferences dimension) among high school students of Punjab (r = .081, N = 560, p = .056 > .05 level of significance, 2-tailed). Moreover, the findings presented in the above table disclosed that there is no significant relationship of permissive parenting style and education (career preferences dimension) among high school students of Punjab. The null hypothesis, tested by using Pearson's correlation method, observed with the correlation coefficient (r = .059, p = .166 > .05 level of significance, 2-tailed) suggest no significant correlation between permissive parenting style and preference for education as career among high school students of Punjab.

Therefore, the hypothesis 3 (H_{03}) is supported in part by the results of the study.

H_{04} : There will be no significant relationship between uninvolved parenting style and career preferences among high school students.

The findings of the Pearson coefficient of correlation 'r' showed that a significant positive very weak relationship existed between uninvolved parenting style and mass media & journalism (career preferences dimension) among high school students of Punjab (r = .203, N = 560, p < .01 level of significance, 2-tailed). The findings also revealed a significant positive very weak relationship between uninvolved parenting style and artistic designing (career preferences dimension) among high school students of Punjab (r = .160, N = 560, p < .01 level of significance, 2-tailed). Moreover, the results indexed by Pearson coefficient of correlation 'r' supported that a significant positive weak relationship existed between uninvolved parenting style and science & technology (career preferences dimension) among high school students of Punjab (r = .152, N = 560, p < .01 level of significance, 2-tailed). Uninvolved parenting style and agriculture (career preferences dimension) displayed a significant positive weak correlation among high

school students of Punjab (r = .228, p < .01 level of significance, 2-tailed). Moreover, the findings revealed a significant positive weak correlation between uninvolved parenting style and commerce & management (career preferences dimension) among high school students of Punjab (r = .245, N = 560, p < .01 level of significance, 2-tailed). Pearson r correlation further showed that a significant positive weak relationship existed between uninvolved parenting style and medical (career preferences dimension) among high school students of Punjab (r = .105, N = 560, p < .01 level of significance, 2-tailed). The findings displayed in the table above also revealed significant positive weak relationship between uninvolved parenting style and defence among high school students of Punjab (r = .155, N = 560, p < .01 level of significance, 2-tailed). Furthermore, the results claimed that a significantly positive weak correlation between uninvolved parenting style and tourism & hospitality industry (dimension of career preferences) among high school students of Punjab (r = .222, N = 560, p < .01 level of significance, 2-tailed). Similarly, the explanations of the above correlational table suggest that there is a significant relationship of uninvolved parenting style with law & order (dimension of career preferences) among high school students of Punjab. The relationship computed by using Pearson's correlation method with correlation coefficient r = .155, p < .01 level of significance, 2-tailed suggest a significantly positive weak correlation between uninvolved parenting style and law & order (dimension of career preferences) among high school students of Punjab. Moreover, the observations depicted that there is a significantly positive weak correlation between uninvolved parenting style and education (dimension of career preferences) among high school students of Punjab (r = .159, p < .01 level of significance, 2-tailed). Hence, the study fails to find support for null hypothesis 4 (H_{04}).

The findings of the study claimed that there is a statistically significant and negatively weak relationship of democratic parenting style with mass media & journalism, agriculture and commerce & management (career preferences dimensions) among high school students of Punjab. Though direction of relationship is opposite and strength of relationship is poor but is significant, it can be inferred that changes in the magnitude/value into one variable, may lead to reverse changes in the magnitude of other variable. In other words, it can be said that high school students with more democratic

parenting style, have lower preference for mass media & journalism, agriculture and commerce & management as a career and vice-versa. These explanations suggest that democratic parenting style influence the preferences of mass media & journalism, agriculture and commerce & management (career preferences dimensions) as a career among high school students of Punjab. The students, who have been exposed to democratic parenting style from childhood to adolescence, will have low preferences for the fields of mass media & journalism, agriculture and commerce & management as a career. These observations to some extent do not support hypothesis 1 (see chapter 2). On the other hand, the outcome of the data explained that there is no significant relationship of democratic parenting style with other dimensions of career preferences namely, science & technology, artistic & designing, medical, tourism & hospitality industry, defence, law & order and education as career among high school students of Punjab. It can be inferred that there is no significant influence of democratic parenting style in choosing the fields of artistic & designing, medical, science & technology, defence, tourism & hospitality industry, law & order and education as career among high school students of Punjab. These findings of the study partially support the hypothesis 1 (see chapter 2).

The measurements of Pearson's 'r' correlation obtained by testing the hypothesis 2 claim that a significant positive weak relationship existed between autocratic parenting style and career preference for defence among high school students of Punjab. Therefore, hypothesis 2 is not completely supported by these observations. The results suggest that autocratic parenting style have a significant influence in determining the career preference for defence among high school students of Punjab. In other words, it can be concluded that high school students with exposure to autocratic parenting style from childhood, have higher preference for defence as their career and the students who are at lower end on autocratic parenting style have lower preference for defence as a career. In contrast, the other part of the results of the hypothesis 2, suggest that no significant relationship exist between autocratic parenting style and the dimensions of career references namely mass media & journalism, artistic & designing, science & technology, agriculture, commerce & management, medical, tourism & hospitality industry, law & order and education among high school students of Punjab, except the defence career

preference. Thus, the hypothesis 2 (see chapter 2) is partially supported by these explanations. It can be concluded that autocratic parenting style does not have any significant influence in determining the career preferences for mass media & journalism, artistic & designing, science & technology, commerce & management, medical, tourism & hospitality industry, agriculture, law & order and education among high school students of Punjab.

The results of the hypothesis 3 (see chapter 2) suggested a significant positive weak relationship between permissive parenting style and mass media & journalism, artistic & designing, commerce & management, tourism & hospitality industry and defence (career preferences dimension) among high school students of Punjab. Therefore, the null hypothesis 3 (see chapter 2) is not completely supported by the results. On the contrary, the results of the same hypothesis 3 showed that no significant relationship existed between permissive parenting style and science & technology, agriculture, medical, law & order, and education (career preferences dimension) among high school students of Punjab. Therefore, the hypothesis 3 is supported in part by the results of the study.

The hypothesis 4 (see chapter 2) was measured by the Pearson's coefficient of correlation 'r'. The results of this measure showed that a significant positive very weak relationship existed between uninvolved parenting style and all the ten dimensions of career preferences namely, mass media & journalism, artistic & designing, science & technology, agriculture, commerce & management, tourism & hospitality industry, law & order , medical, defence, and education among high school students of Punjab. Hence, the findings of the study fail to support null hypothesis 4.

It can be concluded from the overall results of the hypotheses 1, 2, 3 and 4 that a statistically significant relationship of parenting styles existed with career preferences among high school students. Though the results are mixed, but it indicates that the decisions regarding the career preferences are associated with parenting styles. The reasons for the findings of the study may be on the grounds that parents basically influence a child's life, particularly regarding social and emotional development. They are authority figures in the existence of a student and may be one those significant

individuals whom a student looks to when making difficult decisions. How a parent responds when a child asks them to make decisions for them can have implications for on decision making thereafter. Family is a place in which children figure out how to interpret reality (Way & Rossmann, 1996b, as cited in Rani, 2014). Parents serve as significant mediators for children of information about the world and children's capacities (Hall, Kelly, Hansen, & Gutwein, 1996, as cited in Kerka, 2000). By and large the overall family functioning, an extensive idea that incorporates parenting style, involves factors such as parental support and guidance, interaction styles among family members and positive or negative environmental influences (Altman, 1997).

The findings of the study are supported by the fact that family functioning has a greater impact on career development process than either family structure, i.e. size, birth order, number of parents, etc or educational and occupational status of parents' (Fisher & Griggs, 1994; Trusty, Watts, & Erdman, 1997, as cited in Rani, 2014). The findings of this study are in conformity with the observations of a study conducted by Mehrafza (2014). In contrast, some dimensions of the results showed mixed results that no significant relationship exists between parenting styles and career preferences. These results are supported by the study carried out by Depew (2018) that examined the association between perceived parenting styles with social competence, autonomy, locus of control, and executive functioning (factors of independence) in a sample of high school students. Results showed no significant difference in independent scores among parenting style groups.

H_{05} : There will be no significant relationship between peer pressure and career preferences among high school students.

The observations presented in the above table shows the inter-correlation of study variables among high school students of Punjab. Peer pressure and mass media & journalism (career preferences dimension) were seen to have a significant positive but weak correlation among high school students of Punjab ($r = .207$, $p < .01$ level of significance, 2-tailed). Therefore, hypothesis H_{05} there will be no significant relationship between peer pressure and career preferences among high school students is not supported partially. Thus, it can be concluded that higher is the magnitude of peer

pressure, more is the preference for mass media & journalism as career among high school students of Punjab and vice-versa.

Moreover, the findings revealed a significant positive weak correlation between peer pressure and artistic & designing (career preferences dimension) among high school students of Punjab ($r = .165$, $N = 560$, $p < .01$ level of significance, 2-tailed). Therefore, hypothesis H_{05} there will be no significant relationship between peer pressure and career preferences among high school students is not supported to some extent by the results. Though direction of relationship is same and strength of relationship between peer pressure and artistic designing (career preferences dimension) is weak but significant, it can be said that changes in the magnitude/value into one variable, reverse change in the magnitude in other variable can be observed. The hypothesis 5 (H_{05}), which states that there will be no significant relationship between peer pressure and career preferences among high school students, was assessed. Pearson r correlation showed that a significant positive weak relationship existed between peer pressure and agriculture (career preferences dimension) among high school students of Punjab ($r = .184$, $N = 560$, $p < .01$ level of significance, 2-tailed). Therefore, hypothesis 5 (H_{05}) is partially unsupported by the findings of the study.

The findings displayed in the table above also revealed significant positive weak relationship between peer pressure and commerce & management among high school students of Punjab ($r = .185$, $N = 560$, $p < .01$ level of significance, 2-tailed). Therefore, hypothesis H_{05} there will be no significant relationship between peer pressure and career preferences among high school students is rejected to some extent. The results claimed that higher is the peer pressure, higher the career preference for commerce & management among high school students of Punjab and vice-versa.

Similarly, the explanations of the above correlational table suggest that there is a significant relationship of peer pressure with medical (dimension of career preferences) among high school students of Punjab. The relationship computed by using Pearson's correlation method with correlation coefficient $r = .101$, $p = .017 < .05$ level of significance, 2-tailed suggest a significantly positive weak correlation between peer pressure and medical (dimension of career preferences) among high school students of

Punjab. Thus, our hypothesis H_{05} there will be no significant relationship between peer pressure and career preferences among high school students is not completely supported by the findings of the study. Therefore, it can be concluded that higher is the degree of peer pressure, more is the preference for medical as career among high school students of Punjab and vice-versa.

The observations depicted that there is a significantly positive weak correlation between peer pressure and defence (dimension of career preferences) among high school students of Punjab ($r = .186$, $p < .01$ level of significance, 2-tailed). Hence our hypothesis H_{05} that there will be no significant relationship between peer pressure and career preferences among high school students fails to be completely supported by the results of the study. The explanations suggest that high school students with higher peer pressure prefer defence as their career and the students with lower peer pressure have lower preference for defence as a career. The findings displayed in the table above also revealed significant positive weak relationship between peer pressure and tourism & hospitality industry (career) among high school students of Punjab ($r = .171$, $N = 560$, $p < .01$ level of significance, 2-tailed). Thus, the hypothesis H_{05} that there will be no significant relationship between peer pressure and career preferences among high school students is rejected in part. It can be decided that higher is the peer pressure, higher the career preference for tourism & hospitality industry among high school students of Punjab. Also, the explanations of the above correlational table suggest that there is a significant relationship of peer pressure with law & order (dimension of career preferences) among high school students of Punjab. The relationship computed by using Pearson's correlation method with correlation coefficient $r = .146$, $p = .001 < .01$ level of significance, 2-tailed suggest a significantly positive weak correlation between peer pressure and law & order (dimension of career preferences) among high school students of Punjab. Thus, our hypothesis $H_{05,}$ there will be no significant relationship between peer pressure and career preferences among high school students is not retained in some measure. Therefore, it can be concluded that higher is the degree of peer pressure, more is the preference for law & order as career among high school students of Punjab and vice-versa.

Furthermore, the observations of the above table revealed that there is a significant relationship of peer pressure with education (dimension of career preferences) among high school students of Punjab. The relationship computed by using Pearson's correlation method with correlation coefficient r = .150, $p < .01$ level of significance, 2-tailed suggest a significantly positive weak correlation between peer pressure and education (dimension of career preferences) among high school students of Punjab. Thus, our hypothesis H_{05} there will be no significant relationship between peer pressure and career preferences among high school students is not retained to some degree. Therefore, it can be concluded that higher is the magnitude of peer pressure, higher is the preference for education as career among high school students of Punjab.

In contrast, hypothesis 5 (H_{05}), stating that there will be no significant relationship between peer pressure and career preferences among high school students, was assessed. Pearson r correlation showed that no significant relationship existed between peer pressure and science & technology (career preferences dimension) among high school students of Punjab (r = .065, N = 560, p = .125 > .05 level of significance).

Therefore, hypothesis 5 (H_{05}) is partially supported by the findings of the study. The results of the correlational analysis showed a statistically significant positive even though weak correlation of peer pressure with nine dimensions of career preferences namely, mass media & journalism, artistic & designing, commerce & management, medical career, defence, tourism & hospitality industry, law & order and education career among high school students. In contrast, Pearson's correlation suggested that no significant relationship existed between peer pressure and science & technology (career preferences dimension) as a career among high school students of Punjab. Therefore, hypothesis 5 (see chapter 2) is not supported partially by the results of the nine dimensions of career preferences of the study. On the other hand, the results of only one dimension, namely science & technology career preferences dimension, support the hypothesis 5 (see chapter 2). The results obtained suggest that the influence of peer pressure on career choices of high school students was significant but low. Thus, it can be concluded that higher is the magnitude of peer pressure, greater is the preference for mass media & journalism, artistic & designing, agriculture, commerce & management, medical

career, defence, tourism & hospitality industry, law & order and education as career among high school students of Punjab and vice-versa. The reasons for the findings of the correlational study may be many and some of the potentials reasons behind the results are discussed in the light of existing supportive literature. The career preferences are the ranking given to two or more occupations along the continuum of their estimated chances of actually entering the occupations (Crites, 1969). As it is a known fact that after the completion of formal education at high school level, students engage in career decision making to plan and design goals of their life. The task of deciding and making career choices between different careers is important and is very complex task. Sometimes students get confused and are not able to decide which career should be chosen. A strong aspect in the process of socialization which has an important role in shaping attitudes and perceptions of high school students is the peer pressure. Peer group includes people of approximately same age, status and interests of an individual. When a child enters his high school, peers start to play the role of his extended family. Peers or friends have an impact on behaviour modification. Studies show that the influence of peers starts to develop at a very early age and continues through childhood and adolescence, leaving an impact on attitudes and perceptions of the child (Eckerman & Didow, 1988). Peers do not only effect the child's decision making in general but also has an influence on educational choices and attainment (Carbonaro, 2016; Rosenqvist, 2018). There are a few studies which support the results of the present study. While testing the corresponding hypothesis, it was found that there was a significant influence of peer group on career choices of students. This finding upheld the results of Arab et al., (2014) who noticed that peer influence is a resource for developing career opportunities and decision making among young students. The results obtained from the study also supported the findings of Bankole & Ogunsakin (2015) proposing that peer relationship has a great impact in determining academic performance and likewise, career choice. Bett (2013) in a study found that peer pressure is an influencing factor in shaping one's perception and attitude towards decision making. Anderson & Hjoetskov (2019) recently in a study explored that students sometimes are not able make choices about their education based on the optimization of their long-term outcomes and they get influenced by their peers while

making educational choices. The results also agrees with Gitonga (2013); Kimiti & Mwova (2012); Irma (2015) who posited that majority of students chose careers motivated by pressure from siblings and schoolmates and that peers create links which lead to career decision making.

On the contrary, it can be suggested that peer pressure do not have any role to play in choosing science & technology (career preferences dimension) as a career among high school students of Punjab.

H_{06} : There will be no significant relationship between academic achievement motivation and career preferences among high school students.

The nature of the data collection tool used to collect responses on the variable 'academic achievement motivation' was non-metric, so the statistical operation on it is non-parametric. The hypothesis 6 (H_{06}), assessed by applying Spearman's *Rho* correlation, states that there will be no correlation between academic achievement motivation and career preferences among high school students was measured.

Coefficient of correlation *Rho* 'ρ' showed that a significant relationship existed between academic achievement motivation and science & technology (career preferences dimension) among high school students of Punjab (ρ = -.141, N = 560, p = .001 < .01 level of significance, 2-tailed). The explanations also suggested that there is a significant correlation between academic achievement motivation and medical (dimension of career preferences) among high school students of Punjab (r = .106, p = .012 < .05 level of significance, 2-tailed). It can be said that medical as career choice (career preferences dimension) will increase or decrease by increasing or decreasing the levels of academic achievement motivation. Moreover, *Rho* 'ρ' coefficient showed that a significant relationship existed between academic achievement motivation and education (career preferences dimension) among high school students of Punjab (ρ = -.141, N = 560, p = .001 < .01 level of significance, 2-tailed). It can be said that education as career choice (career preferences dimension) will increase or decrease by increasing or decreasing the levels of academic achievement motivation. Thus, null hypothesis 6 (H_{06}) is proved to some extent.

In contrast, the results support that no significant correlation existed between academic achievement motivation and mass media & journalism (career preferences dimension) among high school students of Punjab (ρ = -.040, N = 560, p = .344 > .05 level of significance, 2-tailed). Coefficient of correlation *Rho* 'ρ' showed that no significant relationship existed between academic achievement motivation and artistic designing (career preferences dimension) among high school students of Punjab (ρ = -.004, N = 560, p = .927 > .05 level of significance, 2-tailed). Furthermore, Spearman's coefficient of correlation *Rho* 'ρ' suggested that no significant relationship existed between academic achievement motivation and agriculture (career preferences dimension) among high school students of Punjab (ρ = .002, N = 560, p = .967 > .05 level of significance, 2-tailed). It cannot be said that agriculture as career choice (career preferences dimension) will increase or decrease by changing academic achievement motivation.

Similarly, Spearman's coefficient of correlation *Rho* 'ρ' showed that no significant relationship existed between academic achievement motivation and commerce & management (career preferences dimension) among high school students of Punjab (ρ = .026, N = 560, p = .533 > .05 level of significance, 2-tailed). The observations also explained that there is no significant correlation between academic achievement motivation and defence (dimension of career preferences) among high school students of Punjab (r = .008, p = .846 > .05 level of significance, 2-tailed). It cannot be said that defence as career choice (career preferences dimension) will increase or decrease by changing academic achievement motivation. The findings presented in the table showed that there is no significant correlation between academic achievement motivation and tourism & hospitality industry (dimension of career preferences) among high school students of Punjab (r = .011, p = .799 > .05 level of significance, 2-tailed). It cannot be said that tourism & hospitality industry as career choice (career preferences dimension) will increase or decrease by changing academic achievement motivation.

Furthermore, Spearman's coefficient of correlation *Rho* 'ρ' showed that no significant relationship existed between academic achievement motivation and law & order (career preferences dimension) among high school students of Punjab (ρ = .039, N = 560, p = .354 > .05 level of significance, 2-tailed). It cannot be said that law & order as

career choice (career preferences dimension) will increase or decrease by changing academic achievement motivation. Therefore, the results of the study fail to completely support null hypothesis 6 (H_{06}).

The explanations on hypothesis 6 indicated a significant relationship of academic achievement motivation with science & technology, medical and education career (career preferences dimension) among high school students of Punjab. Thus, null hypothesis 6 (see chapter 2) is partially proved. In contrast, the results support that academic achievement motivation does not showed any correlation with mass media & journalism, artistic & designing, commerce & management, agriculture, defence, tourism & hospitality industry and law & order (dimension of career preferences) among high school students of Punjab. Therefore, null hypothesis 6 is rejected in part.

It can be concluded that high school students with higher levels of academic achievement motivation, will be having greater preferences for science & technology, medical and education as career choice among students. The reasons may be that science & technology, medical and education career fields are trending and very challenging. There is a very hard-hitting and uncompromising competition among students in choosing these career fields. It needs a lot of hard work and consistent efforts to get the opportunity of going in these fields. The students who decide to choose one of these career fields need to quality an entrance test first. The previous literature supports that students having higher levels of academic achievement motivation show higher academic performance rated and higher academic grades. "Motivation is the primary force behind our activities and life desires which influence our needs, wishes and life ambition" (Rabideau, 2005). One's internal drive to achieve a task is called achievement motivation. In a study, Hendricks (1997) found that motivation is the best determinant of students' academic performance. Lirias (2009), in another study demonstrated that mindful environment helped students to achieve better and also students with high achievement motivation were found to be high achievers. Mahyuddin et al. (2009) likewise found that there was a significant but low positive correlation between students' achievement motivation and their academic achievement. The results of the current study are upheld by numerous other studies, for example, Torres-Roman et al. (2018) in a study

revealed a higher social/altruist motivation in the students from the field of medicine. Mayta-Tristan et al. (2015) proposed that the fundamental justification for choosing medicine by students was their social/altruist interest in first and seventh year (72.3% and 62.4%, respectively). Even in medical students in Hungary, altruistic motivation was found to be the most significant factor affecting career decision, followed by extrinsic motivations: acquiring a degree, search for job, reviewing career opportunities (Gyorffy et al. 2016). Additionally in Ireland, the social/altruist motivation was found to be an influencing factor in students for their choice for picking science & technology and medicine (Sulong et al. 2014). A potential clarification to the choices taken by students is that the social/altruist motivation shows up from early years of life with the intent of helping others, saving lives, and contributing to the society (McHarg, 2007; Puljak, 2007, as cited in Torres-Roman et al. 2018).

H_{07} : There will be no significant relationship between peer pressure and parenting style among high school students.

The Pearson coefficient of correlation 'r' showed a significant negative weak relationship existing between peer pressure and democratic parenting style among high school students of Punjab ($r = -.264$, $N = 560$, $p < .01$ level of significance, 2-tailed). The results indexed by Pearson coefficient of correlation 'r' supported that a significant positive weak relationship existed between peer pressure and permissive parenting style among high school students of Punjab ($r = .098$, $N = 560$, $p = .020 < .05$ level of significance, 2-tailed). Moreover, peer pressure and uninvolved parenting style showed a significant positive weak correlation among high school students of Punjab ($r= .204$, $p < .01$ level of significance, 2-tailed). Thus, null hypothesis 7 (H_{07}) is not completely supported by the results.

Quite the opposite, the findings revealed that no significant correlation existed between peer pressure and autocratic parenting style among high school students of Punjab ($r = .081$, $N = 560$, $p = .055 > .05$ level of significance, 2-tailed). Thus, null hypothesis 7 (H_{07}) is proved to some extent.

The results of the hypothesis 7 suggested that a significant negative weak relationship existed between peer pressure and democratic parenting style among high

school students of Punjab. Quite opposite, the results supported that a significant positive weak relationship existed between peer pressure and permissive parenting style among high school students of Punjab. Moreover, Peer pressure and uninvolved parenting style displayed a significant positive weak correlation among high school students of Punjab. Thus, null hypothesis 7 is not completely supported.

In contrast, the findings revealed that no significant correlation existed between peer pressure and autocratic parenting style among high school students of Punjab. Thus, null hypothesis 7 is proved to some extent.

H_{08} : There will be no significant relationship between peer pressure and academic achievement motivation among high school students.

Spearman's coefficient of correlation *Rho* 'ρ' showed that a significant negative week relationship existed between peer pressure and academic achievement motivation among high school students of Punjab (ρ = -.337, N = 560, p < .01 level of significance, 2-tailed). Therefore, the findings of the study fail to support null hypothesis 8 (H_{08}).

The measures of hypothesis 8 explained that a significant negative week relationship existed between peer pressure and academic achievement motivation among high school students of Punjab. Therefore, null hypothesis 8 is rejected. It can be suggested that more the peer pressure, lower will be academic achievement motivation levels among high school students of Punjab and vice-versa. The reasons for the results of the present study may be that peers play an important role in influencing from early age to teenage. Adolescents share a healthy relationship with their peers and give importance to them compared to other age groups and their trust on them is more pronounced. According to Hardcastle (2002), peer can be an individual who has same thought, same behavior and has equality of age or ability. The explanations of the study are supported by other researches such as Deepika & Prema (2017), who found a negative correlation between peer pressure and academic achievement and the results showed that peer pressure plays a critical part in bringing down the achievement in academics. Nelson & DeBacker (2008) in a finding pointed that factors like perceived peer relationship explained variance in achievement motivation. It was noted that adolescents who saw being esteemed and were regarded by classmates, tend to report versatile and adaptive achievement motivation. Adaptive achievement motivation was likewise associated with

having a high quality friendship and a close companion who values academics. On the contrary, having a low quality friendship and considering classmates to be impervious to school norms was associated with maladaptive achievement motivation.

H_{09} : There will be no significant relationship between parenting style and academic achievement motivation among high school students.

The results measured by Spearman's coefficient of correlation *Rho* 'ρ' showed that a significant positive week relationship existed between democratic parenting style and academic achievement motivation among high school students of Punjab (ρ = .260, N = 560, p < .01 level of significance, 2-tailed). On the other hand, the results suggested that a significant negative weak correlation existed between permissive parenting style and academic achievement motivation among high school students of Punjab (ρ = -.120, N = 560, p = .005 < .05 level of significance, 2-tailed). Moreover, coefficient of correlation *Rho* 'ρ' showed that a significant negative week relationship existed between uninvolved parenting style and academic achievement motivation among high school students of Punjab (ρ = -.216, N = 560, p < .01 level of significance, 2-tailed).

Hence, null hypothesis 9 (H_{09}) is not completely supported by the results of the study.

In contrast, Spearman's coefficient of correlation *Rho* 'ρ' showed that no significant relationship existed between autocratic parenting style and academic achievement motivation among high school students of Punjab (ρ = -.066, N = 560, p = .118 > .05 level of significance, 2-tailed). Therefore, null hypothesis 9 (H_{09}) is proved to some extent.

There are numerous factors that influence the academic achievement motivation in students and parenting style is one significant factor. The present study has been conducted with the aim of exploring the relationship between parenting styles, academic achievement motivation and career preferences of high school students of Punjab. The measures of hypothesis 9 are interesting suggesting that a statistically significant positive relationship existed between democratic parenting style and academic achievement motivation among high school students of Punjab. The results are in accord with the findings of Zahedani et al. (2016) suggesting a significant relationship of the parents' democratic parenting style with the students' academic achievement motivation and with the educational success and this relationship was found to be positive and direct. Quite opposite, the results suggested that a significant negative week correlation existed

between permissive parenting style and academic achievement motivation among high school students of Punjab. Moreover, the findings showed that a significant negative weak relationship existed between uninvolved parenting style and academic achievement motivation among high school students of Punjab. Hence, null hypothesis 9 is partially rejected. The findings are supported by the findings of Zahedani et al. (2016) suggesting that there is a significantly negative relationship of the parents' neglectful/uninvolved parenting style with the students' academic achievement motivation and educational success.

In contrast, the findings revealed that no significant relationship existed between autocratic parenting style and academic achievement motivation among high school students of Punjab. Therefore, null hypothesis 9 is supported in parts by the findings of the study.

Autonomy, parental involvement and warmth were found to be significant predictors for academic achievement motivation. Students' preference of a future career relies on numerous factors including the parenting styles and their education. In the event, if the child is mentally active at the time of his development about his future career with the assistance of career counseling programs in the school, the child gains the essential knowledge and information about himself, his future possibilities and his psychological world is organized about businesses and in high school, he learns the pursuit of employment measures, along with the abilities thereof and has a practical understanding of the world of businesses and continues this process at the university level as well and furthermore, begins useful work experience at this time. Thus, selecting a successful career proportionate to the requirements, talent and personality of the person will not be inaccessible (Zahedani et al. 2016).

4.3 STEPWISE MULTIPLE LINEAR REGRESSION ANALYSIS

To explore the predictive relationship between the criterion and predictor variables, stepwise multiple linear regression analysis was used. Robustness Check was then established before the application of stepwise multiple regression analysis for different hypotheses and the findings are shown in the table 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14 and 4.15.

Table 4.5: Showing Summary of Robustness checks (predictors: peer pressure 'X_1', parenting style dimensions viz. DPS 'X_2', PPS 'X_4', and UPS 'X_5' and criterion variable: MMJ) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Robustness Test				Whether robustness verified
				Linearity Residual Plots	**Multicollinearity Tolerance & VIF** ***(Range: Tol – 0-1, VIF- 1-9)***	**Normality PP Plots**	**Independence Durbin – Watson** ***(Range: DW<3)***	
				1	3	4	5	
4.5	10, 11	Y	.070	Satisfied	Tol : .958 VIF : 1.043	Satisfied	1.763	Satisfied

Predictor variables: X_1= peer pressure, X_2= DPS, X_4= PPS, and X_5= UPS.

Criterion variable Y= MMJ (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.1) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.043) was found to be smaller than 5, and tolerance statistic (.958) was above .2 and below 1. This indicated that no strong correlation existed between the four predictors of mass media & journalism (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.763 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.5 shows that all required parametric assumptions viz. Linearity,

multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, being the most ordinarily used method. When the variable does not meet entry requirements (either FIN: F-to-enter or PIN: Probability of F-to-enter), it will stops, showing no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

The effect size for variables that are significant predictors was also calculated to evaluate the size or magnitude of an effect on criterion variable. Therefore, Cohen's f^2 effect size was calculated for stepwise multiple linear regression analysis.

Table 4.6 shows the magnitudes of f^2 as suggested by Cohen (1988). The following formula is used to calculate effect size (Cohen's f^2):

$$f^2 = \frac{R^2}{1 - R^2}$$

Where, R^2 is the squared multiple correlation.

Table 4.6: Levels of Effect Size

Effect Size	**Cohen's f^2**
Small	0.02
Medium	0.15
Large	0.35

Table 4.16 represents the results of stepwise multiple linear regression analysis for various sets of predictors as well as criterion variables with regression coefficient values.

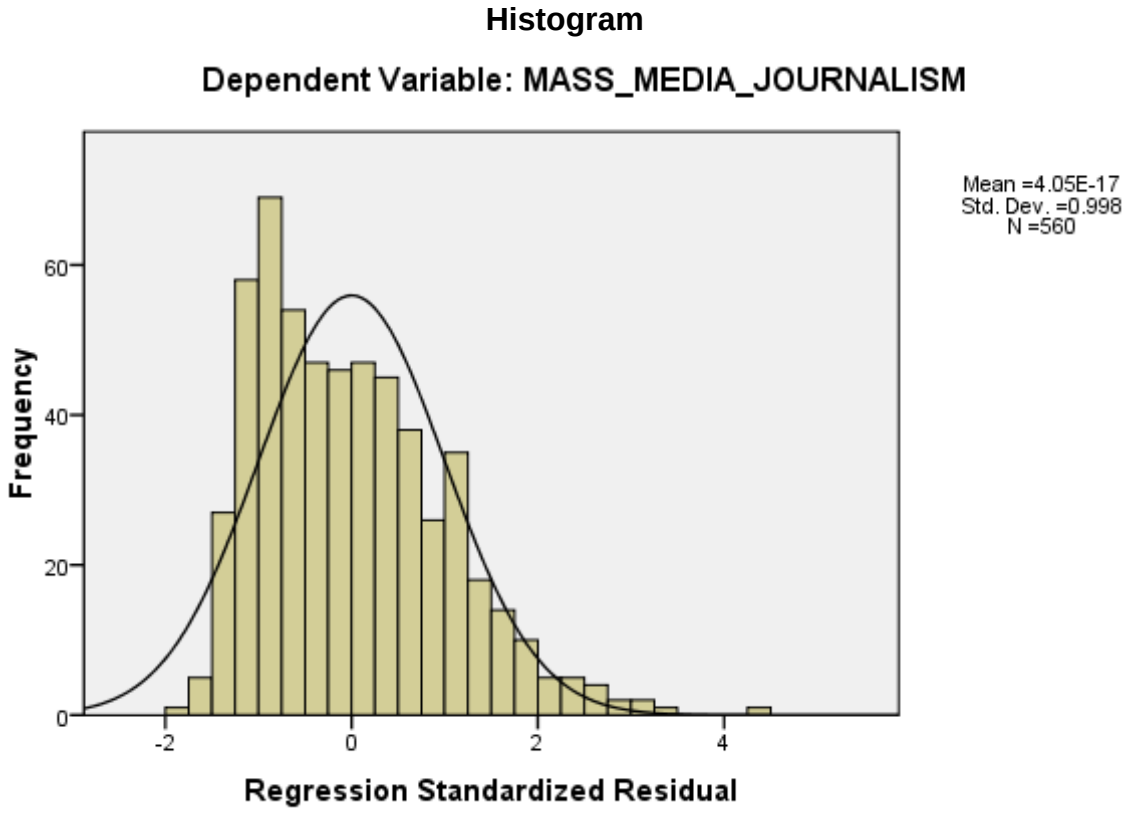

Figure 4.1: Indicating that most of the items were normally distributed.

Table 4.7: Showing Summary of Robustness checks (predictors: peer pressure 'X_1', parenting style dimensions viz. PPS 'X_4' and UPS 'X_5', and criterion variable: AD) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Robustness Test				Whether robustness verified
				Linear Residual Plots	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.7	10, 11	Y	.044	Satisfied	Tol : .958 VIF : 1.043	Satisfied	1.497	Satisfied

Predictor variables: X_1= peer pressure, X_4= PPS and X_5= UPS.

Criterion variable Y= AD (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.2) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.043) was found to be smaller than 5, and tolerance statistic (.958) was above .2 and below 1. This indicated that no strong correlation existed between the three predictors of artistic designing (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.497 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.7 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, the most frequently used method. If the variable does not meet entry requisites (either FIN: F-to-enter or PIN: Probability of F-to-enter), the action stops showing no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

The effect size for significant predictor variables was also calculated to estimate the size or magnitude of an impact on criterion variable. In this way, Cohen's f^2 effect size was determined for stepwise multiple linear regression analysis.

Table 4.17 represents the results of stepwise multiple linear regression analysis for various predictors as well as criterion variables with regression coefficient values.

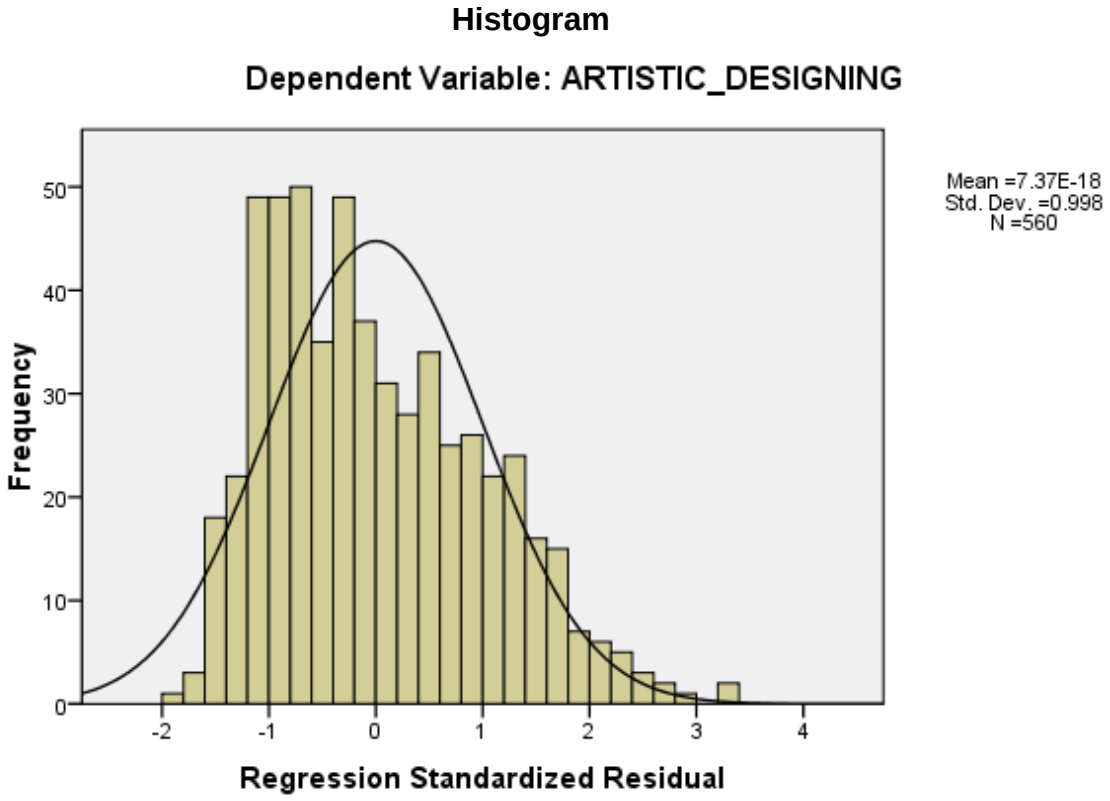

Figure 4.2: Indicating that most of the items were normally distributed.

Table 4.8: Showing Summary of Robustness checks (predictors: parenting style dimension viz. UPS 'X_5', and Academic Achievement Motivation 'X_6' and criterion variable: ST) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Robustness Test				Whether robustness verified
				Linearity Residual Plots	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.8	11, 12	Y	.052	Satisfied	Tol : .953 VIF : 1.049	Satisfied	1.646	Satisfied

Predictor variables: X_5= UPS and X_6= Academic Achievement Motivation.

Criterion variable Y= ST (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.3) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.049) was found to be smaller than 5, and tolerance statistic (.953) was above .2 and below 1. This indicated that no strong correlation existed between the two predictors of science & technology (Career Preferences dimension) in the regression model.

In order to check the assumption of Independent errors Durbin-Watson test was conducted. The Durbin-Watson value here came out to be 1.646 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.8 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method. In case the variable does not meet entry requisites (either FIN: F-to-enter or PIN: Probability of F-to-enter), the action stops with no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

The effect size for significant predictor variables was also calculated to estimate the size or magnitude of an effect on criterion variable. Therefore, Cohen's f^2 effect size was calculated for stepwise multiple linear regression analysis.

Table 4.18 represents the results of stepwise multiple linear regression analysis for all sets of predictors as well as criterion variables with regression coefficient values.

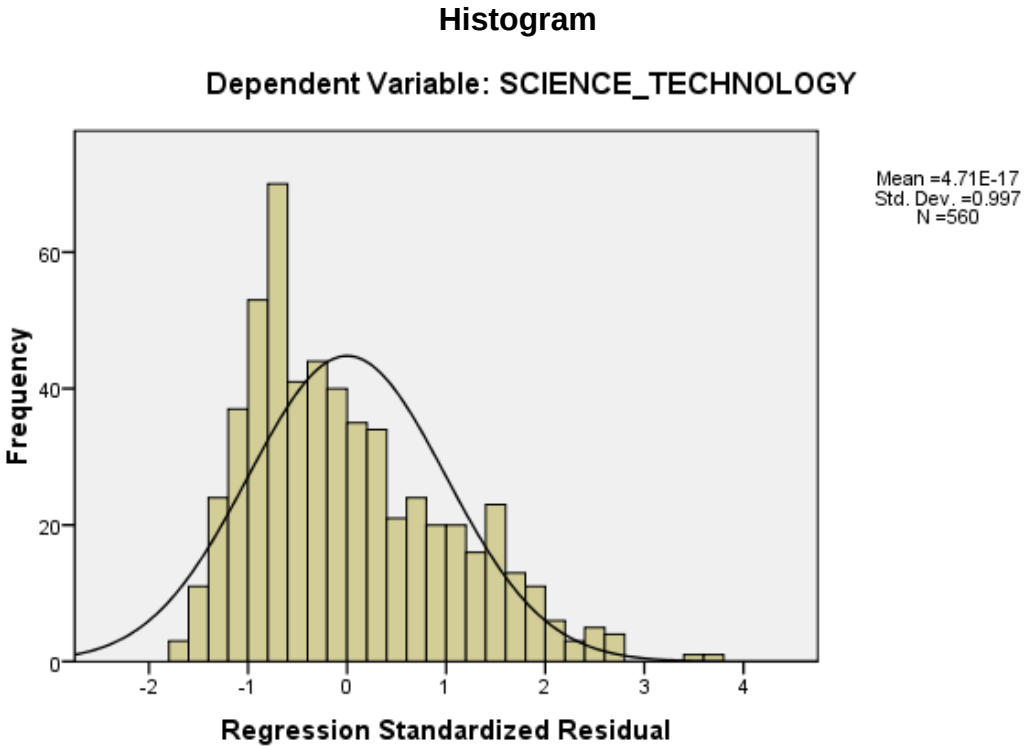

Figure 4.3: Indicating that most of the items were normally distributed.

Table 4.9: Showing Summary of Robustness checks (predictors: peer pressure 'X_1', parenting style dimensions viz. DPS 'X_2' and UPS 'X_5'; and criterion variable: AG) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Robustness Test				Whether robustness verified
				Linearity Residual Plots	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.9	10, 11	Y	.078	Satisfied	Tol : .958 VIF : 1.043	Satisfied	1.751	Satisfied

Predictor variables: X_1= Peer Pressure X_2= DPS and X_5= UPS.

Criterion variable Y= AG (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.4) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.043) was found to be smaller than 5, and tolerance statistic (.958) was above .2 and below 1. This indicated that no strong correlation existed between the three predictors of agriculture (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.751 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.9 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, being the most frequently used method. In case the variable does not fulfil entry requisites (either FIN: F-to-enter or PIN: Probability of F-to-enter), the action stops showing no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

To estimate the size or magnitude of an effect on criterion variable, the effect size for significant predictor variables was also calculated. Therefore, Cohen's f^2 effect size was determined for stepwise multiple linear regression analysis.

Table 4.19 represents the results of stepwise multiple linear regression analysis for various predictors and criterion variables with regression coefficient values.

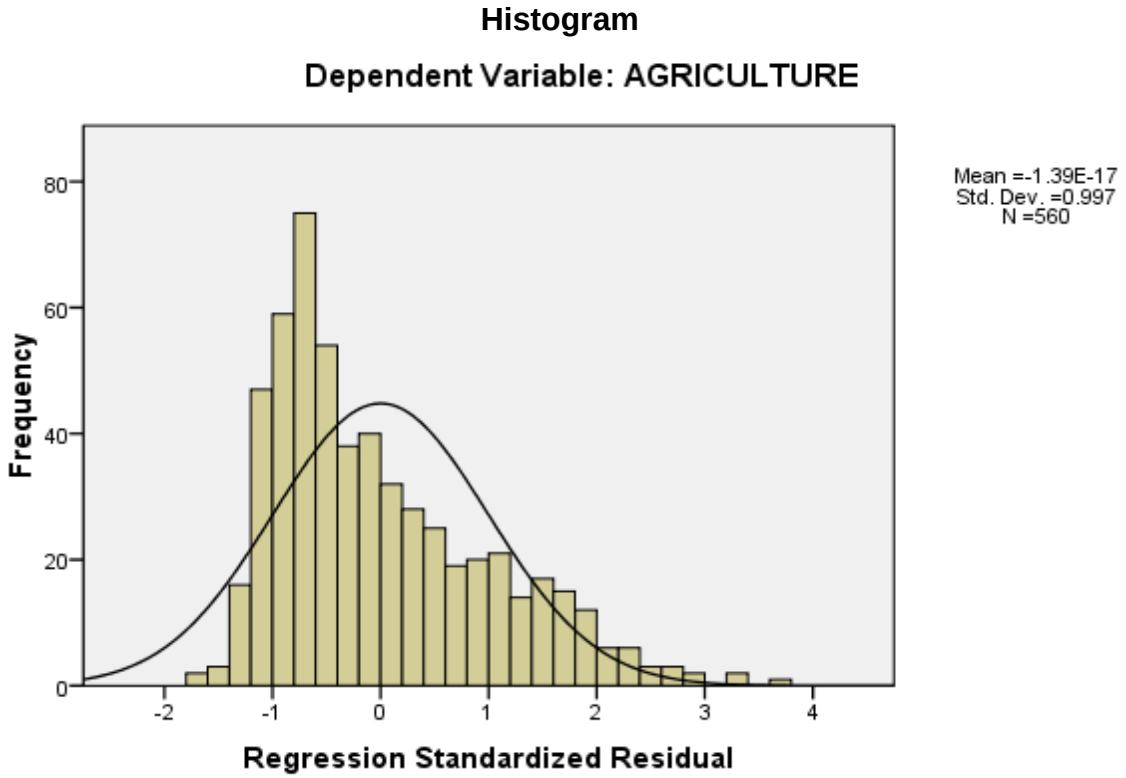

Figure 4.4: Indicating that most of the items were normally distributed.

Table 4.10: Showing Summary of Robustness checks (predictors: peer pressure 'X_1', parenting style dimensions viz. DPS 'X_2' and PPS 'X_4' and UPS 'X_5'; and criterion variable: CM) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Robustness Test				Whether robustness verified
				Linearity Residual Plots	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.10	10, 11	Y	.079	Satisfied	Tol : .958 VIF : 1.043	Satisfied	1.541	Satisfied

Predictor variables: X_1= Peer Pressure X_2= DPS, X_4= PPS and X_5= UPS.

Criterion variable Y= CM (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.5) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.043) was found to be smaller than 5, and tolerance statistic (.958) was above .2 and below 1. This indicated that no strong correlation existed between the four predictors of commerce & management (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.541 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.10 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, the most frequently used method. In case the variable does not fulfil entry requisites (either FIN: F-to-enter or PIN: Probability of F-to-enter), the action stops without predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

The effect size for significant predictor variables was also calculated to estimate the size or magnitude of an impact on criterion variable. Therefore, Cohen's f^2 effect size was calculated for stepwise multiple linear regression analysis.

Table 4.20 represents the results of stepwise multiple linear regression analysis for various sets of predictors as well as criterion variables with regression coefficient values.

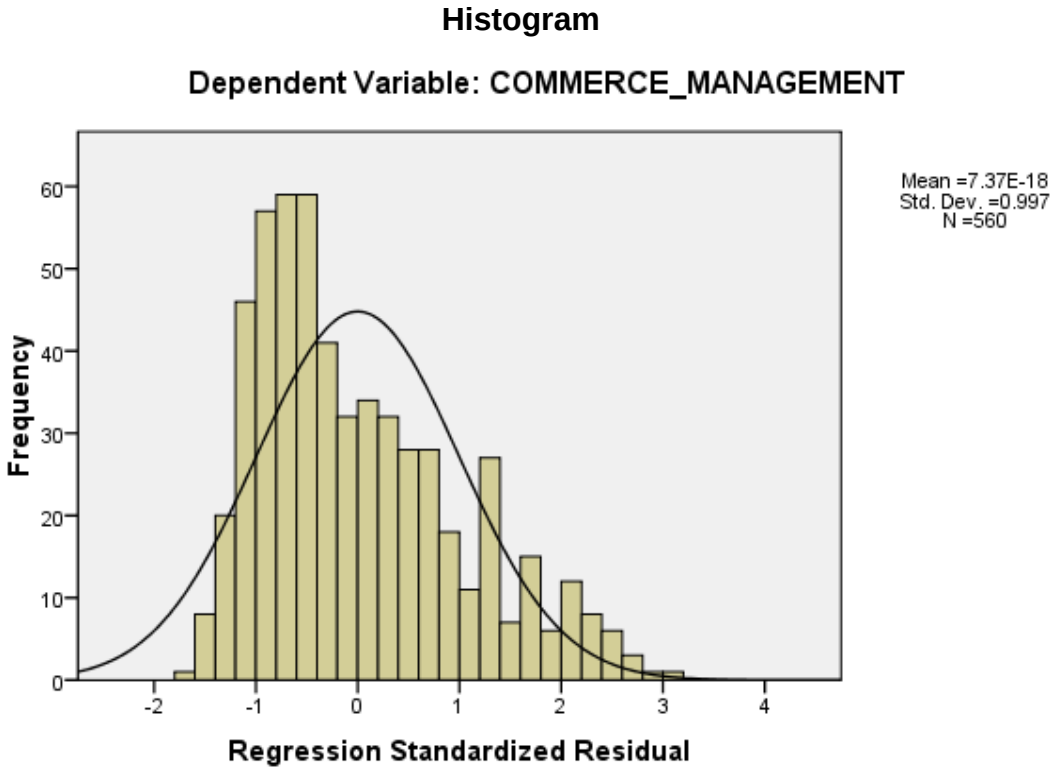

Figure 4.5: Indicating that most of the items were normally distributed.

Table 4.11: Showing Summary of Robustness checks (predictors: peer pressure 'X_1', parenting style dimensions viz. UPS 'X_5' and Academic Achievement Motivation 'X_6' and criterion variable: M) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Robustness test				Whether robustness verified
				Linearity Residual Plots	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.11	10, 11, 12	Y	.035	Satisfied	Tol : .934 VIF : 1.071	Satisfied	1.650	Satisfied

Predictor variables: X_1= Peer Pressure X_5= UPS and X_6= Academic Achievement Motivation.

Criterion variable Y= M (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.6) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.071) was found to be smaller than 5, and tolerance statistic (.934) was above .2 and below 1. This indicated that no strong correlation existed between the three predictors of medical (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.650 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.11 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, as it is perhaps the most frequently used method. In case the variable does not meet entry requirements (either FIN: F-to-enter or PIN: Probability of F-to-enter), the procedure stops showing no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

The effect size for significant predictor variables was also calculated to estimate the size or magnitude of an effect on criterion variable. Therefore, Cohen's f^2 effect size was calculated for stepwise multiple linear regression analysis.

Table 4.21 represents the results of stepwise multiple linear regression analysis for various sets of predictors as well as criterion variables.

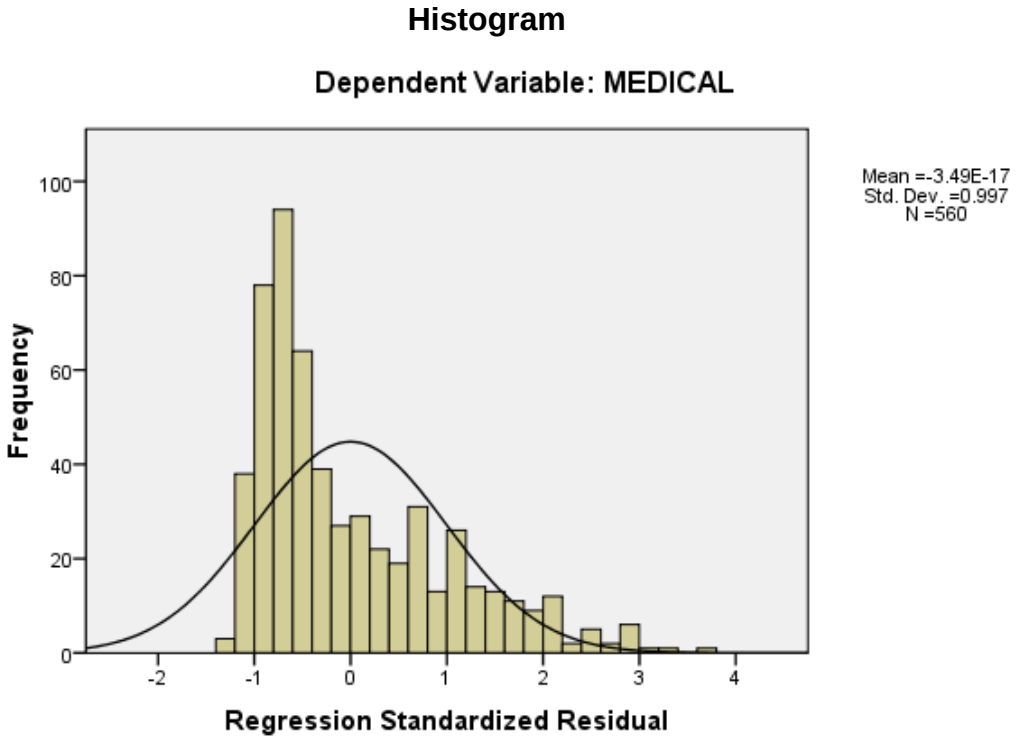

Figure 4.6: Indicating that most of the items were normally distributed.

Table 4.12: Showing Summary of Robustness checks (predictors: peer pressure 'X_1', parenting style dimensions viz. APS 'X_3', PPS 'X_4' and UPS 'X_5' and criterion variable: D) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Robustness Test				Whether robustness verified
				Linearity Residual Plots	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.12	10, 11	Y	.059	Satisfied	Tol : .956 VIF : 1.046	Satisfied	1.645	Satisfied

Predictor variables: X_1= Peer Pressure X_3= APS, X_4= PPS and X_5= UPS.

Criterion variable Y= D (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.7) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.043) was found to be smaller than 5, and tolerance statistic (.958) was above .2 and below 1. This indicated that no strong correlation existed between the four predictors of defence (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.645 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.12 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, a frequently used method. In case the variable does not fulfil entry requisites (either FIN: F-to-enter or PIN: Probability of F-to-enter), the action stops showing no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

To estimate the size or magnitude of an effect on criterion variable the effect size for significant predictor variables was also calculated. Therefore, Cohen's f^2 effect size was calculated for stepwise multiple linear regression analysis.

Table 4.22 represents the results of stepwise multiple linear regression analysis for various sets of predictors as well as criterion variables with coefficient values.

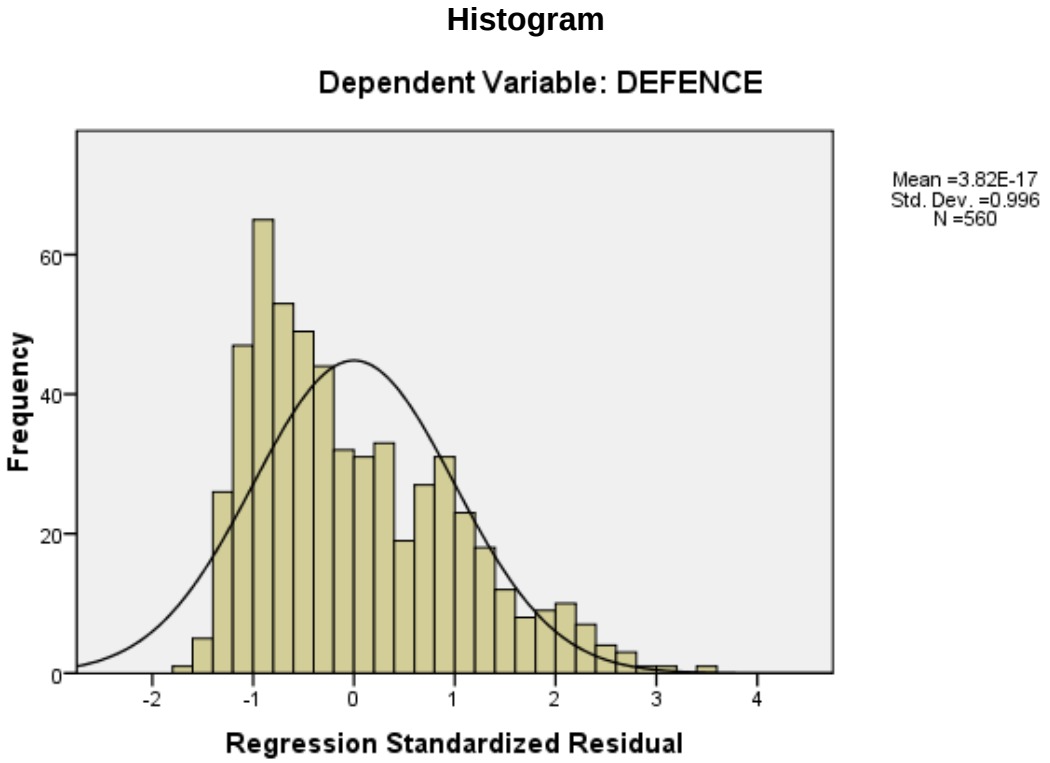

Figure 4.7: Indicating that most of the items were normally distributed.

Table 4.13: Showing Summary of Robustness checks (predictors: peer pressure 'X_1', parenting style dimensions viz. PPS 'X_4' and UPS 'X_5' and criterion variable: THI) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Test of robustness				Whether robustness verified
				Linearity residual Plots	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PPPlots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.13	10, 11	Y	.066	Satisfied	Tol : .958 VIF : 1.043	Satisfied	1.633	Satisfied

Predictor variables: X_1= Peer Pressure, X_4= PPS and X_5= UPS.

Criterion variable Y= THI (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.8) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.043) was found to be smaller than 5, and tolerance statistic (.958) was above .2 and below 1. This indicated that no strong correlation existed between the three predictors of tourism & hospitality industry (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.633 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.13 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, being the most frequently used method. In case the variable does not fulfil entry requisites (either FIN: F-to-enter or PIN: Probability of F-to-enter), the action ceases showing no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

The effect size was also calculated for significant predictor variables to estimate the size or magnitude of an effect on criterion variable. Therefore, Cohen's f^2 effect size was calculated for stepwise multiple linear regression analysis.

Table 4.23 represents the results of stepwise multiple linear regression analysis for various sets of predictors as well as criterion variables with regression coefficient values.

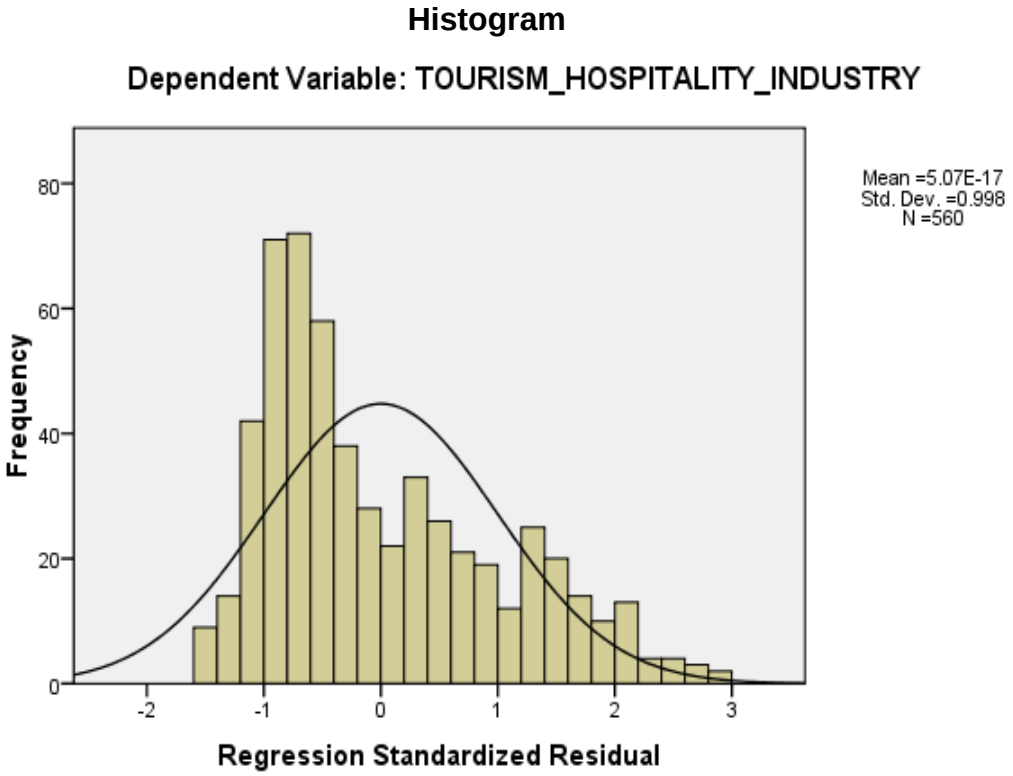

Figure 4.8: Indicating that most of the items were normally distributed.

Table 4.14: Showing Summary of Robustness checks (predictors: peer pressure 'X_1' and parenting style dimensions viz. UPS 'X_5' and criterion variable: LO) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Test of robustness				Whether robustness verified
				Linearity Residual Plots	Multicollienearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.14	10, 11	Y	.050	Satisfied	Tol : .958 VIF : 1.043	Satisfied	1.688	Satisfied

Predictor variables: X_1= Peer Pressure and X_5= UPS.

Criterion variable Y= LO (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.9) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.043) was found to be smaller than 5, and tolerance statistic (.958) was above .2 and below 1. This indicated that no strong correlation existed between the two predictors of law & order (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.688 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.14 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, a frequently used method. In case the variable does not fulfil conditions (either FIN: F-to-enter or PIN: Probability of F-to-enter), the procedure stops showing no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

To estimate the size or magnitude of an effect on criterion variable the effect size for significant predictor variables was also computed Therefore, Cohen's f^2 effect size was calculated for stepwise multiple linear regression analysis.

Table 4.24 represents the results of stepwise multiple linear regression analysis for various predictors as well as criterion variables with regression coefficient values.

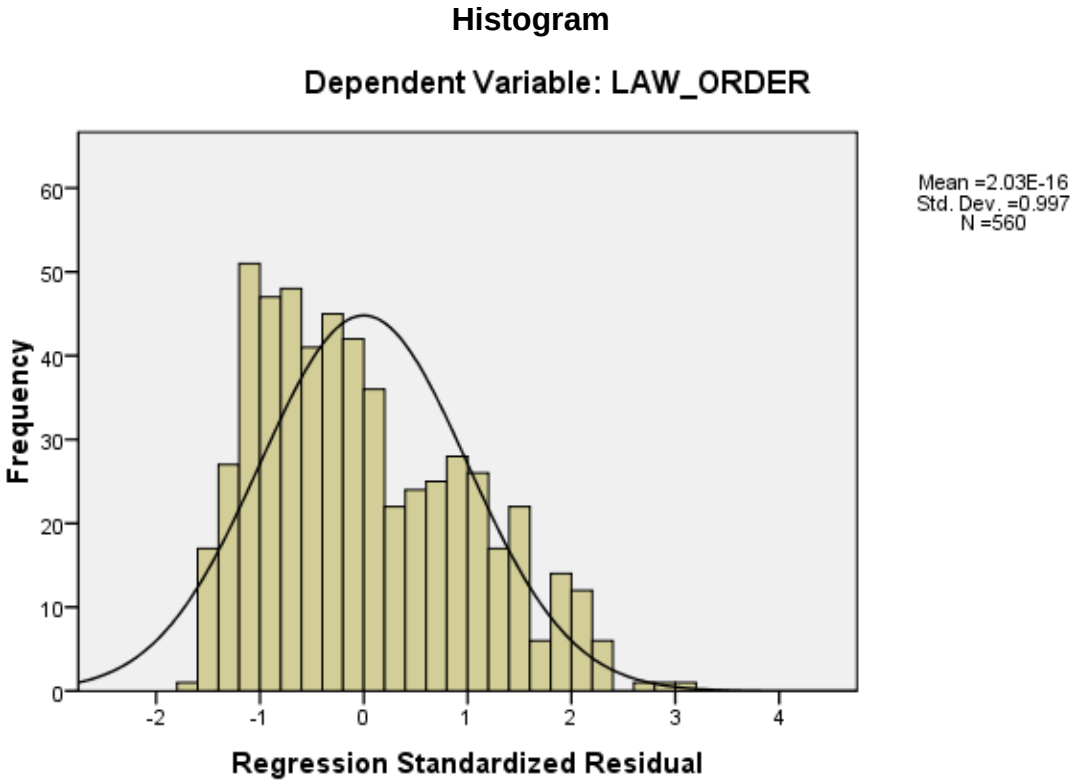

Figure 4.9: Indicating that most of the items were normally distributed.

Table 4.15: Showing Summary of Robustness checks (predictors: peer pressure 'X_1', parenting style dimensions viz. UPS 'X_5' and Academic Achievement Motivation 'X_6'; and criterion variable: E) for Multiple Regression Analysis for the high school students of Punjab.

Table number	Hypo	Criterion	R^2	Robustness Test				Whether robustness verified
				Linearity Residual plots	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
				1	3	4	5	
4.15	10, 11, 12	Y	.068	Satisfied	Tol : .934 VIF : 1.071	Satisfied	1.663	Satisfied

Predictor variables: X_1= Peer Pressure, X_5= UPS and X_6= Academic Achievement Motivation.

Criterion variable Y= E (Career Preferences dimension).

In order to test the normality of data, skewness and kurtosis coefficients, histograms (Figure 4.10) and QQ plots were checked. It was clearly indicated from the histograms and box plots that there was normal distribution of most of the items. The skewness and kurtosis statistics were acceptable as they were different from and not so distant from 0. The Variance Inflation Factor (VIF) and Tolerance statistic were also examined to check the multicollinearity. The VIF (1.071) was found to be smaller than 5, and tolerance statistic (.934) was above .2 and below 1. This indicated that no strong correlation existed between the three predictors of education (Career Preferences dimension) in the regression model.

Durbin-Watson test was also conducted to check the assumption of Independent errors. The Durbin-Watson value here came out to be 1.663 which was less than 3 which shows that none of the residuals were correlated. Linearity and homoscedasticity was checked by scatter plot. Points on the plot were randomly dispersed throughout the plot. Thus, the model was a linear one, and the residuals at each level of predictors had the same variance.

Table no. 4.15 shows that all required parametric assumptions viz. Linearity, multicollinearity, test of normality and independence for variables under consideration are verified.

Further, the predictor variables for the regression model were selected through Step-wise method, being the most frequently used method. In case the variable does not fulfil entry requisites (either FIN: F-to-enter or PIN: Probability of F-to-enter), the action ceases showing no predictor variable in the equation. On passing the decisive factor, the 2nd variable is chosen according to the upmost partial correlation. If the variable passes entry criteria, it is entered in the equation.

The effect size for significant predictor variables was also determined in order to estimate the size or magnitude of influence on criterion variable. Therefore, Cohen's f^2 effect size was calculated for stepwise multiple linear regression analysis.

Table 4.25 represents the findings of stepwise multiple linear regression analysis for various predictors as well as criterion variables with coefficient values of regression.

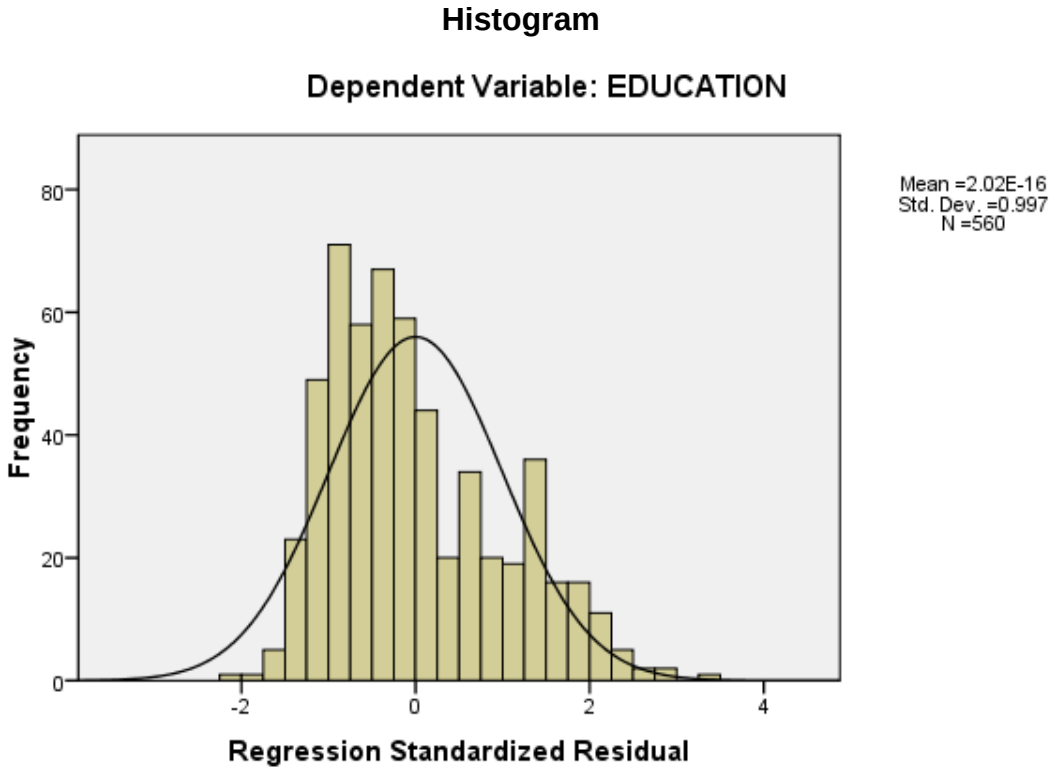

Figure 4.10: Indicating that most of the items were normally distributed.

Table 4.16: Showing the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1', parenting style dimensions viz. DPS 'X_2', PPS 'X_4', and UPS 'X_5' as predictors of MMJ (Y).

Predictor Variables	Standardized Beta coefficient	Multiple R	R^2	R^2 Change	f^2	F	P
Model $Y= ß_0+ ß_1X_1+ ß_2X_2$							
Peer Pressure (X_1)	.173	.207	.043	.043	.04	25.006**	.01
Peer Pressure (X_1), UPS (X_5)	.168	.264	.070	.027	.02	20.921**	.01
Constant .654							

Predictor Variables: X_1= peer pressure, X_2= DPS, X_4= PPS and X_5= UPS.

Criterion Variable: Y= MMJ

** $p < 0.01$ (2-tailed)

From table 4.16 it can be seen that among peer pressure and uninvolved parenting style, the peer pressure emerged as the most potential predictor of mass media & journalism (MMJ-dimension of career preferences) among the high school students of Punjab. The R^2 (square of multiple correlations) shows that 4.3 % of the variance in mass media & journalism was illustrated by peer pressure; 2.7% variance in mass media & journalism is determined by uninvolved parenting style (R^2 Change= 2.7% variance). Peer pressure and uninvolved parenting style together explained 7.0% variance in mass media & journalism among the school students of Punjab.

By considering the F value of peer pressure (F = 25.006, p < 0.01 level of significance) and uninvolved parenting style (F = 20.921, p < 0.01 level of significance), it can be determined that peer pressure and uninvolved parenting style individually as well as collectively contributed significantly in predicting mass media & journalism among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values (f^2 = .04 & f^2 = .02 respectively) suggested a small strength of association of peer pressure and uninvolved parenting style with mass media & journalism among the school students of Punjab.

The beta values of peer pressure (ß= .173), uninvolved parenting style (ß = .168), suggest that both the predictors have significant impact on the quality of mass media & journalism. Further, it can be seen that peer pressure has the strongest coefficient (ß = .173) followed by uninvolved parenting style (ß = .168). Thus, H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab is not completely supported by the findings of the study.

Moreover, the findings observed that uninvolved parenting style (the 2nd predictor) emerged as a significant predictor mass media & journalism among the school students of Punjab. Therefore, H_{010} which states that parenting style will not be a predictor of career preferences among high school students of Punjab is unproved in part by the results as well.

Table 4.17: Showing the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1', parenting style dimensions viz. PPS 'X_4' and UPS 'X_5', as predictors of AD (Y).

Predictor Variables	Standardized Beta coefficient	Multiple R	R^2	R^2 Change	f^2	F	P
Model $Y= ß_0+ ß_1X_1+ ß_2X_2$							
Peer Pressure (X_1)	.138	.165	.027	.027	.02	15.632**	.01
Peer Pressure (X_1), UPS (X_5)	.132	.210	.044	.017	.02	12.805**	.01
Constant 2.176							

Predictor Variables: X_1= peer pressure, X_4= PPS and X_5= UPS
Criterion Variable: Y= AD (Career Preferences Dimension)
**p < 0.01 (2-tailed)

From table 4.17 it can be seen that among peer pressure and uninvolved parenting style, the peer pressure emerged as the most potential predictor of artistic designing (AD-dimension of career preferences) among the high school students of Punjab. The square of multiple correlations (R^2) shows that 2.7 % of the variance in artistic designing was illustrated by peer pressure; 1.7% variance in artistic designing is determined by uninvolved parenting style (R^2 Change= 1.7% variance). Peer pressure and uninvolved parenting style together explained 4.4% variance in artistic designing among the school students of Punjab.

By considering the F value of peer pressure (F = 15.632, p < 0.01 level of significance) and uninvolved parenting style (F = 12.805, p < 0.01 level of significance), it can be determined that peer pressure and uninvolved parenting style individually as well as collectively contributed significantly in predicting artistic designing among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values (f^2 = .02 & f^2 = .02 respectively) suggested a small strength of association of peer pressure and uninvolved parenting style with artistic designing among the school students of Punjab.

The beta values of peer pressure (ß= .138), uninvolved parenting style (ß = .132), suggest that both the predictors have significant impact on the preference of artistic designing as their career. Further, it can be seen that peer pressure has the strongest coefficient (ß = .138) followed by uninvolved parenting style (ß = .132). Thus, H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab is not fully supported by the findings of the study.

Moreover, the findings observed that uninvolved parenting style (the 2nd predictor) emerged as a significant predictor artistic designing among the school students of Punjab. Therefore, H_{010} which states that parenting style will not be a predictor of career preferences among high school students of Punjab is unproved in part by the results as well.

In contrast, permissive parenting style does not show any predictive relationship with artistic designing as a career. Therefore, H_{010} which states that parenting style will not be a predictor of career preferences among high school students of Punjab is proved to some extent by the results.

Table 4.18: Showing the results of stepwise multiple linear regression analyses by considering parenting style dimensions viz. UPS 'X_5' and Academic Achievement Motivation 'X_6' as predictors of ST (Y).

Predictor Variables	**Standardized Beta coefficient**	**Multiple R**	**R^2**	**R^2 Change**	***f^2***	**F**	**P**
Model $Y= ß_0+ ß_1X_1+ ß_2X_2$							
UPS (X_5)	.190	.152	.023	.023	.02	13.282**	.01
UPS (X_5), Academic Ach Motivation (X_6)	.173	.228	.052	.029	.02	15.238**	.01
Constant - .320							

Predictor Variables: X_5= UPS, and X_6= Academic Achievement Motivation.

Criterion Variable: Y= ST (Career Preferences Dimension)

**p < 0.01 (2-tailed)

From table 4.18 it can be seen that among uninvolved parenting style and academic achievement motivation, the academic achievement motivation emerged as the most potential predictor of science & technology (ST-dimension of career preferences) among the high school students of Punjab. The square of multiple correlations (R^2) shows that 2.9 % of the variance in science & technology was illustrated by academic achievement motivation; 2.3% variance in science & technology is determined by uninvolved parenting style (R^2 Change= 2.3% variance). Academic achievement motivation and uninvolved parenting style together explained 5.2% variance in science & technology among the school students of Punjab.

By considering the F value of academic achievement motivation ($F = 15.238$, $p < 0.01$ level of significance) and uninvolved parenting style ($F = 13.282$, $p < 0.01$ level of significance), it can be determined that academic achievement motivation and uninvolved parenting style individually as well as collectively contributed significantly in predicting science & technology among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values (f^2 = .02 & f^2 = .02 respectively) suggested a small strength of association of academic achievement motivation and uninvolved parenting style with science & technology among the school students of Punjab.

The beta values of academic achievement motivation (ß= .173), uninvolved parenting style (ß = .190), suggest that both the predictors have significant impact on the preference of science & technology as their career. Further, it can be seen that uninvolved parenting style has the strongest coefficient (ß = .190) followed by academic achievement motivation (ß = .173). Thus H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab fails to be completely supported by the findings of the study.

Moreover, the findings observed that academic achievement motivation (the strong potential predictor) emerged as a significant predictor science & technology among the school students of Punjab. Therefore, H_{012} that academic achievement motivation will not be a predictor of career preferences among high school students of Punjab is unproved to some extent by the results as well.

Table 4.19: Showing the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1', parenting style dimensions viz. DPS 'X_2' and UPS 'X_5' as predictors of AG (Y).

Predictor Variables	Standardized Beta coefficient	Multiple R	R^2	R^2 Change	f^2	F	P
Model $Y= ß_0+ ß_1X_1+ ß_2X_2$							
UPS (X_5)	.199	.228	.052	.052	.05	30.721**	.01
UPS (X_5), Peer Pressure (X_1)	.143	.268	.072	.020	.02	21.557**	.01
Constant .023							

Predictor Variables: X_1= Peer Pressure, X_2= DPS and X_5= UPS.

Criterion Variable: Y= AG (Career Preferences Dimension)

**p < 0.01 (2-tailed)

From table 4.19 it can be seen that among uninvolved parenting style and peer pressure, uninvolved parenting style emerged as the most potential predictor of agriculture (AG-dimension of career preferences) among the high school students of Punjab. The R^2 (square of multiple correlations) shows that 5.2 % of the variance in agriculture was illustrated by uninvolved parenting style, 2.0% variance in agriculture is determined by peer pressure (R^2 Change= 2.0% variance). Peer pressure and uninvolved parenting style together explained 7.2% variance in agriculture among the school students of Punjab.

By considering the F value of uninvolved parenting style (F = 30.721, p < 0.01 level of significance) and peer pressure (F = 21.557, p < 0.01 level of significance), it can be determined that uninvolved parenting style and peer pressure individually as well as collectively contributed significantly in predicting agriculture among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values (f^2 = .05 & f^2 = .02 respectively) suggested a moderate strength of association of uninvolved parenting style and small strength of peer pressure with agriculture among the school students of Punjab.

The beta values of uninvolved parenting style (ß= .199), peer pressure (ß = .143), suggest that both the predictors have significant impact on the preference of agriculture as their career. Further, it can be seen that uninvolved parenting style has the strongest coefficient (ß = .199) followed by peer pressure (ß = .143). Thus H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab is not completely supported by the results of the study.

Moreover, the outcomes observed that peer pressure (the 2nd potential predictor) emerged as significant predictor agriculture among the school students of Punjab. Therefore, H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab is unproved to some extent.

On the contrary, there does not exist any predictive relationship of democratic parenting style with agriculture as a career. Therefore, H_{010} which states that parenting style will not be a predictor of career preferences among high school students of Punjab is partially proved by the results.

Table 4.20: Showing the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1', parenting style dimensions viz. DPS 'X_2', PPS 'X_4' and UPS 'X_5' as predictors of CM (Y).

Predictor Variables	**Standardized Beta coefficient**	**Multiple R**	**R^2**	**R^2 Change**	**f^2**	**F**	**P**
Model $Y= ß_0+ ß_1X_1+ ß_2X_2$							
UPS (X_5)	.216	.245	.060	.060	.06	35.583**	.01
UPS (X_5), Peer Pressure (X_1)	.141	.281	.079	.019	.02	23.903**	.01
Constant .147							

Predictor Variables: X_1= Peer Pressure, X_2= DPS, X_4= PPS and X_5= UPS.

Criterion Variable: Y= CM (Career Preferences Dimension)

**p < 0.01 (2-tailed)

From table 4.20 it can be seen that among uninvolved parenting style and peer pressure, uninvolved parenting style emerged as the most potential predictor of commerce & management (CM-dimension of career preferences) among the high school students of Punjab. The multiple correlations square (R^2) shows that 6.0 % of the variance in commerce & management was illustrated by uninvolved parenting style; 1.9% variance in commerce & management is determined by peer pressure (R^2 Change= 1.9% variance). Peer pressure and uninvolved parenting style together explained 7.9% variance in commerce & management among the school students of Punjab.

By considering the F value of uninvolved parenting style ($F = 35.583$, $p < 0.01$ level of significance) and peer pressure ($F = 23.903$, $p < 0.01$ level of significance), it can be determined that uninvolved parenting style and peer pressure individually as well as collectively contributed significantly in predicting commerce & management among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values ($f^2 = .06$ & $f^2 = .02$ respectively) suggested a moderate strength of association of uninvolved parenting style and small strength of uninvolved parenting style with commerce & management among the school students of Punjab.

The beta values of uninvolved parenting style (ß= .216), peer pressure (ß = .141), suggest that both the predictors have significant impact on the preference of commerce & management as their career. Further, it can be seen that uninvolved parenting style has the strongest coefficient (ß = .216) followed by peer pressure (ß = .141). Thus, the findings of study fails to completely support H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab.

Moreover, the findings observed that peer pressure (the 2nd potential predictor) emerged as a significant predictor commerce & management among the school students of Punjab. Therefore, H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab is unproved to some extent.

On the contrary, democratic parenting style and permissive parenting style do not show any predictive relationship with commerce & management as a career. Therefore, H_{010} which states that parenting style will not be a predictor of career preferences among high school students of Punjab is partially proved.

Table 4.21: Showing the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1', parenting style dimensions viz. UPS 'X_5', and Academic Achievement Motivation 'X_6' as predictors of M (Y).

Predictor Variables	Standardized Beta coefficient	Multiple R	R^2	R^2 Change	f^2	F	P
Model $Y= ß_0+ ß_1X_1+ ß_2X_2+ ß_3X_3$							
UPS (X_5)	.110	.105	.011	.011	.01	6.227*	.013
UPS (X_5), Ac Ach Motivation (X_6)	.143	.146	.021	.010	.01	6.083**	.002
UPS (X_5), Ac Ach Motivation (X_6), Peer Pressure (X_1)	.127	.188	.035	.014	.01	6.798**	.01
Constant -1.967							

Predictor Variables: X_1= Peer Pressure X_5= UPS and X_6= Academic Achievement.

Criterion Variable: Y= M (Career Preferences Dimension)

**p = .002 < 0.01, *p = .013 < 0.05 (2-tailed)

From table 4.21 it can be seen that among uninvolved parenting style, academic achievement motivation and peer pressure, peer pressure emerged as the most potential predictor of medical (M-dimension of career preferences) among the high school students of Punjab. The R^2 (square of multiple correlations) shows that 1.4 % of the variance in medical career was illustrated by peer pressure; 1.1% variance in medical career is determined by uninvolved parenting style and 1.0% variance in medical career is determined by academic achievement motivation (R^2 Change= 1.1% & 1.0% variances respectively). Uninvolved parenting style and academic achievement motivation in combination explained 2.1% variance in medical career. Uninvolved parenting style, academic achievement motivation and peer pressure and together explained 3.5% variance in medical career among the school students of Punjab.

By considering the F value of uninvolved parenting style (F = 6.227, p = .013 <

0.05 level of significance), academic achievement motivation (F = 6.083, p = .002 < 0.01 level of significance) and peer pressure (F = 6.798, p < 0.01 level of significance), it can be determined that uninvolved parenting style, academic achievement motivation and peer pressure individually as well as collectively contributed significantly in predicting medical career among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values (f^2 = .01, f^2 = .01 & f^2 = .01 respectively) suggested a small strength of association of uninvolved parenting style, academic achievement motivation and peer pressure with medical career among the school students of Punjab.

The beta values of uninvolved parenting style (ß= .110), academic achievement motivation ß= .143) and peer pressure (ß = .127), suggest that all the three predictors have significant impact on the preference of medical as their career. Further, it can be seen that academic achievement motivation has the strongest coefficient (ß= .143) followed by peer pressure (ß = .127) and uninvolved parenting style (ß= .110). Thus, the results of the study do not completely support H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab.

The findings also observed that uninvolved parenting style (the 2nd potential predictor) emerged as a significant predictor of medical career among the school students of Punjab. Therefore, H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab is unproved to some extent.

Moreover, the findings also observed that academic achievement motivation (the 3rd potential predictor) emerged as a significant predictor of medical career among the school students of Punjab. Therefore, H_{012} that academic achievement motivation will not be a predictor of career preferences among high school students of Punjab is unproved to some extent.

Table 4.22: Presenting the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1', parenting style dimensions viz. APS 'X_3', PPS 'X_4'and UPS 'X_5' as predictors of D (Y).

Predictor Variables	Standardized Beta coefficient	Multiple R	R^2	R^2 Change	f^2	F	*P*
Model $Y= ß_0+ ß_1X_1+ ß_2X_2+ ß_3X_3$							
Peer Pressure (X_1)	.156	.186	.035	.035	.04	20.015**	.01
Peer Pressure (X_1), APS (X_3)	.103	.222	.049	.014	.01	14.383**	.01
Peer Pressure (X_1), APS (X_3), UPS (X_5)	.104	.243	.059	.010	.01	11.656**	.01
Constant - .872							

Predictor Variables: X_1= Peer Pressure X_3= APS, X_4= PPS and X_5= UPS.

Criterion Variable: Y= D (Career Preferences Dimension)

**$p < 0.01$, (2-tailed)

From table 4.22 it can be observed that among peer pressure, autocratic, permissive and uninvolved parenting styles, peer pressure emerged as the most potential predictor of defence (D-dimension of career preferences) among the high school students of Punjab. The multiple correlations square (R^2) shows that 3.5% variance in defence career is determined by peer pressure and 1.4% variance in defence career is determined by autocratic parenting style, 1.0% variance by uninvolved parenting style (R^2 Change= 1.4% & 1.0% variances respectively). Peer pressure and autocratic parenting style in combination explained 4.9% variance in defence career. Peer pressure, autocratic parenting style and uninvolved parenting style together explained 5.9% variance in defence career among the school students of Punjab.

By considering the F value of peer pressure ($F = 20.015$, $p < 0.01$ level of significance), autocratic parenting style ($F = 14.383$, $p < 0.01$ level of significance) and uninvolved parenting style ($F = 11.656$, $p < 0.01$ level of significance), it is known that

peer pressure, autocratic parenting style and uninvolved parenting style individually as well as collectively contributed significantly in predicting defence career among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values (f^2 = .04, f^2 = .01 & f^2 = .01 respectively) suggested a moderate strength of association of peer pressure and small strength in autocratic parenting style and uninvolved parenting style with defence career among the school students of Punjab.

The beta values of peer pressure (ß = .156), autocratic parenting style (ß = .103) and uninvolved parenting style (ß = .104), suggest that all the three predictors have significant impact on the preference of defence as their career. Further, it can be seen that peer pressure has the strongest coefficient (ß = .156) followed by uninvolved parenting style (ß = .104) and autocratic parenting style (ß = .103). Thus H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab is not completely supported by the findings of the study.

The findings also observed that autocratic parenting style (the 2nd potential predictor) emerged as a significant predictor of defence career among the school students of Punjab. Similarly, it was found that uninvolved parenting style (the 3rd potential predictor) emerged as a significant predictor of defence career among the school students of Punjab. Therefore, H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab is partially unproved.

In contrast, the explanations observed that permissive parenting style does not show any predictive relationship with defence career among the school students of Punjab. Therefore, H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab is proved to some extent.

Table 4.23: Presenting the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1', parenting style dimensions viz. PPS 'X_4'and UPS 'X_5' as predictors of THI (Y).

Predictor Variables	Standardized Beta coefficient	Multiple R	R^2	R^2 Change	f^2	F	*P*
Model $Y= ß_0+ ß_1X_1+ ß_2X_2$							
UPS (X_5)	.195	.222	.049	.049	.05	28.880**	.01
UPS (X_5), Peer Pressure (X_1)	.131	.256	.066	.016	.01	19.565**	.01
Constant .373							

Predictor Variables: X_1= Peer Pressure, X_4= PPS and X_5= UPS.

Criterion Variable: Y= THI (Career Preferences Dimension)

**$p < 0.01$, (2-tailed)

The results presented in the table 4.23 explained that among uninvolved parenting style and peer pressure, uninvolved parenting style emerged as the most potential predictor of tourism & hospitality industry (THI-dimension of career preferences) among the high school students of Punjab. The R^2 (square of multiple correlations) shows that 4.9 % of the variance in tourism & hospitality industry was illustrated by uninvolved parenting style; 1.6% variance in tourism & hospitality industry is determined by peer pressure (R^2 Change= 1.6% variance). Uninvolved parenting style and peer pressure together explained 6.6% variance in tourism & hospitality industry among the school students of Punjab.

By considering the F value of uninvolved parenting style ($F = 28.880$, $p < 0.01$ level of significance) and peer pressure ($F = 19565$, $p < 0.01$ level of significance), it can be determined that uninvolved parenting style and peer pressure individually as well as collectively contributed significantly in predicting tourism & hospitality industry among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values ($f^2 = .05$ & $f^2 = .01$ respectively) suggested a moderate strength of association of uninvolved parenting style and small strength of peer pressure with tourism

& hospitality industry among the school students of Punjab.

The beta values of uninvolved parenting style (ß= .195), peer pressure (ß = .131), suggest that both the predictors have significant impact on the preference of tourism & hospitality industry as their career. Further, it can be seen that uninvolved parenting style has the strongest coefficient (ß = .195) followed by peer pressure (ß = .131). Thus, the findings of the study fail to completely support H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab.

Moreover, the findings observed that peer pressure (the 2nd potential predictor) emerged as a significant predictor tourism & hospitality industry among the school students of Punjab. Therefore, H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab is unproved to some extent.

On the contrary, permissive parenting style does not show any predictive relationship with tourism & hospitality industry as a career. Therefore, H_{010} which states that parenting style will not be a predictor of career preferences among high school students of Punjab is partially proved.

Table 4.24: Presenting the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1' and parenting style dimensions viz. UPS 'X_5' as predictors of LO (Y).

Predictor Variables	**Standardized Beta coefficient**	**Multiple R**	**R^2**	**R^2 Change**	***f^2***	**F**	***p***
Model $Y= ß_0+ ß_1X_1+ ß_2X_2$							
UPS (X_5)	.131	.155	.024	.024	.02	13.824**	.01
UPS (X_5), Peer Pressure (X_1)	.119	.194	.038	.014	.01	10.919**	.01
Constant 1.900							

Predictor Variables: X_1= Peer Pressure and X_5= UPS.

Criterion Variable: Y= LO (Career Preferences Dimension)

**$p < 0.01$, (2-tailed)

The observations displayed in the table 4.24 explained that among uninvolved parenting style and peer pressure, uninvolved parenting style emerged as the most potential predictor of law & order (LO-dimension of career preferences) among the high school students of Punjab. The square of multiple correlations (R^2) shows that 2.4 % of the variance in law & order was illustrated by uninvolved parenting style; 1.4% variance in law & order is determined by peer pressure (R^2 Change= 1.4% variance). Uninvolved parenting style and peer pressure together explained 3.8% variance in law & order career among the school students of Punjab.

By considering the F value of uninvolved parenting style ($F = 13.824$, $p < 0.01$ level of significance) and peer pressure ($F = 10.919$, $p < 0.01$ level of significance), it can be determined that uninvolved parenting style and peer pressure individually as well as collectively contributed significantly in predicting law & order among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values (f^2 = .02 & f^2 = .01 respectively) suggested a small strength of association of uninvolved parenting style and peer pressure law & order among the school students of Punjab.

The beta values of uninvolved parenting style (ß= .131), peer pressure (ß = .119), suggest that both the predictors have significant impact on the preference of law & order as their career. Further, it can be seen that uninvolved parenting style has the strongest coefficient (ß = .131) followed by peer pressure (ß = .119). Thus H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab is supported to some extent by the findings of the study.

Moreover, the findings observed that peer pressure (the 2nd potential predictor) emerged as a significant predictor law & order among the school students of Punjab. Therefore, H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab is unproved to some extent.

Table 4.25: Presenting the results of stepwise multiple linear regression analyses by considering peer pressure 'X_1' and parenting style dimensions viz. UPS 'X_5' and academic achievement motivation 'X_6' as predictors of E (Y).

Predictor Variables	Standardized Beta coefficient	Multiple R	R^2	R^2 Change	f^2	F	*p*
Model $Y= ß_0+ ß_1X_1+ ß_2X_2+ ß_3X_3$							
UPS (X_5)	.162	.159	.025	.025	.02	14.495**	.01
UPS (X_5), Ac Ach Motivation (X_6)	.181	.201	.041	.016	.01	11.762**	.01
UPS (X_5), Ach Motivation (X_6), Peer Pressure (X_1)	.178	.261	.068	.027	.02	13.521**	.01
Constant -3.317							

Predictor Variables: X_1= Peer Pressure, X_5= UPS and X_6= Academic Achievement Motivation.

Criterion Variable: Y= E (Career Preferences Dimension)

**$p < 0.01$, (2-tailed)

From table 4.25 it can be seen that among uninvolved parenting style, academic achievement motivation and peer pressure; peer pressure emerged as the most potential predictor of education (E-dimension of career preferences) among the high school students of Punjab. The coefficient of determination (R^2) shows that 2.7 % of the variance in education career was illustrated by peer pressure; 2.5% variance in education career is determined by uninvolved parenting style and 1.6% variance in education career is determined by academic achievement motivation (R^2 Change= 2.5% & 1.6% variances respectively). Uninvolved parenting style and academic achievement motivation in combination explained 4.1% variance in education career. Uninvolved parenting style, academic achievement motivation and peer pressure and together explained 6.8% variance in education career among the school students of Punjab.

By considering the F value of uninvolved parenting style ($F = 14.495$, $p < 0.01$ level of significance), academic achievement motivation ($F = 11.762$, $p < 0.01$ level of

significance) and peer pressure (F = 13.521, p < 0.01 level of significance), it can be determined that uninvolved parenting style, academic achievement motivation and peer pressure individually as well as collectively contributed significantly in predicting education career among the school students of Punjab. This model is a good fit for the sample. Further, Cohen's effect size values (f^2 = .02, f^2 = .01 & f^2 = .02 respectively) suggested a small strength of association of uninvolved parenting style, academic achievement motivation and peer pressure with education career among the school students of Punjab.

The beta values of uninvolved parenting style (ß= .110), academic achievement motivation ß= .143) and peer pressure (ß = .127), suggest that all the three predictors have significant impact on the preference of medical as their career. Further, it can be seen that academic achievement motivation has the strongest coefficient (ß= .181) followed by peer pressure (ß = .178) and uninvolved parenting style (ß= .162). Thus H_{011} that peer pressure will not be a predictor of career preferences among high school students of Punjab is not completely supported by the findings of the study.

The findings also observed that uninvolved parenting style (the 2nd potential predictor) emerged as a significant predictor of education career among the school students of Punjab. Therefore, H_{010} that parenting style will not be a predictor of career preferences among high school students of Punjab is unproved to some extent.

Moreover, the findings observed that academic achievement motivation (the 3rd potential predictor) emerged as a significant predictor of education career among the school students of Punjab. Therefore, H_{012} that academic achievement motivation will not be a predictor of career preferences among high school students of Punjab is unproved to some extent.

The findings of the present work explored that peer pressure came out as a significant predictor of career preferences except one dimension i.e., science & technology career. Mass media & journalism career was highly predicted by peer pressure among all other dimensions of career preferences in high school students of Punjab. Thus, hypothesis 11 (see chapter 2) is not supported by the findings obtained from nine dimensions of career preferences namely, mass media & journalism, artistic &

designing, commerce & management, agriculture, defence, tourism & hospitality industry, medical, law & order and education, while as the outcome of one dimension of career preferences i.e., science & technology supports the hypothesis 11 (see chapter 2). Therefore it can be concluded that peer pressure has a significant influence in determining career preferences in high school students. These explanations go with the findings of Oduh, et al. (2020) who claims a significant influence of peer group on career choices of students. The results were upheld by the findings of Arab et al., (2014), who proposed that peer influence helps in developing career opportunities and also, decision making among young students. In another research, Bankole & Ogunsakin (2015) concluded that peer relationship was a significant factor in determining career choice in students.

Among parenting styles, uninvolved parenting style appeared as a significant predictor of all the careers, while as, autocratic parenting style came out as a significant predictor of defence career. Agriculture career was highly predicted by uninvolved parenting style among all other dimensions of career preferences in high school students of Punjab. In contrast, democratic and permissive parenting styles were not found to be the predictors of career preferences in students of high schools of Punjab.

Furthermore, the results of the present study explained that academic achievement motivation surfaced as a predictor of science & technology, medical and education career preferences dimensions in high school students of Punjab. In addition, Science & technology career was highly predicted by uninvolved parenting style among all other dimensions of career preferences in high school students of Punjab. On the contrary, academic achievement motivation was not found to be the predictors of other dimensions of career preferences namely mass media & journalism, agriculture, commerce & management, artistic & designing, defence, tourism & hospitality industry, and law & order in high school students of Punjab.

Interactive influence of Predictor Variables on Criterion Variables

Peer pressure and uninvolved parenting style collectively explained significant variance (7.0% variance) in mass media & journalism. Among peer pressure and uninvolved parenting style, peer pressure (4.3% variance) emerged as the most potential

predictor of mass media & journalism career preferences dimension in high school students.

Also, peer pressure and uninvolved parenting style collectively explained significant variance (4.4% variance) in artistic designing. Among peer pressure and uninvolved parenting style, peer pressure (2.7% variance) emerged as the most potential predictor of artistic designing career preferences dimension in high school students.

Uninvolved parenting style and academic achievement motivation jointly determined significant variance (5.2% variance) in science & technology. Among uninvolved parenting style and academic achievement motivation, academic achievement motivation (2.9% variance) appeared as the major potential predictor of science & technology career preferences dimension in high school students.

Peer pressure and uninvolved parenting style together determined considerable change (7.2% variance) in agriculture career. Among peer pressure and uninvolved parenting style, uninvolved parenting style (2.7% variance) emerged as the major potential predictor of agriculture career preferences dimension in high school students of Punjab.

Similarly, peer pressure and uninvolved parenting style collectively contributed significant variance (7.9% variance) in commerce & management career. Among peer pressure and uninvolved parenting style, uninvolved parenting style (6.0% variance) was found as the most potential predictor of commerce & management career preferences dimension in high school students of Punjab.

Also, peer pressure, uninvolved parenting style and academic achievement motivation jointly determined significant variance (3.5% variance) in medical career. Uninvolved parenting style together with academic achievement motivation determined significant variance (2.1% variance) in medical career. Among peer pressure, uninvolved parenting style and academic achievement; peer pressure (1.4% variance) was found as the most potential predictor of medical career preferences dimension in high school students of Punjab.

Peer pressure, autocratic and uninvolved parenting styles together determined

significant variance (5.9% variance) in defence career. Peer pressure and autocratic parenting style jointly explained significant variance (4.9% variance) in defence career. Among peer pressure, autocratic and uninvolved parenting styles; peer pressure (3.5% variance) emerged as the most potential predictor of defence career preferences dimension in the study sample.

Peer pressure and uninvolved parenting style together determined significant variance (6.6% variance) in tourism & hospitality industry career. Among peer pressure and uninvolved parenting style; uninvolved parenting styles (4.9% variance) emerged as the most potential predictor of tourism & hospitality industry career preferences dimension in the study sample.

Similarly, peer pressure and uninvolved parenting style together determined significant variance (3.8% variance) in law & order career. Among peer pressure and uninvolved parenting style; uninvolved parenting styles (2.4% variance) emerged as the most potential predictor of law & order- career preferences dimension in the study sample.

Moreover, peer pressure, uninvolved parenting style and academic achievement motivation jointly determined significant variance (6.8% variance) in education career. Uninvolved parenting style and academic achievement motivation jointly determined significant variance (4.1% variance) in education career. Among peer pressure, uninvolved parenting style and academic achievement; peer pressure (2.7% variance) was found as the most potential predictor of education- career preferences dimension in high school students of Punjab.

Therefore, the observations of the study suggested that among all the predictor variables (peer pressure, democratic, autocratic, permissive & uninvolved parenting styles and academic achievement motivation) of career preferences for the present study; peer pressure and uninvolved parenting style were observed to be the major potential predictors of career preferences in high school students of Punjab. Thus, it can be concluded that peer pressure and uninvolved parenting style mostly influence the career preferences in high school students of Punjab among other predictor variables of the present study.

4.4 MEANS COMPARISON

Table 4.26: Comparison of mean scores of career preferences between male and female high school students of Punjab:

Group statistics							
	Gender	**N**	**Mean**	**Std. Deviation**	**t-value**	***Df***	**p**
Mass Media & Journalism	Male	280	4.32	3.924	.451	558	.652
	Female	280	4.18	3.660			
Artistic & Designing	Male	280	4.60	4.030	-4.917	558	.01**
	Female	280	6.39	4.567			
Science & Technology	Male	280	5.15	4.328	2.907	558	.004**
	Female	280	4.13	3.999			
Agriculture	Male	280	3.29	3.547	1.828	558	.068
	Female	280	2.77	3.240			
Commerce & Management	Male	280	3.73	3.748	2.508	558	.012*
	Female	280	2.98	3.324			
Medical	Male	280	2.82	3.582	-2.837	558	.005**
	Female	280	3.71	3.847			
Defence	Male	280	5.02	4.436	4.459	558	.01**
	Female	280	3.48	3.709			
Tourism & Hospitality Industry	Male	280	3.09	3.486	-.257	558	.797
	Female	280	3.16	3.152			
Law & Order	Male	280	4.72	4.028	1.083	558	.279
	Female	280	4.37	3.766			
Education	Male	280	4.54	4.259	-1.077	558	.282
	Female	280	4.93	4.334			

The results presented in the Table 4.26 explain the comparative statistics in mean scores of career preferences between male and female high school students of Punjab. It suggests a significant difference of mean scores of artistic designing career ($t = -4.917$, $df = 558$, $p < .01$) between male and female high school students of Punjab. Thus our null hypothesis H_{013} stating that there will be no significant difference in the mean scores of career preferences among high school students with reference to gender, is not supported partially. The mean score of male students on artistic designing career is 4.60 and the mean score of female students on artistic designing career is 6.39. The standard deviation of the male and female students on the measure of artistic designing career is 4.030 and 4.567 respectively. The standard deviation is the measure to know how much an individual score deviates from the most representative score (mean). Smaller standard deviation indicates little individual deviation or a homogeneous group, and a larger standard deviation indicates more individual deviation or heterogeneous group. The mean scores of artistic designing career among male gender ($M = 4.60$) is significantly lesser than the mean scores of artistic designing career among female gender ($M = 6.39$) in high school students of Punjab. It is depicted from the results that the female students have higher levels of preference for artistic designing career than the male students.

A significant difference was observed in mean scores of science and technology career ($t = 2.907$, $df = 558$, $p = .004 < .01$) between male and female high school students of Punjab. Thus our hypothesis H_{013} stating that there will be no significant difference in the mean scores of career preferences among high school students with reference to gender, is not supported to some extent. The mean score of male students on science and technology career is 5.15 and the mean score of female students on science and technology career is 4.13. The mean scores of science and technology career among male gender ($M = 5.15$) is significantly greater than the mean scores of science and technology career among female gender ($M = 4.13$) in high school students of Punjab. The results suggest that the male students show higher levels of preference for science and technology career than the female students.

Similarly, there was a significant difference in mean scores of commerce and management career (t = 2.508, *df* = 558, p = .012 < .05 level of significance) between male and female high school students of Punjab. Thus our hypothesis H_{013} there will be no significant difference in the mean scores of career preferences among high school students with reference to gender, is not proved to some extent. The mean score of male students on commerce and management career is 3.73 and the mean score of female students on commerce and management career is 2.98. The mean scores of commerce and management career among male gender (M = 3.73) is significantly larger than the mean scores among female gender (M = 2.98) in high school students of Punjab. The results suggest that the male students show higher levels of preference for commerce and management career than the female students.

The results table also suggested a significant difference of mean scores of medical career (t = -2.837, *df* = 558, p = .005 < .01) between male and female high school students of Punjab. Thus the null hypothesis H_{013} which states that there will be no significant difference in the mean scores of career preferences among high school students with reference to gender is partially not supported by the results. The mean score of male students on medical career is 2.82 and the mean score of female students on medical career is 3.71. The mean scores of medical career among male gender (M = 2.82) is significantly lesser than the mean scores of medical career among female gender (M = 3.71) in high school students of Punjab. It can be concluded from the results that the female students have higher levels of preference for medical as career than the male high school students of Punjab.

Moreover, a significant difference was observed in mean scores of defence career (t = 4.459, *df* = 558, p < .01 level of significance) between different gender students (male and female) of Punjab. Therefore, the null hypothesis H_{013} there will be no significant difference in the mean scores of career preferences among high school students with reference to gender, is not supported in some measure. The mean score of male students on defence career is 5.02 and the mean score of female students on defence career is 3.48. The mean scores of defence career among male gender (M = 5.02) is

significantly greater than the mean scores of defence career among female gender (M = 3.48) in high school students of Punjab. The results supported that the male students show more preference for defence career than the female students.

In contrast, it is explained from table 4.26 that an insignificant difference was observed between male and female students on scores of mass media and journalism career (t = .451, with *df* = 558, p = .652 > .05). Therefore, the null hypothesis H_{013} that there will be no significant difference in the mean scores of career preferences among high school students with reference to gender is supported by the findings of the study to some extent. The mean score of mass media and journalism career among male students (M = 4.32) has no significant difference from the mean score among female high school students of Punjab (M = 4.18).

There is no significant difference between male and female students in the mean scores of agriculture career (t = 1.828, with *df* = 558, p = .068 > .05). Therefore, the null hypothesis H_{o13} that there will be no significant difference in the mean scores of career preferences among high school students with reference to gender is supported to some extent.

Also, no significant difference was found between male and female students in the mean scores of tourism and hospitality industry career (t = 1.828, with *df* = 558, p = .068 > .05). Hence, the null hypothesis H_{013} that there will be no significant difference in the mean scores of career preferences among high school students with reference to gender is supported by the results to some extent.

Similarly, there is no significant difference between male and female students in the mean scores of law & order career (t = 1.083, with *df* = 558, p = .279 > .05). Thus, our null hypothesis H_{013} stating that there will be no significant difference in the mean scores of career preferences among high school students with reference to gender is partially accepted by the findings.

Moreover, no significant difference was seen in the mean scores of education career between students of both gender, i.e. male and female (t = -1.077, with *df* = 558, p = .282 > .05). Hence, the null hypothesis H_{013} that there will be no significant difference

in the mean scores of career preferences among high school students with reference to gender is accepted to some extent by the results of the study.

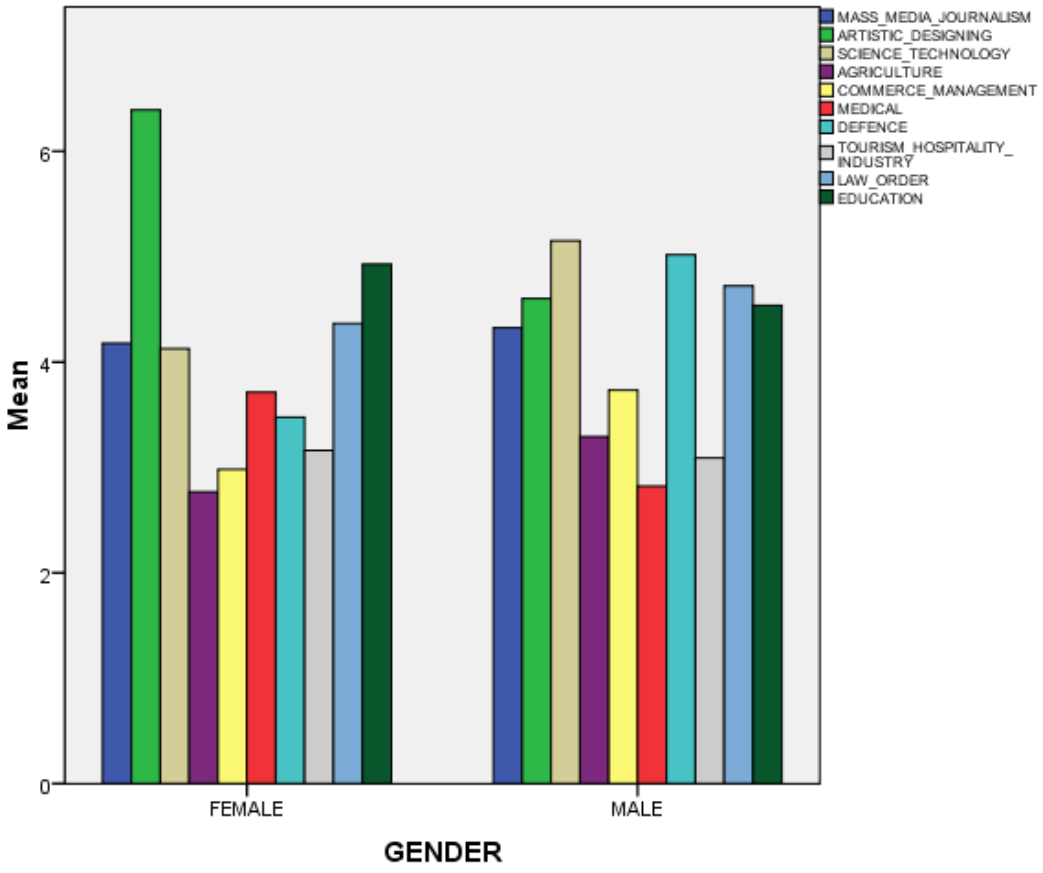

Figure 4.11: Showing comparison of career preferences between males and females.

The results suggest a significant gender difference in the mean scores of artistic designing career among high school students of Punjab. The mean score of artistic designing career in male students is significantly lesser than the mean score in female gender. Thus, the hypothesis 13 (see chapter 2) is not supported in part. Therefore, it can be concluded that girls have greater preference for choosing artistic designing as a career field as compared to the boys among high school students of Punjab.

A significant difference was observed in mean scores of science and technology career between male and female gender in high school students of Punjab. Hence, the results do not completely support hypothesis 13 (see chapter 2). The mean scores on

science and technology career in male gender is significantly greater than the mean scores in female gender among high school students of Punjab. The observations claim that the male students give more preference to science and technology career than the female students.

Similarly, the results claimed that a significant difference existed in mean scores of commerce and management career between male and female high school students of Punjab. Thus, hypothesis 13 (see chapter 2) is not proved to some extent. It can be advocated that the male high school students show higher levels of preference for commerce and management career than the female students.

The outcome of the study measures also suggested a significant gender difference in the mean scores of medical career among high school students of Punjab. Therefore, again the research hypothesis 13 (see chapter 2) is partially not supported by the findings of the study. It can be inferred from the results that the girls have greater preference for choosing medical career than the boys. The results are similar with the study of Dodge and Welderufael (2014) suggesting that more males were keen in engineering, whereas, more females showed their desire to consider Nursing and Medicine.

In addition, a significant gender difference was explored in mean scores of defence career among high school students of Punjab. Therefore, the hypothesis 13 (see chapter 2) is not supported in some measure. The results supported that boys give more preference for opting defence as a career than girls among high school students of Punjab, India. A study carried out by Dodge and Welderufael (2014) suggested that a gender based significant difference was found to exist in career options in South African Township high school students. This finding disagreed with the study of Oduh, et al. (2020) which showed that no significant difference was observed in the influence of peer group between male and female students in terms of their choice of career.

On the contrary, the results suggested that there is no significant gender difference in the mean scores of agriculture, mass media and journalism, tourism and hospitality industry, law & order and education career among high school students of Punjab. Hence, the null hypothesis 13 (see chapter 2) is supported to some extent. Therefore, it can be said that there is no impact of gender in determining the career choices in mass media and

journalism, agriculture, tourism and hospitality industry, law & order and education fields among high school students. These results are supported by study carried out by Oduh, et al., (2020) which stated that no significant difference was observed in the influence of peer group between male and female students in their choice of career.

Table 4.27: Comparison of mean scores of peer pressure and parenting style between male and female high school students of Punjab:

Group Statistics							
	Gender	**N**	**Mean**	**Std. Deviation**	**t-value**	***Df***	**P**
Peer Pressure	Male	280	62.42	14.892	3.642	558	.01**
	Female	280	57.75	15.428			
Democratic Parenting Style	Male	280	34.67	7.459	-3.248	558	.001**
	Female	280	36.61	6.651			
Autocratic Parenting Style	Male	280	28.64	6.459	3.242	558	.001**
	Female	280	26.91	6.113			
Permissive Parenting Style	Male	280	19.50	6.777	-1.007	558	.314
	Female	280	20.11	7.601			
Uninvolved Parenting Style	Male	280	13.19	7.724	2.741	558	.006**
	Female	280	11.43	7.425			

The findings displayed in the above Table 4.27 present the comparative statistics in mean scores of peer pressure and parenting style between both genders in high school students of Punjab. There is a significant difference in mean scores of peer pressure between male and female high school students of Punjab ($t = 3.642$, $df = 558$, $p < .01$ level of significance). Therefore, the null hypothesis 15 (H_{015}) that there will be no significant difference in the mean scores of peer pressure among high school students with reference to gender, is not supported at all. The mean score of male students on peer pressure is 62.42 and the mean score of female students on peer pressure is 57.75. The

mean score of peer pressure among male gender (M = 62.42) is significantly higher than the mean scores of peer pressure among female gender (M = 57.75) in high school students of Punjab. The findings suggest that the male students have higher magnitude peer pressure than the female students.

The measure of Independent sample's t-test suggested a significant difference in mean scores of democratic parenting style between male and female high school students of Punjab (t = -3.248, *df* = 558, p = .001 < .01 level of significance). That's why, the hypothesis 14 (H_{014}) there will be no significant difference in the mean scores of parenting style among high school students with reference to gender, is not completely supported. The mean score of male students on democratic parenting style is 34.67 and the mean score of female students on democratic parenting style is 36.61. The mean scores of democratic parenting style among male gender (M = 34.67) is significantly smaller than the mean scores of democratic parenting style among female gender (M = 36.61) in high school students of Punjab. The results explain that the female students experienced higher levels of democratic parenting style than the male students.

There was a significant difference in mean scores of autocratic parenting style (t = 3.242, *df* = 558, p = .001 < .01 level of significance) between male and female high school students of Punjab. Therefore, the hypothesis 14 (H_{014}) is not supported completely. The mean score of male students on autocratic parenting style is 28.64 and the mean score of female students is 26.91. The mean score of autocratic parenting style among male gender is considerably greater than the mean score among female gender in high school students of Punjab. It can be concluded that the male students experienced higher levels of autocratic parenting than the female students.

Moreover, a significant difference was observed in mean scores of uninvolved parenting style (t = 2.741, *df* = 558, p = .006 < .01 level of significance) between male and female high school students of Punjab. So, the findings of the study to not completely support hypothesis 14 (H_{014}). The mean score of male students on uninvolved parenting style is 13.19 and the mean score of female students is 11.43. The mean score of uninvolved parenting style among male gender is considerably larger than the mean score

among female gender in high school students of Punjab. It can be suggested that the male students experienced higher levels of uninvolved parenting than the female students.

Quite the reverse, it is explained from table 4.27 that an insignificant difference was observed between male and female students on scores of permissive parenting style (t = .451, with *df* = 558, p = .652 > .05). Therefore, the null hypothesis 14 (H_{014}) is not supported completely. The mean score of permissive parenting style among male students (M = 19.50) has no significant difference from the mean score among female high school students of Punjab (M = 20.11). So, there is no significant gender difference in magnitude of experiencing permissive parenting.

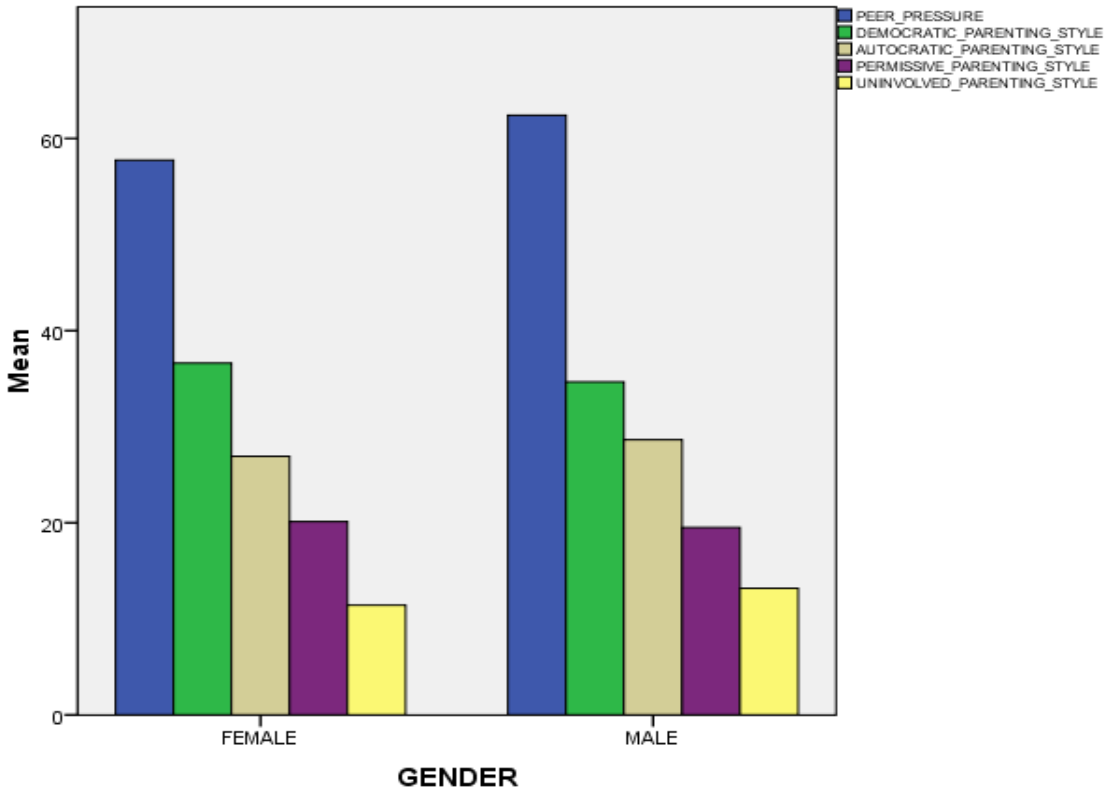

Figure 4.12: Showing comparison of parenting styles and peer pressure between males and females.

The explanations suggested a significant gender difference in mean scores of democratic parenting style in high school students of Punjab. Consequently, the findings do not support hypothesis 14 (see chapter 2) to a certain extent. The mean scores of democratic parenting style in boys is significantly smaller than the mean scores of

democratic parenting style in girls among high school students of Punjab. This observation suggests that the female students perceive higher levels of democratic parenting style than the male students. Therefore, it can be concluded that gender has a significant impact on establishing perception of democratic parenting style among high school students. Also, the findings showed that the mean score of autocratic parenting style in male gender is considerably greater than the mean score in female gender in high school students of Punjab. So, there is a significant gender difference in mean scores of autocratic parenting style between male and female high school students of Punjab. Therefore, the hypothesis 14 (see chapter 2) is not completely supported by the results. It can be concluded that the male students perceive higher levels of autocratic parenting than the female students. Hence, it can be put forwarded that gender has a significant impact in determining perception of autocratic parenting style among high school students of Punjab. To characterize these findings of this investigation, it can be said that parents use different parenting styles for males and females. Parents tend to use authoritative parenting style for males and authoritarian parenting style for females, respectively. To affirm this fact, it can be said that the reason for the difference in parenting styles among boys and girls may be assigned to the social, cultural and family factors (Biswas & Sharma, 2019).

Moreover, a significant gender difference was identified in mean scores of uninvolved parenting style among high school students of Punjab. So, the results of the study fail to completely support hypothesis 14 (see chapter 2). The mean score of uninvolved parenting style in boys is considerably larger than the mean score in girls among high school students of Punjab. Consequently, it can be suggested that boys perceive higher levels of uninvolved parenting than girls. This finding is not relevant with the finding of Biswas & Sharma (2019) that no significant difference was observed among boys and girls in regard to uninvolved parenting style.

Absolutely not, it is indicated that no significant gender difference in the mean scores of permissive parenting style among high school students. Therefore, hypothesis 14 (see chapter 2) is supported by the findings of the study to some extent. So, there is no significant impact of gender in determining the perception of permissive parenting style among high school students. This result is relevant with the finding of Biswas & Sharma (2019) suggested that no significant difference was observed in using permissive parenting style for the girls and the boys.

The findings of the analysis of comparison of mean groups of peer pressure with reference to gender (male & female gender) indicated a significant difference in the mean scores of peer pressure between both genders in high school students of Punjab. Consequently, the hypothesis 15 (see chapter 2) fails to be supported by the results of this study. The explanations suggested that boys are more influenced by peer pressure as compared to the girls among high school students of Punjab. This finding is relevant with several other studies which concluded that adolescent male students were more vulnerable to atypical peer pressure as compared to female students. Clarification in regard to this outcome is that adolescent male students may possibly be affected by atypical and queer peer pressure while they endeavor to fit conventional image formed by gender discrimination that considers masculinity with durability and liberty, just like the case in substance use, aggression, etc.(Courtenay 2000; Mahalik et al. 2007). Adolescent females are frequently considered to be more impervious to atypical peer influences in comparison to males (Hanish et al. 2005).

Table 4.28: Gender comparison on academic achievement motivation by computing (non-parametric rank-ordered test) Mann-Whitney U-test

Ranks				
	Gender	**N**	**Mean Rank**	**Sum of Ranks**
Academic Achievement Motivation	Female	280	307.63	85828.50
	Male	280	253.56	71251.50
	Total	560		

Test Statistics[a]	
	Academic Achievement Motivation
Mann-Whitney U	31630.500
Wilcoxon W	71251.500
Z	-3.962
Asymp. Sig. (2-tailed)	.01**
a. Grouping Variable: Gender	

The measure of Mann-Whitney U-test (non-parametric rank-ordered test) suggested a significant difference in academic achievement motivation by comparing mean ranks between male and female high school students of Punjab (U = 31630.500, Z = -3.962, Asymp. Sig. (2-tailed) $p < .01$ level of significance). Notice that the value of Wilcoxon W = 71251.500 is the same as the sum of the ranks for the female gender group, as shown in the table 4.28. The "Asymp. Sig. (2-tailed)" level is less than our .01 cutoff level of significance, which means that the hypothesis 16 (H_{016}) there will be no significant difference in the mean scores of academic achievement motivation with reference to gender among high school students, is not supported by the findings. The ranks table above indicates that mean rank of female students on academic achievement motivation is 307.63 and the mean rank of male students on academic achievement motivation is 253.56, which means that female high school students have higher level of academic achievement motivation than the male high school students of Punjab.

Findings suggest that girls have the greater levels of academic achievement motivation than boys in high school students of Punjab. Therefore, low scores on academic achievement motivation leads to the conclusion that boys are not much career-oriented in comparison to girls. It can be accomplished that gender has a significance in determining academic achievement motivation in high school students. The results of this measure are supported by many studies such as a study carried out by Sangma & Arulmani (2013) found that level of academic achievement motivation is higher in girls as compared to boys.

CHAPTER FIVE

CONCLUSION AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 MAJOR FINDINGS OF THE STUDY

The main findings of the present study have been listed under different headings:

5.1.1 Correlation Analysis

Findings of correlation between Democratic Parenting Style and Career Preferences:-

- Significant negative very weak relationship existed between democratic parenting style and mass media & journalism and agriculture (dimensions of career preferences).
- Significant negative weak relationship was found between democratic parenting style and commerce & management (dimension of career preferences)
- The observations revealed no significant relationship between democratic parenting style and science & technology, medical, tourism & hospitality industry, defence, law & order, education and artistic & designing (dimensions of career preferences).

Findings of correlation between Autocratic parenting Style and Career Preferences:-

- Significant positive weak relationship was found to exist in autocratic parenting style and defence (dimension of career preferences).
- No significant relationship was found between autocratic parenting stylewith all other dimensions of career preferences.

Findings of correlation between Permissive parenting style with Career Preferences:-

- Significant positive weak relationship was observed between permissive parenting style and artistic & designing, and also mass media & journalism, commerce &

management, defence and tourism &hospitality industry (dimensions of career preferences)

- The findings suggest no significant relationship between permissive parenting style and science & technology, agriculture, medical, law & order and education (dimensions of career preferences)

Findings of correlation between Uninvolved Parenting Style and Career Preferences:-

- Significant positive very weak relationship existed between uninvolved parenting style and mass media & journalism and artistic & designing (dimensions of career preferences).
- Significant positive weak relationship was observed between uninvolved parenting style and science & technology, medical, commerce & management, agriculture, defence, tourism and hospitality industry, law & order and education (dimensions of career preferences)

Findings of correlation between Peer Pressure and Career Preferences:-

- A significant positive weak correlation was seen between peer pressure and mass media & journalism, artistic &designing, commerce & management, agriculture, medical, tourism & hospitality industry, defence, law & order and education (dimensions of career preferences).
- No significant relationship was found to exist between peer pressure and science & technology (dimension of career preferences).

Findings of correlation between Academic Achievement Motivation and Career Preferences:-

- Findings through coefficient of correlation *Rho 'p'* suggest a significant relationship between academic achievement motivation and science & technology, medical and education (dimension of career preferences)

- No significant relationship was noticed between academic achievement motivation and other dimensions of career preferences.

Findings of correlation between Peer Pressure and Parenting Styles:-

A significant negative weak relationship was found between peer pressure and democratic parenting style. Whereas, permissive parenting style along with uninvolved parenting style had a significant positive weak relationship with peer pressure. Whereas, autocratic parenting style was found to have no significant relationship with peer pressure.

Findings of correlation between Peer Pressure and Academic Achievement Motivation:-

A significant negative weak relationship existed between peer pressure and academic achievement motivation among high school students of Punjab.

Findings of correlation between Parenting Styles and Academic Achievement Motivation:-

The results measured by Spearman's coefficient of correlation *Rho 'p'* suggest that a significant positive weak relationship existed between democratic parenting style and academic achievement motivation. Permissive parenting style along with uninvolved parenting style were seen to have a significant negative weak relationship with academic achievement motivation. Whereas, no significant relationship was found to exist between autocratic parenting style and academic achievement motivation among high school students of Punjab.

5.1.2 Stepwise multiple linear regression analysis

- Peer pressure emerged as the most potential predictor of mass media & journalism (MMJ-dimension of career preferences) among the high school students of Punjab. Whereas, uninvolved parenting style was the 2nd predictor.
- Peer pressure emerged as the most potential predictor of artistic designing (AD-dimension of career preferences). Uninvolved parenting style also suggested a small strength of association of peer pressure and uninvolved parenting style.

- Academic achievement motivation emerged as the most potential predictor of science & technology (ST-dimension of career preferences) followed by uninvolved parenting style.
- Uninvolved parenting style emerged as the most potential predictor and peer pressure was the 2nd potential predictor of agriculture (AG-dimension of career preferences) among the high school students of Punjab.
- Uninvolved parenting style emerged as the most potential predictor of commerce & management (CM-dimension of career preferences). Whereas, peer pressure was the 2nd potential predictor of commerce & management. Democratic parenting style and permissive parenting style did not show predictive relationship with commerce & management.
- Peer pressure emerged as the most potential predictor and uninvolved parenting style as the 2nd potential predictor followed by academic achievement motivation of medical (M-dimension of career preferences).
- Peer pressure emerged as the most potential predictor of defence (D-dimension of career preferences) among the high school students of Punjab. Autocratic parenting style and uninvolved parenting style came out to be the 2nd and 3rd potential predictors, respectively. Permissive parenting style did not show predictive relationship with defence.
- Uninvolved parenting style emerged as the most potential predictor of tourism & hospitality industry (THI-dimension of career preferences) among the high school students of Punjab. Peer pressure also had a predictive relationship with tourism & hospitality industry.
- Uninvolved parenting style emerged as the most potential predictor of law & order (LO-dimension of career preferences) and peer pressure was the 2nd most potential predictor of law & order.
- Among uninvolved parenting style, academic achievement motivation and peer pressure; peer pressure emerged as the most potential predictor of education (E-

dimension of career preferences) among the high school students of Punjab. Uninvolved parenting style and academic achievement motivation were the 2nd and 3rd potential predictors of education (dimension of career preferences).

5.1.3 Comparison of means between males and females

- Results suggest a significant difference of mean scores of science & technology, artistic designing, commerce & management, medical and defence (career dimensions) between male and female high school students of Punjab. Females had higher preference for artistic &designing and medical careers than the males. Whereas, males had higher preference for science & technology, defence and commerce & management careers
- Significant differences were not found in mean scores of males and females in areas of mass media & journalism, agriculture, tourism & hospitality industry, law & order and education. Male and female students of high school of Punjab did not show differences in career preferences in these areas.
- Significant difference in mean scores of democratic parenting style, uninvolved parenting style and autocratic parenting style between male and female high school students of Punjab was observed. Significant difference in mean scores of democratic parenting style between male and female high school students of Punjab. Male students experienced higher levels of autocratic parenting style and uninvolved parenting style, whereas, female students had higher levels of democratic parenting style. Significant differences were not found between both genders in permissive parenting style.
- Significant difference in mean scores were noted in peer pressure between both genders in high school students of Punjab. Male students have higher magnitude peer pressure than the female students.
- Significant differences in gender were observed in academic achievement motivation as female students have higher level of academic achievement motivation than the male high school students of Punjab.

5.2 CONCLUSIONS

The population of the present study consisted of high school students who are students of grade 10. This period is considered to be the period of "storm and stress" starting from puberty to adulthood as given by many psychologists (Freud**,** 1898 as cited in Winder & Angus, 1958; Erikson, 1968; Hall, 1904). High school students during this stage are vulnerable to develop unhealthy habits which grow into problems in their adult life, since it is a time when they move from dependency on their parents to independence, autonomy and maturity. With the increase in freedom, attitudes and perspectives also change. Mood changes can increase and may affect relationships socially as well as at home. Child becomes ego-centric and self-conscious and may believe that no one understands them. There is a continuous process of self-discovery and adjustment, both physically and socially. This can create stress and anxiety in students especially when it comes to taking important decision in life. One such decision is regarding career choices, as anticipating for career is fundamental for personal satisfaction, quality of lifeand a peaceful living. The future life of the students, their social recognition and their intellectual development, etc., as well as the future of the nation depends on the right career preferences and choices made by its young generation. There are different determining factors that play a significant role in making career preferences by the young generation/ students. It can be the culture of that society, family culture, economy, job policies, availability or access, govt. policies, life style, trend, parenting style, peer pressure, academic achievement motivation, etc. Making a right career choice is an important determinant of excellence. In this regard the current study intended to explore the role of different parenting styles, peer pressure and academic achievement motivation in determining career preferences by high school students of Punjab. The second aim of the study was to explore whether peer pressure, parenting style and academic achievement motivation are predictors of career preferences among the said population. Lastly, the study attempted to examine the potential differences in the mean scores of peer pressure, parenting styles and academic achievement motivation as well as career preferences with reference to gender

Despite the fact that, earlychoices of careers are usually made in the high school

years, it should not be ignored that career development is a long-lasting process and factors such as family influence those initial choiceskeep on having an impact all through the life of the child. Parents need to recognize the immense impact they can have on their children's future so that with a little planning and effort they can utilize their roles for the advancement of the whole family (Rani, 2014). In the initial years numerous researchers tried to understand the different factors that affect choice of a career of a young adult. While affirming the impact of other individual as well as environmental factors, like, personality, school, peer group and educators on career aspirations, researchers consistently verified that most of the variables having an impact on students' occupational goals were associated to their family environment. Level of parental education, family size, work and socio-economic variables like parental income were included in these. Also, most of the research on this subject consistently rated parents and peers as the most significant and influential factors in regard to career decisions in comparison to teachers, counselors and others (Rani, 2014).

A child's career choice for future relies on numerous factors which include parenting styles and also their education. There is a great impact of a child's active involvement during his development about his future choice of career with the help of career counseling programs. During the high school the child acquires the essential knowledge and information about himself and the jobs and his higher mental functioning is organized about businesses and in high school, he learns process of job search along with the required skills thereof and has a practical dealing with the world of businesses and carry on this process at the university and furthermore begins to gather work experience at this time. So making a choice of a successful field of careerconsistently to the needs, talent and personality of the person won't be distant.

Role of parents is significant in recognizing children's abilities and guiding them. There should be a mutual agreement and close connection among parents and children. Along these lines, it is suggested that the strategies of right parent-child communication be more valued and parents acquaint their children with the roles of organizations in society and the relevance of enrollment in legitimate organizations and this significant affair ought to be more highlighted through mass media and family training courses.

The findings of the research also suggested that there was significant influence of peer pressure on career decision making among high school students of Punjab. This implied that peer pressure had significant influence on career decision making among students. It is recommended that students ought to be sensitized on the effect of peer pressure on career decision making. This can be accomplished by creating and implementing efficient career guidance programme in schools that can create mindfulness among students on the implications of peer pressure on future career growth. In addition, there is need to introduce career guidance and counseling early in school to demystify the influence of peer pressure on career decision making among secondary schools students.

Another aim of the study was to examine the relationship between peer pressure and academic achievement motivation of high school children. Peer pressure was found to be one of the main factors for lower academic achievement motivation among students. And this study revealed that the high school students are affected by peers than the other younger age groups. Hence the parents and teachers are advised to have a close and continuous gaze at the children and friendly advises can be given in the appropriate time.

Moreover, the current study has been directed with one of the purpose of examining the relationship between parenting styles, academic achievement motivation and career preferences of high school students of Punjab. Parents have a significant part in recognizing the talents in their child and controlling them. The presence of mutual agreement and compassion of the parents with their children are recommended. Therefore, it is suggested that right type of parent-child communication should be motivated and parents' should guide their children with roles of businesses in society and the basic need to understand and involve in legitimate businesses. This important issue ought to be more emphasized through media and most importantly family training courses.

5.3 IMPLICATIONS

The findings of this study can have a wide range of implementation such as, it can help parents, teachers, counselors and other social representatives to know about their children's personality development, can predict their overall decision making,particularly

making career choices. It will exhibit the impact of disciplinary practices adopted by parents with their effect on child's behaviour. This research may help the parents to decide which type of disciplinary practice is or will be reasonable for their child's personality development.

The significant and valuable results of this study, clearly, have extensive implications for counselors, educationists and parents.

1. These findings can arouse in educationists the need to appoint more counselors for students in secondary schools as well as the young adolescents found in the university system. This would assist in reducing the issue of inappropriate career choice made by young students.

2. The results on the impact of gender on career preferences would give direction to the counselors in organizing various career-day programmes for different students, accordingly.

3. Counselors and parents can have better understanding ofthe adolescent issues. The findings on peer group influence and career choice would help to have a better perception on the impact of peer influence among secondary school students.

4. These findings would be of great value to researchers and individuals working in the field of adolescent behaviour in guidance and psychological centres. These findings may serve as bases for informing young studentsespecially during career seminars and workshops.

5. The findings will direct policy makers and implementers to provide guidance to parents of the young children comprehend the impacts of various parenting styles on the career development process of their children.

5.4 CONTRIBUTION TO KNOWLEDGE

The outcome of this study will make remarkable contributions to the body of knowledge in the field of career choice among high school students as no such study has been done within Punjab, India. This study came up with valuable information for parents, counselors and educationists for better comprehension of peer group influences,

relationship of parenting styles and academic achievement motivation in determining the choice of career among the adolescents. Another major contribution of this study is that it surveyed students' preference for the ten subject areas of career: mass media & journalism artistic designing, science & technology, agriculture, commerce & management, medical career, defence, tourism & hospitality industry, law & order and education as career, in terms of parenting styles, peer group influence and academic achievement motivation.

5.5 RECOMMENDATIONS

- Since peer pressure has been found to play a significant role in career preferences of high school students, career guidance professionals should design programmes that can enhance the peer relationships in school. This will help to reduce the adverse consequences of peer pressure.
- Parenting styles have an influence on career preferences of children, therefore, parents should be involved in career guidance programmes so that they can have better knowledge about careers and can guide their children towards certain careers and also support their children's choice of careers.
- Well planned activities should be made part of the curriculum which can help students to enhance their academic achievement motivation which has been found to have an effect on career preferences. Such activities will also help students to identify their intellectual, sporting and cultural passions so that they can reach their full potential.
- School administration in collaboration with school counselors should give basic awareness of parenting styles in particular and other psychological issues in general to the parents. This will help parents to deal with study and age related problems of the child.
- MHRD (Ministry of Human Resource Development) should incorporate an annual assessment program to assess the career preferences of the high school students. Career guidance and counseling can be provided to the students. Parenting styles, peer pressure and academic achievement motivation should be essentially considered while providing guidance to students.

5.6 LIMITATIONS

Research is a never ending process which is never completely flawless due to certain unavoidable conditions experienced by the researcher during the process, particularly, in reference to social science research. Limitations keep alive the scope for further research and exploration in the field. Every research carries certain flaws that give insight for a new research in that field. Considering these facts, the current study is also subject to certain constraints which can be discussed as under:

a) The selected sample group was heterogeneous with respect to their parent's educational background and employment position which may have any role in determining the decision making levels in their wards.

b) Information regarding the financial status, number of siblings and family members', domicile (rural or urban) and socio-economic status were not the variables of this study due to the limited population.

c) Sample size was small and so the findings cannot be generalized to the entire population.

d) Sample was collected from Punjab which isn't illustrative of the inhabitants in various urban communities or regions.

e) Sample was taken from two different examination boards, i.e., PSEB and CBSE. Both the boards of examination differ from each other in many ways.

SUGGESTIONS FOR FUTURE RESEARCH

1. Nationwide illustrative sample should be used tomake the findings more generalizable.

2. The influence of parenting styles, peer pressure and academic achievement motivation on career preferences need to be investigated on various sorts of teacher effectiveness, school environment and class work-related problems i.e. teamwork, leadership, conflict management, co-curricular activities and so on.

3. It would be beneficial to enhance the information gathered through psychological tests, mainly by interviews so that the investigator can have more reliable information for investigation.

4. Other demographic variables might be studied to get more integrated and far reaching information.

5. Researches ought to be conducted in extensive area of population.

REFERENCES

Abar, B., Carter, K., & Winsler, A. (2009). The effects of maternal parenting style and religious committment on self-regulation, academic achievement and risk behaviour among African-American parochial college students. *Journal of Adolescence, 32*, 259-273.

Abar, C., Jackson, K.M.,& Wood,M. (2014). Reciprocal relations between perceived parental knowledge and adolescent substance use and delinquency: The moderating role of parent-teen relationship quality. *Developmental Psychology, 50(9), 2176.*

Agarwala, T. (2008). Factors influencing career choice of management students in India. *Career Development International,13(4),* 362-376.

Ali, S., & McWhirter, E. (2006). Rural Appalachian youth's vocational /educational postsecondary aspiration: Applying social cognitive career theory. *Journal of Career Development,33*, 87-111.

Alika, H. (2010). Parental and peer group influence as correlates of career choice in humanities among secondary school students in edo state, Nigeria. *Journal of Research in Education and Society, 1(1*), 178–185.

Allen, J., Porter, M., & McFarland, C. (2008). The Relation of Attachment Security to Adolescents' Paternal and Peer Relationships, Depression and Externalizing Behavior. *Child Development*, 1222-1239.

Altman, J. H. (1997). Career development in the context of family experiences. In H. S. Farmer (Ed.), *Diversity and Women's Career Development: From Adolescence to Adulthood* (pp. 229-242). Thousand Oaks, CA: Sage.

Amani, M., Nazifi, M., & Sorkhabi, N. (2020). Parenting styles and academic achievement of early adolescent girls in Iran: mediating roles of parent involvement and self-regulated learning. *European Journal of Psychology of Education, 35*(1), 49–72. https://doi.org/10.1007/s10212-019-00422-y.

Ames, C. (1992). Achievement goals and the classroom motivational climate. In D. H. Schunk & J. L. Meece (Eds.), *Student Perceptions in the Classroom.* Lawrence Erlbaum Associates, Inc.

Amrai, K., Motlagh, S., Zalani, H., & Parhon, H. (2011). The Relationship between Academic Motivation and Academic Achievement Students. *Procedia Social and Behavioral Sciences,15,* 399-402.

Anderson, S. C., & Hjoetskov, M. (2019). The unnoticed influence of peers on educational preferences. *Behavioural Public Policy,* 1-24.https://doi.org/ 10.1017/ bpp.2019.14.

Arnold, J. (1997). *Managing careers in 21st century.* London: Paul Chapman.

Atkinson, J.W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review, 64*(6, Pt.1), 359–372. https://doi.org/10.1037/h0043445

Atkinson, J. (1964). *An Introduction to Motivation.* Princeton, New Jersey: Von Nostrand Company.

Atkinson, J., & Feather, N. (1966). *The Theory of Achievement Motivation.* New York: John Wiley and Sons.

Atkinson, J., & Litwin, G. (1960). Achievement motive and test anxiety conceived as motive to approach success and motive to avoid failure. *The Journal of Abnormal and Social Psychology,60(1),* 52-63.

Aunola, K., Stattin, H., & Nurmi, J. E. (2000). Parenting styles and adolescents' achievement strategies. *Journal of Adolescence, 23*(2), 205–222. https://doi.org/ 10.1006/jado.2000.0308.

Balan, B. (2003). A Stydy on the Career Preferences of Undergraduate Agricultural Students of Kerala Agricultural University. *M.Sc (Ag), Thesis, S.V. Agricultural College, Acharya N.G. Ranga Agricultural University, Tirupati.*

Bandura, A. (1977). *Social learning theory*. Oxford: Prentice-Hall.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44,* 1175-1184.

Bandura, A., Vittorio, G., Pastorelli, C., & Barbaranelli, C. (2001). Self-Efficacy Beliefs as Shapers of Children? Aspirations and Career Trajectories. *Child Development, 72*(1), 187–206.

Bankole, E.T.& Ogunsakin,F.C. (2015). Inluence of Peer Group on Academic Performance of SecondarySchool Students in Ekiti State. *International Journal of Innovative Research and Development, 4(1): 324-331.*

Bankole, F., Adejoke, B., Christiana, U., Bassey, A., & Kemi, N. (2019). Peer group influence on academic performance of undergraduate students in Babcock University, Ogun State. *African Educational Research Journal, 7*(2), 81–87. https://doi.org/10.30918/aerj.72.19.010.

Bansal, S., Thind, S., & Jaswal, S. (2006). Relationship Between Quality of Home Environment, Locus of Control and Achievement Motivation Among High Achiever Urban Female Adolescents. *Journal of Human Ecology, 19(4),* 253-257.

Baumrind, Diana. (1966). Effects of authoritative parental control on child behaviour. *Child Development*, 887-907.

Baumrind, Diana. (1971). Current patterns of parental authority. *Development Psychology*, 4. 1-103

Baumrind, Diana. (1973). "The development of instrumental competence through socialization." *In Anne Pick (Eds.) Minnesota symposium on child psychology (Vol. 7, pp. 3-46).* Minneapolis: University of Minnesota Press.

Baumrind, Diana. (1991). The Influence of Parenting Style on Adolescent Competence and Substance Use. *The Journal of Early Adolescence*. https://doi.org/ 10.1177/0272431691111004

Bennett, S. (2008). Contextual affordances of rural Appalachian. *Journal of Career Development,34*, 241-262.

Bett, J. C. (2013). The importance of promoting the value and the role of peer counseling among students in secondary schools. *International Journal of Economy, Management and Social Sciences, 2(6),* 477-484.

Bhargava, Vivek & Bhargava Rajshree. (2009). Career Preference Record. National Psychological Corporation, Agra.

Bhatia, H. R. (2009). *A Textbook of Educational Psychology*. Delhi: Macmillan Publishers India Ltd.

Bhattacharjee, S. (2011, March 30). Peer Pressure May Lead To Wrong Choices. *The Hindu: Education Plus*.

Biswas, S., & Sharma, P. (2019). To Study the Gender-Wise Difference in Parenting Styles of Mother and Father. *Scholarly Journal of Psychology and Behavioral Sciences, 2,(5),* ISSN 2641-1768.

Bluestone, C., & Le-Monda, C. (1999). Correlates of parenting styles in predominantly working and middle-class African American mothers. *Journal of Marriage and Family*, 881-893.

Blumer, H. (1969). *Symbolic interactionism: Perspective and method.* Englewood Cliffs, NJ: Prentic- Hall.

Boggiano, A., Shields, A., Barrett, M., Kellam, T., Simons, J., & Katz, P. (1992). Helpless deficits in students:The role of motivational orientation. *Motivation and Emotion, 16(3),* 271-296.

Bojuwoye, O., & Imouokhome, A. (1986). Sex role stereotyping of selected careers in Ilorin Metropolis. *The Nigerian Journal of Guidance and Counselling, 2 (1),* 7-8.

Bradley, R., & Caldwell, B. M. (1995). Caregiving and the regulation of child growth and development: Describing proximal aspects of caregiving systems. *Developmental Review, 15(1),* 38-85.

Brechwald, W., & Prinstein, M. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence,21 (1),* 166-179.

Broussand, S., & Garrison, M. (2004). The Relationship between Classroom Motivation and Academic Achievement in Elementary School-Aged Children. *Family Consumer Science Research Journal,33(2),* 106-120.

Brown, B. (1999). Measuring the peer environment of American adolescents. In S. &. T.D.Wachs(Eds.), *Measuring Environment Across the Life Span: Emerging Methods and Concepts* (pp. 59-90). American Psychological Association.

Brown, S. D., & Lent, R. W. (2013). *Career Development and Counseling: Putting Theory and Research to Work, Second Edition*.

Bukowski, W., Velasques, A., & Brendgen, M. (2008). Variation in Patterns of Peer Influence: Considerations of Self and Other. In M. &. (Eds.), *Understanding Peer Influence in Children and Adolescents* (pp. 125-140). New York: Guilford Press.

Bursztyn, L., & Jensen, R. (2015). How Does Peer Pressure Affect Educational Investments? *The Quarterly Journal of Economics,130,(3)*, 1329-1367.

Burton, A., Ray, G., & Mehta, S. (2003). Children's Evaluations of Evaluations of Peer Influence of Peer Influence: The Role of Relationship Type and Social Situation. *Child Study Journal, 33(4)*, 235-255.

Burton, K., Lydon, J., D'Alessandro, D., & Koestner, R. (2006). The differential effects of intrinsic and identified motivation on well-being and performance: Prospective, experimental and implicit approaches to self-determination theory. *Journal of Personality and Social Psychology,91*, 750-762.

Burusic, L. (2010). *Parenting Styles and Peer Relationships in the School Context: The Role of Social Status.* Jyvaskyla,Finland: ECER.

Carbonaro, W. & Workman, J. (2016). Intermediate peer contexts and Educational Outcomes: Do the friends of students' friends matter. *Social Science Research*, 184-197.

Carpenter, E. (1980). The relationship between academic achievement and the disparity between career aspirations and expectations among Afro and Mexican American high school students. *Dissertation Abstracts International. (UMI No. 8105349)*.

Cenkseven-Onder, F., Kirdok, O., & Isik, E. (2017). High school students' career decision-making pattern across parenting styles and parental attachment levels. *Electronic Journal of Research in Education Psychology*, *8*(20), 263–280. https://doi.org/10.25115/ejrep.v8i20.1379.

Closson, L. (2009). Status and gender differences inearly adolescents' descriptions of popularity. *Social Development,18 (2),* 412-426.

Courtenay, Will. (2000). Constructions of Masculinity and Their Influence on Men's Well-Being: A Theory of Gender and Health. *Social Science and Medicine* (1982). 50. 1385-401. 10.1016/S0277-9536(99)00390-1.

Crites, J. O. (1969). *Vocational Psychology. The Study of Vocational Behavior and Development.* New York: Mc Graw Hill Book Co.

Crites, J. O. (1973). Theory and research handbook for the Career Maturity Inventory. Monterey, CA: CTB/McGraw-Hill.

Daniel, B., & Florence Ahima, Q. (2017). Motivation for Occupational Preference among Students of Maritime University in Nungua, Accra- Ghana. *International Journal of Research ; Granthaalayah,* 158-174.

Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin, 113*(3), 487–496. https://doi.org/10.1037/0033-2909. 113.3.487

Davidson, P., & Anderson, H. (1937). *Occupational mobility in an American community.* Calofornia: Stanford University Press.

Depew, Molly (2018). "The Relationship between Perceived Parenting Styles and College Sophomores' Independence". *Graduate Theses and Dissertations*, 6915. https://ecommons.udayton.edu/graduate_theses/6915

Dietrich, J., & Kracke, B. (2009). Career-specific parental behaviors in adolescents' development. *Journal of Vocational Behavior, 75*(2), 109–119. https://doi.org/10. 1016/j.jvb.2009.03.005.

Dodge, E.A., & Weldernfael,M. (2014). Factors that influence career choice in South African Township High School Students. Thesis in fulfillment of the requirement for the degree master of Science Occupational Therapy, School of Health and Natural Sciences, Dominican University of California.

Drever, J. (1952). *Dictionary of Psychology.* Penguin books.

Duffy, R., & Dik, B. (2009). Beyond the self- external influences in the career development process. *Career Development Quaterly, 58,* 29-43.

Dunn, J., & McGurie, S. (1992). Siblings and peer relationships in childhood. *Journal of Child Psychology and Psychiatry,33(1),* 67-105.

Eccles, J., & Wigfield, A. (1995). In the mind of the actor: The structure of adolescents' achievement task value and expectancy-related beliefs. *Personality and Social Psychology Bulletin,* 215-225.

Eckerman, C., & Didow, S. (1988). Lessons Drawn From Observing Young Peers Together. *Acta Paediatrica Scandinavia, 77,* 55-70.

Egunjobi, A. F., Salisu, T. M., & Ogunkeye, O. I. (2014). Academic profile and career choice of fresh undergraduates of library and information science in a Nigerian university of education. *Annals of Library and Information Studies*, *60*(4), 296–303.

Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, *34*(3), 169–189. https://doi.org/10.1207/s15326985ep3403_3

Emmanuel, A.-O., Adom, E. A., Josephine, B., & Solomon, F. K. (2014). Achievement motivation, academic self-concept and academic achievement among high school students. *European Journal of Research and Reflection in Educational Sciences*, *2*(2), 24–37.

Eremie, M. D. (2014). Comparative Analysis of Factors Influencing Career Choices among Senior Secondary School Students in Rivers State Nigeria. *Oman Chapter of Arabian Journal of Business and Management Review*, *4*(4), 20–25. https://doi.org/10.12816/0019060

Erickson, K., Crosnoe, R., & Dornbusch, S. (2000). A social process model of adolescent deviance: Combining social control and differential association perspectives. *Journal of Youth and Adolescence,29 (4),* 395-425.

Erikson, E.H (1963). *Childhood and Society*. Norton, NewYork.

Erikson, E. (1968). *Identity, Youth and Crises.* Norton, New York.

Etta, A. (1984). The choice of occupation of Nigeria adolescent. *Journal of Career Counselling,8 (2)*, 9-13.

Eyo, M., & Edet, P. (2011). Gender and Occupational Preferences among Senior High School Students in Cross River State Nigeria. *African Research Review, 5*(1), 327–341.

Fagan, A., Horn, M., Hawkins, J., & Arthur, M. (2007). Gender Similarities and Differences in the Association Between Risk and Protective Factors and Self-Reported Serious Delinquency. *Prevention Sciences 8(2)*, 115-124.

Faitar, G. M., & Faitar, S. L. (2013). Teachers' Influence on Students' Science Career Choices. *American International Journal of Social Science*, *2*(5), 10–16.

Felsman, D., & Bluestein, D. L. (1999). The Role of Peer Relationships in Late Adolescent Career Developmnt. *Journal of Vocational Behavior*, 279-295.

Ferry, N. (2006). Factors Influencing Career Choices of Adolescents and Young Adults in Rural Pennsylvania. *Journal of Extention, 44 (3)*, 1-6.

Flashman, J. (2014). Friend effects and racial disparities in academic achievement. *Sociological Science*, *1*(July), 260–276. https://doi.org/10.15195/v1.a17.

Freisen, J. (1981). Vocational Counseling: Help from the Social Sciences. *Direction (Winnipeg, MB), Vol. 10 (4)*, 22-25.

Gati, I. (2001). High School Students' Career Related Decision- Making Difficulties. *Journal of Counseling and Development*, 331-340.

Gilli, S. (2016). *Gender Bias in Parenting Styles and its Contribution to Gender Differences in Empathy*. 28.

Ginsburg, G., La Greca, A., & Silverman, W. (1998). Social anxiety in children with anxiety disorders: Relation with social and emotional functioning. *Journal of Abnormal Child Psychology*, 175-185.

Ginzberg, E. G. (1951). *Occupational Choice: An Approach to a General Theory.* New York: Columbia University Press.

Gitonga, F.N. (2013). Decisiveness in career choices among secondary school students in Kiambu West district-Kiambu county, Kenya. Thesis, Kenyatta University.

Gremmen, M. C., Dijkstra, J. K., Steglich, C., & Veenstra, R. (2017). First selection, then influence: Developmental differences in friendship dynamics regarding academic achievement. *Developmental Psychology*, *53*(7), 1356–1370. https://doi.org/10.1037/dev0000314

Gupta, M. & Mehtani, D. (2017).Manual for parenting style scale (PSS-GMMD). National Psychological Corporation: Agra.

Gupta, N. (1989). *Indian Adaptation of Career Maturity Inventory (CMI).* Agra: National Psychological Corporation..

Gupta, V. K., Kaur, P., Singh, G., Kaur, A., & Sidhu, B. S. (2013). A study of profile of patients admitted in the drug de-addiction centers in the state of punjab. *International Journal of Research in Health Sciences*, *1*(2), 53–61.

Gyorffy, Zsuzsa, Birkas, Emma & Sandor, Imola. (2016). Career motivation and burnout among medical students in Hungary – could altruism be a protection factor? *BMC Medical Education, 16:182* DOI 10.1186/s12909-016-0690-5

Halit, A. (2013). The relationship between parenting style with care career interest among 16-year old students. *TheInternational Journal of Social Sciences, 15 (1).*

Hall, G. (1904). *Adolescence. Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education.* New York: Dappleton and Co.

Han, L., & Li, T. (2009). The gender difference of peer influence in higher education. *Economics of Education Review 28 (1),* 129-134.

Hanish, L.D., Ryan, P., Martin,C.L. & Fabes, R.A. (2005). The Social Context of Young Children's Peer Victimization. *Social Development*, Vol 14 (1), 2-19.https://doi.org/10.1111/j.1467-9507.2005.00288.x

Hardcastle M. (2002). Beating Peer Pressure your guide to teen advice. California Advice Book.

Hargrove, B. K., Creagh, M. G., & Burgess, B. L. (2002). Family interaction patterns as predictors of vocational identify and career decision-making self-efficacy. *Journal of Vocational Behavior, 61*(2), 185–201. https://doi.org/10.1006/jvbe.2001.1848.

Hashim, H. M., & Embong, A. M. (2015). Parental and Peer Influences upon Accounting as a Subject and Accountancy as a Career. *Journal of Economics, Business and Management, 3*(2), 252–256. https://doi.org/10.7763/joebm.2015.v3.189.

Hayenga, A., & Corpus, J. (2010). Profiles of intrinsic and extrinsic motivations: A person -centered approach to motivation and achievement in middle school. *Motivation and Emotion 34(4)*, 371-383.

Heckhausen, H. (1967). *The Anatomy of Achievement Motivation.* New York: Academic Press.

Hendricks, A.B. (1997). *Predicting Student Success with the Learning and Study Strategies Inventory (LASSI).* Unpublished Master's thesis. Iowa State University, Ames, IA.

Hickman, G., & Crossland, G. (2004). The Predictive Nature of Humor, Authoritative Parenting Style, and Academic Achievement on Indices of Initial Adjustment and Commitment to College among College Freshmen. *Journal of College Student Retention: Research, Theory & Practice*, 225-245.

Hmingthazuala. (2001). A study of vocational interest and occupational aspirations of class-X students of district headquarters of Mizoram as related to S.E.S. and academic achievement. *Indian Educational Abstracts, 2(2)*, 95-96.

Holland, J. (1959). A theory of Vocational Choice. *Jounal of Counselling Psychology, 28(6)*, 35.

Holland, J.L. & Holland, J.E. (1977). Distributions of Personalities within Occupations and Field of Study. Vocational Guidance Quarterly. https://doi.org/10.1002/j.2164-585X.1977.tb00945.x

Hollingshead, A. (1949). *Elmtown's youth: The impact of social classes on adolescents.* New York: Wiley.

Htoo, H. D. (2014). Academic Motivation and Academic Achievement of Karen Refugee Scholar. *Human Sciences, 6(2),* 41-46.

Irma, L. (2015). The impact of peer relations in the academic process among adolescents Mediterranean Journal of Social Sciences, 6(1), 127-132

Issa, A. O., & Nwalo, K. (2008). Factors affecting the career choice of undergraduates in Nigerian African. *Journal of Library, Archives and Information Science, 18 (1),* 23-32.

James, William. (1980). *The Principles of Psychology*. New York: Henry Holt and Company.

Johal, D., & Mehra, R. (2015). Behavioral problems in relation to peer pressure among adolescents. *Indian Journal of Health and Wellbeing, 6(2),* 156-160.

Johnson, D. (1980). *Group processes: Influence of student-student interaction on school outcomes.* Cambridge: Academic Press.

Johnson, J. (1996). *Child Psychology.* Nigeria: Wusen Press Limited. Julien, H. E. (1999). Philadelphia Weekly , 7. *Journal of the American Society for Information Science*, *50*(1), 38–48. https://doi.org/10.1002/(SICI)1097-4571(1999)50.

Julien, H.E. (1999). Barriers to adolescents' information seeking for career decision making. *Journal of the American Society for Information Science*. http://doi/ 10.1002/ (SICI)1097-4571(1999)50:1<38::AID-ASI6>3.0.CO;2-G

Kakar, S. (1978). *The Inner World: A Psycho-Analytic Study of Childhood and Society in India.* New York: Oxford University Press.

Kang, T. (2003). Correlates of Parenting among Punjabi Families. *Ph.D Dissertation, Punjab Agricultural University, Ludhiana*.

Kang, T., & Jaswal, S. (2006). Relationship of parental Education with Parenting Patterns. *Journal of Human Ecology, 20(2),* 87-89.

Kao, G. (1995). Asian Americans as model minorities? A look at their academic performance. *American Journal of Education,103,* 121- 159.

Kaur, A. (2020). Peer Pressure as Predictor of Career Decision making among adolescents. *International Journal of Research and Analytical Reviews, 7*(1), 72–77.

Kaur, K., & Kumari, N. (2018). Career Decision Making, Achievement Motivation and Self Efficacy among Adolescents. *International Journal of Creative Research Thoughts*, 436-448.

Kaur, S. (2013). Academic achievement in Relation to Achievement Motivation of High School Students. *International Journal of Science and Research (IJSR), 2*(12), 409–411. Retrieved from https://www.ijsr.net/archive/v2i12/MDIwMTM2NzI=.pdf.

K.Deepika, & N.Prema, (2017). Peer Pressure in Relation to Academic Achievement of Deviant Students. *International Journal of Environmental and Science Education, 12*(8), 1931-1943.

Kelman, H. C. (1958). "Compliance, Identification, and Internalization: Three Processes of Attitude Change," *Journal of Conflict Resolution* (2:1), pp. 51-60.

Kerka, S. (2000). Parenting and Career Development. *ERIC Digest No.214*, 1–8. Retrieved from www.eric.ed.gov

Kimiti, R., & Mwova, M. (2012). The dilemma of career choice: A case study of Kenyan secondary school students. *Scholary Research Journal for Interdisciplinary Studies, 1(3)*, 357-368.

Kiuru, N. (2008). *The Role of Adolescents Peer Groups in the School Context*. Jyvaskyla Studies in Education, Psychology and Social Research. Jyvaskyla: University of Jyvaskyla, 77.

Koech, J., Bitok, J., Rutto, D., Koech, S., Okoth, J. O., Korir, B., & Ngala, H. (2016). Factors Influencing Career Choices Among Undergraduate Students in Public Universities in Kenya: a Case Study of University of Eldoret. *International Journal of Contemporary Applied Sciences*, *3*(2), 50–63.

Koul, R., Lerdpornkulrat, T., & Poondej, C. (2016). Influence of perceived parenting styles: Goal orientations and career aspirations of high school science students in Thailand. In *The International Education Journal: Comparative Perspectives* (Vol. 15). Retrieved from http://openjournals.library.usyd.edu.au/index.php/IEJ/index.

Koumoundourou, G., Tsaousis, I., & Kounenou, K. (2011). Parental influences on Greek adolescents' career decision-making difficulties: The mediating role of core self-evaluations. *Journal of Career Assessment.* https://doi.org/10.1177/1069072710 385547.

Klarin, M. (2006). *Development of Children in Social Context: Parents, Peers, Teachers-Context of Child Development.* Jastrebarsko: Naklada Slap.

Kracke, B. (1997). 'Parental Behaviors and Adolescents' Career Exploration. *Career Development Quarterly,45 (4),* 341-350.

Krishna, B., Sharma, M., Harilal, G. R. ., & Suresh, J. (2017). Relationship Between Achievement Motivation and Risk Preferencewith Career Preferences of Veterinary Students in Andhra Pradesh. *International Journal of Science, Environment and Technology*, *6*(3), 1985–1988.

Kulshestha, S. (1965). *Vocational Interest Record.* Agra: National Psychological Corporation.

Kumar, A., & Yadav, D. (2015). A Comparative Study of Academic Achievement Motivation of Senior Secondary Students. *Bhartiyam International Journal of Education & Research*, *4*(3), 2277–1255.

Kumar, S. (2016). Parental Influence on Career Choice Traditionalism among College Students in Selected Cities in Ethiopia. *International Journal of Psychology and Educational Studies*, *3*(3), 23–30. https://doi.org/10.17220/ijpes.2016.03.003.

Kumar, S., & Kumar, A. (2010). Socio-economic status and vocational preference of school students. *Journal of Community Guidance and Research*, 32-46.

Kumar, V., Mehta, M., & Maheshwari, N. (2014). Exploring achievement motivation, adjustment and emotional intelligence of students across different Indian demographic groups. *European Academic Research*, 2328-2349.

Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept . *Journal of Child and Family Studies,28 (1),* 168-181.

Lease, S. H., & Dahlbeck, D. T. (2009). Parental Influences, Career Decision-Making Attributions, and Self-Efficacy: Differences for Men and Women? *Journal of Career Development*, *36*(2), 95–113. https://doi.org/10.1177/0894845309340794.

Lebedina-Manzoni, M., Lotar, M., & Ricijas, N. (2011). *Peer Pressure in Adolescence*: *Boundaries and Possibilities*. Saarbrucken. LAP ALMBERT Academic Publishing.

Lent, R., & Brown, S. (2006). On conceptualizing and assessing social cognitive constructs in career research: A measurement guide. *Journal of Career Assesment, 14*, 12-35.

Lent, R., Brown, S., & Hackett, G. (1994). *Towards a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance*. Journal of Vocational Behaviour,45. 79-122.

Lent, R., Brown, S., & Hackett, G. (2000). Contextual suupports and barriers to career choice. A social cognitive analysis. *Journal of Counseling Psychology*, 36-49.

Lepper, M., Corpus, J., & Iyengar, S. (2005). Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates. *Journal of Educational Psychology, 97*, 184-196.

Lerdpornkulrat, T., Koul, R., & Sujivorakul, C. (2010). Career aspiration and the influence of parenting styles: A review of the literature. *International Conference on Education and Educational Technologies - Proceedings*.

Liang, Y., Zhou, N., Dou, K., Li, J.-B., Wu, Q. L., Lin, Z., & Nie, Y. (2020). Career-elated parental behaviours, adolescents' consideration of future consequences and career adaptibility: A three-wave longitudinal study. *Journal of Counseling Psychology,67 (2)*, 208-221.

Lirias. kuleuven. be, Maarten, P., De Fraine, S., Van Damme, B. & Jan, J.D. (2009). Development of the relation between achievement and academic self-concept in secondary school. American Educational Research Association. San Diego, CA.

Llorca, A., Richaud, M., & and Malonda, E. (2017). Parenting, Peer Relationships, Academic Self-efficacy, and Academic Achievement: Direct and Mediating Effects. *Frontiers of Psychology, 8:2120*, doi: 10.3389/fpsyg.2017.02120.

Maccoby, E., & Martin, J. (1983). Socialization in the context of family: Parent- child interaction. *In* P. Mussen and E. M. Hetherington(Eds.), *Handbook of Child Psychology: Socialization, Personality, and Social Development.* New York: Wiley.

Maccoby, E. E. (1992). Trends in the Study of Socialization: Is There a Lewinian Heritage? *Journal of Social Issues*, *48*(2), 171–185. https://doi.org/10.1111/j.1540-4560.1992.tb00892.x

Mahalik, J.R., Burns, S.M. &Syzdek, M. (2007) Masculinity and perceived normative health behaviors as predictors of men's health behaviors. Soc Sci Med. Jun; 64(11): 2201-9. doi: 10.1016/j.socscimed.2007.02.035. Epub 2007 Mar 26. PMID: 17383784.

Mathur, S. (1990). *Educational Psychology.* Agra: Vinod Pustak Mandir.

Mattoo, D. M. I. (2013). Career Choices of Secondary Students with Special Reference to Gender , Type of Stream and Parental Education. *Research on Humanities and Social Sciences*, *3*(20), 55–62.

McClelland, D. (1951). *Personality.* New York: Dryden Press.

McClelland, D. (1953).*The Achievement Motive*. Appleton-Century-Crofts, New York. http://dx.doi.org/10.1037/11144-000

McClelland, D. (1961). *The Achieving Society.* Princeton, New Jersey: Van Nostrand.

McClelland, D., Atkinson, J., Clark, R., & Lowell, E. (1953). *The Achievement Motive.* New York: Appleton Century-Crafts.

McCoy, S., Dimler, L., Samuels, D., & Natsuaki, M. (2019). Adolescent Susceptibility to Deviant Peer Pressure: Does Gender Matter? *Adolescent Research Review 4 (1)*, 59-71.

Mehrafza, M.(2014).The relationship between parenting style and creativity of student achievement in the third year of Tabriz [dissertation]. Tabriz: Medical school; Persian.

Migunde, Q., Agak, J., & Odiwuor, W. (2012). Gender differences, Career aspirations and career development barriers of secondary school students in Kasimu Municipality. *Gender and Behaviour, 10(2),* 4987-4997.

Mohd, H. & Abdul, M. E. (2015). Parental and peer influences upon accounting as a subject and accountancy as a career. *Journal of Economics, Business and Management, 3, (2), 252-256.*

Moula, J. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils. *Educational Research and Reviews,5(5),* 213-217.

Mtemeri, J. (2017). Factors Influencing The Choice Of Career Pathways Among High School Students In Midlands Province,Zimbabwe. https://doi.org/10.1002/ ejsp.2570

Murray, H. A. (1938). *Explorations in Personality.* New York: Oxford University Press.

Nadeem, N. A., & Ahmad, I. (2016). Career Preferences of Male and Female Higher Secondary Students – A Comparative study. *International Journal of Scientific Research and Education, 4*(2), 4973–4982.

Narad, A. (2019). Social competence among secondary school students: Influence of parenting. *Indian Journal of Public Health Research and Development, 10*(6), 1579–1584. https://doi.org/10.5958/0976-5506.2019.01521.3

Nasrin, & Begum, P. (2013). A Study of Achievement Motivation and Vocational Interests of Secondary School Students. *Excellence International Journal of Education and Research, 1*(1), 9–18.

Navin, D. (2009). *Effects of Dating and Parental Attachment on Career Exploration.* USA: University of New Hampshire.

Naz, A., Saeed, G., Khan, W., Khan, N., Sheikh, I. & Khan, N. (2014). Peer and Friends and Career Decision Making: A Critical Analysis. *Middle-East Journal of Scientific Research, 22*(8), 1193–1197. https://doi.org/10.5829/idosi.mejsr. 2014.22.08.21993

Nelson, R. M., & DeBacker, T. K. (2008). Achievement motivation in adolescents: The role of peer climate and best friends. *Journal of Experimental Education, 76*(2), 170–189. https://doi.org/10.3200/JEXE.76.2.170-190

Niles, S.G. & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st Century (4th Edition)*. Upper Saddle River, NJ: Merrill Prentice Hall.

Obiunu, J. J. (2008). The Effects of Reciprocal Peer Tutoring on the Enhancement of Career Decision Making Process among Secondary School Adolescents. *Educational Research and Reviews, 3*(7), 236–241.

Oduh, W. A., Agboola, J. O. & Eibhalemen, F. A. (2020). Influence of Peer Group on the Career Choice of Secondary School Students in South Senatorial District of Edo State, Nigeria. *International Journal of Humanities Social Sciences and Education (IJHSSE), Vol 7, no. 6, pp. 214-221*. doi: http://dx.doi.org/ 10.20431/ 2349- 0381.0706023

Ogutu, J. J. P., Odera, P., & Maragia, S. N. (2017). The Effectiveness of Peer Pressure on Students' Career Decision Making in Secondary Schools in Kenya. *IJARS International Journal of Humanities and Social Studies*, *3*(3). https://doi.org/ 10.20908/ijarsijhss.v3i3.8113

Okiror, J. J., & Otabong, D. (2015). Factors influencing career choice among undergraduate Students in an African university context: The Case of Agriculture Students at Makerere. *Journal of Dynamics in Agricultural Research*, *2*(2), 12–20. Retrieved from http://www.journaldynamics.org/jdar

Olaosebikan, O. I. O., & AyokaMopelola. (2014). Effects of Parental Influence on Adolescents' Career Choice in Badagry Local Government Area of Lagos State, Nigeria. *IOSR Journal of Research & Method in Education (IOSRJRME), 4*(4), 44–57. https://doi.org/10.9790/7388-04434457

Oluremi, D., & Garkuwa, J. (2018). Factors Influencing the Career Choice of Senior Secondary School Students in Hong Local Government Area of Adamawa State, Nigeria. *International Journal of Current Aspects in Social Sciences (IJCASS)*, *2*(2), 1–9. Retrieved from www.ijcab.org/journals

Oluwadamilola, O. A. (2017). The Influence of Parenting Styles on Children's Career Choice in Oye Local Government Secondary Schools in Ekiti State. A Research Project submitted to The Department of Social Sciences, Feeral University, Oye Ekiti.

Onoyase, A. &. (2013). The Relationship Between Personality Types And Career Choice Of Secondary School Students In Federal Government Colleges In Nigeria. *Asia Pacific Journal Of Research,* 42-50.

Onyejiaku, F. (1987). *Career guidance and school counselling services in school.* Calabar: Wusen Press Ltd.

Ooro, H., Omari, S., & Mong'are, O. (2017). An Assessment of Factors Influincing Career Choices among University students: A survey on students of school of Business and Economics, Kissi University. *IOSR- Journal of Humanities and Social Sciences, 22 (11)*, 82-91.

Palos, R., & Drobot, L. (2010). The impact of family influence on the career choice of adolescents. *Procedia - Social and Behavioral Sciences*, *2*(2), 3407–3411. https://doi.org/10.1016/j.sbspro.2010.03.524

Parsons, F. (1909). *Choosing a vocation.* Boston: Houghton Mifflin.

Paterson, D., & Darley, J. (1936). *Man,Women and Jobs: A Study in Human Engineering.* Minnesota: University of Minnesota Press.

Pathak, T., & Rehman, A. (2013). A Study on the Career Preferences of under graduate students in relation to their Sex, Rural-Urban Inhabitation and Level of Media Exposure. *International Journal of Humanities and Social Sciences (IJHSS), 2 (1)*, 87-96.

Piaget, J.(1950). The psychology of intelligence. London: Routledge & Kegan Paul.

Pintrich, P., & Schunk, D. (2002). *Motivation in Education: Theory, Research and Application.* New Jersey: Pearson Education Inc.

Pong, S.-L., Lingxin, H., & Gardener, E. (2005). The Roles of Parenting Styles and Social Capital in the School Performance of Immigrant Asian and Hispanic Adolescents. *Social Science Quaterly, 86 (4)*, https://doi.org/10.1111/j.0038-4941.2005.00364.x.

Rabideau, S.T. (2005). Effects of achievement motivation on behavior. Available at http://www.personalityresearch.org/papers/rabideau.html, accessed on 10th Nov. 2020.

Rajitha, B. R. K. (2016). A Study on the Influence of Achievement Motivation on the Vocational Interests of Adolescents. *International Journal of Science and Research (IJSR)*, *5*(9), 2013–2016.

Rani, B. S. (2014). Impact of Parenting Styles on Career Choices of Adolescents. *Journal Of Education and Social Policy*, *1*(1), 19–22.

Rauf, M. (2016). Achievement Motivation and Career Decision Making Among Youth. *The Explorer Islamabad:Journal of Social Sciences*, *0132*(2), 49–51.

Ray, A., Bala, P., Dasgupta, S., & Srivastava, A. (2020). Understanding the factors influencing career choices in India: Frem the students perspectives. *International Journal of Indian Culture and Business Management,20 (2),* 75-193.

Rehman, A., Rehman, S., Yasmin, H., Asif, A., & Kafil, H. (2011). Pakistani medical students' specialty preference and the influencing factors. *The Journal of the Pakistan Medical Association, 61 (7),* 713-718.

Roe, A. (1957). Early determinants of vocational choice. *Journal of Counseling Psychology,* 4, 212-217.

Rosenqvist, E. (2018). 'Two Functions of Peer Influence on Upper-secondary Education Application Behavior'. *Sociology of Education,91,* 72-89.

Rowe, D., Woulbrown, E., & Gulley, B. (1994). Peer and friends as non shared environment influences. In D. R. E.M. Hetherington, *Separate Social Worlds of Siblings.The Impact of Non Shared Environment on Development.* (pp. 159-173). New Jersey: Elbaum Hills.

Russell, A., Aloa, V., Feder, T. G., Miller, H., & Palmefr, G. (1998). Sex-based differences in parenting styles in a sample with preschool chidren. *Australian Journak of Psychology,50(2),* 89-99.

R. Mahyuddin, H. Elias, N. Noordin (2009). Emotional intelligence, achievement motivation and academic achievement among students of the public and private higher institutions. *The International journal of Diversity in Organizations, Communities and Nations, 9 (4),* 135-144.

Salami, S. (1999). Relationship between work values and vocational interests among high school students in Ibadan,Nigeria. *African Journal of Educational Research, 5 (2),* 65-74.

Salami, S. O. (2004). Relationship between psychopathology and vocational interests among school-going adolescents in Nigeria. *International Journal for the Advancement of Counselling*, *26*(2), 163–175. https://doi.org/10.1023/B:ADCO.0000027428.58016.a4

Salim, R. M. A., & Preston, M. (2019). Parenting Styles Effect on Career Exploration Behavior in Adolescence: Considering Parents and Adolescent Gender. *Humaniora*,*10*(3), 249. https://doi.org/10.21512/humaniora.v10i3.5803

Sangma, M., & Arulmani, G. (2013). Career Preparation , Career Beliefs , and Academic Achievement Motivation among High School Students in Meghalaya. *Indian Journal of Career and Livelihood Planning*, *2*(1), 37–40.

Santor, D., Messervey, D., & Kusumakar, V. (2000). Measuring Peer Pressure, Popularity and Conformity in Adolescent Boys and Girls:Predicting School Performance' Sexual Attitudes, and Substance Abuse. *Jounal of Youth and Adolescence, 29*, 163-182.

Santrock, J. (2005). *Adolescence (10th ed).* New York, USA: McGraw Hill .

Santrock, J. (2006). *Educational Psychology.* New York: McGraw-Hill Companies.

Santrock, J. (2007). *Research on the Prevalence of Conduct Disorders Among Primary School Pupils in Khartoum-Sudan.* Boston: McGraw-Hill.

Sarangi, C. (2015). Achievement Motivation of the High School Students: a Case Study Among Different Communities of Goalpara District of Assam. *Journal of Education and Practice*, *6*(19), 140–145.

Schultheiss, D. E., Kress, H. M., Manzi, A. J. & Glasscock, M. J. (2001). Relational influences in career development: A qualitative inquiry. *Counseling Psychologist, 29 (2)*, 214-239.

Scott, A., & Mallinekrodt, B. (2005). Parental emotional support , science self-efficacy and choice of science major in undergraduate women. *The Career Development Quarterly, 53*, 263-273.

Seth, M., & Kala, G. (2013). The Impact of Authoritative Parenting Style on Educational Performance of Learners at High School Level. *The International Research Journal of Social Sciences, 2 (10),* 1-6.

Sharma, T. R. (1971) Manual for Academic Achievement Motivation Test. Agra; National Psychological Corporation.

Shumba, A., & Naong, M. (2017). Factors Influencing Students' Career Choic and Aspirations in South Africa. *Journal of Social Sciences*, 169-178.

Sikhwari, T. D. (2014). A Study of the Relationship between Motivation, Self-concept and Academic Achievement of Students at a University in Limpopo Province, South Africa. *International Journal of Educational Sciences*, *06*(01), 19–25. https://doi.org/10.31901/24566322.2014/06.01.03

Simpson, J. A., Weiner, E. S. C., & Oxford University Press. (1989). The Oxford English Dictionary. Clarendon Press, Oxford.

Singh, S., & Saini, S. (2010). *Manual of Peer Presure.* New Delhi: Prasad Psycho Corporation.

Sodhi, T., & Bhatnagar, H. (1985). *Sodhi and Bhatnagar Interest Inventory (SBII).* Agra: National Psychological Corporation.

Soltanzadeh, L., Hashemi, S., & Shahi, S. (2013). The effect of active learning on academic motivation in high school students. *Archieves of Aplied Science Research, 5(6),* 127-131.

Sovet, L., & Metz, A. J. (2014). Parenting styles and career decision-making among French and Korean adolescents. *Journal of Vocational Behavior*, *84*, 345–355. https://doi.org/10.1016/j.jvb.2014.02.002.

Steinberg, L. (1987). The impact of puberty on family relations: Effects of pubertal status and timing. *Developmental Psychology, 23,* 452-460.

Steinberg, L., Lamborn, S., Darling, N., Mounts, N., & Dornbusch, S. (1994). Over-Time Changes in Adjustment and Competence among Adolescents from Authoritative, Authoritarian, Indulgent and Neglectfiul Families. *Child Development*, 754-770.

Strage, A., & Brandt, T. S. (1999). Authoritative parenting and college students' academic adjustment and success. *Journal of Educational Psychology*, *91*(1), 146–156. https://doi.org/10.1037/0022-0663.91.1.146.

Sullivan, H. S. (1953). *The Interpersonal Theory of Psychiatry*. W W Norton & Co.

Sulong, S., McGrath, D., Finucane, P. & Horgan,M. (2014). 'Studying medicine-a-cross-sectional questionnaire-based analysis of the motivational factors which influence graduate and undergraduate entrants in Ireland'. *JRSM,5(4)*. http://doi.org/ 10.1177/2042533313510157

Super, D. (1953). A theory of vocational development. *American Psychologist, 30*, 88-92.

Super, D. (1957). *The Psychology of Careers.* New York: Harper & Row.

Svensson, R. (2003). Gender differences in adolescent drug use: The impact of parental monitoring and peer deviance. *Youth and Society,34 (3)*, 300-329.

Taylor, J., Harris, M. B., & Taylor, S. (2004). Parents Have Their Say...About Their College-Age Children's Career Decisions. *NACE Journal*, *64*(2), 15–21. Retrieved from www.jobweb.com

Tella, A. (2007). The impact of motivation on student's academic achievement and learning outcomes in mathematics among secondary school students in Nigeria. *Eurasia Journal of Mathematics, Science and Technology Education*, *3*(2), 149–156. https://doi.org/10.12973/ejmste/75390

Temitope, B. E., & Ogunsakin, C. F. (2015). Influence of peer group on academic performance of secondary school students in Ekiti State, Nigeria. *International Journal of Innovative Research Development*, *4*(1), 324–331.

Tolan, P., & Cohler, B. (1993). *Handbook of clinical research and practice with adolescents*. New York: John Wiley & Sons, Inc.

Torres-Roman, J.S., Cruz-Avila, Y., Suarez-Osorio, K., Arce-Huamani, M.A., Menez-Sanchez, A., Aveiro-Robalo, T. R.,Mezia,C.R. & Ruiz, E. F. (2018). Motivation towards medical career choice and academic performance in Latin American medical students: A cross-sectional study. *PLoS ONE*, *13*(10), 1–10. https://doi. org/10.1371/journal.pone.0205674

Triyato. (2019). The Academic Motivation of Papuan Students in Sebelas Maret University, Indonesia. *SAGE Open*, 1-7.

Tunner, R. (1964). Some aspect of women's ambition. *American Journal of Sociology, 70 (1)*, 271-284.

Vafaeenejad, Z., Elyasi, F., Moosazadeh, M., & Shahhosseini, Z. (2018). Psychological factors contributing to parenting styles: A systematic review. *F1000Research, 7*, 1–19. https://doi.org/10.12688/F1000RESEARCH.14978.1

Viola, M., & Daniel, N. (2018). Influence of Parenting Styles on Career Development of Youths with Intellectual Disabilities in Selected Skills Training Institutions in Zambia. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 69-77.

Vohra, S. (1997). *Comprehensive Interest Schedule.* Agra: National Psychological Corporation.

Vyas, K., & Bano, S. (2016). Child's Gender and Parenting Styles. *Delhi Psychiatry Journal. Vol. 19 No. 2*, 289-293.

Walaba, A. Y., & Kiboss, J. K. (2013). Factors influencing undergraduate students' choice of Christian religious education as a school teaching a subject in Kenya. *International Journal of Academic Research and Reflection, 1*(3), 8–14.

Wanyama, B. W. (2012). *Factors That Influence Students' Career Choice In Public And Private Secondary Schools In Kisii Central District Kenya*. Retrieved from http://erepository.uonbi.ac.ke/bitstream/handle/11295/6695/Wanyama_Career choice.pdf?sequence=1

Watabe, A., & Hibbard, D. (2014). The influence of authoritarian and authoritative parenting on children's academic achievement motivation: A comparison between the United States and Japan. *North American Journal of Psychology*, 359-382.

Watson, C., Quatman, T., & Edler, E. (2002). Career aspirations of adolescent girls: Effects of achievement level, grade and single- sex school environment. *Sex Roles, 46* , 323-335.

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review, 92*(4), 548–573. https://doi.org/10.1037/0033-295X.92.4. 548

Wentzel, K.R. (1991). Relations between Social Competence and Academic Achievement in Early Adolescence. *Child Development*. Vol.62, No.5, 1066-1078.

Wilks, J. (1986). The relative importance of parents and friends in adolescent decision making. *Journal of Youth Adolescents(4),* 323-334.

Winder, A., & Angus, D. (1958). *Adolescence.* New York: American Book.

Winter, D. G. (1973). *The power motive*. Nowy Jork:Macmillan.

Wood, M., Read, J., Mitchell, R., & Brand, N. (2004). Do parents still matter? Parents and peer influences on alcohol involvement among recent high school graduates. *Psychology of Addictive Behaviors, 18*, 19-30.

Yaffe, Y., & Dan, A. (2018). Considering parenting styles in the motivational factors for choosing to become a kindergarten teacher. *Journal of Educational Sciences & Psychology, VIII*(1), 3–15.

Yahya, F., Halim, N. A. B. A., Yusoff, N. F. M., Ghazali, N. M., Anuar, A., Jayos, S. & Mustaffa, M. S. (2019). Adult attachment and parenting styles. *International Journal of Recent Technology and Engineering, 8*(1), 193–199.

Yasmin, S., Kiani, A. K., & Chaudhry, A. G. (2014). Parenting styles as a predictors of academic achievement of students. *International Journal of Technical Research and Applications, 2 (6),*28-31.

Yi-hui, H. (2006). The Impact of Interaction with Peers on College Student Development. *Journal Of Human Resource and Adult Learning*, (November), 81–87.

Young, R., Valach, L., Paseluiko, M., Dover, C., Matthes, G., Paproski, D., & Sankey, A. (1997). The joining action of parents and adolescents in conversation about career. *The Career Development Quarterly, 46*, 72-86.

ZahedZahedani, Z., Rezaee, R., Yazdani, Z., Bagheri, S., &Nabeiei, P. (2016). The influence of parenting style on academic achievement and career path. *Journal of Advances in Medical Education & Professionalism, 4*(3), 130–134.

Zarra-Nezhad, M., Moazami-Goodarzi, A., Aunola, K., Nurmi, J. E., Kiuru, N., & Lerkkanen, M. K. (2019). Supportive Parenting Buffers the Effects of Low Peer Acceptance on Children's Internalizing Problem Behaviors. *Child and Youth Care Forum*, *48*(6), 865–887. https://doi.org/10.1007/s10566-019-09510-y

DEMOGRAPHIC INFORMATION

Please fill in the following information: -

Name: - _____

Age: - _____

Gender: - Male ☐ Female ☐

School Name: - _____

_____

Examination board: - CBSE ☐ PSEB ☐

Place: - _____

Area: - Rural ☐ Urban ☐

Family Type: - Nuclear ☐ Joint ☐

Father's occupation: - _____

Mother's occupation: - _____

Any medical/psychological disability:-_____

Contact No. - _____

Academic Achievement Motivation Test (AAMT)

Instructions: - There are 2 options for each statement. Tick the one which is correct according to you. All questions are compulsory.

1. In the class, I like to sit with students who are
   - A. good in studies. ☐
   - B. my friends. ☐
2. During my vacations, I would like to.
   - A. visit different places with my friends. ☐
   - B. work on my weak areas of studies with my friends. ☐
3. I will be very happy if
   - A. I score more marks in an examination than before ☐
   - B. | win 10,000 Rupees in lottery. ☐
4. lf I fail in an examination, I will go to school because
   - A. I will work hard and get pass marks in the next examination. ☐
   - B. my parents will force me to go. ☐
5. I would like to
   - A. solve difficult questions instead of easy questions. ☐
   - B. solve easy questions instead of difficult questions. ☐
6. I am of the nature that
   - A. I do my studies regularly. ☐
   - B. somehow I manage to get good marks. ☐
7. I like to
   - A. visit different places with my friends. ☐
   - B. help my friends in their studies. ☐
8. In an examination, l try to
   - A. write answers that are better compared to last examination. ☐
   - B. complete all the answers so that my parents may not scold me. ☐
9. I want to become a type of the student
   - A. who can tell interesting stories. ☐
   - B. who can answer all the questions asked by the teacher. ☐
10. l want that in any examination
    - A. I score high marks in all subjects ☐
    - B. my luck should favour me. ☐
11. I always try
    - A. not to make my classmates unhappy. ☐
    - B. not to repeat my mistakes. ☐
12. I like to answer those questions
    - A. which other students cannot. ☐
    - B. whose answers I know. ☐

13. I wish to
    A. find out my weaknesses so that I can improve myself. ☐
    B. become centre of attraction in my friend circle. ☐
14. Before starting any difficult job
    A. I always take help from other people. ☐
    B. I always plan the work myself. ☐
15. I often want to become a student
    A. whose achievements are high. ☐
    B. who is favourite among all teachers. ☐
16. I want to have such potential that
    A. I am always the best in studies. ☐
    B. I can make my parents happy. ☐
17. I am of that nature who
    A. does his studies regularly. ☐
    B. somehow manage to get good marks. ☐
18. My neighbour is very good because
    A. he/she inspires me to do hard work. ☐
    B. he/she gives me interesting books to read. ☐
19. I like my school because
    A. it has a good building and playground. ☐
    B. it has a good library. ☐
20. While lying on my bed
    A. I think about my friends and time spent with them. ☐
    B. I try to recall the questions which were asked in the classroom. ☐
21. On radio, I like to listen to
    A. the lectures given by great/eminent persons. ☐
    B. music. ☐
22. I go to school regularly
    A. so that my teacher is not angry with me. ☐
    B. so that my studies are not affected. ☐
23. I think we should go for a morning walk because
    A. the weather is very nice in the morning. ☐
    B. morning walk refreshes our mind. ☐
24. I wake-up early in the morning because
    A. my parents force me to get-up early in the morning. ☐
    B. morning-time is the best time to study. ☐
25. While reading a book, if I come across a difficult word then
    A. I find out the meaning of the word from the dictionary. ☐
    B. I do not read the book anymore. ☐

26. I go to school because
    A. lf I do not go to school, my parents will be angry with me. ☐
    B. when we go to school, we gain knowledge. ☐
27. When I grow up
    A. I would like to do difficult jobs. ☐
    B. I would like to live a happy and peaceful life. ☐
28. lf l were rich
    A. there was no need for me to study. ☐
    B. I could have bought good books. ☐
29. I believe that success
    A. depends on luck. ☐
    B. depends on hard work. ☐
30. I like those teachers
    A. who solve all the questions for us. ☐
    B. who teaches us how to solve the questions and gives homework. ☐
31. I get nervous when
    A. I am not able to give answer to a particular question. ☐
    B. I get punishment for being naughty. ☐
32. l want to become
    A. an obedient student. ☐
    B. a hard-working student. ☐
33. I appreciate those
    A. who get rewards for their studies. ☐
    B. who get reward for their behaviour. ☐
34. I want to secure high marks
    A. by hook or crook. ☐
    B. through hard work. ☐
35. I like those places where
    A. there is university. ☐
    B. there are many cinema halls. ☐
36. I feel depressed when
    A. I am unable to achieve high grades in my studies/examinations. ☐
    B. someone gets higher grade than me. ☐
37. I want to do all those things which
    A. other students are unable to do. ☐
    B. will make my friends win. ☐
38. When my results come out
    A. I run to my parents to tell them. ☐
    B. I wait to know how others have done in the examination. ☐

Peer Pressure Scale (PPS)

Instructions: Please read all the statements carefully and give the first natural answer as it comes to you. It is compulsory to answer all the statements by marking a 'tick' (√) in the given circle in front of each statement.

		1 Strongly Disagree	**2 Disagree**	**3 Can't say**	**4 Agree**	**5 Strongly Agree**
1.	Sometime I miss classes because my friends urge me to do so.					
2.	I cannot resist going for a late night party with my friends.					
3.	I go for a date with my friends despite parental warnings.					
4.	Sometimes I do things because my friends want me to do so.					
5.	I feel peer pressure to chat long hours on internet.					
6.	Sometimes I do something wrong just to be good on friends view.					
7.	I cannot say 'NO' to my friends even if my parents do not agree.					
8.	There is always a peer pressure for dating.					
9.	At times I feel peer pressure to smoke.					
10.	Sometimes I do violent acts to keep up with peers.					
11.	In close relationships, we have to approve pressures of peers.					
12.	I know my limits when with friends.					
13.	I find it difficult to escape from peer pressure.					
14.	Sometimes I have to undergo peer pressure to be liked in a group.					
15.	Many times I put off my homework and other important assignments for friend's party.					

		1 Strongly Disagree	2 Disagree	3 Can't say	4 Agree	5 Strongly Agree
16.	Sometimes I have to appease my peers by doing things that I don't want to do.					
17.	To maintain a status in a peer group, sometime I pressurize my parents to buy an expensive item.					
18.	I do not take advice from my parents about peer group activities.					
19.	It is difficult to think about the negative consequences of what we do with peers.					
20.	There is no harm in doing one wrong with friends when we do a number of goods things with them.					
21.	It is very difficult for me to deny friend's request to drink in a party or other occasions.					
22.	Sometimes I do risky and harmful acts to get acceptance in the peer group.					
23.	When I feel uncomfortable in a group I do not know how to say 'NO'.					
24.	I usually compromise with peer's request for a movie, party, etc.					
25.	At times I feel peer pressure to watch pornography.					

PARENTING STYLE SCALE (PSS)

Instructions: Read each statement and tick the option which is most suitable to you. Attempt all statements.

Sr.no	STATEMENTS	Always	Often	Sometimes	Rarely	Never
1.	I am encouraged to talk about my Problems.	□	□	□	□	□
2.	I am expected to obey my parents without asking any question.	□	□	□	□	□
3.	I am allowed to take decisions without any guidance.	□	□	□	□	□
4.	My parents enjoy listening to my routine without caring how and what it is?	□	□	□	□	□
5.	I am praised when I do something good.	□	□	□	□	□
6.	I am warned for not developing bad habits.	□	□	□	□	□
7.	My parents accept my behavior whether it is good or bad.	□	□	□	□	□
8.	My opinion is respected if it is logical.	□	□	□	□	□
9.	I am commanded how I should spend my leisure time.	□	□	□	□	□
10	My wishes and requests are fulfilled whether they are right or wrong.	□	□	□	□	□
11.	My parents behave as if I do not exist there.	□	□	□	□	□
12.	I am treated gently and with kindness.	□	□	□	□	□
13.	I'm afraid to go home with a failing marks.	□	□	□	□	□
14.	My parents feel bad to refuse me for anything.	□	□	□	□	□
15.	My parents do not care about my needs and requirements.	□	□	□	□	□
16.	I am helped when I am teased by peers.	□	□	□	□	□
17.	I am expected to perform better than others.	□	□	□	□	□
18.	My parents do not enquire even if I return late to home.	□	□	□	□	□
19.	My parents keep forgetting important things which are supposed to do for me.	□	□	□	□	□
20.	I am appreciated when I do something independently.	□	□	□	□	□
21.	I am punished without any justification.	□	□	□	□	□

Sr.no	STATEMENTS	Always	Often	Sometimes	Rarely	Never
22.	I am given freedom to buy anything without permission.	□	□	□	□	□
23.	My parents are too busy to respond to my questions.	□	□	□	□	□
24.	I am expected to tell whenever I feel any rule as unfair.	□	□	□	□	□
25.	My parents yell at me when I misbehave.	□	□	□	□	□
26.	My parents cannot think of punishing me.	□	□	□	□	□
27.	My parents hardly know about the grades I get.	□	□	□	□	□
28.	My parents like to spend free time with me.	□	□	□	□	□
29.	My parents force me to obey the rules.	□	□	□	□	□
30.	My parents find it difficult to discipline me.	□	□	□	□	□
31.	I am not checked on whether I did my home work or not.	□	□	□	□	□
32.	I am allowed to give suggestions in family decisions.	□	□	□	□	□
33.	I talk to my parents after judging their mood.	□	□	□	□	□
34.	My parents allow me to set my own rules.	□	□	□	□	□
35.	My parents do not care about my friends.	□	□	□	□	□
36.	My parents point out to my mistakes in the manner that I understand.	□	□	□	□	□
37.	My parents enforce me to be systematic in my work.	□	□	□	□	□
38.	My parents fulfill all my needs happily.	□	□	□	□	□
39.	My parents are always busy and do not have idea about me.	□	□	□	□	□
40.	My parents discuss the merits and demerits of my learning topics.	□	□	□	□	□
41.	My parents make it clear to me that they are the boss.	□	□	□	□	□
42.	I am allowed to do whatever I like.	□	□	□	□	□
43.	I feel that I am ignored.	□	□	□	□	□
44.	My parents take care of my likes and dislikes.	□	□	□	□	□

CAREER PREFERENCE RECORD

Area	MMj_1	AD_1	ScT_1	AG_1	CM_1	M_1	D_1	TH_1	Lo_1	E_1
	1 ☐ Radio Journalist	1 ☐ Singer	1 ☐ Atomic Scientist	1 ☐ Agriculture Scientist	1 ☐ Computer Operator	1 ☐ Physician	1 ☐ Colonel	1 ☐ Chief	1 ☐ Judge	1 ☐ School Teacher
MMj_2	T.V. Journalist 2 ☐	News Paper Editor 2 ☐	Crime Reporter 2 ☐	News Reader 2 ☐	Cartoonist 2 ☐	News Critic 2 ☐	Script Writer 2 ☐	Press Photographer 2 ☐	Film Reporter 2 ☐	Camera-man 2 ☐
	1 ☐ Film Producer	1 ☐ Musician	Anthropologist 1 ☐	1 ☐ Veterinary Doctor	1 ☐ Chartered Accountant	1 ☐ Urologist	1 ☐ Fighter Bomber	1 ☐ Air Hostess	1 ☐ Sub Divisional Magistrate	1 ☐ Music Teacher
AD_2	Dancer 2 ☐	Magician 2 ☐	Fashion Designer 2 ☐	Furniture Designer 2 ☐	Textile Designer 2 ☐	Jewellery Designer 2 ☐	Beautician 2 ☐	Model 2 ☐	Stage Director 2 ☐	Painter 2 ☐
	1 ☐ Film Director	1 ☐ Advertising Director	1 ☐ Mechanical Engineer	1 ☐ Horticulturist	1 ☐ Company Secretary	1 ☐ Eye Specialist	1 ☐ Lieutenant	1 ☐ Waiter	1 ☐ Senior Supdt of Police	1 ☐ Principal
ScT_2	Electronic Engineer 2 ☐	Electrical Engineer 2 ☐	Chemical Engineer 2 ☐	Computer Engineer 2 ☐	Software Programmer 2 ☐	Food Technologist 2 ☐	Astronomist 2 ☐	Agriculture Engineer 2 ☐	Architect 2 ☐	Microbio-logist 2 ☐
	1 ☐ Sound Technician	1 ☐ Exhibition Designer	1 ☐ Automobile Engineer	1 ☐ Dairy Farmer	1 ☐ Finance Manager	1 ☐ Psychiatrist	1 ☐ Captain	1 ☐ Reservation Manager	1 ☐ Police Inspector	1 ☐ District Inspector of Schools
AG_2	Poultry Farmer 2 ☐	Soil Specialist 2 ☐	Farmer 2 ☐	Gardener 2 ☐	Plant Breeder 2 ☐	Fishery Scientist 2 ☐	Minera Specialist 2 ☐	Agriculture Teacher 2 ☐	Rural Manager 2 ☐	Food Inspector 2 ☐
	1 ☐ Radio Announcer	1 ☐ Footwear Designer	1 ☐ Marine Engineer	1 ☐ Fertilizer Shopkeeper	1 ☐ Custom Broker	1 ☐ Homeopathic Doctor	1 ☐ Major	1 ☐ Restaurant Manager	1 ☐ Regional Trans-port Officer	1 ☐ Vice Chancellor
CM_2	Personal Secretary 2 ☐	Shopkeeper 2 ☐	Wholesaler 2 ☐	Marketing Manager 2 ☐	Stock Broker 2 ☐	Sales Executive 2 ☐	Cashier 2 ☐	Salesman 2 ☐	Bank Clerk 2 ☐	Personal Manager 2 ☐
	1 ☐ T.V. Announcer	1 ☐ Interior Decorator	1 ☐ Environmental Scientist	1 ☐ Forest Officer	1 ☐ Surveyor	1 ☐ Cardiologist	1 ☐ Squadron Leader	1 ☐ Rublic Relation Officer	1 ☐ C.B.I. Officer	1 ☐ School Lecturer
M_2	Gastrologist 2 ☐	Dentist 2 ☐	Pharmacist 2 ☐	Anesthecist 2 ☐	Speech Therapist 2 ☐	Radiologist 2 ☐	Surgeon 2 ☐	Skin Specialist 2 ☐	Pathologist 2 ☐	Veterinary Doctor 2 ☐
	1 ☐ Cyber Point Operator	1 ☐ Graphic Designer	1 ☐ Aeronautical Engineer	1 ☐ Agriculture Inspector	1 ☐ L.I.C. Agent	1 ☐ Child Specialist	1 ☐ Commodore	1 ☐ Tour Manager	1 ☐ Income Tax Commissioner	1 ☐ Professor
D_2	Platoon Commander 2 ☐	Subedar 2 ☐	Air Traffic Controller 2 ☐	Group Captain 2 ☐	Soldier 2 ☐	Fighter Controller 2 ☐	Commander 2 ☐	Rear Admiral 2 ☐	General (Army) 2 ☐	Air Marshal 2 ☐
	1 ☐ Magazine Reporter	1 ☐ Sculptor	1 ☐ Bio-chemist	1 ☐ Fertilizer Specialist	1 ☐ Transporter	1 ☐ Neuro Surgen	1 ☐ Wing Commander	1 ☐ Tour Guide	1 ☐ Police Commi-ssioner	1 ☐ Physical Edu-cationTeacher
TH_2	Banquet Manager 2 ☐	Historian 2 ☐	Museum Curator 2 ☐	Tour Secretary 2 ☐	Club Manager 2 ☐	Archeologist 2 ☐	Hotel Decorators 2 ☐	Travel Agent 2 ☐	Receptionist 2 ☐	Food & Bevarage Manager 2 ☐
	1 ☐ Cable Operator	1 ☐ Artist	1 ☐ Petroleum Engineer	1 ☐ Agriculture Engineer	1 ☐ Production Manager	1 ☐ Gynaeco-logist	1 ☐ Flying Officer	1 ☐ Taxi Driver	1 ☐ Criminal Lowyer	1 ☐ Director of Education
Lo_2	Tax Lowyer 2 ☐	Munsif Magistr e 2 ☐	Solicitor 2 ☐	Notary 2 ☐	District Magistrate 2 ☐	Indian Foreign Service 2 ☐	I.A.S. 2 ☐	Custom Officer 2 ☐	Civil Lawyer 2 ☐	Political Leader 2 ☐
	1 ☐ Comm-entator	1 ☐ Industrial Designer	Mathematician 1 ☐	1 ☐ Agriculture Researcher	1 ☐ Export-Import Manager	1 ☐ Physio-therapist	1 ☐ Brigadier	1 ☐ House Keeper	1 ☐ District Judge	1 ☐ Computer Teacher
E_2	Librarian 2 ☐	Researcher 2 ☐	I.T. Expert 2 ☐	Sports Coach 2 ☐	Education Officer 2 ☐	Lab Technician 2 ☐	Research Guide 2 ☐	Religious Teacher 2 ☐	Asstt. Professor 2 ☐	Author 2 ☐