CAREER DECISION SELF EFFICACY IN RELATION TO GRIT, FUTURE TIME PERSPECTIVE AND CAREER RELATED PARENTAL SUPPORT AMONG ADOLESCENTS

Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY

in

Education

By

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2025

DECLARATION

I, hereby declared that the presented work in the thesis entitled CAREER DECISION SELF EFFICACY IN RELATION TO GRIT, FUTURE TIME PERSPECTIVE AND CAREER RELATED PARENTAL SUPPORT AMONG ADOLESCENTS in fulfilment of degree of **Doctor of Philosophy (Ph. D.)** is outcome of research work carried out by me under the supervision of **Dr. Satish Kumar,** working as **Associate Professor,** in the **School of Education** Lovely Professional University, Punjab, India. In keeping with general practice of reporting scientific observations, due acknowledgements have been made whenever work described here has been based on findings of any other investigator. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

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CERTIFICATE

This is to certify that the work reported in the Ph. D. thesis entitled CAREER DECISION SELF EFFICACY IN RELATION TO GRIT, FUTURE TIME PERSPECTIVE AND CAREER RELATED PARENTAL SUPPORT AMONG ADOLESCENTS submitted in fulfilment of the requirement for the award of degree of **Doctor of Philosophy** (**Ph.D.**) in the **School of Education,** is a research work carried out by **Vishal Singh**, Registration No. **41700168,** is bonafide record of his original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.

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Name of supervisor: Dr. Satish Kumar

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ABSTRACT

The most powerful and dominant tool for bringing about the necessary change in an individual and society is education. In terms of knowledge and skills, competency and capacities to perform better in various topic specializations, development of a positive attitude, and adaptability to work in a particular scenario and environment, it brings about a holistic metamorphosis in the individual. Teenagers, who will be tomorrow's leaders, need to be equipped with a solid set of moral principles and supportive behaviours that will enable them to live happier, more fulfilling lives and can acquire career decision self-efficacy. Career decision self-efficacy is now viewed as a success indicator. It is seen as an indicator of one's intellect. The total of a person's effort, passion and perseverance for his goals, individual perception and career related parental support, as well as instructors' and coaches' feedback, determines their good career decision self-efficacy score.

The present study was aimed to investigate the career decision self-efficacy in relation to grit, future time perspective and career related parental support among adolescents. The objectives of the study were; a) To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of gender. b) To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of location. c) To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of school board. d) To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of socio-economic status. e) To analyze relationship of career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from different socio-economic status. f) To study the influence of grit, future time perspective career related parental support on career decision self-efficacy of adolescents from different socio-economic status. g) To establish regression equation for career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from different socio-economic status.

A descriptive study was designed using multi stage random sampling. The respondents were drawn from government and private schools affiliated to Punjab school education board (PSEB) and central board of school education (CBSE), located in Punjab from five districts; Amritsar, Jalandhar, Patiala, Ludhiana and Mohali. The data was collected from 12th class comprised of 1147 students. In order to measure career decision self-efficacy,

inventory of career decision self-efficacy Scale by Betz and Taylor (2001) was validated and administered on Indian population with the help of Confirmatory factor analysis (CFA), and the internal consistency of the tool was analyzed by calculating Cronbach's alpha, and composite reliability of the scale was calculated. For measuring grit of the students, inventory of grit Scale by Duckworth, Peterson, Matthews and Kelly (2007) was validated and administered on Indian population with the help of Confirmatory factor analysis (CFA), and the internal consistency of the tool was analyzed by calculating Cronbach's alpha, and composite reliability of the scale was calculated. In order to measure future time perspective, inventory future time perspective Scale by Lyu and Hyang (2016) was validated and administered on Indian population with the help of confirmatory factor analysis (CFA), and the internal consistency of the tool was analyzed by calculating Cronbach's alpha, and composite reliability of the scale was calculated. To measure career related parental support of students, the inventory career related parental support by turner et. al. (2003) was validated and administered on Indian population with the help of confirmatory factor analysis (CFA), and the internal consistency of the tool was analyzed by calculating Cronbach's alpha, and composite reliability of the scale was calculated. For measuring socio economic-status of the students, socio economic-status scale by Dr. Sunil Kumar Upadhayay (2008) was administrated. The t-test design, correlation design, 2x3 ANOVA analyses, and regression analysis design was employed to conduct the analysis.

Major findings of the study were: a) the career decision self-efficacy of male, rural and PSEB students is significantly more than that of their counterparts. b) the grit of female, rural and PSEB students is significantly more than that of their counterparts. c) future time perspective of female, rural and CBSE students is significantly more than of their counterparts but PSEB students have more future time perspective than that of CBSE students. d) the female, rural and CBSE students get significantly more support from their parents regarding career related or career related parental support than that of their counterparts but the male students of PSEB get significantly more support than that of the female students of CBSE from low socio-economic status. e) The relationship between career decision self-efficacy and grit were found significant positive; the relationship between career decision self-efficacy and future time perspective were found significant positive; the relationship between career decision self-efficacy and career related parental support were found significant positive; the relationship between grit and future time perspective were found significant positive; the relationship between future time perspective and career related parental support were found significant positive; the relationship between career related

iv

parental support and grit were found significant positive irrespective of their socio-economic status (high, average and low). f) Grit is a significant predictor of the career decision self-efficacy of senior secondary school students, moreover, the positive relationship between grit and career decision self-efficacy indicates that increased grit leads to increase in the career decision self-efficacy of senior secondary school students. Similarly in case of future time perspective and career related parental support, as both have positive relationship with career decision self-efficacy of senior secondary school students, moreover, the positive relationship indicates that increased future time perspective and career related parental support leads to increase in the career decision self-efficacy of senior secondary school students. g) Grit is found to be the significant predictor of the career decision self-efficacy of senior secondary school students from high socio-economic status as well average socio-economic status but for the students of low socio-economic status, future time perspective is the dominant predictor of their career decision self-efficacy.

Thus, the produced results have clear implications for parents, teachers, school counsellors, and principals. Counsellors and parents need to understand that grit plays a vital role in the life of adolescents. Therefore, they can consult teachers, staff, and administrators to identify and implement school-based policies and programs to enhance career decision self -efficacy. Moreover, the researcher observed that grit is a significant predictor of career decision self-efficacy, which means that high grit positively impacts career decision self-efficacy.

Keywords: Career decision self-efficacy, grit, future time perspective, career related parental support, adolescents

ACKNOWLEDGEMENT

A Doctoral Dissertation is the outcome of years of untiring efforts and the blessings of countless well-wishers. None of those blessings are more powerful than that of the Almighty. I thank Him, for bestowing His blessings on me throughout my research work and providing me enough strength to accomplish this task. The journey which began at the time of joining Ph.D. has come to a concluding point with the pre-submission of this thesis. Certainly, it was not a smooth sail and has gone through many erratic phases. It was the support and encouragement of numerous people including my family, my well-wishers, my friends, my colleagues and various institutions. Here, I humbly thank all those who contributed in many ways in the completion of this study.

This thesis is the product of support of numerous people, too many to mention, whom I am blessed to have in my life, and I humbly would like to acknowledge them. First of all, I am completely indebted to Almighty for His benevolence and blessings which enable me to accomplish my Ph.D. I express my deepest gratitude to Associate Prof. Department of Education (Dr.) Satish Kumar, my esteemed guide, who has been an incredible supervisor and source of knowledge throughout my research. He shaped my mind as a dedicated and diligent guide, and blessed me with his intelligent and selfless guidance. He served as a guiding light leading me in the right direction and remained most supportive in all times. He is truly an inspiration and I feel extremely fortunate to receive his guidance. I am forever indebted to Sir for how much I learned from him. Sir, thank you so much for being the role model I aspired to throughout this study and I couldn't have achieved this without you.

My deep gratitude goes to Dr. Pavitar Parkash Singh, Associate Dean and HOS, School of Humanities, Lovely Professional University, for his firm faith in me and for extending the unconditional support throughout this journey. I also sincerely thank Dr. (Prof.) Vijay Kumar Chechi, Deputy Dean, School of Education, Lovely Professional University, for his valuable suggestions and guidance. Without his constant support and stimulus, this endeavour would have not been completed within stipulated period. Most importantly, I express my deep sense of appreciation to Dr. Nimisha Beri (Professor) HOD, School of Education, Lovely Professional University for her generosity and invaluable advice during the research process.

I would like to thank my family, my mother, Mrs. Suriendra Devi who always believed in the value of education and provided their unconditional love and support, my

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                                                                                41700168

TABLE OF CONTENTS

S.NO.	PARTICULARS	PAGE NO.

LIST OF TABLES

xvi

LIST OF FIGURES

CHAPTER-1
INTRODUCTION

There is a greater need for people to possess virtues and resources in this interconnected world that is continually experiencing fast change in order to find contentment. One of the most essential decisions one must make is on their career, this affects both the individual and society as a whole. Making a job choice is a challenging process. Finding a job that one could flourish in comes after first knowing oneself in relation to work. Selecting a profession does not begin with the career choice itself. The idea of a career or choosing a career is first introduced to youngsters when they pretend to be doctors, teachers, and other professions they observe in their environment. There is a greater need for people to possess virtues and resources in this interconnected world that is continually experiencing fast change in order to find contentment. One of the most essential decisions one must make is on their career, which has an impact on both the person and society as a whole. A career decision is a difficult process. Finding a job that one could flourish in comes after first knowing oneself in relation to work. Choosing a career does not start with the career choice itself. The idea of a career or choosing a career is first introduced to youngsters when they pretend to be doctors, teachers, and other professions they observe in their environment. The choice of a career is a problem for pupils in both high school and college or university, and it has even been shown that pre-teen children are concerned about it. It is related to many different human factors, including age, gender, personality, and interpersonal factors. The choice of a job has shown empirical links with personality traits, characteristics, cognitive motivating variables, and parental support for that vocation. Although the researcher wanted to see how these factors and variables affected adolescents' career decisions, due to a lack of time and resources, the current study is being undertaken to look at how adolescents' career decision self-efficacy relates to grit, future time perspective, and career-related parental support. The concepts of grit and self-efficacy have been linked to student achievement in recent research, according to data and conclusions (Duckworth, 2016, and Duckworth et al., 2007). There is no study on understanding grit with groups of kids at risk, despite the fact that studies on self-efficacy have been conducted with children classified as being at risk (Vuong et al., 2010). Although grit has recently been recognised as a distinct personality trait, no study has yet been published on how or to what extent therapies aimed at altering one's own beliefs and belief systems may affect grit. Even though the idea of grit is relatively new in the study of academic performance, research on the subject is expanding, and several studies have revealed that individuals with greater levels of

grit exhibit stronger long-term tenacity and devotion to accomplishing their goals (Duckworth & Gross, 2014, and Von Culin et al., 2014).

Future time perspective has linked by researchers to career planning, job choice satisfaction, and vocational maturity in the area of employment (Ferrari, 2010). It is well acknowledged that parents greatly influence their children's career development (Whiston & Keller, 2004). Certain parental actions and family dynamics that support children's formation of self-concepts, attitudes, and values exert this impact on children (Schroedel & Carnahan, 1991). Although throughout the high school years, teenagers become increasingly independent from their parents, they nevertheless rely largely on them for job development (Sebald, 1989). According to research, adolescents and their parents talk about careers the most (Otto, 2000) and note that parents have a considerable impact on transitions in both school and work, naming them as a vital influence during educational and vocational changes.

Both individual variability and career decision self-efficacy have an influence (predispositions, and gender) and relevant factors, for example, family foundation and learning encounters (Tang et al., 2008). It came into thought in many explores when contrasted with different spaces of profession conduct, to call attention to the significance of Making career decisions and behaving in a career-related way. Socioeconomic factors influence different parts of students" life like instructive freedoms, the possibility of quality schooling, more prominent admittance to assets, and more career adaptability (Bounds, 2013)
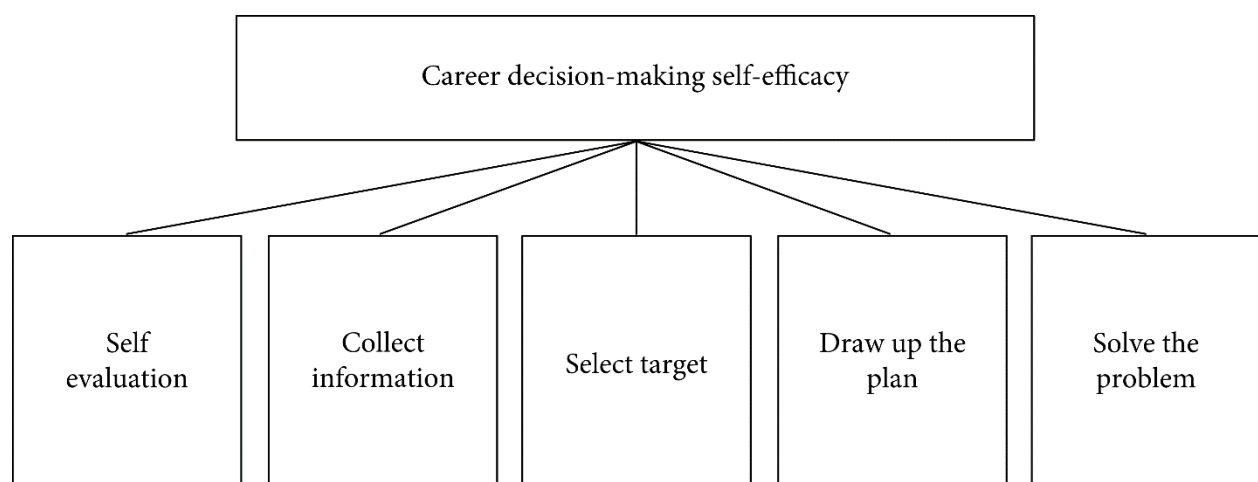
1.1 CAREER DECISION SELF EFFICACY (c.d.s.e.)

1.1.1 BACKGROUND

The most important choice one must make is a job path that will have an impact on both the individual and society as a whole. The construction of the career decision is the most difficult process. Finding a job that one could flourish in comes after first knowing oneself in relation to work. Choosing a career does not start with the career choice itself. The profession direction of an individual starts when he begins thinking about his future career and starts arrangements for an effective introduction to the equivalent educational and job-related scene is quick evolving here, there and all over. The choice of a career is a concern for pre-adolescent children as well as people in high school and college. It is typically expected that parents will have the greatest impact on their children's occupational development (Whiston & Keller, 2004). There is an absence of writing in regards to what coarseness means for Indian school scholars' career development. Self-efficacy in one's profession is likely the key factor in career advancement (Taylor & Betz, 1983). As it has been shown that CDSE is strongly associated with life happiness, job fulfilment, and educational results, this investigation will also aid in identifying CDSE markers. The present ecosphere is continually going through quick deviations; there is an expanded requirement for a person's favourable traits and advantages that help them be satisfied. One of the most important decisions one must make is their career, which is crucial for both them and the society at large. Choosing a professional path is a difficult process. Finding a job doesn't begin with choosing the actual career; rather, it begins with understanding oneself in terms of one's work, followed by identifying a field in which one may excel. The concept of choosing a job begins as soon as children like playing the role of a specialist, instructor, or another expert they observe in their environment. Teenagers sometimes end up replying to questions about what they should become when they are older. An individual's professional trajectory begins when he starts thinking about his future career and makes plans for a successful entrance to the comparable "Education and occupational scene is quickly developing here, there, and everywhere. One of the pillars of the career enhancement thesis is the design of career choice. Both high school and college students struggle with choosing a career, and research has shown that this issue affects children as early as preteens. It is connected with an extent of individual elements, similar to age, sexual orientation, character and relational factors. Career Choice has shown definite relationship with character factors, attributes, for instance, coarseness and intellectual personality factors and career related parental support. Due to a lack of time and resources, the reviewers anticipated to observe the impact of all of these segments and aspects on young people's career choices,

but the present evaluation is being undertaken to look into young people's c.d.s.e. comparing to grit, future time perspective and career related parental support.

1.1.2 SELF-EFFICACY

According to Bandura's (1977) theory, self-efficacy is the conviction that one is capable to carry out tasks and meet goals. Self-efficacy has an effect on certain tasks, problems, and activities and has been shown to be a stout interpreter of academic achievement and perseverance (Hackett, 1995a). Self-efficacy, however, does not exist in a vacuum. As self-efficacy is specialized to certain activities and areas, there are no general tests to measure it (Guan & Liu, 2007). Instead, various fields use distinct measures (Guan & Liu, 2007). The five competences that make up Crites' career maturity theory are strongly connected to accurate self-evaluation, professional knowledge acquisition, goal setting, long-term planning, and solving are all components of c.d.s.e. (Luzzo, 1996). Understanding one's abilities, career interests and associated professional demands, and career self-concept are all parts of self-appraisal. Having a thorough awareness of one's job obligations and tasks is referred to as gathering occupational information. The capacity to match personal aptitudes with job qualities is a key component of goal selection. Making future plans denotes to one's ability to carry out a choice, while problem-solving skill is the capacity to resolve issues or get over obstacles while making a decision (Sun, 2019). A high level of self-efficacy in one's job, as when they have mastered the aforementioned five abilities. A person is said to have poor career self-efficacy when they are unsure of where they stand in relation to these five traits.

1.1.3 THEORETICAL FRAMEWORK

Through efficacy expectations, self-efficacy affects behaviour (Bandura, 1977). In other words, increasing efforts in a particular domain are typically influenced by higher self-efficacy because of perceived success (Bandura, 1977). Alternatively, the mediator between behaviour and behaviour change is self-efficacy (Betz & Luzzo, 1996). As an effect, one's career self-efficacy can benefit them make improved job decisions and choose their ultimate career route (Sun, 2019). Alternately, the mediator between professional behaviour and behaviour change should be career self-efficacy when faced with several job options, choosing a career may be considered as a behaviour, and stronger career self-efficacy will enhance the likelihood of selecting the right career (Betz & Luzzo, 1996). The emphasis of this study is on how professional self-efficacy is influenced and if these factors may be used to predict future career self-efficacy.

4

1.1.4 CAREER THEORIES

There are several theories of job choice and growth thanks to the work of the 1950s and 1960s as well as subsequent decades of study and theory. The hypotheses that were created may be divided into several groups. They are: socioeconomic theories, learning theories, developmental theories, factor and trait theories, and contemporary theoretical assertions. These ideas or attempts to construct a theory are by no means all there are about career growth. However, these specific theories have the biggest influence on modern study and preparation (Brown, 2003).

1.1.5 TRAIT AND FACTOR THEORIES

The progress of a person's unique qualities is given importance in trait and factor theories. one's preferences, principles, personality, and skills are examples of traits, as are the places they choose to live in (Brown, 2003). Theory of work adjustment (TWA) and Holland's (1) Theory of vocational choice are dual of the greatest renowned theories in this area. The fundamental tenet of the career choice hypothesis proposed by Holland in 1959 is that a person's distinct patterns of aptitude or characteristics may be quantified and matched to professions. According to Holland (1992), there are six different work contexts and six different personality types. Realistic, inquisitive, artistic, social, entrepreneurial, and traditional are all adjectives used to describe the individuals and situations. To function to their full potential, people look for situations that complement their personality. TWA's fundamental premise is that people's biological and psychological requirements influence their career choices. The inclusion of this idea is demonstrated by its acceptance of "how people interact in both their daily lives and in the workplace."

1.1.6 DEVELOPMENTAL THEORIES

The phases of growth on a personal and psychological level are main aspects that determine profession choice and growth, according to the developmental theories (Brown, 2003). Two hypotheses fall under this category: compromise circumscription hypothesis proposed by Gottfredson and life-Space, super's life-span (Gottfredson, 2002). The hypothesis of Gottfredson focuses on the evolution of professional goals. Life span and space offered by super thorough perspective of a person's professional growth. The notion of oneself is crucial to Super's philosophy. Therefore, Individuals put their self-esteem into occupations that will provide them the most creative flexibility. This theory explains why and how individuals are drawn to certain professions in a manner similar to Super (Zunker, 2002).

1.1.7 LEARNING THEORIES

Based on Bandura's self-efficacy behavioural theory, Krumboltz (1979) started to think about job choice (1977). The Societal education hypothesis of career decision making is a theory that has its roots in learning theory and has developed as a result of the research of Mitchell and Krumboltz (1996). According to this view, people are in a situation where they are always having learning experiences. In light of this, SLTCDM proposes that career-relevant behaviours or acts like as applying for certain jobs or training, accepting job offers and promotions, and changing employment are caused by the generalizations and skills that develop as a result of one's learning experiences.

1.1.8 SOCIOECONOMIC THEORIES

Compared to other types of theories, socioeconomic theories pay less attention to psychological characteristics. The process of choosing a vocation takes intelligence into consideration, but the major emphasis is on the person's socioeconomic situation. A socioeconomic theory is the status attainment theory (Hotchkiss & Borow, 1996), for instance. According to SAT, a person's educational aspirations are driven by a mix of their parental position and cognitive factors, which have a direct impact on their ability to succeed in the workplace and their ability to make money (Brown, 2003).

1.1.9 CURRENT THEORETICAL DECLARATIONS

Four novel employment growth and choice theories have been established since 1991. Four are based on trait and component theory, two are based on learning theory, and the final one—constructivism—does not fit into any of the other categories. Two concepts that are founded on the professional information processing model of work choice and the social cognitive perspective are learning theories. The primary focus of the Lent et al. (2002) social-cognitive approach is on self-control-related ideas, particularly those connected to self-efficacy expectations. According to the typical for choosing a job based on career information, individuals acquire two different forms of acquaintance when making decisions about their careers. Self-knowledge and career-related knowledge fall under this category. To communicate, evaluate, synthesis, value, and carry out a professional choice, these kinds of acquaintance are used during the profession decision-making process (Peterson et al., 1991)

Trait and factor theory encompasses the idea of a values-based approaches to career and job decisions and fulfilment (Brown, 1996). This concept of career development holds that an individual's values impact their choice of profession as well as their degree of job satisfaction. The contextualism theory of career (Young et al., 1996) is the final and fourth

innovative hypothesis. This point of view holds that career-related behaviours are goal-directed consequences of how people create the circumstances in which they work (Brown, 2003).

A variety of factors influence c.d.s.e., including career guidance interventions programs, social support, peer support, teachers support, parents support, thinking style, emotional intelligence and attachment style. The students of one gender or race may have a statistically developed level of self-efficacy in making professional decisions than students of another gender or race. Ultimately, it can be said that it is crucial for parents and instructors to assist teenagers in achieving better stages of self-efficacy in terms of making professional decisions. Academic achievement is predicted by a higher level of c.d.s.e., which also aids in decision-making about employment and final career path. To attain a better degree of career-decision self-efficacy, atmosphere of home should be serene and cordial, and parents should be approachable and supportive of their children. Students need to learn how to create objectives, plan efficiently, and manage their time successfully. Thanks to modern publications, the Internet, and television shows, they are widely available now that aware the parents and teachers to handle the students as per their need and give a significant support to them.

1.2 GRIT CONSTRUCT

Grit's history barely dates back a dozen years, making it relatively recent. The study of what makes certain people successful gave rise to the idea of grit. Angela Duckworth, a social psychologist, and her study group started interviewing experts to find out what traits effective leaders could have. They started to notice certain words being used frequently in descriptions of high achievers as their work continued. Tenacity, desire, and perseverance were some of these words. They looked at early research from psychologists like Sir Francis Galton in an effort to connect these patterns with earlier studies on leaders. Successful individuals, according to Galton (1892), combine their energy, talent, and aptitude for effort. They compared the notion of grit to characteristic in their inaugural work and compare with other theories (Duckworth et al., 2007; Galton, 1892). They defined grit as being related to qualities such as patience, restraint, and careful practice. They highlighted how these pioneering psychologists characterized the characteristics in relation to accomplishment (Duckworth et al., 2007). For instance, they pointed out past scholars' claims that non-cognitive traits like persistence and self-assurance may predict IQ more accurately than success (Terman & Oden, 1947). They said that exercising self-control could make it easier to complete everyday duties. It was noted that while self-control cannot predict whether a person would continue with a

profession over time, grit may be able to stay with profession over time (Galton, 1892). Furthermore, psychological historical literature was interpreted to suggest that grit is associated with deliberate practice and may, therefore, be a plausible individual difference variable that inspires the performance of artists and musicians in addition to natural talent (Ericsson & Charness, 1994).

The current researches were also helped to understand how grit can fit into other individual characteristics that might be predictive of success. In light of their historical analysis, Duckworth et al. (2007) decided to incorporate grit into the 5factor model of personality (often referred to as the big five; Duckworth et al., 2009). As a result of the strong similarities between grit and the idea of conscientiousness, it is suggested that grit be included in the five-factor model. They separated grit from conscientiousness because of its emphasis on sustained interest and effort throughout time. They contend that the concepts of self-discipline and achievement seeking are linked to the idea of passion and persistence for a long-term objective. According to Duckworth et al. (2007), a person's grit differs from their dependability because grit encompasses long-term, enduring goals and interests.

They also suggested that the Big Five's lexical representation only has a small number of adjectives that adequately describe and distinguish the main characteristics of grit in terms of effort's direction and duration. Interestingly, despite the Big Five taxonomy's usefulness as a descriptive framework, they concluded that it was not an entire list of features worth researching. Hence, they created further differences between the five traits, such as the inclusion of grit in the category of conscientiousness.

1.2.1 DESCRIPTION OF GRIT

Grit is the propensity to persist in one's interest in and pursuit of very long-term objectives. According to Duckworth, two characteristics of grit are persistence in effort and consistency in interest. The quality of consistently putting up effort or showing interest in a certain goal, such as a dedication to certain activities over time, is known as consistency of interest. The capacity to continue working towards a goal in the face of obstacles, setbacks, failures, or a lack of encouraging feedback is known as perseverance of effort. (Duckworth et al., 2007; Duckworth & Quinn, 2009).

Through a precise explanation of grit, one may contend that, in contrast to other motivating elements, stamina and attention are qualities that contribute to possessing grit. Motivation, when combined with accomplishment motivation, may assist people in working hard and pursuing important goals throughout months and years (Duckworth et al., 2013). owing to the desire to commit to a single objective instead of various continually fluctuating

states of motivation, grit is particularly overlapping with accomplishment motivation. A conviction in one's chances of achieving a goal is necessary for accomplishment motivation, which is associated with grit (Wigfield & Eccles, 2000). Prior to the researchers starting to create a test for grit, Duckworth et al. (2007) settled the idea of grit.

Grit is well-defined as the perseverance and passion for long-term goals and statuses that it comprises working exhaustingly towards tested, maintaining effort and enthusiasm throughout time, despite setbacks, challenges, and degrees of advancement. The academic progress and achievement of kids is significantly influenced by grit. According to statistics, pupils of one gender or race may demonstrate greater grit than kids of the opposite gender or race. Grit had significant positive associations with conscientiousness, major-career relatedness, and career preparedness. Students who are more committed (gritty) to their studies are more driven to put in an effort and are more likely to participate in class discussions than their less committed colleagues. The importance of instructors in motivating and assisting students to put out a lot of effort in their language learning and developing their interest, excitement, and tenacity is shown by the fact that teacher assistance directly and favourably predicted learners' grit.

1.3   FUTURE TIME PERSPECTIVE CONSTRUCT: A CONCEPTUAL MODEL

There are several definitions of future time perspective in the literature, including the capacity to see one's future, the anticipation of future objectives, an attitudinal idea, and the value of using current actions to advance cherished goals in the future. As a result, many future time perspective conceptualizations and measurements have been used in research. Future time perspective is a mindset that includes one's internal thoughts, emotions, and future-related behavioural plans. Thinking about desired outcomes and objectives for the future is referred to as cognition, and it is important for present decision-making and behaviour. Feelings are the sentiments (such as optimism and dread) connected to the forthcoming and behavioural intentions relate to how people intend to act in direction to achieve their future objectives. Numerous future time perspective constructions have been generated as a result of future time perspective research in several life areas. For instance, the enormous majority of future time perspective constructions include planning and sentiments associated to the future, even while some focus primarily on people's thinking about the future. Other future time perspective formulations, such as the future focus measure, relate to a single component, or a combination of cognitive, emotional, and behavioural intention mechanisms.

1.3.1   FUTURE TIME PERSPECTIVE CONSTRUCT TYPE

A variety of constructs, incorporating cognition in order to integrate the existing constructs and metrics into a condensed model of future time perspective on motivation, attitudes, and behaviours in the fields of health, education, and employment. Cognitive and behavioural intention, cognitive and affect, and a combination of cognitive, behavioural intention, and affect are some examples of these pairings. A person's ability to concentrate on the future is referred to as cognition. The thoughts, perceptions, and behaviour of an individual with regard to the future are addressed by cognition and behavioural intention together. The last group includes some emotions together with behavioural purpose for a specific task, affect, and cognition. (such as happiness, worry, or terror) have a link to future goals. Together, cognition and affect are concerned with the emotional undertone of upcoming cognitions. Depending on the existence and combination of the components, each future time perspective measure can be categorized into one of our four future time perspective construct categories (cognition, and emotion, for example).

1.3.2   FUTURE TIME PERSPECTIVE AND DIFFERENT OUTCOME TYPES

It has been linked to many results in the job, health, and education sectors. Knowing the connections between the future time perspective-outcomes might be improved by grouping these results into a solid framework. One of the most popular and widely used models for predicting and explaining human behaviour in the areas of instruction, employment, and health is the TPB. The TPB is based on the notion that human behaviour is influenced by views, attitudes towards the behaviour, subjective standards, perceived behavioural control, and behavioural intention. When it comes to a person's positive/negative performance evaluations of a certain behaviour, attitudes about the conduct are influenced by behavioural beliefs that link the behaviour to a variety of consequences. Accessible normative views about how other people see importance determine subjective norms, which are the felt social pressure to engage in or refrain from a certain conduct. People's perceptions of how simple or difficult it is to carry out the intended conduct are reflected in perceived behavioural control, which includes their self-efficacy in doing so. Behavioural intentions represent the motivating elements influencing an action by indicating how much effort people are planning to invest in order to do the activity.

Future time perspective is linked through, appreciation, gratitude work, character ascribes and work characteristics. The positive influence is a potent phenomenon, it is not

significantly dependent on individual variations in fluid cognitive skills or self-reported future time perspective among people who are cognitively intact. Advanced level of future time perspective has showed low level of depression and students with higher level of future time perspective have good career adaptivity. Future time perspective has a significant relationship with career adaptableness and to have association between c.d.s.e.

1.4 CAREER-RELATED PARENTAL SUPPORT

Parental influence is one potential factor in how teenagers develop their ability to cope with obstacles. in general, it is widely known that parents have a complicated impact on their kids' job development (Turner & Lapan, 2002). Whiston and Keller, 2004 researched that this influence is frequently tempered by external factors including the age, colour, and gender of children. It has been acknowledged that parental support is a very significant form of social support for the advancement of ethnic minorities' and first-year college students' careers (Constantine et al., 2005). That support has generally been associated with adolescents' self-efficacy in making career decisions (Kush & Cochran, 1993), interest in and performance in arithmetic (Lopez et al., 1997), with professional interests spanning Netherlands themes (Lapan et al., 1999). Similar to its correlation with other forms of career-related self-efficacy, parental support has the potential to influence adolescents' self-efficacy views on their ability to overcome obstacles in order to achieve their professional and educational objectives.

Career-related parental support refers to altogether forms of parental assistance that encourage their children to consider and take steps toward preparing a profession. These types of assistance often include of demonstrating a keen provide verbal and emotional support, serving as career role models for their children, showing concern for their professional aspirations, and offering suitable learning activities and chances (Turner & Lapan, 2002).

1.4.1 GENDER DIFFERENCES

The link between career-related parental support and career route choices must always take gender into consideration. There are gender differences in how parents, friends, and instructors are seen to support a person's job and how flexible a person's career is, according to previous study (Howard et. al., 2009). Similar findings have been made on the association among career development and work-related parental support crosswise genders. According to French research, for instance, females were more negatively impacted than boys by negligent parenting, which in turn had a negative impact on girls' career development. For males, but not

11

for girls, the fear of failing parents was completely correlated with job exploration (Vignoli et al., 2005). In spite of this indication, relatively few researches have looked more closely at how gender variations in parental support, professional identity, and career flexibility interact with each other. Addressing this research gap and giving academics and career advisors' one of the goals of the research presented here was to have a deeper understanding of how gender influences this aspect of students' career development.

The development of teenagers' professional interests, career efficacy, work choice, and career objectives has been linked to parents, who act as the primary suppliers of a range of experiences (Turner & Lapan, 2002). Perceptions of parental support were a substantial forecaster of differences in effectiveness expectations, career preferences, professional aspirations, perceived value, and wishes for employment with a Dutch theme (Lapan et al., 1999). When predicting middle school adolescents' self-efficacy, parental behaviour was less important than psychological support from parents (Keller & Whiston, 2008). Additionally, parental experiences and support aid in the development of a feeling of agency in teenagers through career planning. Adolescents who discussed their professional goals with their parents had increased career certainty, decreased career ambiguity, and increased career salience (Kush & Cochran, 1993). Additionally essential to fostering successful academic and professional results is parental support. Parental support, for instance, has been demonstrated to have a big impact on children's learning experiences in math and science. Learning experiences were also discovered to have a substantial impact on result expectations and self-efficacy (Ferry et al., 2000).

The forecasts of school involvement attitudes also benefited significantly from perceived parental pro-educational activities (Wettersten et al., 2005). Academic success among Hong Kong teenagers has been found to be closely connected to perceived parental support (Chen, 2005). According to some data, Chinese and Asian American students are more inclined to make concessions to their parents while making their own decisions (Tang, 2002). Teenagers are said to frequently feel close to their parents and are prepared to alter their decisions to better suit their parents' preferences (Li & Kerpelman, 2007). This may be a replication of traditional Asian cultural standards, which place an emphasis on showing respect for and submitting to authority figures (Ma & Yeh, 2005). If true, it would be interesting to examine how Chinese parents assist their children in achieving their academic and professional objectives in light of 4-sources of self-efficacy. Young individuals acquire self-efficacy through a variety of means, including past performance, observation of other people's actions

and emotional intelligence and understanding that arise during task completion or emotional arousal, in accordance with the social cognitive theory as explained by Bandura (1997). When these four sources of self-efficacy are applied to early adolescents' job development, Turner and colleagues (2003) suggested, parents' modelling of their kids' skill growth in relation to their careers, their emotional support in relation to their careers, and their commendation and encouragement in relation to their careers all help their kids' professional self-efficacy grow. Academic perseverance, expectations for the results of professional selections, and teenage self-efficacy in making decisions despite personal or academic challenges, self-awareness and interpersonal understanding in educational and occupational contexts have all been linked by researchers (Turner et al., 2003). According to one idea, parental support is a significant source of tasks for children's educational and professional development and may account for up to one third to one half of a child's self-efficacy in career-related activities. Additional investigation is necessary to ascertain the connection between career-related parental support, perceived impediments to education and professional advancement, and one's self-efficacy in overcoming these impediments, as well as the significance of career-related parental support for students who identify as ethnic minorities, as perceived impediments and coping strategies may differ. Gender, ethnicity, and self-efficacy appear to be significantly correlated with workplace characteristics, just as perceived impediments tend to be mainly pertinent for females and members of racial and ethnic minorities. The researchers found that there are moderate to significant gender disparities in middle school students' perceptions of their parents' verbal and nonverbal career modelling and support, with females reporting greater levels than boys. In addition, in research on African American teenagers, According to Alliman Brissett et al. (2004), the primary predictor of women's professional self-efficacy was parental emotional support, whereas the primary predictor of men's career self-efficacy was parental work-related modelling. Finding mature role models might be crucial for job advancement. For African American women, it could be more important to look for emotional support than it is for teenage guys. African American teenagers reported higher levels of emotional and practical parental support than White teenagers, according to prior study on racial disparities by Turner et al. (2003). In conclusion, past research suggests that parental support—albeit communicated in various ways—may be a substantial source of self-efficacy for young people from all ethnic origins and genders in regards to their aspirations for their careers and schooling.

Vocation intercession projects could be increased by joining social and instrumental parental support. Parental practices would in general narrate more to c.d.s.e. and career exploration. Career related support from parents assumes a fundamental part during the time spent advancing learners' career improvement. Parental support has a significant part in the career planning cycle of learners. The adolescents who are more interpersonally focused reported that their parents supported them more, which over time encouraged increased engagement in environmental inquiry; conversely, those who were more reliable also had increased self-efficacy, which inspired individuals to participate in additional self-discovery activities. A parent's ability to help their children positively affects their sense of self and degree of pleasure. The students' career commitment, the positive impact of parental support for a child's career on adaptability was reinforced by career-related parental support, future time perspective, and professional maturity. There was proof that parents encouraged their children's careers, parental support for careers, resilience, and hope as well as a positive relationship between career anxiety, career resistor, confidence, and curiosity. The age of the children did not substantially influence parental work-related actions, dispositional optimism, or career exploration and boys showed less career exploration than girls did.

From the above discussion, it can conclude that parents support plays a crucial role in shaping a child's career aspirations and opportunities. However, gender differences often influence the type and extent of support children receive.

1.5 INTERRELATIONSHIP AMONG VARIABLES

Interrelationship among variables describe how different factors influence each other in a given system. The relationship can be causal relationship, correlation, direct and indirect relationships, positive and negative relationships, linear and non-linear relationships and interdependence relationships. Understanding these relationships helps in decision making, data analysis, and predicting outcomes.

1.5.1 INTERRELATIONSHIP BETWEEN CAREER DECISION SELF-EFFICACY AND GRIT

Career decision self-efficacy and grit are closely linked, as both contribute to an individual's ability to make and pursue career choice with confidence and persistent. Vela et al. (2018), analyzed that as grit and interest grow, so does the degree of career decision self-efficacy. This main research projects showed that how grit and premium are directly associated

to the self-efficacy of Mexican American learners in making career decisions. Virtanen (2019) found that students who had great profiles for self-regulated learning also had high levels of self-efficacy, were persistent, and frequently employed advanced cognitive learning techniques in addition to management strategies. Furthermore, although having high self-efficacy, the learners with the profiles aiming high but with inadequate and discordant SRL also exhibited lower levels of diligence and used less cognitive learning techniques, self-evaluation, and administration.

Career decision self-efficacy and grit reinforce each other in career development. While CDSE provides confidence to make informed career choices, grit ensures sustained effort and perseverance towards achieving career goals. Developing both traits can lead greater career success, satisfaction, and resilience in the face of challenges.

1.5.2 INTERRELATIONSHIP BETWEEN CAREER DECISION SELF-EFFICACY AND CAREER RELATED PARENTAL SUPPORT

The interrelationship between career decision self-efficacy and career related parental support is significant, as parental support plays a crucial role in shaping an individual's confidence in making career decisions. Keller (2008) accessed that parental practices would in general relate more to CDMSE than to career maturity. Another researcher Xue Xing (2016) investigated that parental general psychosocial support and the career decision-making self-efficacy score was significantly correlated with job-specific behaviours of Chinese vocational students. Parental general psychological support was highly connected with their career-specific actions. Family home status, parental general psychosocial support, parental career-specific behaviours, and sex all had minor but significant correlations with family wealth. Age and gender exhibited a small but significant association, but not with other characteristics. According to Zhang et al. (2019), parental career support significantly affects students' self-efficacy in making professional decisions. Chasanah and Salim (2019) analyzed that there was association between career-related parental support and career decision-making self-efficacy. The strongest correlations were found among c.d.s.e., CEB and career-related parental support. It implies that as parental support for careers improves, so will job exploration behaviour and self-efficacy in making professional decisions, and that this relationship is reciprocal. Varying results from the additional testing, practical help, and verbal encouragement had the potential to directly affect career decision-making self-efficacy. Alexander and Harris (2022) explored that authoritative and authoritarian parenting styles were

strongly positively correlated with career decision self-efficacy and parental styles may influence college students' levels of self-efficacy while making career decisions.

From above it can be concluded that parents really play crucial role to shape the career decision self-efficacy.

1.5.3 INTERRELATIONSHIP BETWEEN CAREER DECISION SELF-EFFICACY AND FUTURE TIME PERSPECTIVE

Walker (2012) accessed that valence, a dimension of future time perspective was not primarily connected with lack of preparation, choice/commitment anxiety, and career decision self-efficacy, but the relationship between valence, a dimension of future time perspective vocation dynamic self-adequacy, decision/responsibility tension, and absence of availability was completely disrupted by instrumentality.

1.6 STATEMENT OF THE PROBLEM

The present study is entitled as, career decision self-efficacy in relation to grit, future time perspective and career related parental support among adolescents". Further, the differences due to gender, location and school board have been studied for grit, future time perspective, career related parental support and career decision self-efficacy.

1.7 OPERATIONAL DEFINITIONS

The operational definitions are defended according to Gonzáles (2021).

Table 1.1 Operational definitions of variables.

Variables	Conceptual definitions	Operational Definitions	Dimensions	Indicators	Measurement scale
Career Decision Self-Efficacy	degree a person believes that they can effectively complete tasks involved in making significant career decisions	It is operationalized defined in terms of the degree of Self Appraisal, Gathering Occupational Information, Goal Selection, Planning and, Problem solving	Self-Appraisal Gathering occupational information Goal Selection Planning Problem solving	Introspection Vocational information Aspiration Forethought Determining	Interval
Grit	*perseverance and passion for long-term goals*	It is operationalized defined in terms of the degree of Consistency of Interest, and Perseverance.	Consistency of Interest Perseverance of efforts	Attentiveness, Passion Attentive purposefulness Firmness	Interval
Future Time Perspective	an attitude that encompasses personal *cognitions*, *feelings*, and *behavioral intentions with respect to the future*	It is operationalized defined in terms of the degree of future negative, future positive, future confusion, future perseverant, future perspicuity and, future planning.	Future negative Future positive Future confusion Future perseverant Future perspicuity future planning.	Fearfulness optimistic Uncertain Unclear, Determination Endurance, Clarity Foresight-ness	Interval

Table 1.1   Continued……..

Variables	Conceptual definitions	Operational Definitions	Dimensions	Indicators	Measurement scale
Career Related Parental Support	any types of parental assistance that encourage their children to consider and take steps towards preparing a profession	It is operationalized defined in terms of the degree of instrumental assistance, career-related modeling, verbal encouragement, and emotional support.	instrumental assistance career-related modeling verbal encouragement emotional support	Conducive Vocational customization Reinforcement Reassurance	Interval
Socio-Economic Status	an economic and sociological combined total measure of a person's work experience and of an individual's or family's access to economic resources and social position in relation to other	In this study socio-economic status is operationalized as students belongs to high, average and low socio-economic status.	Personal information Family Education Income and Other (Cultural & Material possession)	Individual data Descent Schooling Assets information	Interval
Adolescents	It is the transitional phase of growth and development between childhood and adulthood.	Students of 10+2 class from school affiliated to CBSE and PSEB enrolled in academic session 2021-22.	---------	-----------	-------

1.8   OBJECTIVES

1. To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of gender.

2. To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of location.

3. To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of school board.

4. To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of socio-economic status.

5. To analyze relationship of career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from different socio-economic status.

6. To study the influence of grit, future time perspective and career related parental support on career decision self-efficacy of adolescents from different socio-economic status.

7. To establish regression equation for career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from different socio-economic status.

1.9   HYPOTHESES

1. There exists no significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of gender.

2. There exists no significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of location.

3. There exists no significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of school board.

4. There exists no significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of socio-economic status.

5. There exists no significant relationship between career decision self -efficacy and grit, career decision self-efficacy and future time perspective, career decision self-efficacy and career related parental support of adolescents from different socio-economic status.

6. There exists no significant influence of grit, future time perspective and career related parental support on career decision self-efficacy of adolescents from different socio-economic status.

7. There is no joint contribution of grit, future time perspective and, career related parental support on career decision self-efficacy of adolescents from different socio-economic status.

1.10 DELIMITATIONS OF THE STUDY

The study is constrained to the succeeding areas.

1. The study is enclosed to schools in districts of Punjab state only.

2. The study was restricted to senior secondary school students in class XII who were enrolled in P.S.E.B. and C.B.S.E. affiliated institutions.

3. The study was enclosed to students living in urban and rural background.

CHAPTER-2
REVIEW OF LITERATURE

An evaluation of related literature helps to infer, what has been explored, who did the study, when it was conducted, what variables were used, and what was the total sample or population being studied, the kind of objectives and hypotheses on which the study was based, methodology adopted and most importantly the finding as well as relevant suggestions given. As such, review of related literature itself is not primary research, but rather it reports on other findings. The review of linked literature's primary goal is to interpret and analyze the literature in a specific subject area. The present chapter deals with a literature review on grit, future time perspective, career related parental support, c.d.s.e. and demographical variables of current study.

2.1   CAREER DECISION SELF EFFICACY

Individuals settle on numerous decisions consistently. There is need of more consideration on a portion of these decisions than that of others. Most career related choices have a place with the last kind because of the normally have significant long shift suggestions on individuals' way, the partners with whom they blend, the career doings in which they interface, and along these lines on their worth of lifespan.

B. Kim et al. (2016) conducted an investigation to looked to decide if and what tolerance of uncertainty means for linkages between haphazard talents and job fulfilment through self-efficacy in making career decisions. Data collected from 321 Korean university graduates who were undertaking the transitioning from school to job were the foundation for the coordinated mediation assessment. Four South Korean colleges' former students made up the group. Two of the universities were located in affluent urban areas and two were situated in rustic zones. The researcher haphazardly chose the alumni's telephone numbers from the college index. An aggregate of 321 alumni consented to take an interest in the investigation and were handed a $10 blessing proclamation. The members' ages ranged from 23 to 28 and they had all completed college one year prior to the planning of the current exam. Concerning status, 106 members got some work after graduation, while the leftover 215 members were looking for occupations. Among the individuals who had some work, 30 were occupied with assembling; 17 were occupied with logical and innovative administrations; 11 were occupied with distributing and broadcasting; and the rest were utilized in different regions, for example, money and so forth. Consequences displayed that c.d.s.e. completely controlled the connection between erratic skills and professional contentment. Also, the connection between accidental talents and professional happiness was largely driven by the control effect of uncertainty

tolerance. Accepting ambiguity should be considered as a critical variable in happenstance career hypothesis and mediation. Extemporaneous effects should moreover be seen as huge parts in the career decision making process.

Chiesa et al. (2016) explained that c.d.s.e. is characterized as self-conviction of a specific to his potential that interfaces in learning, career making and career planning and is a significant pointer of secondary school student's vocation capability. Students settle on better career choices, that are surer in regards to their capacity in developing predominant work-related choices that have greater interest to develop their occupational objectives, allocate additional time span to their work-related investigations, could taking all things together likelihood make higher work-related decisions at last. The authors investigated the impacts of an organized gathering 280 students from Italian secondary schools received career intervention. Several scaled linear models showed that the mediation was effective in raising career exploration and, as a result, c.d.s.e., but not in reducing career choice anxiety. Also, it was demonstrated that job choice anxiety and professional decision-making self-efficacy are related to be somewhat supported by participants' preconceptions and motivation to change. The findings assist in advancing a structured career advice programme in Italian schools.

Harlow and Bowman (2016) explored the association between 268 undergraduate scholars' self-efficacy in making career decisions and their career progression. There were 268 participants in all, including 168 students from a medium-sized institution in the Midwest and 100 people from a neighbour-hood community college. Students must be between the ages of 18 and 25 in order to participate. 73 men and 195 women, out of the 268 participants, were included in the research. The hypotheses were tested using a combined total of three separate instruments. After the survey, participants received a demographic questionnaire. To see if there were any notable variations between the groups' levels of professional maturity and self-efficacy in terms of job choice the findings were subjected to an ANOVA analysis. Although a correlational analysis revealed no significant correlation between social support and professional maturity, social assistance was not taken into account as a covariate in the career maturity study.

Jiang (2016) conducted a study on affiliation interfacing one hundred eighty-five Chinese school students were tested on their emotional intelligence and self-efficacy in making professional decisions in order to determine the corresponding aspect of gender. Members attended a state-funded university in northern China that welcomes students from all across the country. There were 189 valid replies in all. At the previous instance (N = 185), there were 68 women and 117 males. The group's members ranged in age from 18 to 25. Most of member's

i.e., 170 were studying science, 9 in sociology, and 6 in different controls. Emotional intelligence scale to quantify students' general quality contains 16 items that is in accordance with and CDMSES was utilized. Results showed that EI was fundamentally identified with GC, PC, and CDMSE, second requirements for the respective GC and PC interstices. GC and PC were fundamentally identified with c.d.s.e., supporting the third criterion for the two-middle persons, separately. With the increase of GC and PC, the coefficient for the emotional intelligence-c.d.s.e. link declined.

Fan (2016) reviewed the job of autonomous variable thinking styles on subordinate variable c.d.s.e. through a fragment sheet, "CDSE-SF" scale and thinking vogue scale (changed) on 900 and 26 school researchers took part in the present exam from a college in China. Of the participants, 56.2% of the members were men and 43.8% were women. The members' ages ranged from 16 to 22. Also, the students were from different regions of China. The findings of the current analysis established that thinking patterns had a substantial role in students' self-efficacy in making career decisions. There was evidence for the hypothesis that thinking styles would play a beneficial role in CDSE, but not for the idea that they would play a negative function in CDSE.

Santos et al. (2018) accessed study on 472 UK school researchers going to a huge college in the United Kingdom, with an enormous extent matured somewhere in the range of 18 and 25 and a more modest extent matured somewhere in the range of 26 and 55. The examination test contained British and European students. The respondents' schooling layers were pretty much uniformly appropriated among undergrad and postgraduate learners. A little extent of respondents was low maintenance while most were full-time understudies. Findings indicated that EI fundamentally but negatively predicted total career decision difficulty (CDD) and adversely impacted CDD. Self-efficacy in making career decisions also fully anticipated the CDD. The emotional intelligence altogether anticipated the c.d.s.e., the impacts were most grounded for and SEA was additionally discovered to be a critical yet feeble indicator of CDSE.

Lewis et al. (2018) investigated on worldwide school undergrad to find the association between life purpose, ethnic identity, and CDSE. During the 2011 autumn semester, students were enroute to school green beans at a big, heavily White, state-funded university on the East Coast. In the late spring before their first year at the college, members received a mail asking them to complete a college-wide yearly online review under their new understudy instruction. 200 items on points made up the overview like character advancement, vocation issues, and prosperity. An informed assent structure on the study's main page stated that learners' support was uncertain and that they were free to withdraw their involvement at any time.

A sum of 2,920 members finished the study. A total of 2,920 students were included. Likewise, on the grounds that one point of our examination was to investigate contrasts by ethnic gathering, just members who self-recognized as having a place with one ethnic gathering were dissected on the grounds that there was no real way to distinguish for which ethnic gathering enrollment members finished the things identified with ethnic personality. For all of the inquiry factors, researcher used methodologies, standard deviations, and Pearson product-moment correlations. Findings revealed that for the whole example, ethnic identity was completely and firmly linked to CDSE, which stands for in-life presence and meaning-seeking. The presence of meaning in life and quest were also fundamentally and strongly related to CDSE.

Berger et al. (2019) evaluated that a quick in-school intervention was more effective c.d.s.e. and self-improving alignment. Using a semi-trial non-identical groups approach, this study examined 211 adolescents aged 14 to 16 who resided in disadvantaged areas and attended two catholic secondary schools in Western Sydney, Australia. Undergraduates completed pre/post-questionnaires that measured self-efficacy, and aspirational alignment in making career decisions. Students in the mediation condition intervention condition received automated response on the planning of their educational and professional goals, just as a profession data flyer enumerating the instructive pathways to a scope of well-known professions. Pupils in the control condition finished the two questionnaires yet just got criticism and the leaflet toward the finish of the investigation. The mediation further developed arrangement of vocation and instruction goals, just as expanded a few basics of c.d.s.e. Pupils with skewed desires in the mediation bunch detailed higher self-efficacy for social affair word related data and choosing objectives succeeding the intercession. This examination found that openness to and by significant professions data further developed arrangement capacity over the present moment. In the intercession condition, a higher extent of understudies was adjusted following getting criticism, paying little mind to their sex, language foundation or parental training. Notwithstanding, rehashed openness is conceivable needed to support this improvement throughout a more drawn-out timeframe.

Zhang et al. (2019) accessed the occupational-specific parenting follows on Chinese young people's c.d.s.e. and parental career support cooperated with in 2016, 641 Chinese adolescents provided information that was used to analyze and identify parental disengagement based on CDSE results. Using the career-specific parental behaviours measure, parenting techniques were analyzed (Dietrich & Kracke, 2009). The Worthington autonomy scale was used to assess autonomy, and the CDSE-SF was used to measure CDSE. Particularly, the

anomalous impact for parental career support, autonomy, and CDSE was higher when parental disengagement was low than when it was high. Parental disengagement, which is related to young people's CDSE, also interacted with parental job interference through autonomy. Particularly, the roundabout effect of parental disengagement on autonomy and CDSE was more detrimental when parental disengagement was low than when it was high.

Chui and Ngo (2022) explored to study the connection between a protean career orientation and professional optimism, researcher created a conceptual model. In the model, researcher evaluated career adaptability and CDSE as possible mediators, using social cognitive career theory and the idea of social construction. With the use of a sample of 170 undergraduate students in Hong Kong, many hypotheses were put out and evaluated. The findings of route analysis and bootstrapping showed a positive association between career optimism and protean career orientation, which is completely mediated by career adaptability and CDSE. Our research has provided unique insights into how certain people think.

Stead and Hurtado (2022) evaluated the significance of the clients in their professional growth and career decision-making processes, researchers studied the connotation between career adaptability and c.d.s.e. The CDSE measures that were employed were the CDMSE-SF and the CDSE-International, which comprises 25 items and was developed from the CDMSES. The relationships between mean scores and correlations were concurrently captured using a multivariate random-effect meta-regression model. The range of 0.36 to 0.44 for c.d.s.e. suggests modest to moderate effect sizes. Compared to confidence, control, anxiety, and curiosity had somewhat higher relationship with the self-efficacy of professional decisions.

Ting et al. (2022) examined the relationship between attachment style, traits of personality, and c.d.s.e. The intended audience consists of postgraduate students at the UPM education faculty. At the faculty of education at UPM, there were 1420 postgraduate students as of March 31, 2021. The department of graduate studies and international provided the information on demographic statistics. Three instruments and four parts in all are being used for the inquiry. The first aim was tracked using the t-test, which revealed no statistically substantial variation in self-efficacy ratings of males and females while making professional decisions. According to the findings, the second aim is supported by the secure attachment style's high connection with c.d.s.e. but not by the insecure attachment style. The findings of the third objective revealed that conscientiousness, extraversion, agreeableness, and neuroticism are substantially connected with c.d.s.e., though openness did not significantly correlate with this construct.

Azpilicueta et al. (2023) examined the way that people make professional decisions is impacted and challenged by the way that technological advancements have transformed the modern workplace. The career self-management model, it offers a perfect framework for analysing career adaptive behaviours that aid in the growth of professional decision-making abilities in response to these changes. The item response theory served as the basis for the item analysis. The item pool was shown to be unidimensional by the findings, which showed that skill levels and difficulty indices covered the majority of the observed continuum. Regarding the dependability indexes (i.e., individuals and things), researcher found that it is possible for the distribution of persons and items to be repeated in a predictable manner. The worldwide fit of most of the products was decent. Researcher used data from simulation study to determine the participants' actual level of competency. Therefore, researcher conducted concurrent validity evidence study to ascertain test-criterion correlations between c.d.s.e. and the three most significant outcome variables of the professional decision-making process: career decision, career indecision, and decisional anxiety. as a preliminary step in developing an adaptive computer exam. This technology may be used to obtain individualised evaluations of certain skills or traits, such as self-efficacy in choosing a vocation, and incorporate them into computer-assisted career advice systems.

Baldon et al. (2023) took sample of UM Penaplata College senior high school students to examined the relation between c.d.s.e. parents' professional conduct. The study used a descriptive-correlational technique and collected data using validated questionnaires. The mean, Pearson product-moment coefficient of correlation, and simple linear regression analysis were the statistical techniques used. The findings indicated that parents exhibited a notable level of professional conduct, indicating that it occurs often. Additionally, the students had a high level of self-efficacy in their professional decision-making, indicating that they frequently displayed confidence in their capacity to make job-related decisions. Importantly, the study found a strong correlation between professional decision-making self-efficacy and parent career success. Evidently, parents' professional choices have a significant impact on how confidently their children feel about themselves when it comes to choosing a career. This is accomplished by providing them with job-related information, exhibiting virtuous career behaviour, and encouraging their decisions. It is advised that students actively investigate various job alternatives in light of the findings. Making educated judgements regarding their future employment might be facilitated by getting advice and receiving real-world experience. Thus, it is essential that parents and their kids receive the right kind of advice and support in addition to being exposed to a wide range of job alternatives. Educators in schools should also

keep giving children the chance to participate in activities that are centred around researching and choosing their careers. This can help students develop a better understanding of their interests, abilities, and goals, facilitating informed career choices.

Bi et al. (2023) used the social cognitive career theory as a basis, this study examines the mediation function of career decision-making self-efficacy between professional self-concept and career decision-making problems among Chinese postgraduate nursing students. Using stratified random sampling, 276 postgraduate nursing students from 25 institutions throughout seven administrative areas of China were chosen. An online survey was used to gather data. The data analysis techniques were used to analyse the data. For career decision-making challenges, the score was 2.84. Career decision-making problems were adversely correlated with professional self-concept and self-efficacy in making career decisions. Professional self-concept and career decision-making problems were somewhat mediated by career decision-making self-efficacy, with 53.82% of the overall impact being accounted for by the mediating effect.

Disha et al. (2023) investigated the link between family factors and college students' self-efficacy in making professional decisions as they pursue first-year, graduate, and post-graduate programs awareness people's career behaviours require an awareness of their self-efficacy in making career decisions. Teenagers' decision-making and professional development are greatly influenced by their families, which serve as their primary social support network. In this study, 300 first-year undergraduate and graduate students' self-efficacy in choosing a vocation was examined in relation to certain family traits. Researcher examined family structural elements, namely parental career-related behaviours, that reflected family process-oriented characteristics. The tools used in this quantitative study were the career choice making self-efficacy questionnaire and the parent career behaviour checklist. The findings, which showed a negative relationship between family influence and career decision-making self-efficacy, explained the variation of this construct for college students. It was discovered that a statistically significant predictor in predicting career decision-making self-efficacy was parental general psychological support. There are gender disparities in the impact of family and self-efficacy in choosing a vocation. The impact of family and the degree of self-efficacy in making professional decisions have also been shown to differ significantly by gender.

Wang et al. (2023) intended to look at the causes of c.d.s.e. and offer a thorough grasp of the elements affecting this crucial concept in career growth and decision-making. This research employed a meta-analysis of forty-three independent studies comprising 17,143 people and 90 relationships. After the data was evaluated, the factors associated with CDSE

were identified. The study found a negative correlation between CDSE and neuroticism and a positive correlation with age, agreeableness, conscientiousness, emotional intelligence, extraversion, openness, proactive personality, and social support. The authors of this study have made a substantial contribution to the body of knowledge on CDSE antecedents by carefully examining the several elements connected to this crucial construct. The results provide a precise knowledge of the variables that affect CDSE, and the moderation analysis in this work clarifies the boundary conditions discussed in the CDSE literature. Also, career counsellors, parents, and educators can benefit from this research in real-world situations. By utilising the knowledge gathered from this research, professionals will be able to better assist and intervene on young people's career by raising their CDSE and enhancing their general career development and well-being.

Zhou et al. (2023) investigated the connections between employability, emotional intelligence, and c.d.s.e. in a study of senior vocational students in the Guangdong, Hong Kong, and Macau Bay Area. A questionnaire was distributed to 1,078 senior vocational students. The results of the survey showed that: employability was significantly positively impacted by the self-efficacy of senior vocational students in making career decisions; employability was significantly positively impacted by the emotional intelligence of senior vocational students; and employability was significantly impacted by the self-efficacy of senior vocational students in making career decisions. Lastly, the emotional intelligence of senior vocational students acted as a mediator in the relationship between employability and self-efficacy.

Anyango et al. (2024) took sample of final-year nursing students (N = 222) at two public institutions in Western Australia were given the questionnaire. This study investigated by asking participants to elaborate on their career preferences and the factors that led them to choose a nursing specialisation. Findings: Fifty-three percent of the participants expressed poor confidence in their ability to choose a job. The Goal Selection and Planning questions assessed the students' confidence in choosing a suitable practice site and getting ready for their professional careers. In general, participants prefer working as hospital nurses for both their immediate and long-term professional objectives. The factors affecting the students' job choices were categorised into three main groups: individual considerations, educational factors, and the clinical context. The study's three objectives were to: 1) determine the long-term career plans and career preferences of nursing students in their final year; 2) investigate the factors that impact nursing students' speciality choices following their final year clinical placement or placements; and 3) understand how final year clinical placements can be used to foster nursing students' career interests to various nursing specialities. Students who participate in clinical

placements gain valuable experience that may sway their decision to pursue careers in particular specialisations. As a result, every clinical placement needs to advance students' education and foster favourable encounters that may foster their professional interests and motivate them to look for work in the field after graduation.

Kukreja and Mahapatra (2024) evaluated that the term career decision-making is the process of confidently choosing a vocation or job by assessing one's interests, potential, talents, values, knowledge, and credentials. When choosing a career, young adults may encounter a number of challenges and lack confidence, which may lead them to select an unfavourable route. Youth need to go through a supported job exploration process in order to make informed career selections. Several studies highlight the critical role parents play in fostering strong decision-making skills and a strong sense of self-efficacy in their kids, especially when it comes to job choice. This study investigated the association between self-efficacy in occupational decision-making and parental encouragement using a sample of 200 young adults, ages 18 to 25. The two variables appeared to have a significant association, as indicated by the p-value of 0.000. The correlation coefficient, which shows a positive significant link, was determined to be 0.471 using Spearman's rho correlation technique. Using a t-test, it was shown that while men had greater levels of parental encouragement and c.d.s.e. than women, the differences are not statistically significant. By comprehending the ways in which a person's upbringing affects their profession, it may investigate further counselling techniques and treatments aimed at enhancing the relationship between parents and their offspring.

Ramdhan et al. (2024) concluded that process of gathering job-related knowledge that leads to the development of professional maturity is known as career exploration. Clarifying how internal factors affect job exploration behaviour is the aim of this study. The study explicitly examines how planned happenstance skills affect job exploration behaviour and how self-efficacy in professional decisions modulates this relationship. The study included correlational design and regression analysis. 394 female and 414 male students from vocational high schools in Jakarta were deliberately chosen to participate in the study. The results show that the association between planned happenstance skills and student job exploration activity was somewhat mediated by c.d.s.e. This suggests that career-related behaviours may be formed by honing the capacity to seize particular opportunities. The findings suggest that in order to help students develop their job preparation to the fullest, school counsellors should provide them with scheduled happenstance skills training in addition to career counselling.

2.1.1 SUMMARY REVIEWS ON CAREER DECISION SELF-EFFICACY

After reviewing the relevant studies mentioned above, B. Kim et al. (2016) looked into whether c.d.s.e. completely altered the association between career satisfaction and happenstance skills. Chiesa et al. (2016) explained that career guidance interventions programs have direct impacts on participations' assumptions and inspiration to alter the association between job choice anxiety and career decision making self-efficacy. No substantial relationship between social support and professional maturity and c.d.s.e., according to Harlow and Bowman (2016). Jiang (2016) discovered a substantial correlation between c.d.s.e. and emotional intelligence. According to Fan (2016), students' c.d.s.e. was significantly influenced by their thinking processes (CDSE). Santos et al. (2018) investigated how emotional intelligence as a whole predicted the self-efficacy of the job choice. Lewis et al. (2018) confirmed the correlation between ethnic identification and c.d.s.e., as well as presence in life and meaning-seeking. Shin and Lee (2018) looked at how, after adjusting for sex and SES fluctuations, classism and contemporary sexism impacted negatively and intriguingly to learners' c.d.s.e. According to Berger et al. (2019), a brief in-class intervention helped the students increase their self-efficacy in making career decisions. Chui and Ngo (2022) explored positive connotation between career optimism and protean career orientation, which is completely mediated by career adaptability and c.d.s.e. Stead and Hurtado (2022) evaluated that control, anxiety, and curiosity exhibited somewhat larger correlations with the c.d.s.e. than confidence. Ting et al. (2022) accessed that attachment style and personality traits are corelated to c.d.s.e.

2.2   GRIT

Grit is precise as the perseverance and passion for long-term goals and situations that it involves working exhaustingly towards tested, keeping up exertion and interest over years regardless of disappointment, difficulty, and levels in progress (Duckworth et al., 2007).

Von Culin et al. (2014) coordinated an examination utilizing public site and members in study-1 were the N = 15,874 grown-ups who deliberately finished polls between January 2008 and December 2010 trough www.authentichappiness.com website. This site offers clients free data about brain science exploration and admittance to a wide scope of discretionary self-report polls. While enlisting, members announced their gender and age. For members who finished a poll more than once, researcher utilized just their first arrangement of reactions. The scale utilized were; the short grit scale and the directions to satisfaction scale. Results showed the positive relationship among grit and engagement was determined essentially by the grit aspect of exertion, while the converse relationship among grit and joy was driven principally

by the grit feature of interest. As such, a direction toward commitment may advance grit by empowering supported exertion over the long haul, though a direction toward pleasure may hinder grit by debilitating supported interests over the long haul.

Huang (2015) used data from the 2012 programme for international student assessment in the United States to answer the test's questions. In the last case, 4,978 15-year-old pupils were chosen at random from 162 schools. A unique testing procedure that weighted the sizes of the schools was used to choose them. With the use of separate understudy and school surveys, information on the understudies and the school was acquired. Using the school's unique proof number, I combined the two informational groupings. I analyzed the software for gathering data on foreign student assessments in the United States using both ANOVA and linear models. According to the findings, pupils who thought of themselves as persistent would probably outperform those who thought of themselves as less persistent. Furthermore, a longer amount of classroom learning time was associated with higher achievement. High-SES students frequently thought of themselves as more tenacious and invested more time and energy into their academic work. Because of this, learning time and perseverance were unlikely to assist most low-SES students in overcoming the SES accomplishment barrier unless their educational institutions provided them with additional instruction and study opportunities.

Reraki et al. (2015) investigated association between grit, academic accomplishment, and academic motivation in 334 undergraduate college students attending the faculties of education at Agri Ibrahim Cecina University and DPU in Turkey. This assessment furthermore explored the intervened part of grit. The investigation bunch was made up through convenient sampling. Then again 183 members are ladies 151 members are men. Results showed that grit and academic achievement were decidedly related. The after effects of the hierarchical regression examination exhibited that academic motivation was emphatically connected with academic achievement. In any case, when academic motivation and coarseness were taken together in the relapse examination, the significance of the connection between academic motivation and academic success declined, yet the relationship was significant but only made a little intercession. Along these lines, it very well may be said that grit somewhat clarifies the connection between academic enthusiasm and academic attainment.

Rojas (2015) took two examples of undergrad 187 students for researching the connection between perseverance, creativity, academic motivation, and academic achievement. Members finished a survey including segment data and Likert-scale reactions to these two scales as a component of a bigger information assortment project. The size of interest for this was 12-thing grit scale (Duckworth et al., 2007) and segment data included sex, identity, and

grades. The principal test was taken from a few distinctive grounds in 10 states across the United States with the lion's share coming from one state funded college in California. The example was basically Hispanic. European American, Black, Asian, multiracial with the excess rates posting other or not giving data; the subsequent example was taken from one exploration foundation in the Southeastern United States and was essentially European American. All learners finished an electronic rendition of the overview. Inside the momentum research, black scholars had altogether more significant levels of grit than white, Hispanic, or different learners. Most past research looking at grit has been led with prevalently White examples, and grit has not been analyzed broadly among racially and socially different populaces. One striking special case is an assessment of black scholars going to transcendently White organizations that found that grit represented higher evaluations among black learners even in the wake of controlling for secondary school GPA, ACT scores, and educational aspirations.

Dalton (2016) researched the connection between stress mindset and grit. Members in this examination comprised of with a link to an online summary that was shared and republished on the long-distance interpersonal communication website Facebook, a comfort test of individuals came closer and enrolled, creating a compounding phenomenon. Support was planned and unintentional, and informed assent was obtained from all participants by informing them on the information page that by continuing to the next page, finishing the review, and presenting it, they were consenting to participate. Individuals under the age of 18 were forbidden from participating since the overview was designed to send anyone who clicked under the age of 18 to the last page and prevent their information from being used for further research. 136 individuals in all participated in the inquiry. Age ranges of the applicants extended from the lowest (18-29) to the highest (above 30). The majority of members were under the age of 49, with nearly all of them being within the 30-39 age range. The assessments used were the stress mindset measure-general, the maximizing scale, and the 12-item grit scale. A mentality that says that stress is getting better and a great way of making decisions go hand in hand. It had been predicted that thinking expansion and mentality would fundamentally anticipate grit. Very negative correlation between unquestionable levels of grit and satisfactory decision-making methods stress mindset and expansion fundamentally anticipate grit.

Neal et al. (2016) used cross-sectional, blended techniques on 84 original Latina/o understudy who were not Maryland residents had their stress, despair, grit, and GPA examined. Following the completion of a quantitative online survey, 21 non-residents and 26 locals participated in qualitative interviews. Over eight hundred individuals finished our online review. There were 264 replies in our most recent group of review participants. The

overwhelming majority of respondents have now tried attending a college or institution in Maryland. The patient health questionnaire-9 melancholy scale used to assess how frequently respondents experienced nine symptoms of sadness over the previous 14 days. The perceived stress scale used to measure how frequently participants sense pressure. The grit scale-short was used to examine grit, for persistence and consistency of interests, and non-residents with higher sadness. Strangely, there was a huge fundamental impact showing that non-residents were bound to have higher GPAs than residents. Migrant status was likewise a critical arbitrator of the connection among grit and depression. Ludicrous example, more grit was identified with less depression. However, compared to residents, there was a higher association between depression and grit in non-residents, with depression being more common at lower grit levels. Neither the association between grit and GPA nor the connection between stress and GPA was significantly facilitated by migrant status.

Lee and Sohn (2017) took a sample of 235 scholars taking to carry out a study at a lesson on brain research at a school in Seoul. For course credit, they joined in the investigation. The average age was 20.90. investment involved completing an online survey. Depending on the field, Korean version of the Grit-O and several other scales are used for purposeful practice. Researcher used a 50-item questionnaire to assess the Big 5-personality traits. Researcher assessed professional arrangement behaviour using 18-item measure. Cho's (2009) scale was used, which aims to recognize the relationship between learner's scholarly significance and professional options. Grit had significant positive associations with conscientiousness, major-career relatedness, and career preparedness. Apart for neuroticism, agreeableness, and major-career relatedness of the personality traits, deliberate practice was strongly correlated with all of them. Only conscientiousness exhibited a strong correlation with GPA.

Al-Mutawah and Fateel (2018) explored the relationships in grit, math and science success, attitude towards math and math accomplishment, and finally attitude towards science and scientific achievement were all researched. The Grit Questionnaire was modified and used to a total of 646 students in optional schools. A modified attitudes towards mathematics questionnaire was administered to a total of 349 students in optional schools. A total of 297 students from auxiliary schools were given the questionnaire about attitudes towards science. As mentioned in the information review that came before, attitude and academic success in math and science were positively correlated. This means that having a positive attitude towards math and science as a student is essential for success in these areas. Findings also indicated that grit was unquestionably linked to scholastic success in mathematics, however didn't show a huge connection with academic achievement in science.

Chen et al. (2018) gathered a sample of 200 and 72 college students from the spring 2015 semester. A college in the Northeast region of the United States sent 115 scholars, while an institution in East China sent 114. 69% of the American academics were female. Each American student who completed the online questionnaires was rewarded with a half-hour of study time. 97% of the Chinese intellectuals were Han Chinese, with 84% of them being female. Similar online surveys were completed by all of the Chinese scholars, but no test points were awarded for their assistance. At a separate meeting, the two member groups completed the questionnaires. As the grit scale has better psychometric qualities than the original grit scale, it was used to assess grit. The accomplishment goal questionnaire-revised was used to evaluate the goals of the students. The findings demonstrated that, despite their strong connections, the two components of grit anticipated the ultimate objective very differently. Consistency of interest, in particular, negatively predicted performance-avoidance goals, but constancy of effort positively predicted each of the four accomplishment goals (for example dominance approach, execution approach, authority aversion, and execution evasion objectives).

Dunston et al. (2022) established the separate association between college students' sitting, physical activity, grit, and resilience through an online survey. A public, regional comprehensive institution in the American Pacific Northwest was used to recruit students in January 2018. Strong physical activity was shown to be positively related with resilience regardless of sex, year in school, or grade point average. In spite of demographic factors, vigorous physical exercise was linked to consistency of interest. The resilience and persistence of effort reduced this connection. Independent of gender, academic year, or grade point average, vigorous physical exercise was also strongly correlated with persistence of effort.

Hejazi (2022) explored a study that was inspired by the recent growth in the corpus of research on learners' grit, examined the role that two-learner external and internal variables— perceived instructor support and pleasure of the learning process—play in promoting grit in EFL students. To choose the 339 EFL students who will take part, a multi-stage cluster sampling technique was employed. The SEM's findings showed that learners' grit was positively and directly predicted by their perception of teacher support, underscoring the crucial role that educators play in inspiring and supporting language learners and fostering their interest, enthusiasm, persistence, and effort. Learning satisfaction acted as a go-between in the partnership between students' grit and perceived teacher support, suggesting that it has the potential to develop students' cognitive resources and encourage their continued effort and sustained interest in the time-consuming and difficult process of language learning.

Lam (2022) reviewed meta-analysis of 137 studies that produced 156 dependent samples, this study looked into the connections between grit and academic achievement. Researcher found that there were often weak to moderate associations between overall academic achievement and grit using the robust variance estimate. The association between persistence in effort and success was higher than the link between persistence in interest. In evaluating these results from a cross-cultural viewpoint, it was analyzed that there was no difference between individualism and collectivism in the relationships between total grit aspects and academic success.

Lee (2022) researched the relationship between grit and classroom pleasure and EFL learners' readiness to connect in a second language—the final psychological step before effective English communication—was examined. 647 participants in all, comprising 323 high school students, 187 university students, and 137 middle school students, were chosen from five South Korean schools spread across two major cities. Both the amount of time spent learning English and the variables grit, grit (CI), and enjoyment of class are statistically significant. Grit, happiness in the classroom, the amount of time spent studying English, and age are all important predictors of second language proficiency in high school pupils, according to Model 2, which accounts for 21% of the variation. In Model-1, the amount of time university students spends learning English is statistically significant. Model 2 shows that classroom satisfaction, grit, and the amount of time spent learning English are important predictors of second language proficiency in university students, accounting for 27% of the variation.

Teimouri et al. (2022) collected a range of information, including self-reported data of the learners. This research comprised 191 L1-Persian students majoring in English translation at a private institution. Our second study topic focused on language learners' emotional and motivational traits and how they relate to grit. There were 143 female students and 48 male students in the sample, ages ranging from 18 to 66. Its predictive validity was demonstrated by the strong correlations found between grit and all language success indicators. The results showed that motivated students were more willing to put forth an effort when learning a language than their less motivated peers.

Lee and Park (2024) researched that for long-term objectives, grit—a confluence of unwavering work and steadfast interest—is essential. Preservice physical education (PE) instructors must get intensive training that emphasises evaluating their resilience and dedication in order to support children's growth. On the other hand, nothing is known about the relationship between grit and PE achievement objectives and motivation. This study set out to investigate how preservice PE teachers' grit levels affect their drive and aspirations for success,

which in turn may influence their future career plans as PE instructors. Techniques: Participating in the study were 279 preservice physical education (PE) instructors from five South Korean institutions, of which 69.5% were male and 26.9% were graduates of PE programs. They answered validated questions about their motivation, grit, career ambitions, and goal orientations. There were modest to moderate positive and negative relationship between grit characteristics, motivational factors, and career intention.

Safariningsih et al. (2024) explored to ascertain how grit contributes to nurse burnout prevention and enhances the subjective well-being of nurses working in Depok City's secondary hospitals. Participating in this study were 186 respondents in total. The results show that burnout is significantly and negatively impacted by grit, increasing by 0.204 for every unit drop in grit. Moreover, a one-unit drop in grit has a 0.204 rise in subjective well-being, indicating a negative and substantial relationship between the two. In the meanwhile, burnout is significantly and negatively impacted by subjective well-being; for every unit that subjective well-being declines, burnout rises by 0.082. This study demonstrates that the link between grit and burnout can be mediated by subjective well-being, which has a substantial and detrimental impact on grit. The subjective well-being is determined to be somewhat mediated at 25% based on the VAF study. In order to ascertain the subjective well-being of nurses and the grit of the staff, it is advised that hospitals conduct workload analyses and personnel evaluations.

Terry et al. (2024) studied to attempts to shed light on the major determinants of grit prior to, during, and following a typical crisis event—light that may not be available from other, more personalised challenges. A cross-sectional design that is repeated. Techniques: An anonymous questionnaire was used to gather data from n = 818 nursing students pursuing a three-year bachelor degree. In the mid-year breaks data was collected. It took 15 to 25 minutes to complete the online questionnaire. The reporting techniques followed the STROBE recommendations. The predictor factors of the grit pathway model before, during, and after the worldwide pandemic changed little, however neuroticism was always present. Throughout this time, locus of control and psychological capital also changed. Hope had a favourable effect before and after the first crisis, but it had a negative effect on grit following. Our knowledge of how-to best help nursing or healthcare students is shaped by our comprehension of the fundamental components of grit, especially those that are necessary during or close to a crisis. These realisations make it possible to concentrate more efforts on flexible qualities that might boost grit and better prepare nursing students for obstacles they could face in the workplace. A worldwide pandemic has been demonstrated to cause significant changes in the major

predictors of grit within months of its occurrence. Though each pathway model differed significantly, they all suggested that students' ability to handle unfamiliar or novel situations was impacted by the timing of a crisis and that hope is a crucial component of grit during a crisis.

Uribe-Moreno et al. (2024) discovered that grit—the drive to accomplish long-term objectives— has been conceived as a notion with two dimensions. The construct is well recognised for being simple to assess and for having a connection to performance, especially academic achievement. Some of the researches indicate a modest impact of grit on academic achievement are some of the objections that have been made, though. This study compares several Grit-S scale psychometric frameworks and their association with college students' academic achievement within this framework. For this reason, three structural equation models, a K-medias clustering model, as well as a binary model of high and low grit have all been investigated. The findings show that: (a) grit, which is primarily based on the consistency dimension, and academic performance are statistically related, though this relationship weakens when contextual variables are taken into account; and (b) The association between persistence and academic achievement is mediated by consistency. The argument for a two-sub-dimensional structure is bolstered, and the instability of grit as a performance predictor is explored.

2.2.1 SUMMARY OF REVIEWS ON GRIT

Based on the earlier analysis of related publications, Von Culin et. al. (2014) accessed the positive relationship among grit and engagement. According to Huang (2015), high-SES students typically put more effort into their studies and perceive themselves as having more grit, but low-SES students' grit was not likely to overcome the SES restriction on their ability to succeed unless are not provided more classes and good learning strategies by the schools. Reraki et al. (2015) explored that grit somewhat clarifies the connection between academic motivation and academic achievement. Rojas (2015) found that black scholars had altogether more significant levels of grit than white, Hispanic, or different learners. Dalton (2016) anticipated that mindset mentality and expansion would fundamentally predict grit. O' Neal et al. (2016) Migrant status was likewise a critical arbitrator of the connection among grit and depression and more grit was identified with less depression. Grit shown significant, and positive connections with professional preparation, major-career relatedness, and conscientiousness, according to Lee and Sohn (2017). Al-Mutawah and Fateel (2018) found that grit was unquestionably and consistently related to academic success in mathematics but

did not find a strong correlation with academic success in science. Chen et al. (2018) investigated how, despite their strong connections, the two components of grit anticipated the accomplishment goal very differently consistency of interest, in particular, negatively predicted performance-avoidance objectives, but consistency of effort positively predicted each of the four success goals. Teimouri et al. (2022) investigated that more determined (more-gritty) students were more motivated to put out effort when studying language than their less gritty peers. Lee (2022) investigated that grit, classroom enjoyment, length of time spent studying English, and age significantly predict high school students' second language. Dunston et al. (2022) analyzed that regardless of sex, a year in school was positively correlated with grit, or the ability to persevere through hardship and grade point average. Lam (2022) looked at the connections between grit and academic accomplishment and discovered that the links were often low to moderate but the association between persistence in effort and success was higher than the link between persistence in interest. Hejazi (2022) investigated the importance of instructors in motivating and supporting students to put out a lot of effort in their language learning and nurturing their interest, passion, persistence, and effort is highlighted by the finding that perceived teacher support directly and favourably predicted learners' grit. Lee and Park (2024) researched that for long-term objectives, grit—a confluence of unwavering work and steadfast interest—is essential. Preservice physical education (PE) instructors must get intensive training that emphasises evaluating their resilience and dedication in order to support children's growth. Terry et al. (2024) has been demonstrated to cause significant changes in the major predictors of grit within months of its occurrence. Though each pathway model differed significantly, they all suggested that students' ability to handle unfamiliar or novel situations is impacted by the timing of a crisis and that hope is a crucial component of grit during a crisis. Safariningsih et al. (2024) explored to ascertain how grit contributes to nurse burnout prevention and enhances the subjective well-being of nurses and results show that burnout is significantly and negatively impacted by grit, increasing by 0.204 for every unit drop in grit. Uribe-Moreno et al. (2024) found that Academic achievement and grit, which is mostly based on the consistency dimension, are statistically connected, and the association between persistence and academic success is mediated by consistency.

2.3 FUTURE TIME PERSPECTIVE

Hascher (2005) examined the connection between students' self-efficacy, future perspective, academic achievement, and four different pre-adult stages in four different European nations. 1623 students in total completed the polls. The conceptions' links to the western world and the previously considered communist alliance states were not made clear.

All four of the countries under study showed a generally recognised reduction in academic success and speculation over the puberty age. Despite our hypothesis, however, this deterioration could not be explained by the development of effects of either a positive self-concept or a temporal perspective on self-awareness on their endeavour. In fact, the youngest group of people beginning puberty benefited the most from social self-concept. The youngest children also have the broadest perspectives on social self-concept, future time, personal growth, investment, and academic success.

Adelabu (2008) analyzed the connection between academic success and African American youth from low-income, common, and urban backgrounds' perspectives on the future, hopes, and ethnic identity. Studies showed that children who have a positive outlook on the future, make an effort to achieve their goals (hope), and are interested into their ethnic group will generally out-perform children with lower scores in the areas of future time perspective, hope, and ethnic identity. Relapse assessments demonstrate that ethnicity, optimism, and perspective on the future are present explain a colossal, independent piece of the variability in insightful achievement. Regardless, ethnic identity is a more grounded pointer of educational achievement for metropolitan than rural African American youngsters.

Zacher and Frese (2009) investigated future time perspective associations with age and work qualities (job complexity and control). Primary condition displaying of information from 176 representatives of different occupations showed that age is contrarily identified with 2 unmistakable elements of occupational future time perspective: remaining time and remaining freedoms. Work qualities (job complexity and control) were decidedly identified with outstanding freedoms and directed the connection among age and remaining freedoms, to such an extent that the relationship got more fragile with expanding levels of job complexity and control.

Hicks (2012) conducted four investigations for the expectation that positive effects would emphasize the importance of purpose in life as a component of perceived time restrictions all the more. Adults completed PA and MIL parts in Research 1. As expected, PA connected to MIL more strongly for older members as opposed to younger ones. In Studies 2 and 3, adults appraised their MIL and presented their current life expectancy status. Finally, students in Study 4 completed a portion of the PA, MIL, and future time perspective. Findings revealed that for the individuals, PA was even more closely related to MIL, who accepted they had less freedoms left to seek after their objectives.

Henry et al. (2017) worked on the future theory of socio-enthused selectivity; the future time viewpoint implies people's perception of their bountiful time during routine day-to-day living. Workers' perceptions of special time and opportunities in their callings are included in its alteration to the workplace environment. It also speaks to future time perspectives. Many quantitative studies have examined the causes and effects of general and occupational future time perspectives in the workplace during the past ten years (i.e., future time perspective at work). This essay on the broad future time perspective (KD-17 assessments) and vocational future time perspective (KD-16 tests) is reviewed and fundamentally analyzed with the intention of highlighting possibilities for further research and practice. It revealed that despite having a substantial negative correlation with age, future time perspective at work is other than associated with other individual and aware segments. Furthermore, future time perspective at work has been seemed to intercede and work with relationship of individual and sensible harbingers with work related thriving, correspondingly empowering and leads results.

Allemand and Hill (2019) investigated how future time perspective and appreciation commonly spread out in consistently life and how the relationship changed both inside and between people to analyze the relationship between appreciation and two elements of future time perspective, During the course of two busy weeks, a micro-longitudinal strategy with incremental evaluations was used (remaining opportunities and time). Using cross-lagged board models for infrequent catches, three important results stand out. In any case, researcher found evidence in favour of intrapersonal daily carryover effects on perspective and pleasure of the future. Second, it was intended to link gratitude and outlook on the future both inside and between people. Lastly, depending on people's ages and dispositional features in daily life, disparities in future temporal perspective and appreciation between individuals are expected. The connotation between persistently future time view and enjoyment shifts over ages according to exploratory staggered analyses.

Fernandez (2019) suggested that there is some preliminary cross-sectional data to support the relationship between future temporal perspective and dispositional thanksgiving, but there is a dearth of study on how FTP is experienced on a daily basis and how it relates to gratitude on a daily basis. In order to fill this vacuum, the current study looked at how future time perspective and appreciation interact in daily life and how these relationships differ across and among individuals. To investigate the relationship between thankfulness and two elements of future time perspective, a micro-longitudinal design with daily evaluations was used (remaining opportunities and time). From cross-lagged panel models with random intercepts, three significant findings jump out. First, researcher discovered evidence for daily carry-over

effects within-person in appreciation and future time perspective. Second, there was a consistent relationship among thankfulness and future outlook both among and between people. Finally, variations in future time perspective and appreciation in daily life were predicted by age and dispositional forms of these emotions. Exploratory multilevel studies show the associations between daily future time perspective and appreciation change between ages. In general, these results add to our expanding knowledge of how individuals view the future and their connections with thanksgiving as they age.

Barber et al. (2020) examined association between future time perspective and fluid cognitive ability measures in the domains of episodic memory, visual attention, and autobiographical memory in a sample of at least 36 individuals. Results showed that as people age, they interpret positive information more favourably than negative information. In three separate cognitive tasks used in this study, researcher replicated parts of the age-related positive effect (age x valence interaction). Overall, the study's findings showed that even while the positive influence was a potent phenomenon, it was not significantly dependent on individual variations in fluid cognitive skills or self-reported future time perspective among people who were cognitively intact.

Allemand et al. (2021) studied correlations of thankfulness and future time perspective across adulthood and age-related psychometrics. The Swiss Federal statistical office randomly selected 5983 people nationwide in 2018 of 18 years age from Switzerland's permanent resident population from the SRPH. The findings demonstrated that the data did not match well with the two-factor model that included a common future time perspective component and a thankfulness element. A three-factor model with distinct variables for future time perspective had a significantly better model fit. The two negatively-keyed thankfulness items produced cross-loadings on the future time perspective factors that were equivalent to the modest main loadings of these two items, according to an analysis of the modification indices. The average loading on the common factor for the other four expressions of thankfulness was = 0.67.

Jia et al. (2022) investigated the relationship between 1,074 Chinese undergraduates' challenges in choosing a vocation and their future time perspective (FTP). To participate, 1,074 undergraduate students were chosen from 19 universities located across 13 different areas of China. The findings showed that both future time perspective components and career flexibility were positively correlated. Anxiety was not significantly correlated with valence, although it was with difficult career decision-making. However, there was a considerable negative correlation between connectedness and the difficulty of making professional decisions.

Mroz et al. (2022) studied how attitudes toward mortality and personal experience with death connect to perspectives of young individuals on advance care planning and whether going to a death over dinner event influenced their thoughts. The results showed that each condition was altered by the post-test future temporal viewpoint. Compared to death over dinner participants, control participants exhibited a more constrained sense of future time in the post-test. ANCOVA was used to assess if future temporal perspective differed by condition at the post-test in order to equalise the relationship between stronger doubts about ACP and higher levels of rejection of death and having more personal encounters with death. Greater levels of rejection towards death and closer encounters with death are associated with increased levels of worry.

Mohsin et al. (2023) examined the development of the future time perspective (FTP) study paradigm throughout the last fifty-five years using bibliometric data and systematic analysis. The field's breadth and direction, recurring themes, and potential study directions were delineated for each of the clusters in order to pin-point future research avenues that might substantially advance the body of knowledge and comprehension that has already been developed. The authors have achieved this by combining a thorough qualitative examination of 648 publications published between 1956 and 2022 with bibliometric analysis. In order to discover current advancements, promising prospects, influential authors, and well-known countries and organisations, the content analysis and bibliometric analysis were conducted with assistance from co-citation analysis, bibliographic coupling, and theme and conceptual mapping. In addition to helping us map the changing structure of the FTP literature, bibliometric analysis also helped us with the content analysis of the clusters that developed, allowing us to show the potential for future study across the clusters, relate knowledge to practice, and visualize changes in the literature over time. The five research clusters and potential directions for future research within each cluster were identified, and it was discovered that, in spite of the large number of studies, the FTP literature has developed around a few key themes, with a core group of authors from the USA, Germany, the Netherlands, China, and Canada. According to the evidence, FTP is a complex concept that is becoming recognized as a separate and autonomous field of study with a wide range of interesting applications for behavioural, social, industrial/organizational psychology, and academic research. The authors are aware that by using bibliometric and content analysis methodologies, the current study illustrates the general development and popularity of FTP literature. This study's findings may be useful in convincing others to support their research efforts.

Rachel and Derek (2024) explored the growing anxiety about the future that was not surprising. Numerous tragedies, including racial inequity, pandemics, climate change, and political polarisation, cloud our imagined future. Pupils saw a gap between the futures shown in their media and the lessons they learn in the classroom. One suggested educational intervention that used the possibilities of the future as a framework for interdisciplinary research for futures literacies. Futures literacies was a term that builds upon and extends from the field of futures studies, which investigated conceivable, likely, and desirable futures via advances in social and technical sciences. It described how humans understand, interpret, act out, imagine, and create the future in the here and now. Researcher synthesized research on human engagement with future potentiality in this interdisciplinary review, working towards a broad definition of futures literacies and charting productive relationship between futures studies scholarship and literacy research.

2.3.1 SUMMARY REVIEWS ON FUTURE TIME PERSPECTIVE

From the above review of related literature, Hascher (2005) the youngest pupils also experience the highest possessions of future time perspective and social self-concept on personal growth, investment, and academic accomplishment. Adelabu (2008) dissected that youngsters who are arranged toward the future, set out to show up at their goals (hope), and fascinated by and have a solid feeling of having a place with their ethnic gathering will in general scholastically beat youths detailing lower scores during the zones of future time perspective, hope, and ethnic identity. Zacher and Frese (2009) investigated that age has significant association amid age and occupational future time perspective. Hicks (2012) concluded that positive effect (PA) would more strongly link to the importance of purpose in life and the perspective of the future. Henry et al. (2017) explored that age besides future time perspective have relationship but it is also associated with work, character ascribes and work characteristics. Allemand and Hill (2019) investigated that future time perspective and appreciation has significant positive relationship. Fernandez (2019) analyzed that future time perspective and Individuals' levels of thankfulness were systematically connected to one another. Barber et al et al. (2020) explored that even while the positive influence is a potent phenomenon, it is not significantly dependent on individual variations in fluid cognitive skills or self-reported future time perspective among people who are cognitively intact. Allemand et. al. (2021) examined that there is connotation between future time perspective and gratitude. Jia et. al. (2022) examined that positive association between career adaptability and both future time perspective components. Mroz et. al. (2022) to correlate higher degrees of rejection of

death, researchers looked at the individual with an advanced level of future time perspective as a covariate. Mohsin et al. (2023) examined the progress of the future time perspective study paradigm throughout the last fifty-five years using bibliometric data and systematic analysis. The five research clusters and potential directions for future research within each cluster were identified, and it was discovered that, in spite of the large number of studies, the FTP literature has developed around a few key themes, with a core group of authors from the USA, Germany, the Netherlands, China, and Canada. According to the evidence, FTP is a complex concept that is becoming recognized as a separate and autonomous field of study with a wide range of interesting applications for behavioural, social, industrial/organizational psychology, and academic research. Rachel Horst and Derek Gladwin (2024) explored the growing anxiety about the future is not surprising. Futures literacies is a term that builds upon and extends from the field of futures studies, which investigates conceivable, likely, and desirable futures via advances in social and technical sciences.

2.4 CAREER RELATED PARENTAL SUPPORT (CRPS)

Diemer (2007) investigated expands past research by depicting the particular and longitudinal impacts of social and SEM and family assistance are important school supports, as well as by utilizing a huge, various, and broadly agent test; the national educational longitudinal study summary was used to choose participants, an enormous scope and broadly delegate review of American secondary school students' transition into the workforce or maybe pursue post-optional education. With a sophisticated sample strategy, more than 25,000 students from more than 1000 schools participated in the review. Information was gathered from the participants' parents and schools while they were in the twelfth grade. The obtained primary models showed that instrumental school support, and twelfth-grade social parental support were important predictor of both the striking nature of the twelfth-grade work and professional assumptions among PYOC. Two years beyond secondary school, parental support in the twelfth year was also a crucial longitudinal indication of high-quality work. These findings are in favour of school-based careers intervention programmes and imply that combining social and practical support may enhance parental support for vocation intervention initiatives.

Dietrich and Kracke (2009) conducted research with a three-dimensional instrument to assess parental career-related behaviours with the intent of approving it and observing the correlation between these behaviours and challenges with career exploration in addition the decision-making. The group consisted of 359 German youths between the ages of 15 and 18. They studied in auxiliary schools in the upper and lower track from the eighth to the tenth grade

in one German state. In this study, 13.7% of the participants concentrated on lower necessary degrees, 49.5% on lower qualified degrees, and 34.1% on school-destined degrees. At a respectable apprenticeship rate, information was obtained. This event was put on by an organization located in a city in eastern Germany. The branches of the organization gave the students information about their available apprenticeship options. The neighbour-hood schools were informed about the occasion. The difficulty of making professional decisions was examined using a condensed version of Seifert's scale (1992). The results demonstrated that although resistance and support were immaterial, resistance had a negative connection with lack of commitment, whereas resistance had a positive affiliation with it. The estimated dimension's structure was confirmed by the results of the underlying condition demonstration (support, obstruction, lack of engagement). Career exploration was associated with parental support and involvement, but not with resistance and disengagement.

Ing (2014) An inert development bend showing technique was used to study the connection between pursuing a STEM career, achievement, and early perceived family support. The long-term investigation of American adolescents' seventh grade buddy provided the data for this analysis. In 2005, information collection expanded to include information on academic and professional success. In 1987 (N = 3,116), the 7th grade partner included understudies from 52 Centre schools around the United States. From each school, about 60 understudies were randomly selected. The majority of people in the example are White, and there are about the same numbers of women and men. Students who completed an attitude survey in the seventh grade as well as math and science achievement assessments every autumn until the end of their secondary school years provided data for this study. Naturally, arithmetic and science achievement in the seventh and twelfth grades is associated with creativity in STEM fields. However, there were gender disparities in the impact of parental support. For example, boys' early impressions of their parents' support for science and math were linked to their increased arithmetic achievement from the seventh to the twelfth grade. There was a connection between perceived parental support and success, but only for females. Females' progress in mathematics achievement was not correlated with their early perception of their parents' encouragement in maths or science. For both boys and girls, the correlation between seventh-grade scientific achievement and perceived parental support was similar, although there was a longer-term link from the seventh to the twelfth grades.

Putra and Solfema (2019) found that there are yet many issues to discover vocational education, identified with career planning. Career planning takes into account parental support

and self-efficacy. This analysis makes use of an insightful correlational quantitative method. The participants in this survey were students from grades XI and XII at the National Space Aviation Vocational School in Padang, West Sumatera, totalling 156 students. 112 students were included in the sample, which was selected using a proportionate random selection methodology. The tool used was a Likert scale model survey about career plans, parental support, and self-efficacy. The data was broken down using simple regression and multiple regression approaches. Simple regression is used to assess the degree of commitment of autonomous variables to the dependent variable. The notch to which self-efficacy and parental support are dedicated to career planning is assessed using a variety of relapse techniques. The results demonstrated the important role that family support plays in the career planning cycle of students. Students acknowledge that parental guidance may help them succeed academically and select a profession that aligns with their interests.

Wang (2019) contrasted the helps of Self- and people-centered personality characteristics with a longitudinal approach, on Chinese teenage career exploration. Additionally, the mediation effects of perceived parental support and CDSE were examined. An approach called cluster sampling was used to find participants. Due to their varied accomplishment levels and coverage of Hong Kong's three main geographic regions, Self- and people-centered personality characteristics First, researcher settled on four Hong Kong high schools, each grade at the end of the second semester, the participants completed a questionnaire survey in three waves. 488 students were still in the longitudinal sample after three rounds of data collection, including 231 men, 248 women, and 9 individuals who did not specify their gender. The Grade 10 participants varied in age from 16 to 22. Under the guidance of their teachers and one researcher, the participants answered the questionnaires. The present study investigated potential underpinning processes through which personality influences people's job exploration habits. Teenagers who claimed to be more interpersonally focused also mentioned that their parents supported them more, which eventually resulted in a rise in environmental inquiry. On the other hand, teenagers who were more trustworthy also exhibited greater levels of self-efficacy, which encouraged them to engage in more activities related to self-discovery.

Liang et al. (2020) explored the parental career support and teenage career adaptability: A link with the mediating role of adolescent future consequences consideration (CFCS). The results revealed a favourable correlation between teenaged vocational adaptability and its subdimensions at Wave 3 and parental support for a career at Wave 1 for both waves. Wave-2 children's CFCS acted as a transitional component between Wave-1's career-related parental

support and Wave-3's professional apprehension, resistor, and interest, but not confidence. Counselors and parents may provide teenagers tips on how to improve their capacity to think about how their present habits may affect their possible career choices in order to enhance their capacity to deal with difficulties throughout the career transition phase.

Zammitti et. al. (2020) surveyed to find that parental career support was linked to identity formation and may act as a bridge between commitment and in-depth exploration. The study, which was intended for middle- and high-school students, was successful in gathering a sample of 250 students, comprising 106 males and 144 women. In addition, the indirect effect of commitment making on exploration in depth was significant and partially mediated by parental support, demonstrating how the latter is essential for supporting children's intentions and helping them feel more satisfied with the tasks they do. The findings revealed that both the total effect of commitment making on exploration in depth and its direct effect were significant. Our research furthered the understanding of how identity is positively impacted when a child's relationship with their parents is perceived by them as supportive.

Juhong et al. (2021) studied the connotations between career-related parental support, professional identity and freedom in the workplace. Initially, 1,185 students at four technical schools in four typical Guangdong Province cities who were enrolled in vocational and technical education were recruited for the study, but only 1,163 of them supplied data that could be used. The relationship between parental support for a child's profession, occupational identity, and career flexibility was found to be highly significant. More precisely, students' career commitment and IDCE strengthened and CSD decreased the beneficial consequence of parental support for a child's career on adaptability.

Maftei et al. (2022) looked at the association between parental career-related behaviours (such as support, interference, and lack of participation), job exploration among teenagers, and the impact of dispositional optimism as a moderator. 9 Romanian public schools had 441 individuals (58%) who made up the sample. Participants' age varied from 12 to 19 years. Age of the children did not substantially influence parental work-related actions, dispositional optimism, or career exploration. An independent sample t-test showed significant differences in children's dispositional optimism and job exploration by participant gender. Compared to girls, boys demonstrated less career exploration.

Zeng (2022) surveyed was administered by school psychologists will offer random tasks to Chinese secondary vocational students from the Guangdong area. It looked at optimism and resilience as two possible transitional elements between parental support and for a child's

career choice and a range of factors affecting vocational adaptation. Resilience, hope, and parental support are all positively correlated, according to Pearson correlations for a child's profession as well as between career worry, curiosity, career control and confidence.

Han and Zhang (2023) employed the cluster sampling technique to administer a survey on the career related parental support and the career adaptability to college students at a vocational medical college. Data handling techniques were utilised to analyse the results. The findings indicated that the factors of parental support and career adaptability were significantly positively correlated; whereas the support of the working model had a negative effect; Students' career flexibility is positively predicted with parental support. This suggests that improving techniques and parental support may significantly increase career flexibility, and that family support is crucial to college students' employability. Career-related parental support and professional flexibility have been revealed to be significantly positively correlated by research between occupational flexibility and work-related parental support.

Wang et al. (2024) investigated how career-related parental support affected vocational college students' proactive career conduct over time, as well as how career flexibility and belief in a just world acted as moderators and mediators. In three waves, they gathered longitudinal data from a sample of 676 students enrolled in vocational institutions. Our findings demonstrated that, even after adjusting for demographic variables, parental support for a college student's employment was a significant predictor of their proactive professional behaviour. The association between vocational college students' proactive career conduct and career-related parental support was somewhat mitigated by career flexibility. Furthermore, students at vocational colleges who have higher views about a just world experience more conditional indirect impacts than those with weaker views. The importance of these findings has theoretical and practical ramifications for career research.

Zeng et al. (2024) studied association between career-related parental support and life happiness, looking at hope and occupational flexibility as possible mediators and parent-child connection as a moderator. 521 students from technical high schools responded to this poll. The results demonstrated that hope and vocational flexibility acted as distinct and serial mediators in the relationship between life happiness and parental career-related support. Additionally, it was shown that proximity between parents and children affected parental optimism and support for jobs. There was a greater indirect association between hope and students who had strong parent-child ties, career flexibility, and life satisfaction and parental career-related support. This study suggests that parents should support their children's jobs and maintain close ties with them. Vocational institute scholars' hope and career adaptability acted

as independent and serial mediators in the relationship between parental career-related support and life satisfaction. Parental optimism and support related to jobs were shown to be moderated by parent-child relationship.

2.4.1 SUMMARY REVIEWS ON CAREER RELATED PARENTAL SUPPORT

Based on the earlier analysis of related publications, Diemer (2007) investigated vocation intercession projects could be increased by joining social and instrumental parental support. Dietrich and Kracke (2009) concluded that parental involvement and encouragement were correlated with career exploration, resistance but not with the disengagement. Ing (2014) investigated that connection amid perceived parental support and accomplishment was distinctive for females and 7th grade science accomplishment was comparative for guys and females (both positive and critical). Zang (2015) accessed that Career related support from parents assumes a fundamental part during the time spent advancing learners' career improvement. Putra and Solfema (2019) accessed that parental support has a significant part in the career planning cycle of learners. Wang (2019) found that adolescents who were more interpersonally focused reported that their parents supported them more, which over time encouraged increased engagement in environmental inquiry; conversely, those who were more reliable also had higher levels of self-efficacy, which encouraged them to engage in more self-discovery activities. Liang et al. (2020) explored that teenagers' vocational adaptability and its subdimensions were positively correlated with career-related parental support. Zammitti et. al. (2020) analyzed of the associated research discussed above, children's identities and levels of pleasure are positively impacted when their parents are seen by them as being supportive. Juhong et al. (2021) explored the association between parental support for a child's profession, occupational identity, and career adaptability was discovered. More precisely, students' career commitment reinforced the beneficial impact of parental support for a child's career on adaptability. According to Zeng (2022), there is a favourable correlation between resilience, hope, and parental support for a child's profession, as well as between career worry, career control, curiosity, and confidence. Maftei et. al. (2022) explored that age of the children did not substantially influence parental work-related actions, dispositional optimism, or career exploration and boys showed less career exploration than girls did. Han and Zhang (2023) have shown a strong favourable relationship between vocational flexibility and parental support linked to one's work. Wang et al. (2024) investigated the long-term effects of profession-related parental support on proactive career conduct among vocational college students; career flexibility moderated the relationship between proactive career behaviour and job-related parental support. Zeng et al. (2024) found that parental career

related support for hope, career flexibility, and life satisfaction was higher for students with high levels of parent-child connection.

2.5   SOCIO-ECONOMIC STATUS

Keller (2008) accessed the connection between explicit parental practices and the young teens' professional development was surveyed. Three Centre schools in a Midwest state, which addressed a variety of socioeconomic issues in both urban and rural locations, were attended by research participants. 293 students in total took the test, which represents around 80% of the students that were invited to participate. There were more female members than male members. The learners' folks were likewise approached to take part, yet learner investment was not dependent upon parent cooperation. The example of guardians was around a large portion of the size of the understudy test. Of the 147 taking an interest guardian, there were 72 sixth-grade guardians, 22 seventh-graders, and 53 eighth-graders' guardians. After adjusting for understudy grade level and sex, regression analyses revealed those parental activities associated with the professional development of Centre school students. Parenting behaviours would generally be more closely related to CDMSE than professional maturity. It was shown that five specific practices were predictive of members' career advancement. The differences in how young people and their parents see family ties also appeared to be related to how confident they felt about their professional choices.

Zang (2015) accessed that career-related parental support assumes a fundamental part during the time spent advancing youngsters' profession advancement. Despite the fact that there is currently very little study on career-related parental support in China, it is thought to be particularly crucial to look at this problem for kids attending Chinese professional schools given how quickly the Chinese workplace is changing. To determine if gender, socioeconomic status, or other variables are responsible for any discr epancies between the two, this research briefly summarises a portion of the Chinese and western studies on parental support for professions. Researcher provide suggestions on how to foster this kind of parental support in low-income homes where questionable presumptions may be common. For students at Chinese professional institutions, especially those from low SES households and families with weak educational backgrounds, parental support for career-related decisions is extremely important. Throughout the period spent increasing learners' vocation growth, career-related support plays a crucial role.

Huang (2017) used a representative sample of 15-year-old pupils in the US to investigate whether grit and the school's disciplinary climate predicted low socioeconomic

status (SES) kids to excel in science and maths. Using a two-level logistic hierarchical linear model (HLM), and found that the high success in maths and science of low-SES kids was substantially correlated with both disciplinary climate and grit. High achievers were significantly more likely to be low-SES kids who thought they had more grit and whose classes had a better disciplinary atmosphere.

Lee (2018) investigated the relationship between teenagers' vocational adaptability and socioeconomic level (SES) and the influence of parental career-related support. 581 Korean high school students (n = 219) who were enrolled in academic or vocational schools in a southern section of South Korea took part in the study. The findings indicated that there was a substantial correlation between the two and that youth from higher socioeconomic backgrounds were more likely to have both parental career related support and a high degree of career adaptation resources. According to mediation theories, teens from affluent households are more likely to report receiving more career-related support from their parents, and the more flexible their occupations are, the more support they feel they get.

Shin and Lee (2018) obtained by the markers of learners' c.d.s.e., who then carried out a hierarchical regression in which First, sex and SES were taken into consideration, then classism, contemporary and sexism. The career locus of control scale, the EWCS classism estimator, and the classical and modern sexism scale were used. The findings demonstrated that (a) neither sex nor SES was relevant and (b) after adjusting for the difference brought about by sex and SES, classism, contemporary sexism, luck, and internality all significantly contributed to c.d.s.e. After correcting for heterogeneity brought on by sex and SES, the results confirmed the prediction that classism and contemporary sexism adversely and interestingly influenced learners' c.d.s.e.

Abdinoor (2020) investigated association between c.d.s.e., gender, professional maturity, and socioeconomic status in the stages of career development of young people in northern Kenya. This study examined how career maturity and career decision-self-efficacy are impacted by gender and socioeconomic status. Partakers were senior secondary school students in northern Kenya's Wajir County. With a unidirectional analysis of variance, the average score variations between the three socioeconomic status levels on career self-efficacy and career maturity were investigated separately. The three socioeconomic status groups did not significantly differ in terms of career decision self-efficacy or career maturity, according to the ANOVA results.

Boyer (2020) investigated the connection between grit and socioeconomic level (SES). Research had shown that students from lower socioeconomic backgrounds did worse academically than their more affluent counterparts. All seventh and eighth graders were listed on the researcher's roster, along with a note indicating which kids were eligible for free or reduced lunches throughout the school day. 29 kids who receive free or reduced lunches and 81 students who pay the regular meal cost filled out the survey. The survey was filled out by 110 junior high pupils in total. According to the new study's findings, kids who had lunch for free or at a reduced cost did not significantly vary in their degree of grit from their counterparts who paid standard rate.

Li (2024) tested the moderating influence of Chinese culture ideas on hardship and the intermediating impact of future time perspective. 586 Chinese teenagers, in all, anonymously answered questions about their financial status, outlook on the future, academic performance, and cultural views on hardship. The findings indicated a negative correlation between academic success and poor socioeconomic position. One of the mediating variables in this association was the viewpoint on future time. Furthermore, the detrimental impacts of poor socioeconomic level on future time perspective may be mitigated by Chinese cultural attitudes towards hardship. These findings highlight how raising teenagers' Chinese cultural views on adversity and future temporal perspective may be crucial for encouraging their improved academic achievement.

Liu et al. (2024) examined how a person's socioeconomic situation has a significant and complex influence on their developmental path. This study explores how early socioeconomic background affects career flexibility, drawing on the principle of delayed gratification. It carefully investigates the mediating role of delayed gratification by introducing an intermediate model. The results of a thorough study of 4676 college students in China show the following: (1) The rationality of career adaptability among college students is considerably and favourably influenced by childhood socioeconomic level; (2) the intricate link between childhood socioeconomic status and career adaptability is mediated by delayed gratification. Our goal in doing this study is to give significant insights into how socioeconomic status affects college students' psychological development and practical cultivating resilience and adaptability in university life.

2.5.1 SUMMARY REVIEWS ON SOCIO-ECONOMIC STATUS

Keller (2008) discovered that general psychosocial parenting practices would be more evident than career-focused parent behaviours, and that CDMSE was greater than professional

maturity. Zang (2015) accessed that Career-related parental support assumes a fundamental part during the time spent advancing youngsters' profession advancement for the low SES households and families with weak educational backgrounds, parental support for career-related decisions is extremely important. Huang (2017) investigated whether grit and the school's disciplinary climate predicted low socioeconomic status (SES) kids to excel in science and maths and found that high achievers were significantly more likely to be low-SES kids who thought they had more grit and whose classes had a better disciplinary atmosphere. Lee (2018) found that teenagers from wealthy families are more likely to report receiving greater support from their parents in relation to their careers. Shin and Lee (2018) accessed that career the difference brought about by sex and SES, classism, contemporary sexism, luck, and internality all significantly contributed to c.d.s.e. Abdinoor (2020) investigated association between gender, socioeconomic status, decision-making self-efficacy and found that no discernible difference in career maturity and c.d.s.e. between the three socioeconomic status groups. Boyer (2020) investigated the connection between grit and socioeconomic level (SES). Research has shown that students from lower socioeconomic backgrounds do worse academically than their more affluent counterparts. Li (2024) tested the moderating influence of Chinese culture ideas on hardship and the mediating impact of future time perspective. Furthermore, the detrimental impacts of poor socioeconomic level on future time perspective may be mitigated by Chinese cultural attitudes towards hardship. Liu et al. (2024) examined how a person's socioeconomic situation has a significant and complex influence on their developmental path.

2.6.   SIGNIFICANCE OF THE STUDY

Today's adolescents are facing a lot of problem when taking decisions regarding one's career. The occupation needs to match one's potentials and personality. There-fore the decision regarding the selection of the right career becomes an utmost importance for the student's future. People are changing careers more often in their lifetimes due to the increasing rate of change in the workplace. For teenagers, the caliber of the professional choices they make throughout these changes is vital. During adolescence, making a decision about career seems to be a difficult and confusing task. Some are able to take decision without any difficulty while others cope with various obstacles in their environment as well as with psychological issues. Different interpersonal, social and environmental factors can affect it. The c.d.s.e. is impacted by equally individual variations and relevant factors, for example, family foundation and learning encounters (Tang, Pan, and Newmeyer, 2008). Often children find themselves answering questions as to what they want to become when they are older. The construct of

career decision is one of the cornerstones of career progress theory. During the senior secondary school years, when teenagers are expected to make significant career-related decisions, CDSE is particularly crucial. According to Gushue et al. (2006) and Chiesa et al. (2016), students who have a high level of confidence in their ability to make better career selections are more likely to be interested in fostering their professional aspirations, invest more time in their career explorations, and ultimately make better career decisions. Therefore, it would appear reasonable to determine the causes of CDSE in teenagers (Miles & Naidoo, 2017). B. Kim et al. (2016) discovered association between professional satisfaction and c.d.s.e. was totally changed. Chiesa et al. (2016) explained that career guidance interventions programs have direct impacts on to alter the association between job choice anxiety and career decision making self-efficacy. Jiang (2016) discovered correlation between c.d.s.e. and emotional intelligence. According to Fan (2016), schoolchildren's c.d.s.e. was significantly influenced by their thinking processes. Santos et al. (2018) investigated how emotional intelligence as a whole predicted the c.d.s.e., a brief in-class intervention helped the students increase their self-efficacy in making career decisions. According to Zhang et al. (2019), CRPS significantly affects students' self-efficacy in making career decisions. Ting et al. (2022) accessed that attachment style and personality traits are corelated to c.d.s.e. By overviewing the literature review it was concluded that c.d.s.e. can be increased by career guide interventions programs, thinking process, emotional intelligence and CRPS. So that's why have taken this variable have been taken into the study.

The second variable of our study was grit that is the *"perseverance and passion for long-term goals"* and situations that it involves "working exhaustingly towards tested, keeping up exertion and interest over years regardless of disappointment, difficulty, and levels in progress (Duckworth et al., 2007)". Von Culin et. al. (2014) accessed the positive relationship among grit and engagement. Reraki et al. (2015) explored that grit somewhat clarifies the connection between academic motivation and academic achievement. O' Neal et al. (2016) Migrant status was likewise a critical arbitrator of the connection among grit and depression and more grit was identified with less depression. Al-Mutawah and Fateel (2018) found that grit was unquestionably and consistently related to academic success. According to Vela et al. (2018), found that the degree of c.d.s.e. raised as grit and interest do. Teimouri et. al. (2022) investigated that more determined (more-gritty) students were more motivated to put out effort when studying language than their less gritty peers. Lee (2022) investigated that grit, classroom enjoyment, length of time spent studying English, and age significantly predict high school students' second language. Dunston et. al. (2022) analyzed that grit is the ability to persevere

through hardship and improves grade point average. Lam (2022) looked at the connections between grit and academic accomplishment and discovered that the links were often low to moderate and weak to moderate were found between career intention, motivational parameters, and facets of grit. Safariningsih et al. (2024) explored to ascertain how grit contributes to nurse burnout prevention and enhances the subjective well-being of nurses and results showed that burnout is significantly and negatively impacted by grit, increasing by 0.204 for every unit drop in grit. This variable had been taken as above literature of review concluded that grit increases the academic motivation, academic achievement, improve grade point average, smoothen academic accomplishment, and help to reduce depression and increases the c.d.s.e.

Future time perspective was the third variable I examined. According to Wallace (1956), The timing and arrangement of individualised future occurrences is known as future time perspective, or FTP. However, different people have different ideas of what FTP is. For instance: The degree and manner in which the chronological future is incorporated into the present is known as FTP-space of a person by an inspiring objective-setting procedures (Husman and Lens, 1999). Hascher (2005) the highest effects of future time perspective and social self-concept on personal growth, investment, and academic accomplishment. Hicks (2012) concluded that positive effect (PA) relate meaning in life and future time perspective. Henry et al. (2017) explored that age and future time perspective have relationship. Allemand and Hill (2019) future time perspective and appreciation has significant positive relationship. Wu et. al. (2021) future time perspective and depression showed a statistically negative correlation. Allemand et. al. (2021) examined that there is association between future time perspective and gratitude. Jia et. al. (2022) examined that positive correlation between career adaptability and both future time perspective components. Mroz et. al. (2022) to correlate higher degrees of rejection of death, with an advanced level of future time perspective e as a covariate. Rachel Horst and Derek Gladwin (2024) explored the growing anxiety about the future is not surprising. It was concluded from the literature review that Future time perspective is connected with gratitude, social self-concept on personal growth, investment, and academic accomplishment, positive effect (PA) and c.d.s.e. It is negatively connected with depression, worked as covariant in higher degree of rejection death. FTP can influence: Motivation, Actions, Achievement, Learning process, and Performance. FTP is associated with a range of consequences, including: achievement, and well-being etc.

My fourth variable is CRPS Career-related parental support is a construct that refers to a parent's support for their child's career choices and development. It includes providing

guidance and instrumental support when needed, and not interfering with or neglecting the child's choices (Turner et al., (2003)). Diemer (2007) vocation intercession projects could be increased by social and instrumental parental support. Keller (2008) accessed that parental practices would in general relate more to CDMSE than to career maturity. Zang (2015) accessed that career related parental in learners' career improvement. Xue Xing (2016) investigated that parental general psychosocial support and career decision-making self-efficacy was significantly correlated with career-specific behaviours. Chasanah and Salim (2019) had a connection among career-related parental support and career decision-making self-efficacy. Putra and Solfema (2019) shown that students' career planning cycle greatly benefits from parental assistance. Liang et al. (2020) explored a favourable correlation was found between vocational adaptability with career-related parental support. Zammitti et. al. (2020) analyzed children's identities and levels of pleasure are positively impacted when their parents are seen by them as being supportive. Juhong et al. (2021) explored association between CRPS, occupational identity, and career adaptability. According to Zeng (2022), there is a correlation between resilience, hope, and parental support for a child's career, as well as between career worry, career control, curiosity, and confidence. Chen et al. (2023) explored that career-related parental support had a favourable impact on career maturity and future time perspective. Han and Zhang (2023) discovered a strong positive relationship between professional flexibility and parental support connected to one's work. Zeng et al. (2023) determined that career flexibility is significantly influenced by parental support connected to one's work. Zeng et al. (2024) examined to examine association between career-related parental support and life satisfaction, as well as between hope and occupational flexibility, and the role of parent-child connection as a moderator. Socioeconomic factors influence different parts of students and more career adaptability (Bounds, 2013).

2.7 RESEARCH GAP

According to a literature review, senior secondary school students were the focus of very few studies on c.d.s.e.; most of the research was done on university students. The majority of studies show that parenting styles have been linked to the emergence of CDSE in adolescents (Sovet & Metz, 2014; Gushue & Whitson, 2006). Nevertheless, prior research is constrained in a number of ways. First, few studies have looked at the relationship between career-related parental behaviours and teenagers' CDSE; instead, the majority of research on parenting and CDSE focusses on the impacts of general parenting practices (Garcia et al., 2012). According to Tracey et al. (2006), career-related parenting techniques may actually have a better correlation with teenagers' career growth than general parenting techniques. Most of the

research on socio- economic status was not studied with the variables of the current study. Only a small number of studies were done in the setting of India; the majority of research on the variables of the existing study was done in western context. The majority of research on the study's variables employed culture-based instruments; little consideration was given to adopting the instruments in Indian context. School boards have been included as demographical factors in the bulk of research on the study's variables. There was very few research done. From this discussion it is clear that the combination of these four variables; grit, future time perspective, CRPS and career decision self-efficacy is unique and related to each other.

CHAPTER – 3
METHODOLOGY

The technique is one of every study's most crucial components. It is a method for methodically looking into the research topic. It provides several instructions for doing out study rationally and systematically. A clearly defined technique gives the researcher a game plan for choosing, gathering, and interpreting the data efficiently. It methodically aids the researcher in moving forward with the research and, in the end, helps the researcher save time, effort, and money. To gather the pertinent data for a study, a systematic process must be used. The amount and quality of the pertinent data should be sufficient. It ought to be adequate, trustworthy, and legal. The nature of the problem determines which techniques and resources are employed in an investigation. The choice of appropriate techniques, tools, and procedures is difficult, and it must be handled with extreme attention, care, and consideration of the time, expense, and process. The research evidence, learning objectives, and hypotheses have all been kept in mind using a multi-stage random sampling approach. Schools have been chosen at random from a list of senior secondary schools on the website of the District Education Office that are connected with the Punjab School Education Board (PSEB) and the Central Board of School Education (CBSE). 1300 students from senior high schools made up the entire sample.

3.1 POPULATION

Students in the school's 12th grade affiliated to CBSE and PSEB participated in this study, enrolled in academic session 2021-22. Majha, Malwa, and Doaba are the three geographical divisions of Punjab.The distribution of districts of Punjab state according to three geographical region is specified below:

Table 3.1: The list of the districts in Punjab

S. No.	Region	Districts
1	Majha	Pathankot, Gurdaspur, Amritsar and Tarn Taran
2	Malwa	Firozpur, Barnala, Moga, Mansa, SAS Nagar (Mohali), Ludhiana, Sangrur, Rupnagar (Ropar), Patiala, Faridkot, Fathegarh Sahib, Fazilka, Mukatsar and Bathinda
3	Doaba	Hoshiarpur, Kapurthala, Jalandhar and Nawa Shahar (Shaheed Bhagat Singh Nagar)
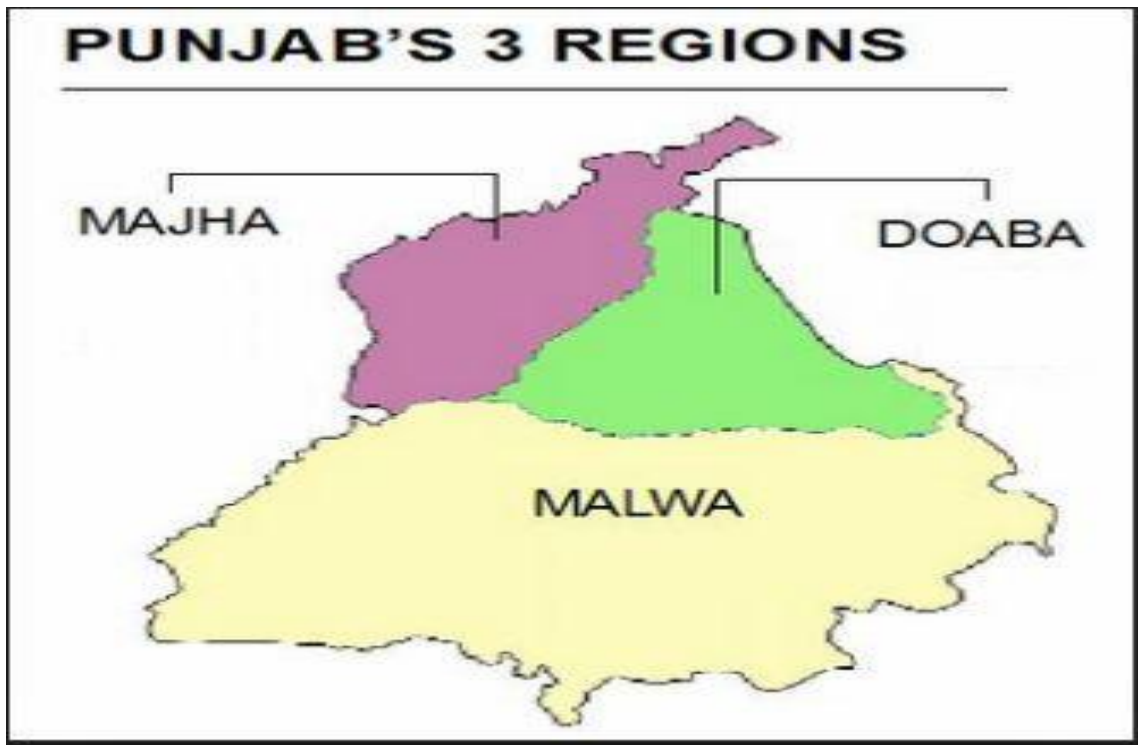
Figure 3.1: Geographical division of Punjab

3.1.1 SAMPLE DESIGN

3.1.1   DISTRICT WISE PROPORTION OF RURAL AND URBAN POPULATION

The Researcher had selected the five districts according to the proportion of residents in urban and rural locations having minimum difference. The percentage of both urban and rural populations in districts of Punjab are as follows:

Table 3.2 Proportional Chart of urban and rural population in all Punjab districts

Sr. No	District	Percentage of Rural Population	Percentage of Urban Population
1	Gurdaspur	71.50	28.50
2	Kapurthala	65.10	34.19
3	Hoshiarpur	78.85	21.15

Table 3.2 Continued……

Sr. No	District	Percentage of Rural Population	Percentage of Urban Population
4	S.B.S Nagar	79.57	20.43
5	Fathegarh Sahib	69.13	30.87
6	Moga	77.45	22.55
7	Ferozpur	72.75	27.25
8	Muktsar	72.01	27.99
9	Fardikot	64.80	35.20
10	Bathinda	64.01	35.99
11	Mansa	78.74	21.26
12	Tarn Taran	87.37	12.63
13	RupNagar	73.98	26.02
14	Sangrur	68.76	31.24
15	Barnala	68.03	31.97
16	Fazilika	79.65	20.35
17	Pathankot	74.7	25.3
18	Amritsar	46.36	53.64
19	Jalandhar	46.82	53.18
20	SAS Nagar (Mohali)	44.83	55.17
21	Ludhiana	40.86	59.14
22	Patiala	59.73	40.27

3.2 SAMPLE SIZE

The population, confidence level, and margin of error were taken into consideration when creating an online sample calculator, which was used to calculate the statistically significant sample size for this study. The following formula, created by Krejcie and Morgan, served as the foundation for this online calculator (1970). S is equal to 2NP (1-P) d2 (N-1) + 2 P. (1-P) "S" denotes the required number of samples. The degree 1 of freedom chi-square value at the proper level of confidence is "2" (0.05=3.841). The population size is indicated by the letter "N". P is the population percentage, which is assumed to be 0.50 because it would result in the largest possible sample size. The percentage of accuracy (error margin) is represented by the letter "d." (0.05). There were 2, 74,186 pupils in the 12th grade in PSEB-affiliated schools and 68429 in CBSE-affiliated schools. With a 95% confidence level and a 5% error margin, a sample size of 384 was established. With a 99% confidence level, a 5% error margin, and a 665-sample size, the sample size was calculated (approximately 700). Yet, 1300 students from class 12 of senior secondary schools really provided the data that was collected.

Figure: 3.2: Representation of sample size by sample size calculator

3.3 SAMPLING

Considering the research data, the study's goals, and the hypotheses; The descriptive survey method was chosen by the researcher as the best approach for this particular investigation. Using a sample of the community, the investigator can gather quantitative data on the population using the quantitative approach known as a descriptive survey. The state of Punjab was chosen for the sample. The sample was collected from several Punjab state districts. A multi-stage random sampling method was used to ensure that the study remained diffident.

In the multistage random sampling technique, the researcher chooses the samples randomly at each stage.

			High Socio-Economic Status (31)	Male (19)
				Female (12)
		Rural (261)	Average Socio -Economic Status (138)	Male (80)
				Female (58)
			Low Socio-Economic Status (92)	Male (52)
	PSEB (533)			Female (40)
			High Socio-Economic Status (63)	Male (19)
				Female (44)
		Urban (272)	Average Socio -Economic Status (139)	Male (57)
				Female (82)
			Low Socio-Economic Status (70)	Male (30)
TOTAL STUDENTS (1147)				Female (40)
			High Socio-Economic Status (86)	Male (42)
				Female (44)
		Rural (295)	Average Socio-Economic Status (151)	Male (94)
				Female (57)
			Low Socio-Economic Status (58)	Male (35)
	CBSE (614)			Female (23)
			High Socio-Economic Status (124)	Male (44)
				Female (80)
		Urban (319)	Average Socio-Economic Status (169)	Male (75)
				Female (94)
			Low Socio-Economic Status (26)	Male (11)
				Female (15)

Figure 3.3: Representation of the sample in a systematic manner using the school board, locality, SES and gender.

3.3.1 STAGE-1: SELECTIONS OF DISTRICTS

The districts are chosen based on least the population of rural and urban areas differs. According to the census2011 (http://censusindia.gov.in/2011-provresults/paper2/data_files/punjab/dco-punjab.pdf), in Punjab there are five districts where the proportion of rural and urban population has minimum difference.

Table 3.3   Districts of Punjab having equal proportion of rural and urban population in Punjab

Sr. No	District	Percentage of Rural Population	Percentage of Urban Population
1	Amritsar	46.36	53.64
2	Jalandhar	46.82	53.18
3	SAS Nagar	44.83	55.17
4	Ludhiana	40.86	59.14
5	Patiala	59.73	40.27

After selection of districts the researcher had procured the district wise list of senior secondary schools affiliated to PSEB and CBSE from the education board website portal – Unified District Information System for Education-Punjab (**UDISE** and **e-Punjab** websites). District wise number of schools are specified below in table 3.4.

Table 3.4   District wise number of Schools affiliated to CBSE/PSEB in Punjab.

Sr. No.	Districts	Senior Secondary Schools affiliated to PSEB	Senior Secondary Schools affiliated to CBSE	Total Senior Secondary schools (PSEB+CBSE)
1	Amritsar	264	61	325
2	Jalandhar	279	86	365
3	SAS Nagar	74	74	148
4	Ludhiana	320	288	608
5	Patiala	166	152	318
	Total	**1099**	**660**	**1763**

3.3.2 STAGE-2: SELECTION OF BLOCKS

In stage-2 the researcher had selected blocks from the selected districts. A list was procured from the authorized website to find the number of blocks in each district. Each district is further divided into blocks, that are specified below in table 3.5.

Table 3.5 Block wise number of Schools affiliated to CBSE/PSEB in Punjab.

S. No.	Name of District	Number of Blocks in each district	Name of Blocks	No. of School per block		
				CBSE	PSEB	Total
1	Amritsar	09	Ajnala	06	24	30
			Attari	01	12	13
			Chogawan	03	12	15
			Harshachhina	00	15	15
			Jandiala guru	06	28	34
			Majitha	03	18	21
			Rayya	05	24	29
			Tarsikka	01	21	22
			Verka	36	110	146
2	Jalandhar	11	Adampur	04	21	25
			Bhogpur	02	12	14
			Jalandhar east	40	81	85
			Jalandhar west	22	47	69
			Lohian khass	03	08	11
			Mehatpur	02	10	12
			Nakodar	03	21	24
			Noormahal	03	13	16
			Phillaur	02	31	33
			Rurka kalan	04	20	24
			Shahkot	01	15	16
3.	SAS Nagar (Mohali)	03	Dera bassi	23	29	52
			Kharar	41	34	75
			Majri	10	11	21

Table 3.5 Continued……

S. No.	Name of District	Number of Blocks in each district	Name of Blocks	No. of School per Block		
				CBSE	PSEB	Total
4.	Ludhiana	12	Dehlon	06	16	22
			Doraha	10	18	28
			Jagraon	09	22	31
			Khanna	23	27	50
			Ludhiana-1	116	90	206
			Ludhiana-2	72	53	125
			Machhiwara	15	13	28
			Pakhowal	06	17	23
			Raikot	10	21	31
			Samrala	09	14	23
			Sidhwan bet	06	18	24
			Sudhar	06	11	17
5.	Patiala	08	Bhunerheri	10	12	22
			Ghanour	11	13	24
			Nabha	20	18	38
			Patiala	39	45	84
			Patran	28	14	42
			Rajpura	18	23	41
			Samana	13	24	37
			Sanour	11	16	27

As the number of blocks is different in different districts and SAS Nagar (Mohali)district has least number of blocks, i.e., 3. Hence, one third blocks were selected from each district randomly to maintain the proportionate equality in the sample. From these randomly selected blocks schools were selected by random sampling technique.

3.3.3   STAGE-3: SELECTION OF SCHOOLS

In stage 3, the researcher had selected senior secondary schools affiliated to PSEB and CBSE from the selected blocks. Using an MS Excel random table, the schools were chosen at random.

Table 3.6   District wise selected Schools affiliated to CBSE/PSEB in Punjab.

Sr. No.	District	PSEB/CBSE	Name of School
1.	Amritsar	PSEB	Guru Nanak Public Sen. Sec. School Rayya (Amritsar)
		PSEB	Khalsa College Sen. Sec. School Amritsar
		PSEB	Govt. Sen. Sec. School, Kot Khalsa, Amritsar
		CBSE	St. Soldier Elite Convent School, Amritsar
		CBSE	Sri. Guru Teg Bahadur Public School Khankot, Asr. Affiliation No. 1630055
		CBSE	Khalsa College Public School Amritsar
2.	Jalandhar	PSEB	Sri Guru Nanak Public Sr. Sec. School Preet Nagar, Sodal Road, Jalandhar
		PSEB	Govt. Sen. Sec. School Hazara (Jalandhar)
		CBSE	Shree Hanumat International Public School (CBSE Aff. No. 1630686) G.T Road, Goraya (Jalandhar)
		CBSE	SRT DAV Public School, Bilga (Jalandhar)-144-036
		CBSE	The Nobel School, Kartarpur (Jalandhar)
3	SAS Nagar – Mohali	PSEB	Arya Collegiate Sr. Sec. Girls School Kharar(Mohali)
		PSEB	Vidya Niketan Sr. Sec. School Phase-1, SAS Nagar, Mohali
		PSEB	Govt. Model Sr. Sec. School Phase-3B-1, SAS Nagar, Mohali
		CBSE	Jitender Veer Sarvhitkari Model Sen. Sec. Phase-71, SAS Nagar, Mohali
		CBSE	Saint Soldier International Convent School, Mohali
		CBSE	Sant Isher Singh Public School Phase-7, SAS Nagar, Mohali

Table 3.6   Continued……….

Sr. No.	District	PSEB/CBSE	Name of School
4	Ludhiana	PSEB	Sri Guru Harkrishan Public School Model Town Extension, Block-D Dugri Road, Ludhiana-141002
		PSEB	Govt. Model Sen. Sec. School Model Town, Ludhiana
		PSEB	Bal Bharati Public School, Ludhiana
		CBSE	Ramgarhia Sen. Sec. School, Miller Ganj, Ludhiana
		CBSE	Ramgarhia Girls Sen. Sec. School, Miller Ganj, Ludhiana
		CBSE	U.S.P.C Jain Public School, Chandigarh Road, Jamalpur, Ludhiana
5	Patiala	PSEB	S.D.S.E Sr. Sec. School, Patiala
		PSEB	Pax Public School, Sanour Road, Patiala
		PSEB	Narain Public School, Patiala
		CBSE	Excelsior Convent School (CBSE), Patiala
		CBSE	Sri Aurobindo International School, Patiala
		CBSE	St. Mary's School Chaura Road, Sanaur Patilia-147103(Pb.)

3.3.4   STAGE-4: SELECTION OF STUDENTS

From the chosen schools, the senior secondary school pupils in class 12 were chosen at random. From each selected school approximately 40 students were taken conveniently by the permission of school administration.

3.4   RESEARCH DESIGN OF THE STUDY

The analysis has been carried out using the following research designs: t-test, correlational, ANOVA, and regression analysis. The following sections further clarify the research design:

3.4.1 t-TEST DESIGN

   a. t-Test was used on the scores of c.d.s.e to find out the significant difference due to gender, locality, and school board.
   b. t-Test was employed on the scores of grit to find out the significant difference due to gender, locality, and school board.
   c. t-Test was employed on the scores of future time perspective to find out the significant difference due to gender, locality, and school board.
   d. t-Test was employed on the scores of career-related parental support to find out the significant difference due to gender, locality, and school board.

3.4.2 CORRELATIONAL RESEARCH DESIGN

To determine the link between the scores of the dependent variable and the independent variable, a correlation study design was applied.

   a. c.d.s.e. and grit;
   b. c.d.s.e. and future time perspective;
   c. c.d.s.e. and CRPS;
   d. grit and future time perspective;
   e. future time perspective and CRPS;
   f. CRPS and grit;

3.4.3 ANOVA ANALYSIS DESIGN

2x3 ANOVA analysis was employed to explore the effect of followings:

   a. gender and independent variables on c.d.s.e.
   b. locality and independent variables on c.d.s.e.
   c. school board and independent variables on c.d.s.e.

3.4.4 REGRESSION ANALYSIS DESIGN

Regression analysis was employed to envisage the outcome variable career decision self-efficacy of students due to grit, future time perspective and career related parental support as criterion variables.

3.5 DESCRIPTIONS OF TOOLS USED

The given below tools have been administered to conduct the present study

   1. Career decision self-efficacy scale by Betz and Taylor (2001).
   2. Grit scale by Duckworth, Peterson, Matthews and Kelly (2007).
   3. Future time perspective scale by Lyu and Hyang (2016).
   4. Career related parental support scale by turner et. al. (2003).
   5. Socio-economic status scale by Sunil Kumar Upadhayay (2008).

Table 3.7: Description of tools used

Sr. No	NAME	DEVELOPED BY	YEAR	RELIABILITY	PURCHASED/ ADAPTED
1	Career Decision Self Efficacy	Betz and Taylor	2001	0.723	ADAPTED
2	Grit	Duckworth, Peterson, Matthews and Kelly	2007	0.816	ADAPTED
3	Future Time Perspective	Lyu and Hyang	2016	0.743	ADAPTED
4	Career Related Parental Support	Turner, Alliman-Brissett, Lapan, Udipi, and Ergun	2003	0.775	ADAPTED
5	Socio-Economic Status Scale	Sunil Kumar Upadhayay Alka Saxena	2008	-----------	Purchased

3.5.1 VALIDATION OF GRIT SCALE

Grit scale is a two-dimensional Scale (Duckworth, Peterson, Matthews and Kelly, 2007). It has been measured using a 5-point Likert scale with 12 items. The Grit Scale was adapted from (Duckworth, Peterson, Matthews and Kelly, 2007). Twelve items scale tapping two dimensions of grit scale: consistency of interest, and perseverance of effort. Each dimensions have 06 indicators. The below table presents scoring procedure of the grit scale:

Table 3.8: Scoring procedure of grit scale

Nature of Statement	Not like me at all	Not much like me	Somewhat like me	Mostly like me	Very much like me
Positive	1	2	3	4	5
Negative	5	4	3	2	1

3.5.1.1 ADMINISTRATION OF GRIT SCALE

The goal of the pilot study was to gather student responses for the grit scale from senior secondary school pupils. The scale was given to the pupils during class after receiving formal approval from the school's principal and the assistance of the instructors. 260 senior secondary school pupils from Punjab and Himachal Pradesh were the source of the data. The participants of this investigate were the scholars of senior secondary level (N = 260). The sample was consisted of students from all streams that are science (medical and non-medical, commerce and arts). The study was delimited in Hoshiarpur district, Punjab, India and Una region of Himachal, India. The data was collected by purposive sampling technique. Consent from the administrator of the intuition was taken through email. After getting permission from the administrator of the institution, the questionnaires were distributed among the students. The students were informed of the visit's purpose. The subjects received detailed instructions on how to fill out the questionnaires, and their assistance in obtaining questionnaires data was actively sought out and greatly appreciated. The survey was completed by the understudy and returned to the researcher after around 15-20 minutes.

3.5.1.2 RELIABILITY ANALYSIS

The extent to which a marvel's estimation yields a consistent and accurate answer is reliability (Carmines & Zeller, 1979). Repetition is another issue with reliability. For instance, if the results of repeated measurements reveal the same pattern under the same conditions, a scale is said to be reliable (Moser & Kalton, 1985). If the test's components are related to one another and measure the same notion, a high level of internal consistency will be present (Robinson, 2010). Cronbach Alpha coefficient is typically used to calculate dependability. It works well with the Likert scales. The coefficient should be at least.70 for a scale (Robinson, 2010). Four dependability levels have been suggested by Hinton et al. (2004). a) magnificent reliability (0.90 or more), b) high reliability (0.70 to 0.90), c) moderate reliability and d) bad reliability. In this study, the value of Cronbach's alpha was found to be 0.816. The value of the reliability coefficient was very much acceptable. Cronbach alpha was first computed to be 0.85.

Table 3.9: Value of Cronbach's alpha for grit scale

Reliability Statistics	
Calculated value of Cronbach's Alpha	N of Items
0.816	12

Further, a unique norm employing quartile deviation (Q1, Q2, and Q3) has been devised for analyses of the raw score of the "Grit Scale," and it is shown in the table below:

Table 3.10: Norms for interpretation of the level of grit based on raw scores

Range of raw scores	Level of Grit
37-46	*High*
35-36	*Average*
01-34	*Low*

3.5.1.3 Results of Confirmatory Model of Grit Scale

Grit Scale is a two-dimensional construct. The Grit scale was adapted from Duckworth, Peterson, Matthews and Kelly, 2007. Grit Scale was measured with 12 items as shown in figure below.
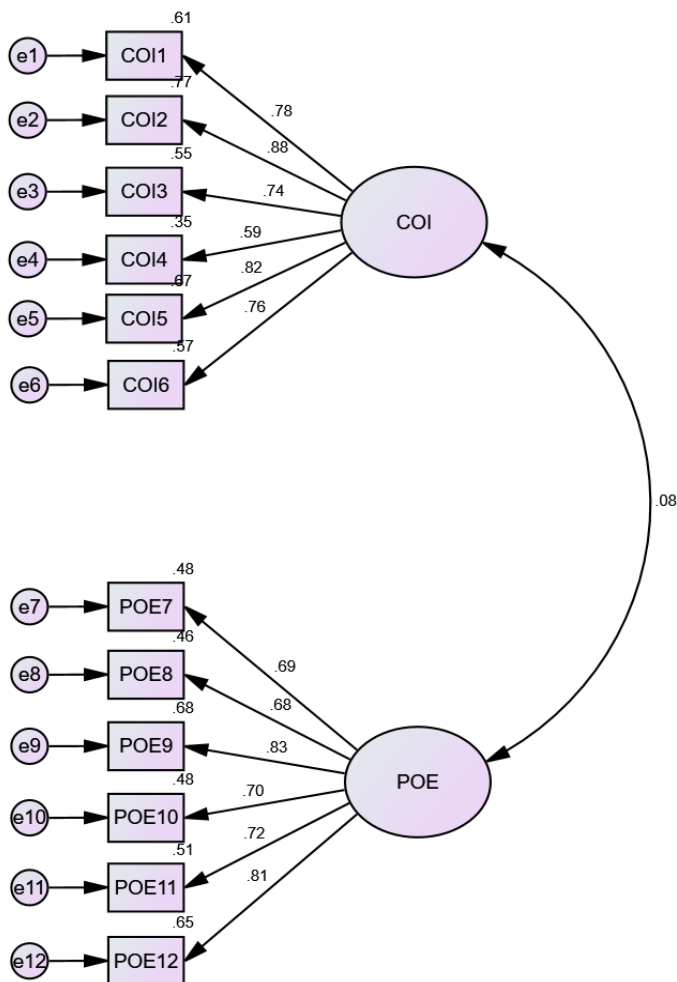
Figure 3.4: Component extraction of items of grit scale by principal component analysis

Table 3.11: Fitness estimates for grit scale

"Measure"	P value	"CMIN/DF"	"RMSEA"	"RFI"	"IFI"	"TLI"	"CFI"
Benchmark	> 0.05	< 3	<0.08	>0.90	>0.93	>0.93	>0.93
Result	.816	1.30	.034	.950	.991	.988	.991

From table 3.11, The conclusions of the existing research showed that the hypothesized model of the grit scale provided a superb match to the data, as indicated by the associated chi-square statistics, CMIN=1.30, which is demonstrating a strong fit to the data. Statistics for the acceptable and supportive of excellent model fit Root Mean Square Error of Approximation =.034 (Bollen et al., 1993). Moreover, statistics showing RFI =.950, Incremental Fit Index =.991, Tucker- Lewis Index =.988 and Comparative Fit Index =.991. As a result, all vales are meeting the threshold requirements and supporting the model fit.

3.5.2 VALIDATION OF FUTURE TIME PERSPECTIVE SCALE

This scale is a six-dimensional Scale (Lyu & Hyang, 2016). It has been measured employing a 5-point Likert scale with 28 items. This Scale was adapted from Lyu and Hyang, 2016. Twenty-eight items scale tapping six dimensions of future time perspective scale: future negative (06 indicators), future positive (05 indicators), future confusion (05 indicators), future perseverant (05 indicators), future perspicuity (03 indicators) and, future planning (04 indicators). The following table displays the scoring procedure of the future time perspective scale:

Table 3.12: Scoring procedure of future time perspective Scale

Nature of Statement	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Positive	1	2	3	4	5

3.5.2.1 ADMINISTRATION OF FUTURE TIME PERSPECTIVE SCALE

The goal of the pilot study was to gather student responses to the future time perspective scale from senior secondary school pupils. The scale was given to the pupils during class after

receiving formal approval from the school's principal and the assistance of the instructors. 260 senior secondary school pupils from Punjab and Himachal Pradesh were the source of the data. The participants of this investigate were the scholars of senior secondary level (N = 300). The sample was consisted of students from all streams that are science (medical and non-medical, commerce and arts). The study was delimited in Hoshiarpur district, Punjab, India and Una region of Himachal, India. The data was collected by purposive sampling technique. Consent from the administrator of the intuition was taken through email. After getting permission from the administrator of the institution, the questionnaires were distributed among the students. The pupils were informed of the visit's purpose. The survey was completed by the students in around 15-20 minutes, and they then gave it back to the researcher.

3.5.2.2 RELIABILITY ANALYSIS

The extent to which a marvel's estimation yields a steady and complete result is what reliability refers to. Repetition is another issue with reliability. For instance, if the outcomes of repeated measurements under the same conditions are the same, a scale is said to be reliable. If every test item is connected to every other item and assesses the same concept, a high level of internal consistency will be present. Cronbach Alpha coefficient is typically used to calculate dependability. It works well with the Likert scales. For a scale, the coefficient should be at least 0.70. Hinton et. al. (2010). have suggested four reliability values: a) magnificent reliability (0.90 or greater), b) high reliability, and c) moderate reliability, c) moderate reliability and d) bad reliability. In this study, the value of Cronbach's alpha was found to be 0.743. The value of the reliability coefficient was very much acceptable. The original value of Cronbach's alpha was calculated 0.93.

Table 3.13: Value of Cronbach's alpha for future time perspective scale

Reliability Statistics	
Calculated value of Cronbach's Alpha	Number of Items
0.743	28

Further, a different norm utilizing quartile deviation (Q1, Q2 and Q3) has been constructed for analyses of the raw score of the future time perspective scale and is shown in the table below:

Table 3.14: Norms for interpretation of the level of future time perspective based on raw scores

Range of raw scores	Level of Future Time Perspective
94-105	*High*
90-93	*Average*
01-89	*Low*

3.5.2.3 Results of confirmatory model of future time perspective scale.

It is a construct with six dimensions. The future time perspective was adapted from Lyu and Hyang (2016). Future time perspective scale was measured with 28 items of the scale were loaded in six factors as shown in the figure.
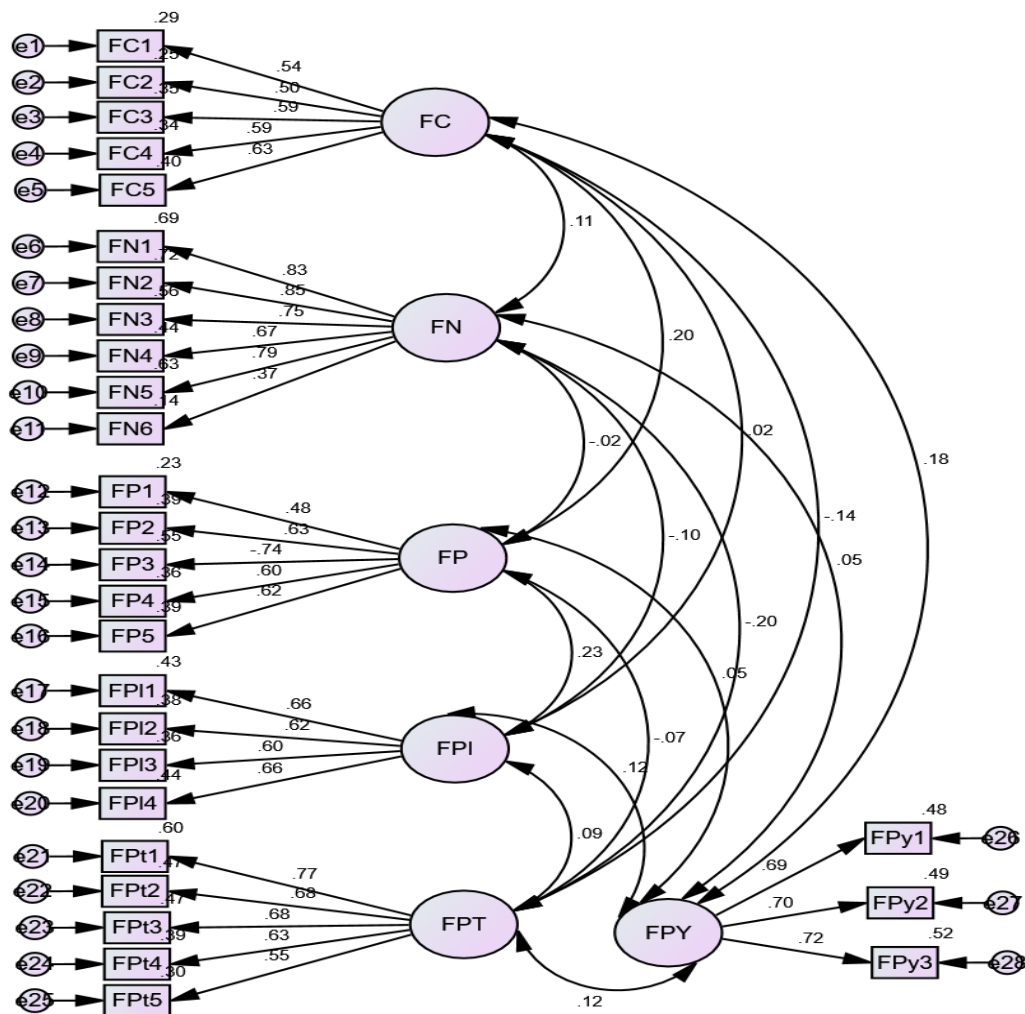
Figure 3.5: Component extraction of items of Future Time Perspective scale by principal component analysis

Table 3.15: The fitness estimates for future time perspective of the model are as follows.

Measure	P value	CMIN/DF	RMSEA	RFI	IFI	TLI	CFI
Benchmark	**> 0.05**	**< 3**	**<0.08**	**>0.90**	**>0.90**	**>0.90**	**>0.90**
Result	.060	1.343	.034	.911	.951	.944	.951

According to table 3.15's findings of the existing study, the hypothesized model of the grit scale was discovered to offer a superb match to the data with the corresponding chi-square statistics, CMIN = 1.343, which is indicating good fit to the statistics. Good model fit is supported by statistics of RMSEA=0.034, which is also satisfactory (Bollen et al., 1993). Additional data are as follows: TLI =0.951, IFI =0.951, CFI =0.951. As a result, all values are meeting the threshold requirements and supporting the model fit.

3.5.3   VALIDATION OF CAREER RELATED PARENTAL SUPPORT SCALE

This scale is a four-dimensional Scale (Turner et. al., 2003). It was measured utilising a 5-point Likert scale with 27 items. The Scale was adapted from Turner et. al. (2003). Twenty-seven items scale tapping four dimensions of CRPS scale: instrumental assistance, career-related modeling, verbal encouragement, and emotional support. verbal encouragement dimension has six indicators but other dimensions have 7 indicators. The below table presents the scoring procedure of the scale:

Table 3.16: Scoring procedure of career related parental support scale

Nature of Statement	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Positive	1	2	3	4	5

3.5.3.1 ADMINISTRATION OF CAREER RELATED PARENTAL SUPPORT SCALE

The purpose of the pilot research was to gather answers from senior secondary school students on the career-related parental support measure. After being officially approved from the school's principal and the assistance of the instructors, the scale was distributed to the students during class. 300 senior secondary school students from Punjab and Himachal Pradesh provided the data. The participants of this investigate were the scholars of senior secondary

level (N = 300). The sample was consisted of students from all streams that are science (medical and non-medical, commerce and arts). The study was delimited in Hoshiarpur district, Punjab, India and Una region of Himachal, India. The data was collected by purposive sampling technique. Consent from the administrator of the intuition was taken through email. After getting permission from the administrator of the institution, the questionnaires were distributed among the students. The understudies were informed of the visit's purpose. The subjects were given clear instructions on how to complete the forms, and their assistance in the questionnaires data collection was requested and greatly appreciated. The survey was completed by the understudy and returned to the researcher after around 15-20 minutes.

3.5.3.2 RELIABILITY ANALYSIS

The degree to which an estimate of a marvel produces a steady and complete result is what reliability refers to. Repetition is another issue with reliability. For instance, If the outcomes of repeated measurements under the same conditions are the same, the scale is regarded as trustworthy. Cronbach Alpha coefficient is typically used to calculate dependability. It works well with the Likert scales. For a scale, the coefficient should be at least 0.70. Four reliability values have been suggested by Hinton et al. (2010): a) magnificent reliability (0.90 or more), The three categories are: a) excellent dependability (0.70 to 0.90), b) moderate reliability (0.50 to 0.70), and c) poor reliability (0.50 and below). Cronbach's alpha was determined to be 0.775 in this investigation (table 2). The dependability coefficient's value was more than adequate. The original value of Cronbach's alpha was calculated 0.93.

Table 3.17: Value of Cronbach's alpha for career related parental support scale

Reliability Statistics	
Calculated value of Cronbach's alpha	N of Items
0.775	27

Further, using quartile deviation (Q1, Q2, and Q3), a distinct norm has been constructed for analyses of the raw score of the career-related parental support scale, and it is shown in the table below:

Table 3.18: Standards for interpretation of the level of career related parental support based on raw scores

Range of raw scores	Level of Career Related Parental Support
89-99	*High*
85-88	*Average*
01-84	*Low*

3.5.3.3 OUTCOMES OF CONFIRMATORY MODEL OF CAREER RELATED PARENTAL SUPPORT SCALE
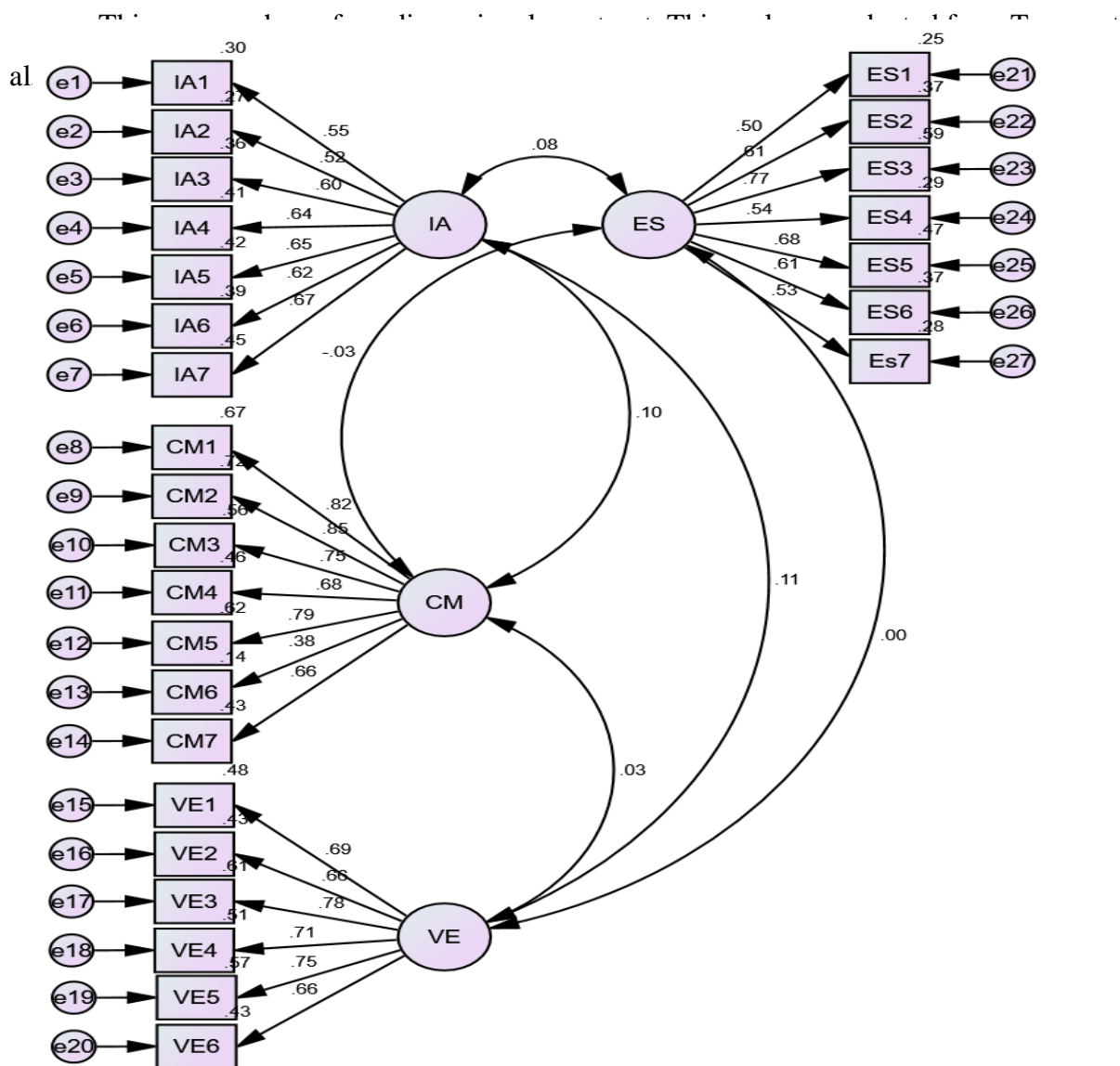
Figure 3.6: Component extraction of items of career related parental support scale by principal component analysis

The below table 3.19, with regard to the chi-square statistics, CMIN = 1.768, indicates a good fit with the data, and the study's findings showed that the suggested model of the CRPS scale provided an excellent match to the data.

Table 3.19: The fitness estimates for career related parental support scale of the model are as follows

Measure	P value	CMIN/DF	RMSEA	RFI	IFI	TLI	CFI
Benchmark	> 0.05	< 3	<0.08	>0.90	>0.90	>0.90	>0.90
Result	.070	1.768	.05	.990	.915	.997	.913

Good model fit is supported by statistics of Mean Square Error of Approximation =.05, which is also satisfactory (Bollen et al., 1993). Additional data include the Tucker-Lewis Index (TLI) value of 0.997, the Comparative Fit Index (CFI) value of 0.913, and the Incremental Fit Index (IFI) value of 0.915. As a result, all values are meeting the threshold requirements and supporting the model fit.

3.5.4 VALIDATION OF CAREER DECISION SELF EFFICACY SCALE

The c.d.s.e. scale is a five-dimensional scale (Betz & Taylor, 2001). It was measured using 25 items on a Likert-scale of 1 to 5. This scale was adapted from Betz and Taylor (2001). Twenty-five items scale tapping five dimensions: self-appraisal, gathering occupational information, goal selection, planning and, problem solving. There are five indications for each metric. The scoring procedure of the scale are shown in the table below:

Table 3.20: Scoring procedure of career decision self-efficacy scale

Nature of Statement	Complete Confidence	Much confidence	Moderate Confidence	Very little confidence	No Confidence at all
Positive	1	2	3	4	5

3.5.4.1 ADMINISTRATION OF CAREER DECISION SELF EFFICACY SCALE

The senior secondary school children's responses to the c.d.s.e. measure was to be gathered as part of the pilot project. The scale was addressed at the children during class after receiving formal approval from the school's principal and backing from the instructors. 300

senior secondary school students from Punjab and Himachal Pradesh provided the data. The participants of this investigate were the scholars of senior secondary level (N = 300). The sample was consisted of students from all streams that are science (medical and non-medical, commerce and arts). The study was delimited in Hoshiarpur district, Punjab, India and Una region of Himachal, India. The data was collected by purposive sampling technique. Consent from the administrator of the intuition was taken through email. After getting permission from the administrator of the institution, the questionnaires were distributed among the students. The pupils were informed of the visit's purpose. The subjects were given clear instructions on how to complete the forms, and their assistance questionaries data collection was requested and greatly appreciated. The survey was completed by the understudy and returned to the researcher after around 15-20 minutes.

3.5.4.2 RELIABILITY ANALYSIS

The degree to which an estimate of a marvel produces a steady and complete result is what reliability refers to. Repetition is another issue with reliability. For instance, If the outcomes of repeated measurements under the same conditions are the same, the scale is said to be reliable. It works well with the Likert scales. For a scale, the coefficient should be at least 0.70. Hinton et al. (2010) have suggested four values of reliability, a) "magnificent reliability" (0.90 or more), The three categories are: a) "excellent dependability" (0.70 to 0.90), b) moderate reliability (0.50 to 0.70), and c) poor reliability (0.50 and below). Cronbach's alpha in this study was determined to be 0.732. (Table 3.22). The dependability coefficient's value was more than adequate. Cronbach's alpha was first determined to be 0.94.

Table 3.21: Value of Cronbach's alpha for career decision self-efficacy scale

Reliability Analysis	
Calculated value of Cronbach's alpha	N of Items
0.732	25

3.5.4.1 Results of confirmatory model of career decision self -efficacy scale

This scale has a five-dimensional construct. This scale was adapted from Betz and Taylor, 2001. This scale was assessed using 25 objects, as indicated in the following figure.
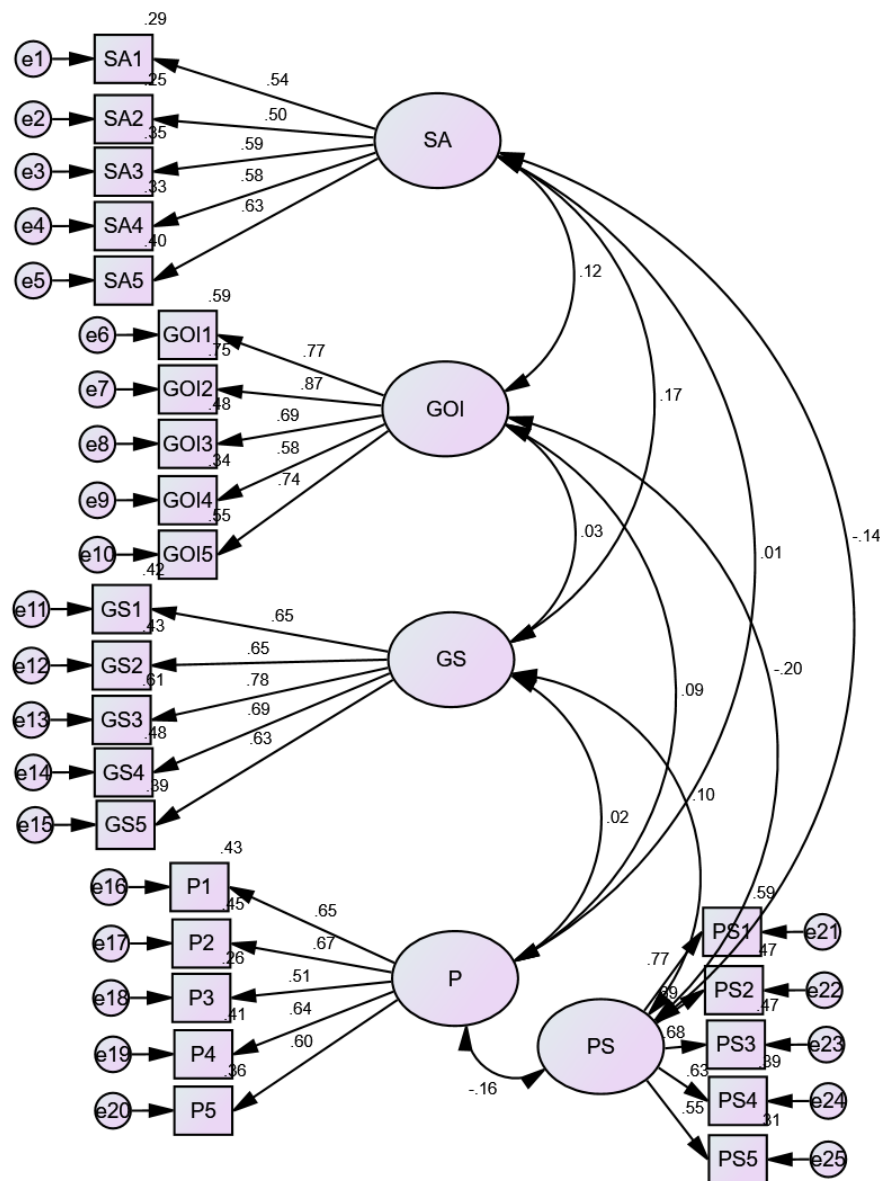
Figure 3.7: Component extraction of items of c.d.s.e. scale by principal component analysis

The below table 3.22 analysis results revealed that the hypothesized model of grit scale was found to provide an excellent fit to the data with related chi-square statistics, CMIN =1.246, which is showing good fit to the data.

Table 3.22: The fitness estimates for career decision self-efficacy scale of the model are as follows

Measure	P value	CMIN/DF	RMSEA	RFI	IFI	TLI	CFI
Benchmark	> 0.05	< 3	<0.08	>0.90	>0.90	>0.90	>0.90
Result	.0843	1.246	.029	.943	.969	.964	.969

Statistics of RMSEA=.029, which is also acceptable and advocates good model fit (Bollen et al., 1993). Further, statistics viz. RFI =0.843, Incremental Fit Index =0.969, Tucker-Lewis Index =0.964 and Comparative Fit Index =0.969. Hence, all values are satisfying the threshold criteria and contributing to confirming the model fit.

3.5.5 SOCIO-ECONOMIC STATUS SCALE

The present scale is developed by Dr. Sunil Kumar Upadhyay (2008). The socioeconomic standing of kids in both urban and rural locations is to be assessed using this scale. The 31 elements on the scale are broken down into five categories:

1. Personal information

2. Family

3. Education

4. Income &

5. Other (Cultural & Material possessions)

The selection of items took into account the cultural and material symbols that impact people's social and economic status, as well as the social and economic needs of individuals from various socioeconomic backgrounds. Following item preparation and selection, all of the questions were combined into a scale and forwarded to specialists who rated the degree to which the items assess socioeconomic position as well as the items' appropriateness, language, and structure. According to expert opinion, thirty-one items were retained for testing; minor changes were made in response to the test's results, and the final version was produced.

3.5.5.1 RELIABILITY

The test-retest consistency was 0.78.

3.5.5.2 VALIDITY

The validity of this scale was 0.74.

3.5.5.3 ADMINISTRATION AND SCORING

Administration of socio-economic status scale is very easy. While there wasn't a fixed amount of time, most students complete it in 20 to 25 minutes. Answers receive corresponding scores.

3.5.5.4 SCORING KEY

(A) Personal information: Maximum score in this section will be 07 and minimum will be 02

(B) Family: Maximum score in this section will be 08 and minimum will be 04

(C) Education: Maximum score in this section will be 34 and minimum will be 02

(D) Income: Maximum score in this section will be 22 and minimum will be 02

(E) Others: Maximum score in this section will be 36 and minimum will be 03

3.5.5.5 NORMS

Table 3.23: The socio-economic status scale can be classified as below

Category	Raw Score
High SES (HSES)	**77 or above**
Above Average SES	67 to 76
Average SES (ASES)	**54 to 66**
Below Average SES	44 to 53
Low SES (LSES)	**43 or below**

3.5.5.6 JUSTIFICATION OF THE TOOLS USED IN THE STUDY

The current instruments employed in the research include: a) The c.d.s.e scale consists of 5 dimensions i.e. self-appraisal, gathering occupational information, goal selection, planning, problem solving and having 25 items. b) Grit scale consists of 02 dimensions i.e. consistency of interest and perseverance of efforts and having 12 items. c) Future time perspective scale consists of 06 dimensions i.e future positive, future confusion, future perseverant, future perspicuity and future planning and having 28 items. d) Career related parental support scale consists of 4 dimensions i.e. instrumental assistance, career related modelling, verbal encouragement, emotional support and verbal encouragement and having 27 items. The researcher could analyse the variables more effectively with the use of selected scales. Additionally, the tools' items were appropriate for gathering pertinent data from the target population.

CHAPTER-4
RESULTS AND INTERPRETATION

The problem's theoretical direction, a review of pertinent literature, the study's relevance, the objectives, hypotheses, tools, sample, research design, process, and statistical technique were covered in the chapter before. The current chapter focuses on how to understand and analyze the findings. The study investigates the career decision self-efficacy, grit, future time perspective and career related parental support of students in Punjab's senior secondary schools. To achieve the purpose, questionnaires were used to gather data in Indian contexts.

4.1 DATA SCREENING

Data screening's main goal is to find, correct, and reduce mistakes such that they have the least possible impact on findings. Before to analysis, every entry was thoroughly examined for outliers and missing values. While inputting the data, incomplete forms were removed from the dataset. The actual number of forms that were taken into account for data analysis after the incomplete forms were removed was 1147.

4.2 NORMALITY AND DESCRIPTIVE ANALYSIS OF GRIT, FUTURE TIME PERSPECTIVE, CAREER RELATED PARENTAL SUPPORT AND CAREER DECISION SELF-EFFICACY AMONG ADOLESCENTS.

In order to properly evaluate, summarize, and interpret data, descriptive statistics assist the researcher understand the underlying aspects of the data. The current study made use of both univariate and multivariate analytic methods. Summaries of the sample's responses to the study's concept are shown in the current chapter's descriptive statistics tables. Included in the descriptive tables are mean, median, and standard deviation. On the basis of gender, location, and the type of school utilized in the current study, deviation, skewness, and kurtosis were presented for all five variables, namely grit, future time perspective, CRPS, and c.d.s.e. An explanation of each variable is given in the tables below.

Table 4.1: Summary of descriptive analysis of grit, future time perspective, career related parental support, and career decision self-efficacy on the basis of gender.

Variables	Gender	N	Mean	Median	Std. Devi.	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Career Decision Self efficacy	Male	558	87.04	88.00	4.37	-1.05	0.10	1.9	0.20
	Female	589	85.52	86.00	5.40	-0.62	0.10	0.59	0.20
	Total	1147	86.26	87.00	4.99	-0.84	0.07	1.24	0.14
Grit	Male	558	36.16	36.00	3.18	-0.21	0.10	0.80	0.21
	Female	589	36.59	37.00	3.47	-0.34	0.10	0.78	0.20
	Total	1147	36.38	36.00	3.34	-0.27	0.07	0.78	0.14
Future Time Perspective	Male	558	92.02	92.00	5.48	-0.95	0.10	1.33	0.21
	Female	589	92.60	93.00	5.25	-0.72	0.10	1.23	0.20
	Total	1147	92.32	93.00	5.37	-0.84	0.07	1.86	0.14
Career Related Parental Support	Male	558	86.65	87.00	4.94	-0.62	0.10	0.60	0.21
	Female	589	87.09	88.00	5.08	-0.76	0.10	1.08	0.20
	Total	1147	86.88	88.00	5.01	-0.69	0.07	0.83	0.14

The table 4.1 indicates the descriptive analysis of c.d.s.e., grit, future time perspective and CRPS on the basis of the gender. The values of the mean, median, standard deviation, skewness, and kurtosis were included in this table. The values of skewness and kurtosis were used to verify if the data are normal. The data was considered normal if the skewness and kurtosis values fall between -2 and 2 and -7 and 7, respectively.

The mean score of the c.d.s.e. for the male students was 87.04 with the median 88.00, the standard deviation is 4.37, the value of skewness was-1.05 with standard error 0.10 and the value of kurtosis was 1.9 with standard error 0.20. The mean score for the female students was 85.52 with the median 86.00, the standard deviation was 5.40, the value of skewness -0.062 with standard error 0.10 and the value of kurtosis was 0.59 with standard error 0.20. In total, the mean score is 86.26 with a median of 87.00, The values

of the standard deviation (4.99), skewness (0.84), and kurtosis (1.24), respectively, were acceptable. As a result, the group's points are distributed properly.

Figure 4.1: Graphical depiction of mean of variables on the basis of gender

The mean score of the independent variable grit for the male students were 36.16 with the median 36.00, the standard deviation was 3.18, the value of skewness is-0.21 with standard error 0.10 and the value kurtosis was 0.80 with standard error 0.21. The mean score for the female students were 35.59 with the median 37.00, the standard deviation was 3.47, the value of skewness -0.34 with standard error 0.10 and the value of kurtosis was 0.78 with standard error 0.20. In total, the mean score was 36.38 having a 36.00 median, a standard deviation of 3.34, skewness of -0.27, and kurtosis of 0.78, both values were within acceptable bounds. As a result, the group's points were distributed properly.

The mean score of the independent variable future time perspective for the male students was 92.02 with the median 92.00, the standard deviation was 5.48, the value of skewness is-0.95 with standard error 0.10 and the value kurtosis was 1.33 with standard error 0.21. The mean score for the female students was 92.60 with the median 93.00, the standard deviation was 5.25, the value of skewness -0.72 with standard error 0.10 and the value of kurtosis was 1.23 with standard error 0.20. In total, the mean score was 92.32 with a median

of 93.00, The values of the standard deviation (5.37), skewness (0.84), and kurtosis (1.86), respectively, are acceptable. As a result, the group's points were distributed properly.

The mean score of the independent variable CRPS for the male students was 86.65 with the median 87.00, the standard deviation was 4.94, the value of skewness is-0.62 with standard error 0.10 and the value kurtosis was 0.60 with standard error 0.21. The mean score for the female students was 87.09 with the median 88.00, the standard deviation was 5.08, the value of skewness -0.76 with standard error 0.10 and the value of kurtosis was 1.08 with standard error 0.20. In total, the mean score was 86.88 with a median of 88.00, an SD of 5.01, a skewness of -0.69, a kurtosis of 0.83, and both values being inside acceptable bounds. As a result, the group's points were distributed properly.

Table 4.2: Summary of descriptive analysis of grit, future time perspective, career related parental support, and career decision self-efficacy on the basis of locality

Variables	Locality	N	Mean	Median	Std. Devi.	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Career Decision Self efficacy	Rural	556	87.19	88.00	4.33	-0.96	0.10	1.44	0.21
	Urban	591	85.39	86.00	5.39	-0.65	0.10	0.55	0.20
	Total	1147	86.26	87.00	4.99	-0.84	0.07	1.24	0.14
Grit	Rural	556	36.99	37.00	3.31	-0.16	0.10	0.52	0.21
	Urban	591	35.81	36.00	3.27	-0.42	0.10	0.97	0.20
	Total	1147	36.38	36.00	3.34	-0.27	0.07	0.78	0.14
Future Time Perspective	Rural	556	92.73	93.00	5.73	-1.05	0.10	1.15	0.21
	Urban	591	91.93	92.00	4.97	-0.63	0.10	1.52	0.20
	Total	1147	92.32	93.00	5.37	-0.84	0.07	1.86	0.14
Career Related Parental Support	Rural	556	87.43	88.00	4.81	-0.81	0.10	1.13	0.20
	Urban	591	86.35	87.00	5.15	-0.58	0.10	0.67	0.20
	Total	1147	86.88	88.00	5.01	-0.69	0.07	0.83	0.14

The grit, future time perspective, career-related parental support, and career decision self-efficacy were scored on a 5-point Likert scale. The graphic data of the variables in the

current study are provided in Table 4.2. The significance of skewness and kurtosis was taken into account to confirm that the scores were distributed normally.

With a mean score of 87.19, a median score of 88.00, a standard deviation of 4.33, a skewness value of -0.96 with a standard error of 0.10, and a kurtosis value of 1.44 with a standard error of 0.21, the dependent variable c.d.s.e. for rural students was rather high. The mean score for the urban students was 85.39 with the median 86.00, the standard deviation was 5.39, the value of skewness -0.65 with standard error 0.10 and the value of kurtosis was 0.55 with standard error 0.20. In total, the mean score was 86.26 with a median of 87.00, the values of the standard deviation (4.99), skewness (0.84), and kurtosis (1.24), respectively, were acceptable. As a result, the group's points were distributed properly.
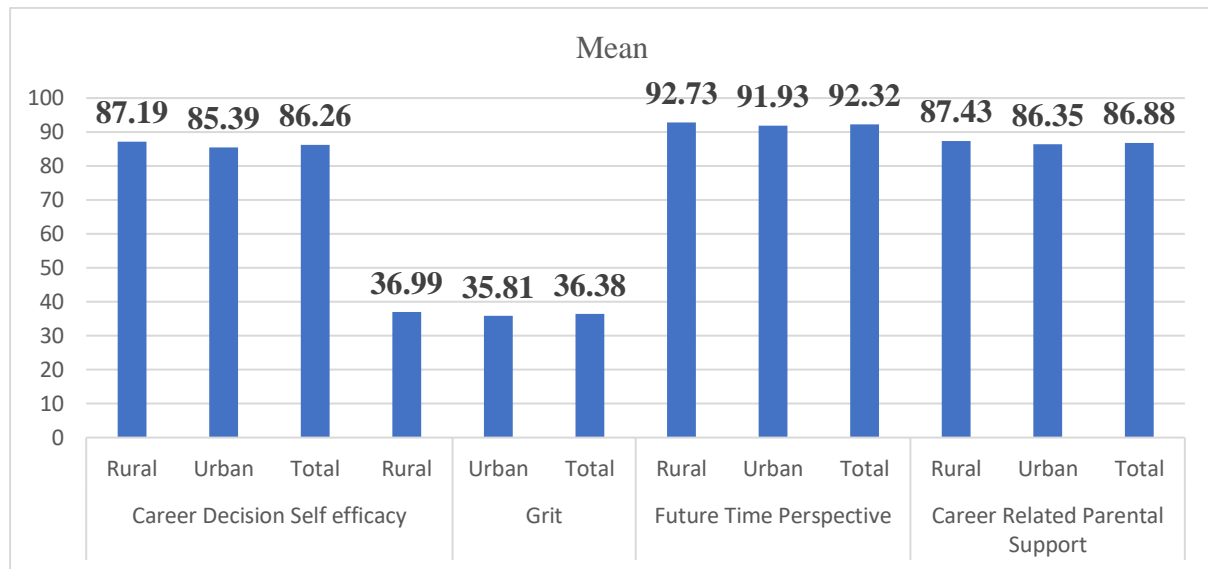
Figure 4.2: Graphical depiction of mean of variables on the basis of location

The mean score of the independent variable grit for the rural students was 36.99 with the median 37.00, the standard deviation was 3.31, the value of skewness is-0.16 with standard error 0.10 and the value kurtosis was 0.52 with standard error 0.21. The mean score for the urban students was 35.81 with the median 36.00, the standard deviation was 3.27, the value of skewness -0.42 with standard error 0.10 and the value of kurtosis was 0.97 with standard error 0.20. In total, the mean score was 36.38 with a median of 36.00, the values of the standard deviation (3.34), skewness (0.27), and kurtosis (0.78), respectively, were acceptable. As a result, the group's points were distributed properly.

The mean score of the independent variable future time perspective for the rural students was 92.73 with the median 93.00, the standard deviation is 5.73, the value of skewness

is-1.05 with standard error 0.10 and the value kurtosis was 1.15 with standard error 0.21. The mean score for the urban students was 91.93 with the median 92.00, the standard deviation was 4.97, the value of skewness -0.63 with standard error 0.10 and the value of kurtosis was 1.52 with standard error 0.20. In total, the mean score was 92.33 with a median of 93.00, the standard deviation 5.37, the skewness -0.84, kurtosis was 1.86 and both the values were within acceptable range. Thus, the group's scores followed a normal distribution.

The mean score of the independent variable CRPS for the rural students was 87.43 with the median 88.00, the standard deviation was 4.81, the value of skewness was -0.81 with standard error 0.10 and the value kurtosis was 1.13 with standard error 0.20. The mean score for the urban students was 86.35 with a median of 87.0, a standard deviation of 5.15, a skewness the kurtosis value of 0.67 with a standard error of 0.20 and a value of -0.58 with a standard error of 0.10. The overall mean score was 86.88 with a median of 88.00, a standard deviation of 5.01, skewness of -0.69, and kurtosis of 0.83, both of which were within acceptable limits. As a result, the group's points were distributed properly.

Table 4.3: Summary of descriptive analysis of grit, future time perspective, career related parental support, and career decision self-efficacy on the basis of school board

Variables	School Board	N	Mean	Median	Std. Devi.	Skewness	Std. Error of Skew.	Kurtosis	Std. Error of Kurto.
Career Decision Self efficacy	PSEB	533	86.49	88.00	5.40	-0.75	0.11	1.04	0.21
	CBSE	614	86.06	87.00	4.59	-1.00	0.10	1.37	0.20
	Total	1147	86.49	88.00	5.40	-0.75	0.11	1.04	0.21
Grit	PSEB	533	36.61	37.00	3.76	-0.44	0.11	0.99	0.21
	CBSE	614	36.18	36.00	2.91	-0.08	-0.10	-0.24	0.20
	Total	1147	36.38	36.00	3.34	-0.27	0.07	0.78	0.14
Future Time Perspective	PSEB	533	92.15	92.00	5.67	-0.94	0.11	1.11	0.21
	CBSE	614	92.46	93.00	5.09	0.70	0.10	1.38	0.20
	Total	1147	92.32	93.00	5.37	-0.84	0.07	1.86	0.14
Career Related Parental Support	PSEB	533	86.73	87.00	5.53	-0.64	0.10	0.69	0.21
	CBSE	614	87.00	88.00	4.51	-0.70	0.10	0.65	0.20
	Total	1147	86.88	88.00	5.01	-0.69	0.07	0.83	0.14

The graphic data of the Table 4.3 lists the variables used in the current investigation. A 5-point Likert scale was used to rate the career related parental support, future time perspective, and grit. It was also used to rate c.d.s.e. The normal distribution of scores was confirmed by taking into account the significance of skewness and kurtosis. The mean score of c.d.s.e. for the PSEB students is 86.49 with the median 88.00, the standard deviation was 5.40, the value of skewness is-0.75 with standard error 0.11 and the value kurtosis was 1.04 with standard error 0.21.
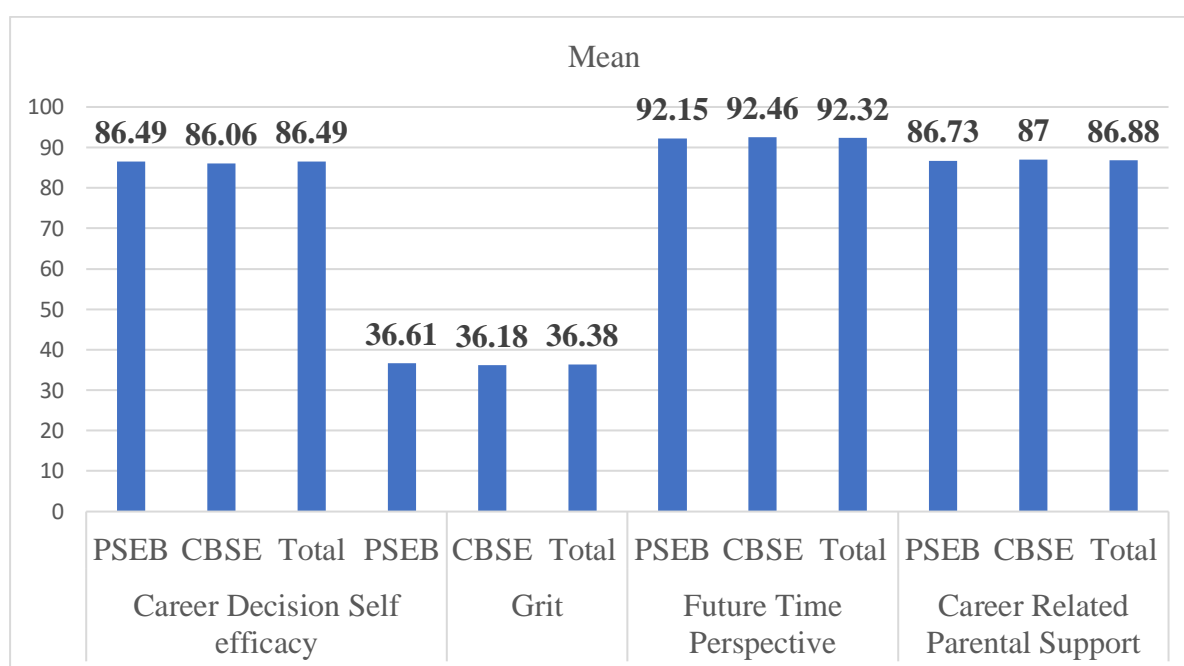
Figure 4.3: Graphical depiction of mean of variables on the basis of school board

The mean score for the CBSE students was 86.06 with the median 87.00, the standard deviation is 4.59, the value of skewness -1.00 with standard error 0.10 and the value of kurtosis was 1.37 with standard error 0.20. In total, the mean score was 86.49 with a median of 88.00, the values of the standard deviation (5.40), skewness (0.75), and kurtosis (1.04), respectively, were acceptable. As a result, the group's points were distributed properly.

The mean score of the independent variable grit for the PSEB students was 36.61 with the median 37.00, the standard deviation was 3.76, the value of skewness was-0.44 with standard error 0.11 and the value kurtosis was 0.99 with standard error 0.21. The mean score for the CBSE students was 36.18 with the median 36.00, the standard deviation was 2.91, the value of skewness -0.08 with standard error 0.10 and the value of kurtosis was -0.24 with standard error 0.20. In total, the mean score was 36.38 has a 36.00 median, a 3.34 standard

deviation, a skewness of -0.27, a kurtosis of 0.78, and both values being inside acceptable bounds. As a result, the group's points were distributed properly.

The mean score of the independent variable future time perspective for the PSEB students was 92.15 with the median 92.00, the standard deviation is 5.67, the value of skewness is-0.94 with standard error 0.11 and the value kurtosis was 1.11 with standard error 0.21. The mean score for the CBSE students was 92.46 with the median 93.00, the standard deviation was 5.09, the value of skewness 0.70 with standard error 0.10 and the value of kurtosis was 1.38 with standard error 0.20. In total, the mean score was 92.32 with a median of 93.00, the values of the standard deviation (5.37), skewness (0.84), and kurtosis (1.86), respectively, were acceptable. As a result, the group's points were distributed properly.
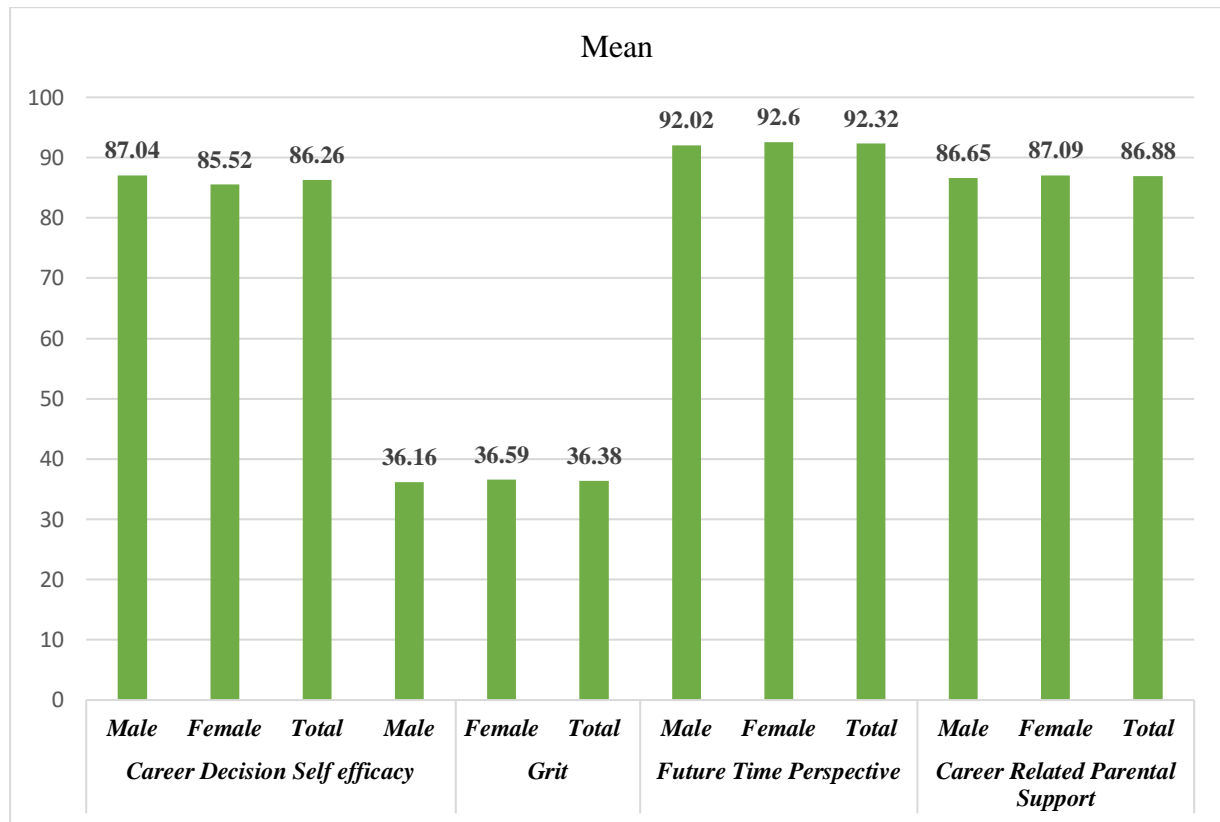
The mean score of the independent variable CRPS for the PSEB students was 86.73 with the median 87.00, the standard deviation was 5.53, the value of skewness was -0.64 with standard error 0.10 and the value kurtosis was 0.69 with standard error 0.21. The mean score for the CBSE students was 87.00 with the median 88.00, the standard deviation was 4.51, the value of skewness -0.70 with standard error 0.10 and the value of kurtosis was 0.65 with standard error 0.20. In total, the mean score was 86.88 with a median of 88.00, the standard deviation 5.01, the skewness -0.69, kurtosis was 0.83 and both the values are within acceptable range. So, the scores in the group were normally distributed.

Table 4.4: Summary of descriptive analysis of grit, future time perspective, career related parental support, and career decision self-efficacy on the basis of socio-economic status

Variables	Socio-Economic Status	N	Mean	Median	Std. Devi.	Skew.	Std. Error of Skew.	Kurto sis	Std. Error of Kurtosis
CDSE	Total	1147	86.26	87.00	4.99	-0.84	0.07	1.24	0.14
Grt	Total	1147	38.38	36.00	3.34	-0.27	0.07	0.78	0.14
FTP	Total	1147	92.32	93.00	5.37	-0.84	0.07	1.86	0.14
CRPS	Total	1147	86.88	88.00	5.01	-0.69	0.07	0.83	0.14

The grit, future time perspective, career related parental and, c.d.s.e. also evaluated on a Likert scale with five points. The importance of skewness and kurtosis was taken into consideration in order to verify the normal distribution of scores.
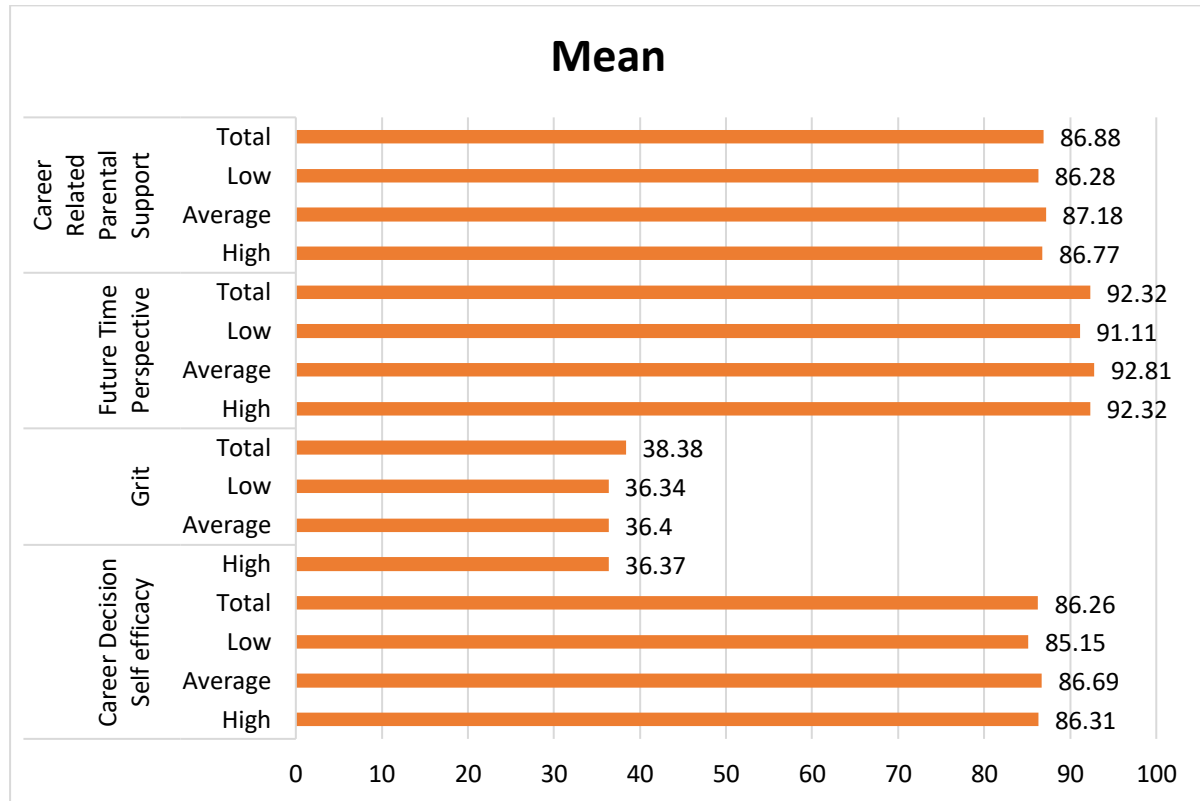
Figure 4.4: Graphical depiction of mean of variables on the basis of socio-economic status. The graphic data of the variables in the current analysis are shown in Table 4.4.

The total mean score of the dependent variable c.d.s.e. was 86.26 with a median of 87.00, the values of the standard deviation (4.99), skewness (0.84), and kurtosis (1.24), respectively, are acceptable. As a result, the group's points were distributed properly.

The total mean score of the independent variable grit was 38.38 with a median of 36.00, the values of the standard deviation (3.34), skewness (0.27), and kurtosis (0.78), respectively, are acceptable. As a result, the group's points were distributed properly.

The total mean score of the independent variable future time perspective was 92.32 with a median of 93.00, the standard deviation 5.37, the skewness -0.84, kurtosis was 1.86 and both the values are within acceptable range. Thus, the group's scores followed a normal distribution.

The total mean score of the independent variable CRPS was 86.88 with a median of 88.00, an SD of 5.01, a skewness of -0.69, a kurtosis of 0.83, and both values being inside acceptable bounds. As a result, the group's points were distributed properly.

4.3 TESTING OF CONCEPTUAL MODEL

The validation of the hypotheses developed to accomplish the study's goals is the topic of the current section. As a result, these goals were set forth:

4.3.1 Objective 1:- To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of gender.

The following hypothesis was developed and evaluated in order to meet the objectives:

H0: There exists no significant difference in career decision self-efficacy, grit, future time perspective and career related parental support of adolescents on the basis of gender.

Table: 4.5: Significance of mean differences in the variables on the basis of gender

	Variable	*N*	*Mean*	*St. Deviation*	*SED*	*t-value*	*Df*	*Sig.*
Career Decision Self Efficacy	*Male*	558	87.04	4.73	0.19	5.219	1145	0.000
	Female	589	85.52	5.40	0.22			
Grit	*Male*	558	36.16	3.18	0.13	2.199	1145	0.028
	Female	589	36.59	3.47	0.14			
Future Time Perspective	*Male*	558	92.02	5.48	0.23	1.818	1145	0.069
	Female	589	92.60	5.25	0.22			
Career Related Parental Support	*Male*	558	86.65	4.94	0.21	1.503	1145	0.133
	Female	589	87.09	5.08	0.21			

This table 4.5 included the summary of t-test for gender on the scores of c.d.s.e., grit, future time perspective and career related parental support. The table offered descriptive information, such as the number of students (N) mean and standard deviation, for the group differences score.

Table 4.5 made clear that the average score of c.d.s.e. for male students was 87.04 and the mean score for female students was 85.52, which revealed that male students have more self-efficacy regarding their career decision than that of female students. The score for t-value was 5.219 with degree of freedom 1145. The obtained t-value for gender difference for c.d.s.e. was significant at 0.05 level of confidence. Hence the null hypothesis "There is no significant difference in c.d.s.e. on the basis of gender" was rejected. Previous studies by Kelly and Hatcher (2013), who discovered a gender difference in c.d.s.e., provide support for the current finding.
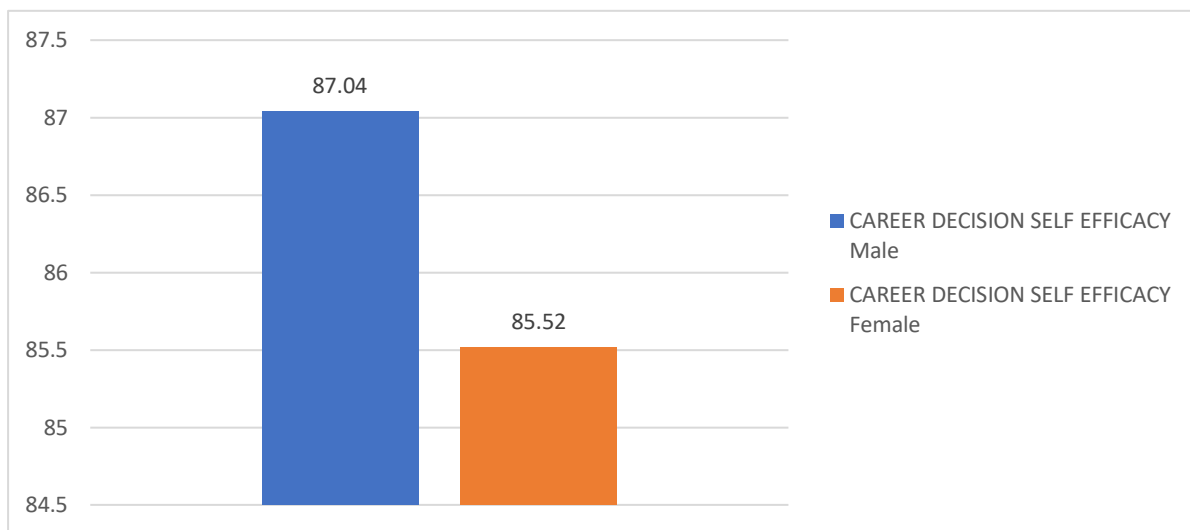
Figure 4.5: Graphical representation of mean difference of c.d.s.e. on the basis of gender.

Similarly in case of other variable grit, the average score for male and female students was 36.16 and 36.59, respectively. This indicated that the female students exhibit greater resilience than the male students. The t-value was 2.199, and degree of freedom was 1145. At the 0.05 threshold of significance, the t-value for the gender disparities among students was significant. Hence, the null hypothesis "There is no significant difference in grit on the basis of gender" was rejected. The prior studies of Ma and Lan (2020), who discovered a gender difference in grit, provide support for the current finding.
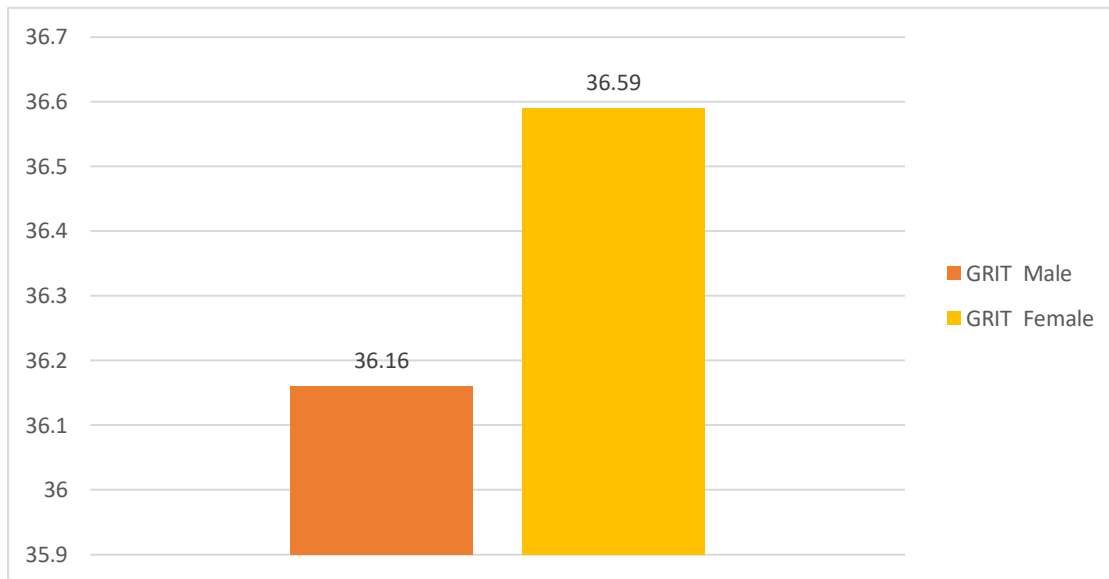
Figure 4.6: Graphical depiction of mean difference of grit on the basis of gender.

In case of future time perspective, Male students' mean score is 92.02, while female students' mean score was 92.60, which revealed that the female students score better than that of male students in their future time perspective score. The score for t-value was 1.818 with degree of freedom 1145 at the 0.05 threshold of significance, was not significant. The null hypothesis followed, there is no significant difference in future time perspective on the basis of gender was accepted. The prior research of Bouffard and Lapierre (1994), who found no gender difference in future time perspective, lends credence to the current finding.
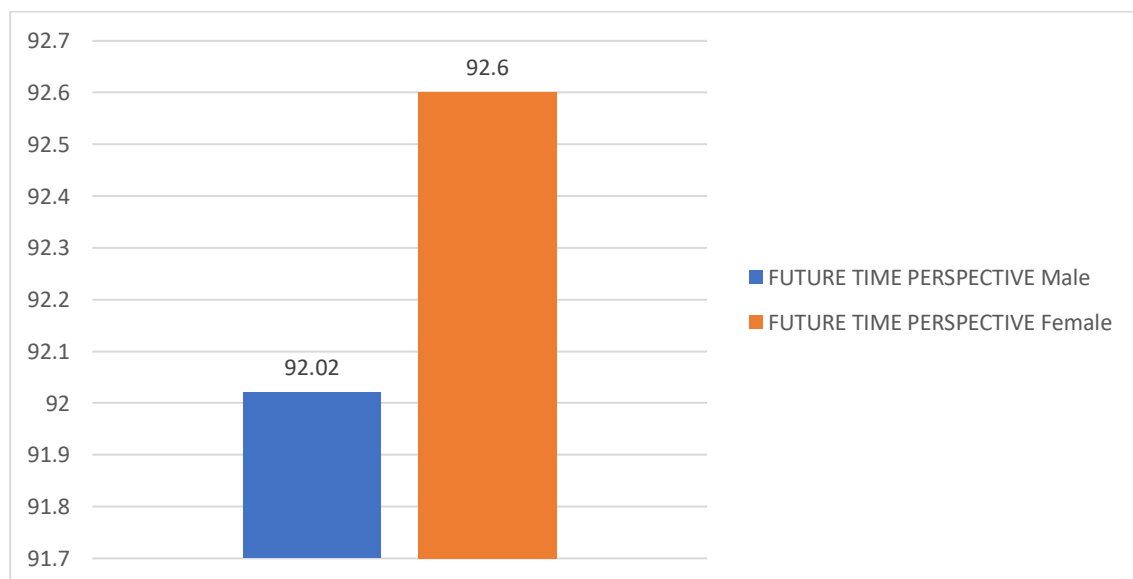
Figure 4.7: Graphical representation of mean difference of future time perspective on the basis of gender.

Now, in case of CRPS male and female students' mean scores were 86.65 and 87.09, respectively, indicating that female students received greater career-related support from their parents than that of male students. The t-value, with 1145 degrees of freedom, was 1.503. At a 0.05 level of confidence, the gender t-value in career-related parental support was not significant. This leads to the null hypothesis, there is no significant difference in CRPS on the basis of gender was also accepted. The findings of my research differ from the findings of Zhang and Chen (2021), who found the notable distinction between gender and parental support for a career. My results were different as today's world now parents are supporting their wards equally for their career irrespective of their gender (boy or girl).
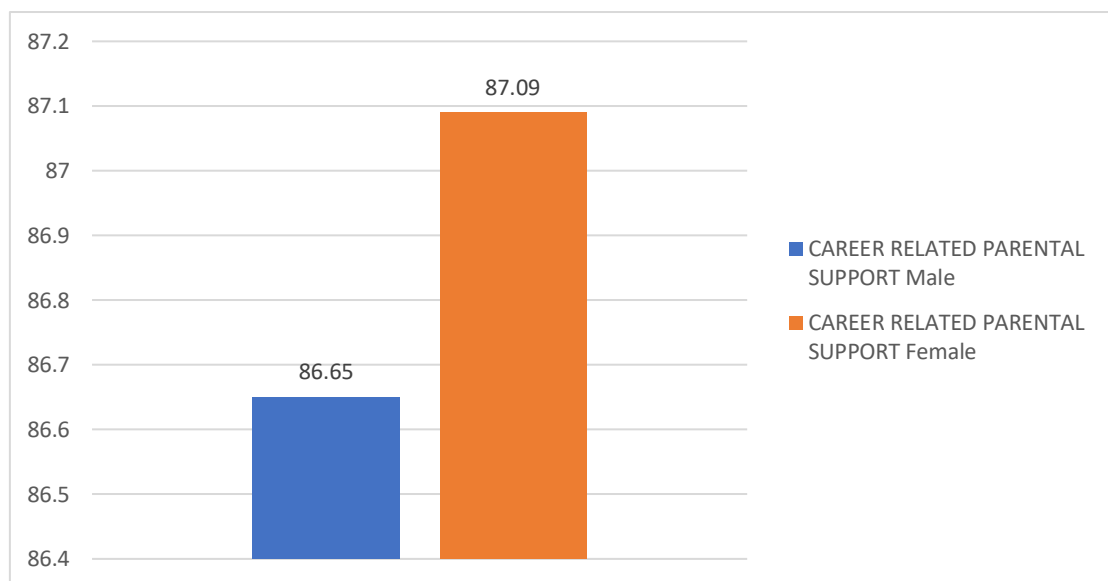
Figure 4.8: Graphical representation of mean difference of career related parental support on the basis of gender.

Therefore, it may be said that male students have a higher c.d.s.e. than female students. The present study was supported by Kelly and Hatcher (2013). On the other hand, it was supported that female students possess greater grit than male pupils by Ma and Lan (2020). In similar way the female students have more future time perspective than that of the male students, which was supported by Bouffard and Lapierre (1994) and it was also concluded that the female students have more career related parental support compared to the male students', which was backed by Zhang and Chan (2021).

4.3.2 Objective 2: To find out the significant differences in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of location.

The following hypothesis were developed and evaluated in order to meet the objective:

H0: There exists no significant difference in career decision self-efficacy, grit, future time perspective and career related parental support of adolescents on the basis of location.

Table: 4.6: Significance of mean differences in the variables on the basis of location

	Variable	N	Mean	St. Deviation	SED	t-value	Df	Sig.
Career Decision Self Efficacy	*Rural*	556	87.19	4.33	0.18	6.227	1145	0.000
	Urban	591	85.39	5.39	0.22			
Grit	*Rural*	556	36.98	3.31	0.14	6.046	1145	0.000
	Urban	591	35.81	3.27	0.13			
Future Time Perspective	*Rural*	556	92.73	5.73	0.24	2.510	1145	0.012
	Urban	591	91.93	4.97	0.20			
Career Related Parental Support	*Rural*	556	87.43	4.81	0.20	3.654	1145	0.000
	Urban	591	86.35	5.15	0.21			

This table 4.6 included the t-test summary for location on the scores of c.d.s.e., grit, future time perspective and career related parental support. The table offered descriptive information, such as the number of students (N) Mean and Standard Deviation, for the group differences score.

It was clear from Table 4.6 that rural students' mean c.d.s.e. score was 87.19 and the mean score for urban students is 85.39, which revealed that rural students have more career decision self-efficacy than that of urban students. The score for t-value was 6.227 with degree of freedom 1145. At a confidence level of 0.05, the t-value for the location difference in c.d.s.e. that was obtained is significant. The null hypothesis, there is no significant difference in c.d.s.e. on the basis of location was rejected.
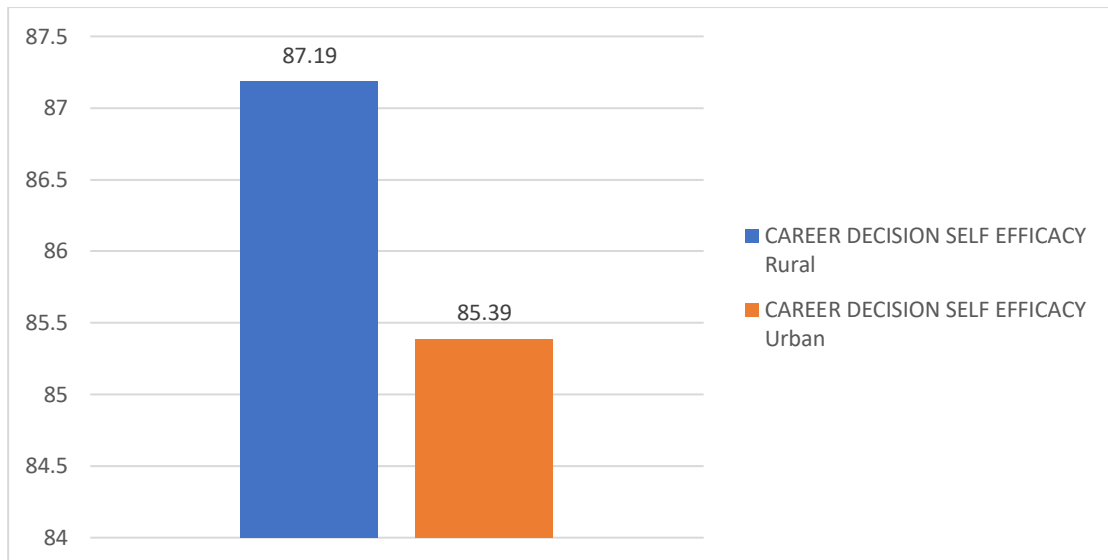
Figure 4.9: Graphical representation of mean difference of career decision self-efficacy on the basis of location.

Similarly in case of other variable grit, the mean score of rural students was 36.98 and the mean score of urban students was 35.81, it demonstrated how gritter rural pupils were than their urban counterparts. t-value was rated as 6.046 with 1145 levels of freedom. The estimated t-value for urban and rural students was significant at the level of 0.05. The null hypothesis follows there is no significant difference in grit on the basis of location was rejected.
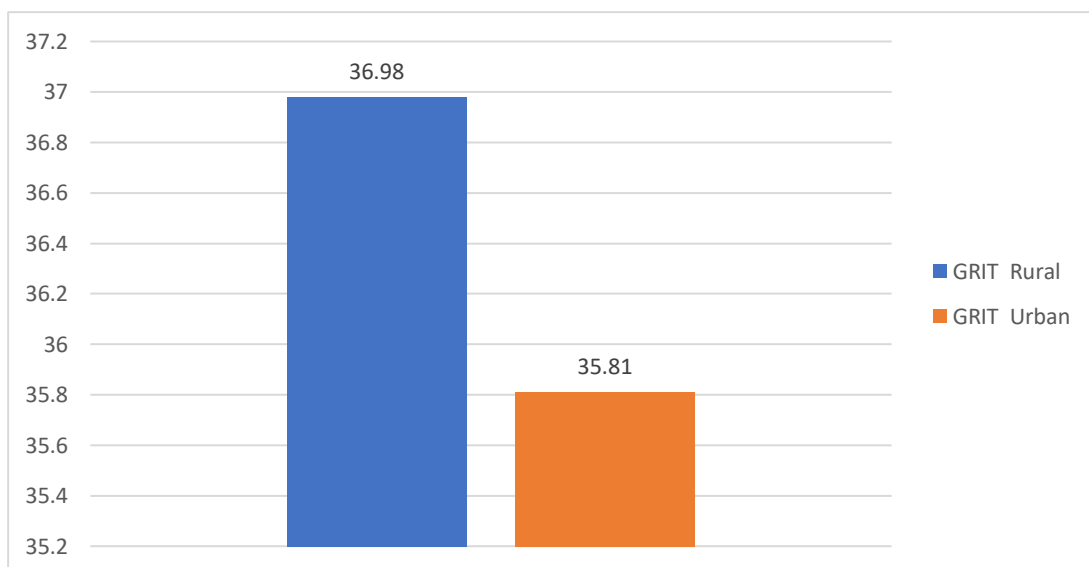
Figure 4.10: Graphical representation of mean difference of grit on the basis of location.

The mean score for future time perspective among rural students was 92.73, whereas the mean score for urban students was 91.93. This indicated that the former group has a higher

score than the latter. At a significance level of 0.05, the t-value of 2.510, with a degree of freedom of 1145, indicated significance. The null hypothesis, there is no significant difference in future time perspective on the basis of location was rejected.
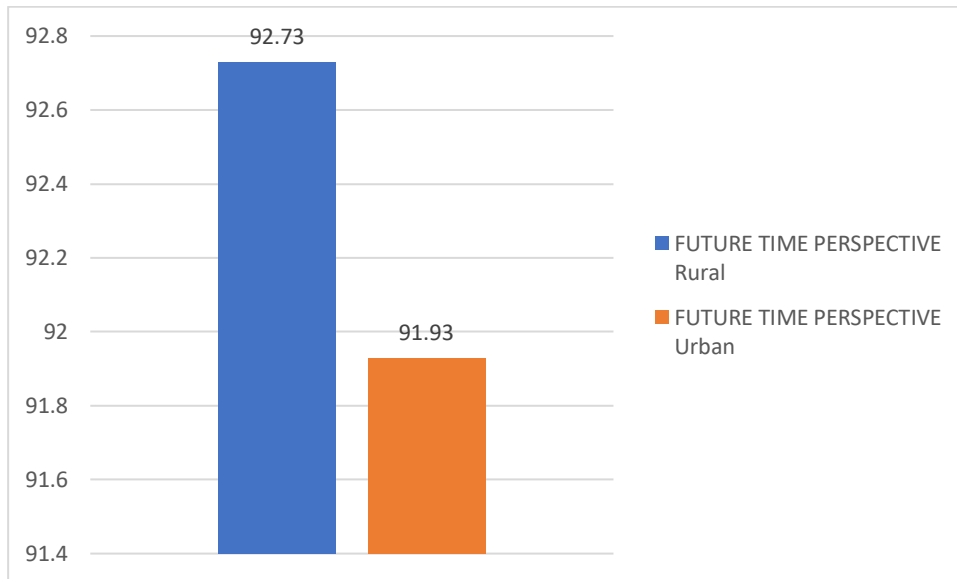
Figure 4.11: Graphical representation of mean difference of future time perspective on the basis of location.

Now, in case of CRPS the mean score of rural and urban students was 87.43 and 86.35 respectively, which showed that rural students have more parental support regarding career related than that of urban students. The t-value was 3.654 with 1145 degrees of freedom. At the 0.05 level of confidence, the t-value for the location of parental support associated to a career was significant. Therefore, the null hypothesis, there is no significant difference in CRPS on the basis of location was also rejected.
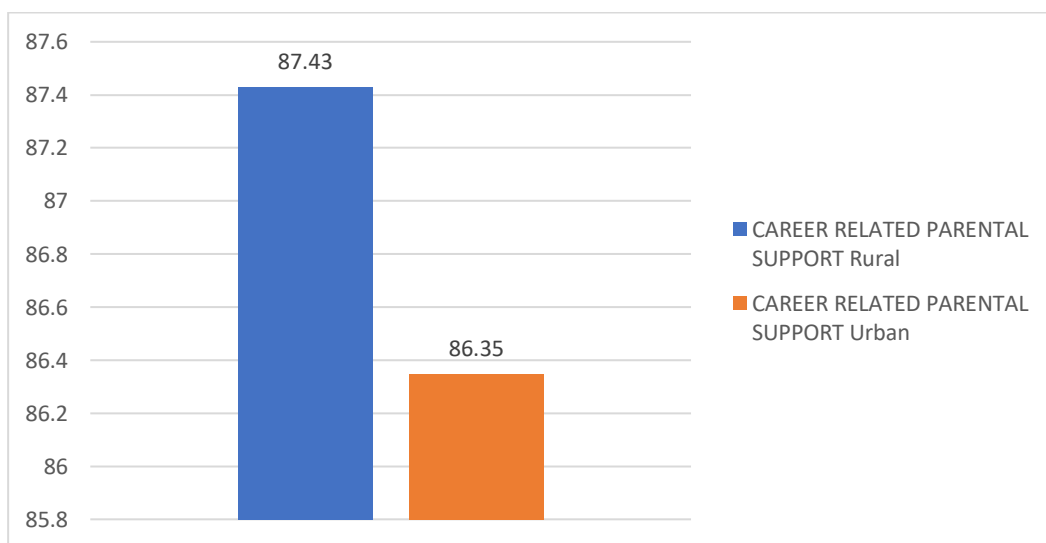
Figure 4.12: Graphical representation of mean difference of career related parental support on the basis of location.

Hence it is concluded that rural students have more c.d.s.e. than that of urban students. Similarly, the grit of rural kids was higher than that of urban students. The rural students from have more future time perspective than that of the urban students. It was also concluded that the rural students have more career related parental support than that of the urban students.

4.3.3   Objective 3: To find out the significant difference in career decision self-efficacy, grit, future time perspective and career related parental support of adolescents on the basis of school board.

The following hypothesis were developed and evaluated in order to meet the objectives:

H0: There is no significant difference in career decision self-efficacy, grit, future time perspective and career related parental support of adolescents on the basis of school board

Table: 4.7: Significance of mean differences in the variables on the basis of school board

	Variable	*N*	*Mean*	*St. Deviation*	*SED*	*t-value*	*Df*	*Sig.*
Career Decision Self Efficacy	PSEB	533	86.49	5.40	0.23	1.451	1145	0.147
	CBSE	614	86.06	4.59	0.19			
Grit	PSEB	533	36.61	3.76	0.16	2.154	1145	0.031
	CBSE	614	36.18	2.91	0.12			
Future Time Perspective	PSEB	533	92.15	5.67	0.25	0.982	1145	0.326
	CBSE	614	92.46	5.09	0.21			
Career Related Parental Support	PSEB	533	86.73	5.53	0.24	0.904	1145	0.366
	CBSE	614	87.00	4.51	0.18			

This table 4.7 included the summary of t-test for school board on the scores of c.d.s.e., grit, future time perspective and career related parental support. The table offered descriptive information, such as the number of students (N) mean and standard deviation, for the group differences score.

Table 4.7 demonstrated that PSEB students' mean c.d.s.e. score was 86.49 and the mean score for CBSE students was 86.06, which showed that school students of PSEB have more

self-efficacy regarding career decision than that of school of CBSE. The score for t-value was 1.451 with degree of freedom 1145. The obtained t-value for school board difference for career decision self-efficacy was not significant at a confidence level of 0.05. The null hypothesis follows there is no significant difference in career decision self-efficacy on the basis of school board was accepted.
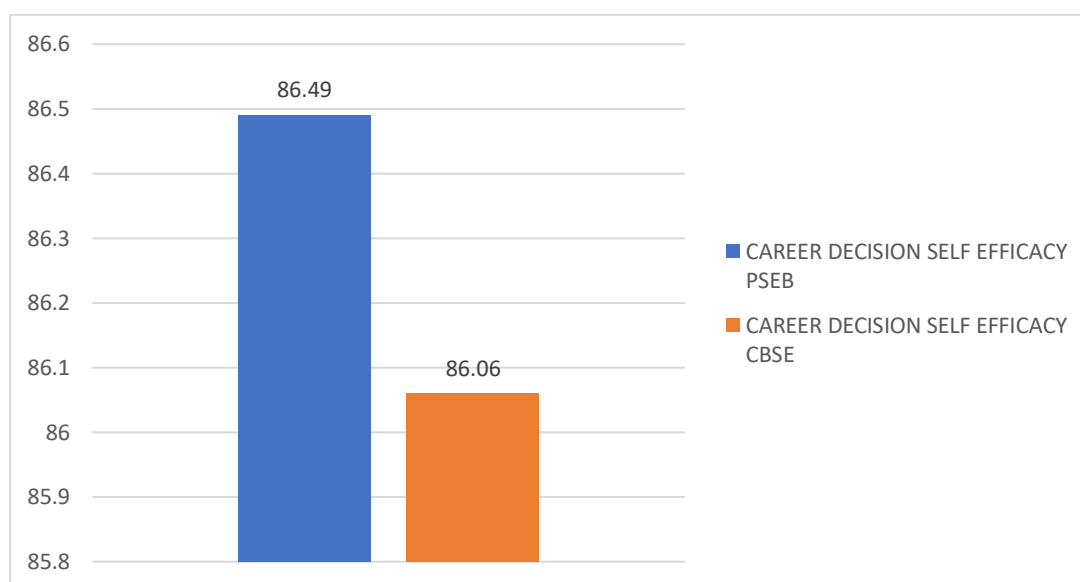
Figure 4.13: Graphical representation of mean difference of c.d.s.e. of adolescents on the basis of school board.

In case of other variable grit, the mean score of PSEB students was 36.61 and the mean score of CBSE students was 36.18, which revealed that PSEB school students were more gritter than that of CBSE school students. The score for t-value was 2.154 with degree of freedom 1145. The obtained t-value for school board at the 0.05 level of significance, pupils were significant. Hence, the null hypothesis "There is no significant difference in grit on the basis of school board" was rejected.
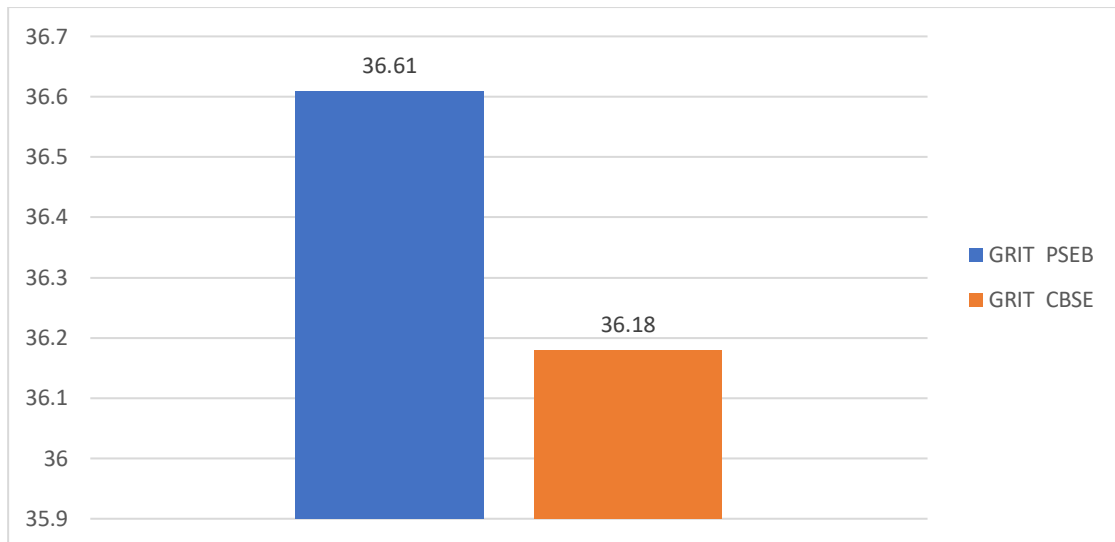
Figure 4.14: Graphical representation of mean difference of grit of adolescents on the basis of school board.

Similarly in case of future time perspective, the mean score of PSEB students was 92.15 and the mean score of CBSE students was 92.46, which mean that CBSE school students have more score of future time perspective than that of PSEB school students. The score for t-value was 0.982 with degree of freedom 1145 at the 0.05 threshold of significance, was not significant. The null hypothesis followed, there is no significant difference in future time perspective on the basis of school board was accepted.
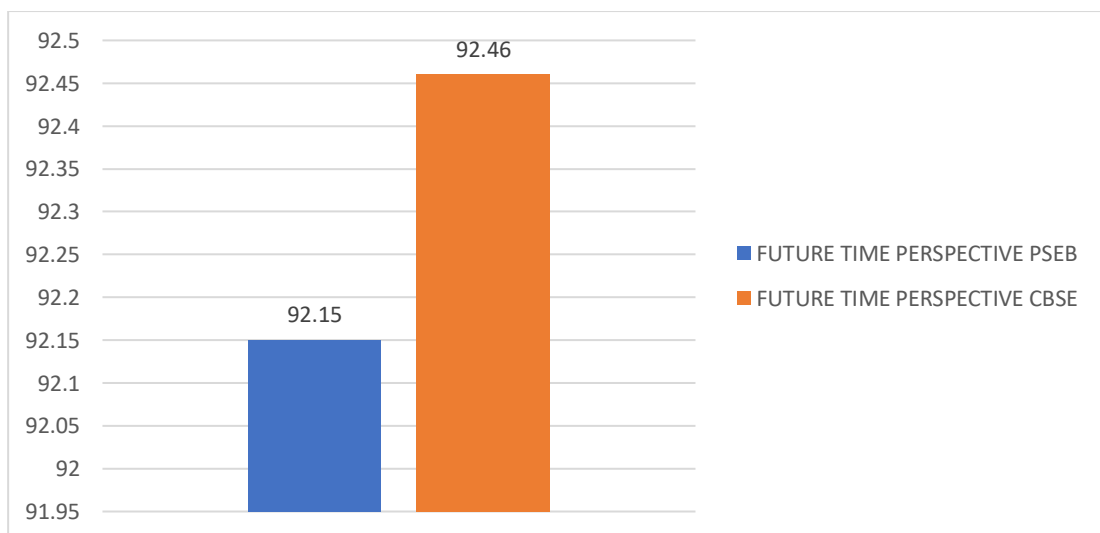
Figure 4.15: Graphical representation of mean difference of future time perspective of adolescents on the basis of school board.

Now, in case of CRPS the mean score of PSEB and CBSE students was 86.73 and 87.00 respectively, which revealed that CBSE school students have more parental support related to their career than that of PSEB school students. The t-value was 0.904 with 1145 degrees of freedom. The t-value for school board in CRPS was not significant at a 0.05 level of confidence. This led to the null hypothesis, there is no significant difference in CRPS on the basis of school board was also accepted.
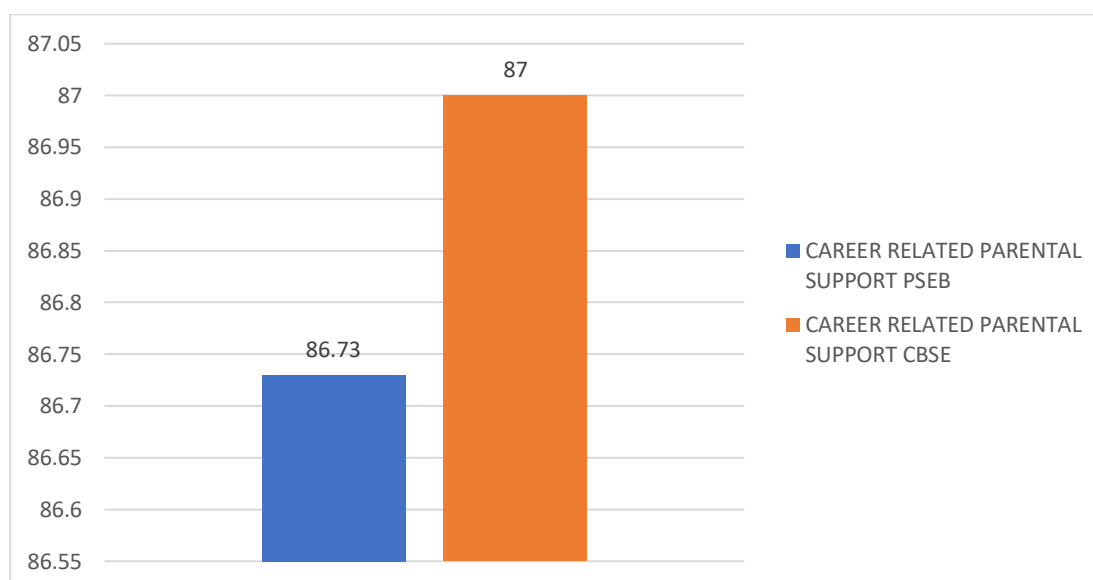
Figure 4.16: Graphical representation of mean difference of career related parental support of adolescents on the basis of school board.

Hence it was concluded that students from PSEB have more c.d.s.e. than that of pupils from CBSE. Similarly, the students from PSEB have more grit than that of the students from CBSE. The students CBSE have more future time perspective than that of the students from PSEB. It was also concluded that the students from CBSE have more career related parental support than that of the students from PSEB.

4.3.4 Objective 4: To find out the significant difference in career decision self-efficacy, grit, future time perspective and career related parental support of adolescents on the basis of socio-economic status.

The following hypothesis were developed and evaluated in order to meet the objectives:

H0: There is no significant difference in career decision self-efficacy, grit, future time perspective and career related parental support of adolescents on the basis of different socio-economic status.

Table: 4.8: Mean scores of all the variables on the basis of SES

Variables	Socio- Economic Status	N	Mean	Std. Devi.
Career Decision Self efficacy	High	304	86.31	4.27
	Average	597	86.69	4.98
	Low	246	85.15	5.62
	Total	1147	86.26	4.99
Grit	High	304	36.37	2.95
	Average	597	36.40	3.47
	Low	246	36.34	3.47
	Total	1147	38.38	3.34
Future Time Perspective	High	304	92.32	4.71
	Average	597	92.81	5.29
	Low	246	91.11	6.09
	Total	1147	92.32	5.37
Career Related Parental Support	High	304	86.77	4.67
	Average	597	87.18	4.79
	Low	246	86.28	5.85
	Total	1147	86.88	5.01

This table 4.8 included the mean scores of c.d.s.e., grit, future time perspective and career related parental support on the basis socio- economic status. The table included the mean and standard deviation of variables on the basis of high, average and low socio-economic status.

Table: 4.9: Significance of Mean Differences in all the variables on the basis of SES

		Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Between Groups	413.6634	2	206.83168	8.4276	0.000
	Within Groups	28076.35	1144	24.542262		
	Total	28490.01	1146			
Grit	Between Groups	0.79986615	2	0.3999331	0.03579	0.965
	Within Groups	12784.9839	1144	11.175685		
	Total	12785.7838	1146			

Table: 4.9: Continued……

		Sum of Squares	Df	Mean Square	F	Sig.
Future Time Perspective	Between Groups	503.6291	2	251.815	8.8569	0.000
	Within Groups	32525.58	1144	28.4315		
	Total	33029.21	1146			
Career Related Parental Support	Between Groups	146.371508	2	73.185754	2.92367	0.054
	Within Groups	28636.8002	1144	25.032168		
	Total	28783.1718	1146			

This table 4.9 included the summary of ANOVA test for socio- economic status on the scores of c.d.s.e., grit, future time perspective and career related parental support. The table included the scores in between groups and within groups, including the value of degree of freedom.

There was significant differences in c.d.s.e. on the basis of SES (high, average and low) of students, F (2, 1144) =8.4276. Henceforth, the null hypothesis, "There is no significant difference in c.d.s.e. on the basis of socio-economic status" was rejected. The results of my study were supported by Metheny and Mcwhirter (2013), who found that SES and c.d.s.e. have statistically significant indirect impacts on each other.

There was insignificant differences in grit on the basis of SES (high, average and low) of students, F (2, 1144) =0.035786. Henceforth, the null hypothesis, there is no significant difference grit on the basis of socio-economic status was accepted. The results of my study were in lined with Clark et al. (2020), they discovered that there were no significant variations in socioeconomic class (F [1, 902] = 2.704; p = .100).

There was significant differences in future time perspective on the basis of SES (high, average and low) of student, F (2, 1144) =8.8569. Henceforth, the null hypothesis, there is no significant difference in future time perceptive on the basis of socio-economic status was rejected.

There was insignificant variances in CRPS on the basis of SES (high, average and low) of students, F (2, 1144) =2.923668207. Hence, the null hypothesis, there is no significant difference in CRPS on the basis of socio-economic status was accepted.

Table: 4.10: Summary of multiple comparisons on the basis of SES

	(I) Socio Economic Status	(J) Socio Economic Status	Mean Difference (I-J)	Std. Error	Sig.
Career Decision Self Efficacy	High	Low	1.15803	0.4248487	0.017
	Average	High	0.38097	0.3490565	0.519
	Average	Low	1.539	0.3753326	0.000
Future Time Perspective	High	Average	-0.491702	0.375697	0.391
	Average	Low	1.700249	0.403979	8.21
	Low	High	-1.208547	0.457274	0.022
	*. The mean difference is significant at the 0.05 level.				

To understand the pattern of differences among variables on the basis of socio-economic status groups individually post hoc analysis was applied using Tukey's HSD tests of multiple comparisons.

According to the null hypothesis, there was a distinction between the c.d.s.e. of HSES students and LSES students. There was a significant difference between ASES students and LSES students too. Those with low socioeconomic status have a much lower c.d.s.e. than those with HSES, and vice versa. Conversely, students from poor socioeconomic backgrounds exhibited far lower c.d.s.e. than students from average socioeconomic backgrounds.
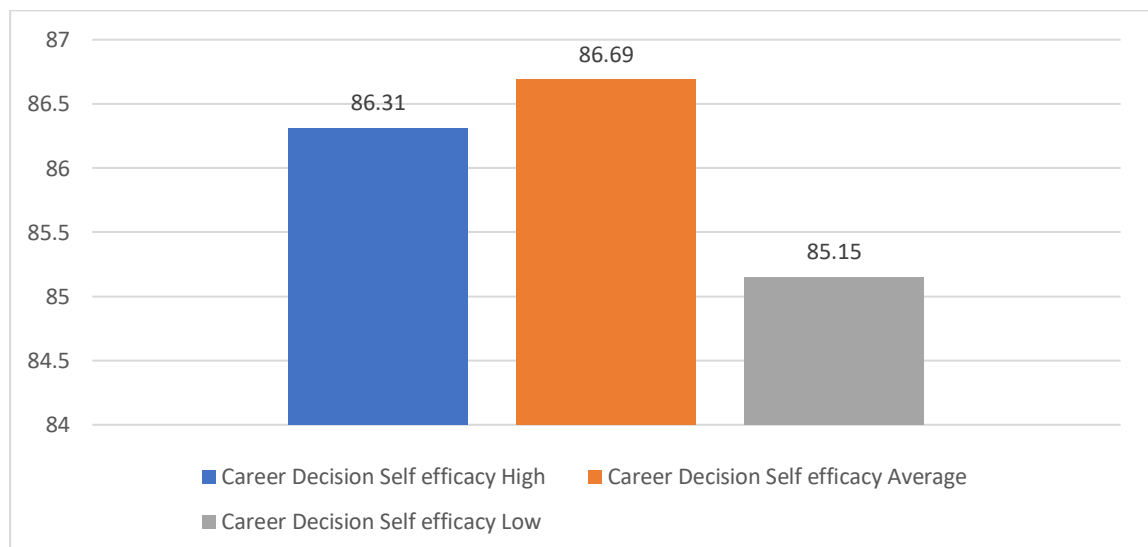
Figure 4.17: Graphical representation of mean scores of c.d.s.e. on the basis of SES

Thus, it might be said that kids from high socioeconomic backgrounds differ significantly from those from low socioeconomic backgrounds; pupils from HSES (Mean=86.31) have more c.d.s.e. than that of the pupils from LSES (Mean=85.15). Amongst students with average socioeconomic status and those with LSES, there were also notable differences; students with ASES (mean=86.69) have more c.d.s.e. than students with LSES (mean=85.15).
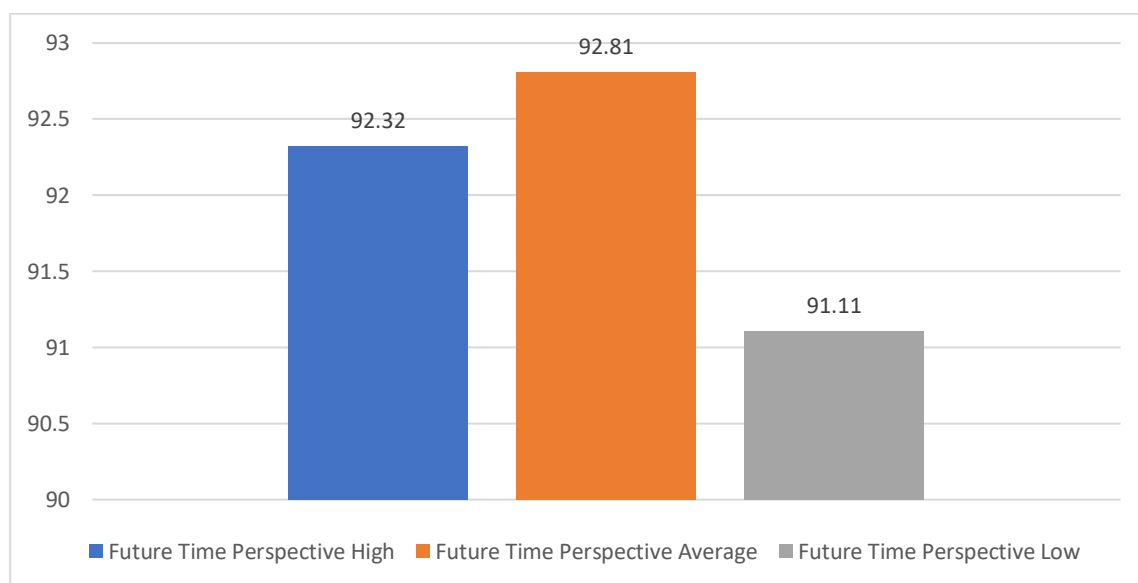
Figure 4.18: Graphical representation of mean scores of future time perspective on the basis of SES

There was insignificant difference on future time perspective of HSES pupils and students from ASES, but there was a notable distinction between students from HSES and LSES. The future time perspectives of students with LSES and those with HSES differed significantly.

There was also a noticeable disparity between kids from high socioeconomic backgrounds and those from low socioeconomic backgrounds, with students from high socioeconomic status having a greater perspective on the future (mean=92.32) than students from low socioeconomic status (mean=91.11).

4.3.5   Objective 5: To analyze relationship of career decision self-efficacy, grit, future time perspective, career related parental support of adolescents from different socio-economic status. The following theories were developed and put to the test in order to meet the goals:

H0: There exists no significant relationship between career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from different socio-economic status.

Table: 4.11: Correlation among career decision self-efficacy, grit, future time perspective, and career related parental support

	Career Decision Self Efficacy	Grit	Future Time Perspective	Career Related Parental Support
Career Decision Self Efficacy	1	0.350 0.000	0.367 0.000	0.361 0.000
Grit	0.350 0.000	1	0.405 0.000	0.429 0.000
Future Time Perspective	0.367 0.000	0.405 0.000	1	0.445 0.000
Career Related Parental Support	0.361 0.000	0.429 0.000	0.445 0.000	1
** The 0.01 threshold of significance for correlation (2-tailed).				

The dependent variable and the independent variables were linked using Pearson correlation before application of regression. The table 4.11 indicated the association between dependent and independent variables.

a)   CAREER DECISION SELF-EFFICACY AND GRIT

Table 4.11 demonstrated the 0.350 association between c.d.s.e., which, at the 0.01 confidence level, is significant. Thus, the null hypothesis there is no significant relationship between career decision self-efficacy and grit was rejected. The relationship's positive demonstrated that with greater career decision self-efficacy, grit also increased, and with a decreased in c.d.s.e., grit also decreased. The study's findings were consistent with Sutzko and Yudichak (2022), who estimated significant association of grit and c.d.s.e.

b)   CAREER DECISION SELF -EFFICACY AND FUTURE TIME PERSPECTIVE

Table 4.11 showed future time perspective and c.d.s.e. have a substantial connection of 0.367 (significant with a confidence level of 0.01). Thus, the null hypothesis there is no significant relationship between career decision self-efficacy and future time perspective was rejected. The positivity of the relationship showed that with increased c.d.s.e., future time perspective also increased and with decreased in c.d.s.e., future time perspective also decreased. The results of the study were supported by the Jung and Rie (2015), who found that there is positive relation between c.d.s.e. and future time perspective.

c) CAREER DECISION SELF -EFFICACY AND CAREER RELATED PARENTAL SUPPORT

The significance at the confidence level of 0.01 was shown in Table 4.20, the connection between c.d.s.e. and career-related parental support was 0.361. Thus, the null hypothesis there is no significant relationship between career decision self-efficacy and career related parental support was rejected. The positivity of the relationship showed that with increased c.d.s.e., career related parental support also increased and with decreased in c.d.s.e., career related parental support also decreased. The results of the study were in lined by Chasanah and Salim (2019), who discovered a connection between work-related parental support and c.d.s.e.

d) GRIT AND FUTURE TIME PERSPECTIVE

According to Table 4.11, the association between grit and future time perspective was 0.405, which the significance at the confidence level of 0.01. Hence, it is determined that there is no substantial association between grit and future time perspective. The relationship's positive demonstrated that with greater grit, future time perspective increased and with decreased in grit, future time perspective also decreased. The results of the study were supported by Muenks and Wigfield (2018), who found association between grit and future time perspective.

e) FUTURE TIME PERSPECTIVE AND CAREER RELATED PARENTAL SUPPORT

Table 4.11 showed the correlation between future time perspective and CRPS was 0.445, which, at a confidence level of 0.01, was significant. Thus, the null hypothesis "There is no significant correlation between future time perspective and career related parental support" was rejected. The positivity of the correlation showed that with increased future time perspective, career related parental support increased and with decreased in future time perspective, career related parental support also decreased.

f) CAREER RELATED PARENTAL SUPPORT AND GRIT

With a confidence level of 0.01, Table 4.11's correlation between career-related parental support and was 0.445, making it statistically significant. Hence, it was determined that there was no connection between grit and career-related parental support. The strength of the association demonstrated that grit raised with greater career-related parental support and diminished with decreased career-related parental support. The study's findings were confirmed by Wibowo and Crescenzo (2020), who found the association between career related parental support and grit.

Hence it is concluded that there was significant positive relationship between career decision self-efficacy and grit, which was supported by Sutzko and Yudichak (2022); Similar to this, Future time perspective and c.d.s.e. have a significant favourable relationship, this concurred with Jung and Rie (2015), and there was also a strong positive correlation between c.d.s.e. and CRPS that was supported by Chasanah and Salim (2019).
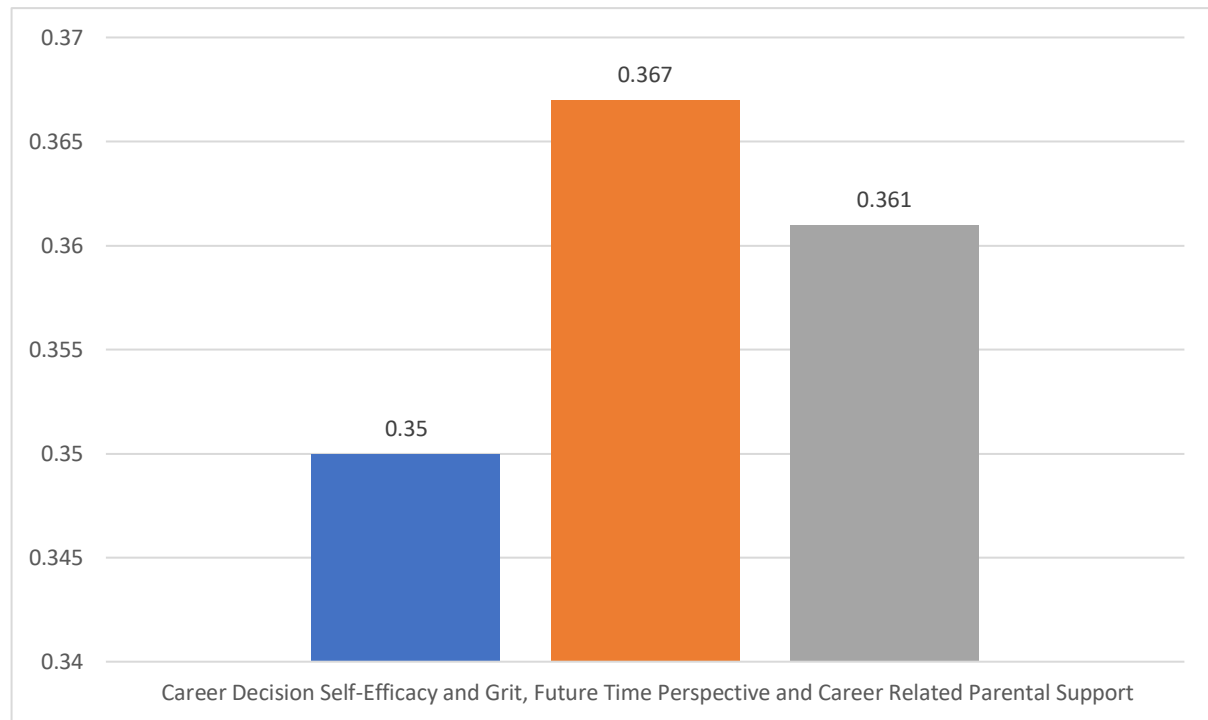
Figure 4.19: Graphical representation of corelation among career decision self -efficacy, grit, future time perspective, and career related parental support of adolescents.

Additionally, it is concluded that there was a significant positive correlation between grit and future time perspective, which Muenks and Wigfield (2018) support; similarly, there was a significant and positive correlation between future time perspective and career-related parental support, and there was also a significant positive correlation between career related parental support and grit, that is supported by Wilbowo and Crescenzo (2022).

Table: 4.12: Correlation among career decision self-efficacy, grit, future time perspective, and career related parental support of pupils from high socio-economic status

		Career Decision Self Efficacy	Grit	Future Time Perspective	Career Related Parental Support
Career Decision Self Efficacy	Pearson Correlation	1	.329**	.247**	.235**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	304	304	304	304
Grit	Pearson Correlation	.329**	1	.224**	.440**
	Sig. (2-tailed)	0.000		0.000	0.000
	N	304	304	304	304
Future Time Perspective	Pearson Correlation	.247**	.224**	1	.336**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	304	304	304	304
Career Related Parental Support	Pearson Correlation	.235**	.440**	.336**	1
	Sig. (2-tailed)	0	0	0	
	N	304	304	304	304
**. The 0.01 threshold of significance for correlation (2-tailed).					

The association between the dependent variable and independent variables were analyzed by using Pearson correlation before application of regression. The table 4.12 indicated the association between dependent and independent variables of students from HSES.

a) CAREER DECISION SELF-EFFICACY AND GRIT

Table 4.12 demonstrated the relationship between c.d.s.e. and grit of pupils from HSES that was 0.329, which, at a confidence level of 0.01, is significant. Thus, the null hypothesis "There is no significant correlation between c.d.s.e. and grit from HSES" was rejected. The positivity of the correlation showed that with increased c.d.s.e., grit also increased, and with a decreased in c.d.s.e., grit also decreased. The results of the study were in line with Sutzko and Yudichak (2022), who estimated significant association of grit and c.d.s.e.

b) CAREER DECISION SELF -EFFICACY AND FUTURE TIME PERSPECTIVE

Table 4.12 showed the students with high socioeconomic position have a 0.247 association between c.d.s.e. and future time perspective, which was significant at the 0.01 level of confidence. Thus, the null hypothesis "There is no significant correlation between c.d.s.e. and future time perspective of students from HSES was rejected. The positivity of the correlation showed that with increased c.d.s.e., future time perspective also increased and with decreased in c.d.s.e., future time perspective also decreased. The results of the study were supported by the Jung and Rie (2015), who found that there was positive relation between c.d.s.e. and future time perspective.

c) CAREER DECISION SELF -EFFICACY AND CAREER RELATED PARENTAL SUPPORT

Table 4.12 showed the correlation between c.d.s.e. and career related parental support of students from HSES was 0.235, which, at the 0.01 confidence level, was significant. Thus, the null hypothesis there is no significant correlation between c.d.s.e. and CRPS of students from HSES was rejected. The positivity of the correlation showed that with increased c.d.s.e., CRPS also increased and with decreased in c.d.s.e., CRPS also decreased. The results of the study were in lined by Chasanah and Salim (2019), who found that there was association between c.d.s.e. and CRPS.

d) GRIT AND FUTURE TIME PERSPECTIVE

Table 4.12 showed the correlation between grit and future time perspective of students from HSES was 0.224, which, at the 0.01 confidence level, was significant. Thus, the null hypothesis there is no significant interrelationship between grit and future time perspective of students from HSES was rejected. The positivity of the correlation showed that with increased grit, future time perspective increased and with decreased in grit, future time perspective also decreased. The results of the study were supported by Muenks and Wigfield (2018), who found association between grit and future time perspective.

e) FUTURE TIME PERSPECTIVE AND CAREER RELATED PARENTAL SUPPORT

Table 4.12 showed the association between future time perspective and career related parental support of students from HSES was 0.336, which, at the 0.01 confidence level, was significant. Thus, the null hypothesis there is no significant correlation between future time perspective and career related parental support of students from HSES was rejected. The positivity of the correlation showed that with increased future time perspective, career related

parental support increased and with decreased in future time perspective, career related parental support also decreased.

f) CAREER RELATED PARENTAL SUPPORT AND GRIT

Table 4.12 showed the correlation between career related parental support and grit of students from HSES was 0.440, which, at the 0.01 confidence level, was significant. Thus, the null hypothesis there is no significant correlation between career related parental support and grit of students from high socio -economic status was rejected. The positivity of the correlation showed that with increased career related parental, grit increased and with decreased in career related parental support, grit also decreased. The results of the study were supported by Wibowo and Crescenzo (2020), who found the association between career related parental support and grit.
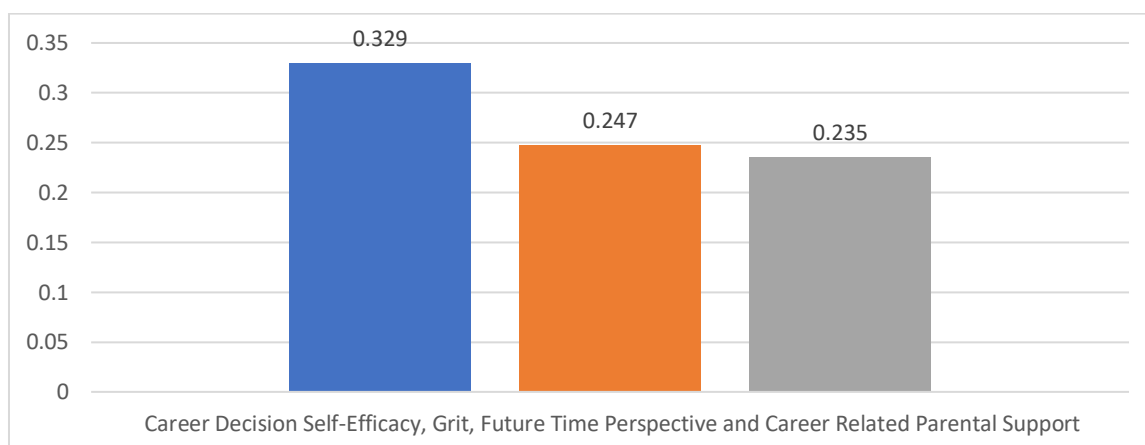
Figure 4.20: Graphical representation of corelation among c.d.s.e., grit and future time perspective and career related parental support of adolescents from HSES.

Hence it was concluded that there was significant positive correlation between c.d.s.e. and grit of students from HSES, which was supported by Sutzko and Yudichak (2022); similarly there was a strong positive correlation between career decision self-efficacy and future time perspective of students from HSES, which was in lined with Jung and Rie (2015) and there was also significant positive correlation between c.d.s.e. and career related parental support of students from HSES that was supported by Chasanah and Salim (2019).

It was also concluded that there was significant positive correlation between grit and future time perspective of students from HSES, that was supported by Muenks and Wigfield (2018); similarly there was significant and positive correlation between future time perspective and career related parental support of students from HSES and there was also significant positive

correlation between career related parental support and grit of students from HSES, that was supported by Wilbowo and Crescenzo (2022).

Table: 4.13: Correlation among career decision self-efficacy, grit, future time perspective, and career related parental support of students from average socio-economic status

		Career Decision Self Efficacy	Grit	Future Time Perspective	Career Related Parental Support
Career Decision Self Efficacy	Pearson Correlation	1	.387**	.403**	.327**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	597	597	597	597
Grit	Pearson Correlation	.387**	1	.410**	.413**
	Sig. (2-tailed)	0.000		0.000	0.000
	N	597	597	597	597
Future Time Perspective	Pearson Correlation	.403**	.410**	1	.470**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	597	597	597	597
Career Related Parental Support	Pearson Correlation	.327**	.413**	.470**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	597	597	597	597
**. Correlation is significant at the 0.01 level (2-tailed).					

The relationship between independent and dependent variables were by using Pearson correlation before application of regression. The table 4.13 indicated the association between dependent and independent variables of students from ASES.

a) CAREER DECISION SELF-EFFICACY AND GRIT

Table 4.13 showed the correlation between c.d.s.e. and grit of students from ASES that was 0.387, which, at the 0.01 level of confidence, was significant. Thus, the null hypothesis there is no significant correlation between career decision self-efficacy and grit from ASES was rejected. The positivity of the correlation showed that with increased career decision self-efficacy, grit also increased, and with a decreased in career decision self-efficacy, grit also decreased. The study's findings were consistent with Sutzko and Yudichak (2022), who estimated significant association grit and career decision self-efficacy.

b) CAREER DECISION SELF -EFFICACY AND FUTURE TIME PERSPECTIVE

Table 4.13 shows the correlation between c.d.s.e. and future time perspective of students from ASES at the 0.01 level of confidence, that was 0.403, which was significant. Thus, the null hypothesis there is no significant correlation between career decision self-efficacy and future time perspective of students from ASES was rejected. The positivity of the correlation showed that with increased career decision self-efficacy, future time perspective also increased and with decreased in career decision self-efficacy, future time perspective also decreased. The results of the study were supported by the Jung and Rie (2015), who found that there was positive relation between career decision self-efficacy and future time perspective.

c) CAREER DECISION SELF -EFFICACY AND CAREER RELATED PARENTAL SUPPORT

Table 4.13 showed the correlation between c.d.s.e. and CRPS of students from ASES was 0.327, this was significant at the 0.01 confidence level. Thus, the null hypothesis there is no significant correlation between c.d.s.e. and CRPS of students from ASES was rejected. The positivity of the correlation showed that with increased c.d.s.e., CRPS also increased and with decreased in career decision self-efficacy, CRPS also decreased. The results of the study were in lined by Chasanah and Salim (2019), who found that there was association between c.d.s.e. and CRPS.

d) **GRIT AND FUTURE TIME PERSPECTIVE**

Table 4.13 showed the correlation between grit and future time perspective of students from ASES was 0.410; at the 0.01 level of confidence, this was significant. Thus, the null hypothesis there is no significant intercorrelation between grit and future time perspective of students from ASES was rejected. The positivity of the correlation showed that with increased grit, future time perspective increased and with decreased in grit, future time perspective also decreased. The results of the study were supported by Muenks and Wigfield (2018), who found association between grit and future time perspective.

e) **FUTURE TIME PERSPECTIVE AND CAREER RELATED PARENTAL SUPPORT**

Table 4.13 showed the correlation between future time perspective and CRPS of students from ASES was 0.470, this was significant at the 0.01 confidence level. Thus, the hypothesis there is no significant correlation between future time perspective and CRPS of students from ASES was rejected. The positivity of the correlation showed that with increased future time perspective, CRPS increased and with decreased in future time perspective, CRPS also decreased.

f) **CAREER RELATED PARENTAL SUPPORT AND GRIT**

Table 4.13 showed the correlation between CRPS and grit of students from ASES is 0.413, this was significant at the 0.01 confidence level. Thus, the null hypothesis there is no significant correlation between career related parental support and grit of students from ASES was rejected. The positivity of the correlation showed that with increased career related parental, grit increased and with decreased in CRPS, grit also decreased. The results of the study were supported by Wibowo and Crescenzo (2020), who found the association between CRPS and grit.

Therefore, it could be said that there is a strong positive correlation between c.d.s.e. and grit of students from ASES, which was supported by Sutzko and Yudichak (2022); similarly, there was a strong positive correlation between career decision self-efficacy and future time perspective of students from ASES, which was in lined with Jung and Rie (2015) and there was also strong positive correlation between c.d.s.e. and career related parental support of students from ASES that was supported by Chasanah and Salim (2019).
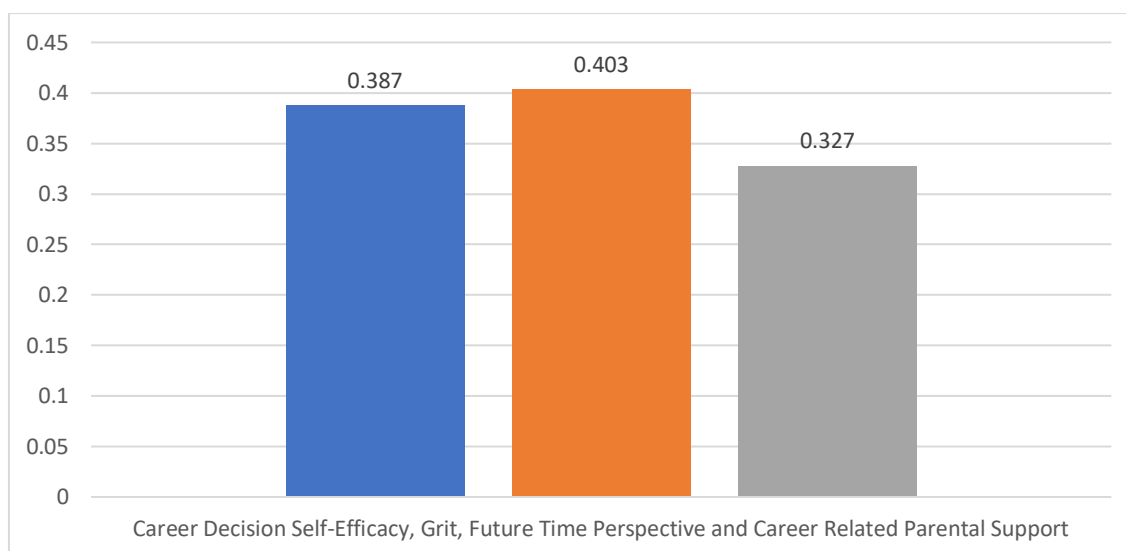
Figure 4.21: Graphical representation of corelation among career decision self-efficacy, grit and future time perspective and career related parental support of adolescents from ASES.

Additionally, it was determined that there was a strong positive association between grit and future time perspective of students from ASES, that was supported by Muenks and Wigfield (2018); similarly, there was strong positive correlation between between future time perspective and CRPS of students from ASES, and there was also significant positive correlation between CRPS and grit of students from ASES, that was supported by Wilbowo and Crescenzo (2022).

Table: 4.14: Correlation among career decision self-efficacy, grit, future time perspective, and career related parental support of students from low socio-economic status

		Career Decision Self Efficacy	Grit	Future Time Perspective	Career Related Parental Support
Career Decision Self Efficacy	Pearson Correlation	1	.296**	.351**	.502**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	246	246	246	246
Grit	Pearson Correlation	.296**	1	.551**	.458**
	Sig. (2-tailed)	0.000		0.000	0.000
	N	246	246	246	246

Table: 4.14: Continued………..

Future Time Perspective	Pearson Correlation	.351**	.551**	1	.471**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	246	246	246	246
Career Related Parental Support	Pearson Correlation	.502**	.458**	.471**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	246	246	246	246
**. Correlation is significant at the 0.01 level (2-tailed).					

The association between the dependent variable and independent variables were by using Pearson correlation before application of regression. The table 4.14 indicated the association between dependent and independent variables of students from LSES.

a) CAREER DECISION SELF-EFFICACY AND GRIT

Table 4.14 displayed the correlation between c.d.s.e. and grit of students from LSES that was 0.296, which, at the 0.01 level of confidence, was significant. Thus, the null hypothesis there was no significant correlation between career decision self-efficacy and grit from LSES was rejected. The positivity of the correlation showed that with increased c.d.s.e., grit also increased, and with a decreased in career decision self-efficacy, grit also decreased. The results of the study were in line with Sutzko and Yudichak (2022), who estimated significant association of grit and c.d.s.e.

b) CAREER DECISION SELF -EFFICACY AND FUTURE TIME PERSPECTIVE

Table 4.14 showed the correlation between c.d.s.e. and future time perspective of students from LSES that was 0.351, which, at the 0.01 level of confidence, was significant. Thus, the null hypothesis there is no significant correlation between career decision self-efficacy and future time perspective of students from LSES was rejected. The positivity of the correlation showed that with increased c.d.s.e., future time perspective also increased and with decreased in career decision self-efficacy, future time perspective also decreased. The results of the study were supported by the Jung and Rie (2015), who found that there was positive relation between c.d.s.e. and future time perspective.

c) CAREER DECISION SELF -EFFICACY AND CAREER RELATED PARENTAL SUPPORT

Table 4.14 showed the correlation between c.d.s.e. and CRPS of students from LSES is 0.502, this was significant at the 0.01 level of confidence. Thus, the null hypothesis there is no significant correlation between career decision self-efficacy and CRPS of students from LSES was rejected. The positivity of the correlation showed that with increased c.d.s.e., CRPS also increased and with decreased in c.d.s.e., CRPS also decreased. The results of the study were in lined by Chasanah and Salim (2019), who found that there was association between c.d.s.e. and CRPS.

d) GRIT AND FUTURE TIME PERSPECTIVE

According to Table 4.14, kids from low socioeconomic backgrounds have a substantial association (0.551) between their grit and their future time perspective at the 0.01 level of confidence. Thus, the null hypothesis there is no significant intercorrelation between grit and future time perspective of students from LSES was rejected. The positivity of the correlation showed that with increased grit, future time perspective increased and with decreased in grit, future time perspective also decreased. The results of the study were supported by Muenks and Wigfield (2018), who found association between grit and future time perspective.

e) FUTURE TIME PERSPECTIVE AND CAREER RELATED PARENTAL SUPPORT

Table 4.14 showed the correlation between future time perspective and career related parental support of students from LSES was 0.471, which, at the 0.01 level of confidence, was significant. Thus, the null hypothesis there is no significant correlation between future time perspective and career related parental support of students from LSES was rejected. The positivity of the correlation showed that with increased future time perspective, CRPS increased and with decreased in future time perspective, CRPS also decreased.

f) CAREER RELATED PARENTAL SUPPORT AND GRIT

Table 4.14 showed the correlation between career related parental support and grit of students from LSES is 0.458, This was significant at the 0.01 level of confidence. Thus, the null hypothesis there is no significant correlation between career related parental support and grit of students from LSES was rejected. The positivity of the correlation showed that with increased career related parental, grit increased and with decreased in career related parental support, grit also decreased. The results of the study were supported by Wibowo and Crescenzo (2020), who found the association between CRPS and grit.

Therefore, it can be said that there was a strong positive correlation between c.d.s.e. and grit of students from LSES, which was supported by Sutzko and Yudichak (2022); similarly, there was a strong positive correlation between c.d.s.e. and future time perspective of students from LSES, which was in lined with Jung and Rie (2015) and there was also significant positive correlation between c.d.s.e. and career related parental support of students from LSES that was supported by Chasanah and Salim (2019).

Additionally, it was shown that there was a strong positive correlation between grit and future time perspective of students from LSES, that was supported by Muenks and Wigfield (2018); similarly there was significant and positive correlation between future time perspective and career related parental support of students from LSES, and there was also significant positive correlation between career related parental support and grit of students from LSES, that was supported by Wilbowo and Crescenzo (2022).
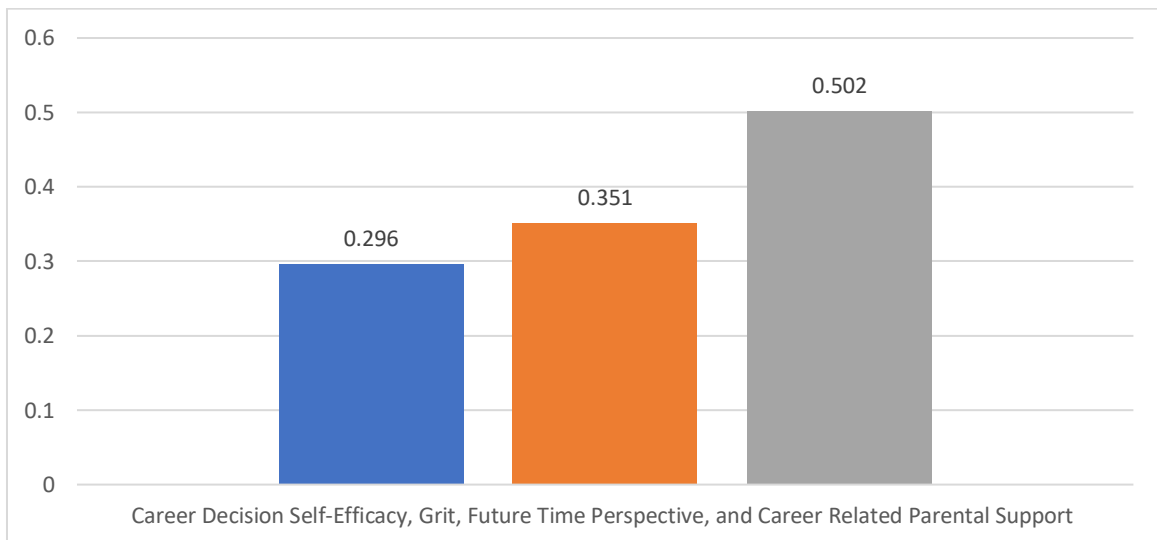
Figure 4.22: Graphical representation of corelation among career decision self-efficacy, grit and future time perspective and career related parental support of adolescents from LSES.

4.3.6   Objective 6: To study the influence of grit, future time perspective, career related parental support on career decision self-efficacy of adolescents from different socio-economic status.

To achieve the objectives following hypothesis were framed and tested:

H0: There exists no significant influence of grit, future time perspective and career related parental support on career decision self-efficacy of adolescents from different socio-economic status

Table: 4.15: 2x3 ANOVA Summary showing results of effect of interaction between gender and independent variables on career decision self-efficacy

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig
Career Decision Self Efficacy	Corrected Model	3565.91	5	713.183	32.6488	0.000
	Intercept	7633762	1	7633762	349466	0.000
	GENDER	741.378	1	741.378	33.9395	0.000
	LEVEL_OF_GRIT	2782.77	2	1391.39	63.6962	0.000
	GENDER * LEVEL_OF_GRIT	108.056	2	54.0282	2.47335	0.008
	Error	24924.1	1141	21.8441		
	Total	8563553	1147			
	Corrected Total	28490	1146			
	a. R Squared = .125 (Adjusted R Squared = .121)					
Career Decision Self Efficacy	Corrected Model	5273.203a	5	1054.64	51.831	0.000
	Intercept	8075294	1	8075294	3.97	0.000
	GENDER	823.94	1	823.94	40.493	0.000
	LEVEL_OF_FTP	4314.931	2	2157.47	106.03	0.000
	GENDER * LEVEL_OF_FTP	270.744	2	135.372	6.653	0.001
	Error	23216.81	1141	20.348		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .185 (Adjusted R Squared = .182)					
Career Decision Self Efficacy	Corrected Model	4013.686a	5	802.737	37.421	0.000
	Intercept	7177773	1	7177773	3.35	0.000
	GENDER	771.171	1	771.171	35.949	0.000
	LEVEL_OF_CRPS	3252.818	2	1626.41	75.817	0.000
	GENDER * LEVEL_OF_CRPS	77.67	2	38.835	1.81	0.001
	Error	24476.33	1141	21.452		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .141 (Adjusted R Squared = .137)					

The result presented in the table 4.24 reflected that there was significant effect of gender on c.d.s.e. as p value came out to be <0.005, $F_{(2, 1141)} = 33.94$ and in other hand the effect of grit on c.d.s.e. was also significant as p values comes out <0.005, $F_{(2,1141)} = 63.70$ and the independent variables grit and gender significantly influenced the depended variable i.e., c.d.s.e., as p value came out to be< 0.005, $F_{(2, 1141)} = 2.47$.

Secondly this table reflects that there was significant effect of gender and c.d.s.e. as p value was less than 0.005, $F_{(1, 1141)} = 40.49$ and same as the effect of future time perspective on the c.d.s.e. was significant as p value comes out < 0.005, $F_{(2, 1141)} = 106.03$ and the future time perspective and gender significantly influenced c.d.s.e., as p value came out to be < 0.005, $F_{(2, 1141)} = 6.65$.

Thirdly the table reflects that the gender has significant effect on c.d.s.e. as the value of p was less than 0.005, $F_{(1, 1141)} = 35.95$ and the effect of CRPS on c.d.s.e. was significant as p value was less than 0.005, $F_{(1, 1141)} = 75.82$ and the independent variables, CRPS and gender significantly influenced c.d.s.e., as p value came out < 0.005, $F_{(2, 1141)} = 1.81$.

Hence it was concluded that the independent variables grit and gender significantly influenced the depended variable i.e., c.d.s.e.; similarly, future time perspective and gender significantly influenced c.d.s.e. and independent variables, CRPS and gender too significantly influenced.

Table: 4.16: 2x3 ANOVA Summary showing results of effect of interaction between gender & independent variables on career decision self-efficacy of students with high socio-economic status.

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	591.726a	5	118.345	7.143	0.000
	Intercept	1942772	1	1942772	1.17	0.000
	GENDER	53.243	1	53.243	3.213	0.074
	LEVELOFGRIT	487.222	2	243.611	14.703	0.000
	GENDER * LEVELOFGRIT	66.138	2	33.069	1.996	0.138
	Error	4937.59	298	16.569		
	Total	2270283	304			
	Corrected Total	5529.31	303			
	a. R Squared = .107 (Adjusted R Squared = .092)					

Table: 4.16: Continued………..

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	550.926a	5	110.185	6.596	0.000
	Intercept	2119107	1	2119107	1.2705	0.000
	GENDER	104.598	1	104.598	6.261	0.013
	LEVELOFFTP	401.833	2	200.917	12.027	0.000
	GENDER * LEVELOFFTP	65.143	2	32.572	1.95	0.144
	Error	4978.39	298	16.706		
	Total	2270283	304			
	Corrected Total	5529.31	303			
	a. R Squared = .100 (Adjusted R Squared = .085)					
Career Decision Self Efficacy	Corrected Model	386.041a	5	77.208	4.473	0.001
	Intercept	2136261	1	2136261	1.240	0.000
	GENDER	80.002	1	80.002	4.635	0.032
	LEVELOFCRPS	186.121	2	93.061	5.392	0.005
	GENDER * LEVELOFCRPS	124.895	2	62.447	3.618	0.028
	Error	5143.27	298	17.259		
	Total	2270283	304			
	Corrected Total	5529.31	303			
	a. R Squared = .070 (Adjusted R Squared = .054)					

The result presented in the table 4.16 reflected that gender and grit insignificantly effects c.d.s.e. of students from HSES as p value came out to be >0.005, F (2, 304) = 1.996 and in other hand the effect of grit on c.d.s.e. was significant as p values came out <0.005, F (2,304) = 14.70.

Secondly this table reflected that there was significant effects of gender on c.d.s.e. of students from HSES as p value was less than 0.005, F (1, 304) =6.261 and same as the effect of future time perspective on the c.d.s.e. was significant as p value came out < 0.005, F(2, 304)= 12.027 and the independent variables, future time perspective and gender insignificantly influenced the dependent variable i.e., c.d.s.e., as p value came out to be > 0.005, F(2,304)=1.95.

Thirdly the table reflected that the gender has significant effect on c.d.s.e. of HSES students, as the value of p was less than 0.005, $F_{(1,304)} = 4.635$ and the effect of CRPS on c.d.s.e. was significant as p value is less than 0.005, $F_{(2, 304)} = 5.392$ and the independent variables, CRPS and gender significantly influenced as p value came <0.005, $F_{(2, 304)} = 3.618$.

Hence it was concluded that the independent variables grit and gender insignificantly influenced the depended variable i.e., c.d.s.e. of HSES students; similarly, the independent variables, future time perspective and gender insignificantly influenced the dependent variable i.e., c.d.s.e. of HSES students but CRPS and gender significantly influenced c.d.s.e. of HSES students.

Table: 4.17: 2x3 ANOVA Summary showing results of effect of interaction between gender & independent variables on career decision self-efficacy of students with average socio-economic status.

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	2030.872a	5	406.174	18.804	0.000
	Intercept	3984202.39	1	3984202	1.845	0.000
	LEVELOFGRIT	1778.858	2	889.429	41.176	0.000
	GENDER	307.809	1	307.809	14.25	0.000
	LEVELOFGRIT * GENDER	32.259	2	16.129	0.747	0.474
	Error	12766.032	591	21.601		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .137 (Adjusted R Squared = .130)					

Table: 4.17: Continued……..

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	3195.593a	5	639.119	32.558	0.000
	Intercept	4092511.11	1	4092511	2.090	0.000
	GENDER	348.024	1	348.024	17.729	0.000
	LEVELOFFTP	2813.349	2	1406.675	71.66	0.000
	GENDER * LEVELOFFTP	217.396	2	108.698	5.537	0.004
	Error	11601.312	591	19.63		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .216 (Adjusted R Squared = .209)					
Career Decision Self Efficacy	Corrected Model	1730.316a	5	346.063	15.652	0.000
	Intercept	4211846.72	1	4211847	1.910	0.000
	GENDER	372.651	1	372.651	16.855	0.000
	LEVELOFCRPS	1445.981	2	722.99	32.701	0.000
	GENDER * LEVELOFCRPS	101.542	2	50.771	2.296	0.102
	Error	13066.588	591	22.109		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .117 (Adjusted R Squared = .109)					

The result presented in the table 4.17 reflected that the effect of grit on c.d.s.e. was significant as p values came out < 0.005, $F_{(2,597)} = 41.176$ and the independent variables grit and gender insignificantly influenced the depended variable i.e., c.d.s.e., as p value came out to be > 0.005, $F_{(2, 597)} = 0.747$.

Secondly this table reflected that there was significant interaction effect of gender on c.d.s.e. of students from ASES as p value WAs less than 0.005, $F_{(1, 597)} = 17.73$ and same as the effect of future time perspective on the c.d.s.e. was significant as p value comes out < 0.005, $F_{(2, 597)} = 71.76$ and the joint interaction between independent variables, future time perspective and gender on the dependent variable i.e., c.d.s.e. was significant as p value came out to be < 0.005, $F_{(2,597)} = 5.537$.

Thirdly the table reflected that the gender has significant effect on c.d.s.e. of students from ASES as the value of p was less than 0.005, $F_{(1,597)} = 16.86$ and the effect of CRPS on career decision self-efficacy was significant as p value was less than 0.05, $F_{(2, 597)} = 32.701$ and the independent variables, career related parental support and gender insignificantly influenced the depended variable, as p value came to be > 0.005, $F_{(2, 597)} = 2.296$.

Hence it is concluded that the independent variables grit and gender insignificantly influenced the depended variable i.e., c.d.s.e. of ASES students; the independent variables, future time perspective and gender significantly influenced the dependent variable i.e., c.d.s.e. of ASES students but the career related parental support and gender insignificantly influenced the c.d.s.e. of students of average socio economic-status.

Table: 4.18: 2x3 ANOVA Summary showing results of effect of interaction between gender and independent variables on career decision self-efficacy of students with low socio-economic status

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	1380.319a	5	276.064	10.401	0.000
	Intercept	1619490.831	1	1619490.83	6.1004	0.000
	LEVELOFGRIT	696.91	2	348.455	13.129	0.000
	GENDER	599.603	1	599.603	22.592	0.000
	LEVELOFGRIT * GENDER	146.563	2	73.281	2.761	0.065
	Error	6369.811	240	26.541		
	Total	1791566	246			
	Corrected Total	7750.13	245			
	a. R Squared = .178 (Adjusted R Squared = .161)					

125

Table: 4.18: Continued…

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	1691.904a	5	338.381	13.405	0.000
	Intercept	1665038.123	1	1665038.12	6.604	0.000
	GENDER	470.417	1	470.417	18.636	0.000
	LEVELOFFTP	1095.121	2	547.56	21.692	0.000
	GENDER * LEVELOFFTP	74.193	2	37.096	1.47	0.232
	Error	6058.226	240	25.243		
	Total	1791566	246			
	Corrected Total	7750.13	245			
	a. R Squared = .218 (Adjusted R Squared = .202)					
Career Decision Self Efficacy	Corrected Model	1648.154a	5	329.631	12.965	0.000
	Intercept	1527102.015	1	1527102.02	6.0104	0.000
	GENDER	332.322	1	332.322	13.071	0.000
	LEVELOFCRPS	1055.5	2	527.75	20.757	0.000
	GENDER * LEVELOFCRPS	11.109	2	5.554	0.218	0.804
	Error	6101.976	240	25.425		
	Total	1791566	246			
	Corrected Total	7750.13	245			
	a. R Squared = .213 (Adjusted R Squared = .196)					

The result presented in the table 4.18 reflected that there is significant effect of gender on c.d.s.e. of LSES students, as p value came out to be <0.05, F (1, 246) = 22.59 and in other hand the effect of grit on c.d.s.e. is significant as p values came out <0.05, F (2,246) = 13.13 and the independent variables grit and gender insignificantly influenced depended variable i.e., c.d.s.e., as p value came out to be > 0.05, F (2, 246) = 2.761.

Secondly this table reflected that there was significant effects of gender on c.d.s.e. of LSES students, as p value was less than 0.05, F (1, 246) =18.64 and same as the effect of future time perspective on the c.d.s.e. was significant as p value came out < 0.005, F (2, 246)= 21.692 and the independent variables, future time perspective and gender insignificantly influenced the dependent variable i.e., c.d.s.e., as p value came out to be >.05, F(2,246)=1.47.

Thirdly the table reflected that the gender has significant effect on c.d.s.e. of LSES students, as the value of p was less than 0.05, $F_{(1,246)} = 13.07$ and the effect of CRPS on c.d.s.e. was significant as p value was less than 0.05, $F_{(2, 246)} = 20.07$ and the independent variables, career related parental support and gender insignificantly influenced the depended variable as p value came to be >0.005, $F_{(2, 246)} = 0.218$.

It was concluded that the independent variables grit and gender insignificantly influenced the depended variable i.e., c.d.s.e. of LSES students; similarly, the independent variables, future time perspective and gender insignificantly influenced the dependent variable i.e., c.d.s.e. of LSES students and the CRPS and gender insignificantly influenced c.d.s.e. of LSES students.

Table: 4.19: 2x3 ANOVA Summary showing results of effect of interaction between location & independent variables on career decision self-efficacy

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	3644.724a	5	728.945	33.476	0.000
	Intercept	7486817	1	7486817	3.442	0.000
	LOCATION	838.545	1	838.545	38.509	0.000
	LEVEL_OF_GRIT	2138.06	2	1069.03	49.094	0.000
	LOCATION * LEVEL_OF_GRIT	536.552	2	268.276	12.32	0.000
	Error	24845.29	1141	21.775		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .128 (Adjusted R Squared = .124)					

Table: 4.19: Continued……….

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	5436.141a	5	1087.23	53.81	0.000
	Intercept	7995667	1	7995667	3.961	0.000
	LOCATION	611.304	1	611.304	30.255	0.000
	LEVEL_OF_FTP	3482.727	2	1741.36	86.185	0.000
	LOCATION * LEVEL_OF_FTP	688.617	2	344.308	17.041	0.000
	Error	23053.87	1141	20.205		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .191 (Adjusted R Squared = .187)					
Career Decision Self Efficacy	Corrected Model	3945.678a	5	789.136	36.685	0.000
	Intercept	6929389	1	6929389	3.221	0.000
	LOCATION	738.87	1	738.87	34.348	0.000
	LEVEL_OF_CRPS	2502.793	2	1251.4	58.174	0.000
	LOCATION * LEVEL_OF_CRPS	170.926	2	85.463	3.973	0.019
	Error	24544.33	1141	21.511		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .138 (Adjusted R Squared = .135)					

The result presented in the table 4.19 reflected that there was significant effect of location on c.d.s.e. as p value came out to be <0.005, $F_{(1, 1141)} = 38.51$ and in other hand the effect of grit on c.d.s.e. was also significant as p values came out <0.005, $F_{(2,1141)} = 49.10$ and the independent variables grit and location significantly influenced the depended variable i.e., c.d.s.e., as p value came out to be< 0.005, $F_{(2, 1141)} = 12.32$.

Secondly this table reflected that there was significant effect of location on c.d.s.e. as p value was less than 0.005, $F_{(1, 1141)} = 30.26$ and same as the effect of future time perspective on the c.d.s.e. was significant as p value came out < 0.005, $F_{(2, 1141)} = 86.19$ and the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e., as p value came out to be < 0.005, $F_{(2,1141)} = 17.04$.

Thirdly the table reflected that the location has significant effect on c.d.s.e., as the value of p was less than 0.005, $F_{(1,1141)} = 34.35$ and the effect of CRPS on c.d.s.e. was

significant as p value was less than 0.005, F (1,1141) =58.17 and the independent variables, CRPS and location significantly influenced the dependent variable as p value came to be <0.005, F (2, 1141) = 3.97.

Hence it was concluded that the independent variables grit and location significantly influenced the depended variable i.e., c.d.s.e.; similarly, the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e. and the career related parental support and location significantly influenced c.d.s.e.

Table: 4.20: 2x3 ANOVA Summary showing results of effect of interaction between location and independent variables on career decision self-efficacy of pupils from high socio-economic status

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	500.698a	5	100.14	5.934	0.000
	Intercept	1782495.82	1	1782495.82	1.060	0.000
	LEVELOFGRIT	304.013	2	152.006	9.008	0.000
	LOCATION	57.24	1	57.24	3.392	0.067
	LEVELOFGRIT * LOCATION	50.247	2	25.124	1.489	0.227
	Error	5028.614	298	16.875		
	Total	2270283	304			
	Corrected Total	5529.312	303			
	a. R Squared = .091 (Adjusted R Squared = .075)					
Career Decision Self Efficacy	Corrected Model	449.442a	5	89.888	5.273	0.000
	Intercept	2039621.6	1	2039621.6	1.200	0.000
	LOCATION	49.191	1	49.191	2.886	0.090
	LEVELOFFTP	272.083	2	136.041	7.981	0.000
	LOCATION * LEVEL OF FTP	41.431	2	20.716	1.215	0.298
	Error	5079.871	298	17.047		
	Total	2270283	304			
	Corrected Total	5529.312	303			
	a. R Squared = .081 (Adjusted R Squared = .066)					

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	249.050a	5	49.81	2.811	0.017
	Intercept	1980611.05	1	1980611.05	1.120	0.000
	LOCATION	61.336	1	61.336	3.462	0.064
	LEVELOFCRPS	84.444	2	42.222	2.383	0.094
	LOCATION * LEVELOFCRPS	47.09	2	23.545	1.329	0.266
	Error	5280.262	298	17.719		
	Total	2270283	304			
	Corrected Total	5529.312	303			
	a. R Squared = .045 (Adjusted R Squared = .029)					

The result obtainable in the table 4.20 reflected that there is insignificant effect of location on c.d.s.e. of HSES students, as p value came out to be >0.05, F(1, 304)= 3.392 and in other hand the effect of grit on c.d.s.e. of HSES pupils was significant as p values came out <0.05, F(2,304)= 9.008 and the independent variables grit and location insignificantly influenced the depended variable i.e., c.d.s.e., as p value came out to be>0.05, F (2, 304) = 1.489.

Secondly this table reflected that there was significant effect of location on c.d.s.e. of HSES students, as p value was less than 0.05, F (1, 304) =2.886 and same as the effect of future time perspective on the c.d.s.e. was significant as p value came out < 0.05, F (2, 304) = 7.981 and the independent variables, future time perspective and location insignificantly influenced the dependent variable i.e., c.d.s.e., as p value came out to be >0.05, F (2,304) =0.298.

Thirdly the table reflected that the location has insignificant effect on c.d.s.e. of HSES students with as the value of p was greater than 0.05, F (1,304) =3.462 and the interaction effect of CRPS on c.d.s.c. was not significant as p value is greater than 0.05, F (1,304) =2.383 and the independent variables, career related parental support and location also insignificantly influenced the depended variable, as p value came to be >0.05, F (2, 304) = 1.329.

Hence it was concluded that the independent variables grit and location insignificantly influenced the depended variable i.e., c.d.s.e. of HSES students; similarly, the independent variables, future time perspective and location insignificantly influenced the dependent variable i.e., c.d.s.e. of HSES students and the independent variables, CRPS and location insignificantly influenced c.d.s.e. of HSES students.

Table: 4.21: 2x3 ANOVA Summary showing results of effect of interaction between location & independent variables on career decision self-efficacy of students from average socio-economic status

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	2392.998a	5	478.6	22.803	0.000
	Intercept	3916320.46	1	3916320.46	1.870	0.000
	LEVELOFGRIT	1375.804	2	687.902	32.776	0.000
	LOCATION	661.537	1	661.537	31.52	0.000
	LEVELOFGRIT * LOCATION	198.909	2	99.455	4.739	0.009
	Error	12403.906	591	20.988		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .162 (Adjusted R Squared = .155)					
Career Decision Self Efficacy	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
	Corrected Model	3626.356a	5	725.271	38.372	0.000
	Intercept	3989209.53	1	3989209.53	2.110	0.000
	LOCATION	549.358	1	549.358	29.065	0.000
	LEVELOFFTP	1920.727	2	960.364	50.81	0.000
	LOCATION * LEVELOFFTP	509.814	2	254.907	13.486	0.000
	Error	11170.549	591	18.901		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .245 (Adjusted R Squared = .239)					

Table: 4.21: Continued………….

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	2042.478a	5	408.496	18.928	0.000
	Intercept	4215973.44	1	4215973.44	1.950	0.000
	LOCATION	703.762	1	703.762	32.61	0.000
	LEVELOFCRPS	1094.919	2	547.46	25.368	0.000
	LOCATION * LEVEL OF CRPS	86.997	2	43.498	2.016	0.134
	Error	12754.427	591	21.581		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .138 (Adjusted R Squared = .131)					

The result presented in the table 4.21 reflects that there was significant effect of location on c.d.s.e. of ASES students, p value came out to be <0.05, F(1, 597)= 31.52 and in other hand the effect of grit on c.d.s.e. of ASES students was significant as p values came out <0.05, F(2,597)= 32.776 and the independent variables grit and location significantly influenced the depended variable i.e., c.d.s.e., as p value came out to be<0.05, F (2, 597) = 4.739.

Secondly this table reflected that there was significant effects of location on c.d.s.e. of ASES students, as p value was less than 0.05, F (1, 597) =29.065 and same as the effect of future time perspective significantly influenced the c.d.s.e., as p value came out < 0.05, F(2, 597)= 50.81 and the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e., as p value came out to be < 0.05, F(2,597)=13.486.

Thirdly the table reflected that the location has noteworthy impact on c.d.s.e. of ASES pupils, as the value of p was less than 0.05, F (1,597) =32.61 and the effect of CRPS on c.d.s.e. was significant as p value was less than 0.05, F (1,597) =25.368 and the independent variables, CRPS and location also insignificantly influenced the depended variable, as p value came >0.05, F (2, 597) = 2.016.

Hence it was concluded that the independent variables grit and location significantly influenced the depended variable i.e., c.d.s.e. of ASES students; similarly, the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e. of ASES students and the CRPS and location insignificantly influenced c.d.s.e. of ASES students.

Table: 4.22: 2x3 ANOVA Summary showing results of effect of interaction between location & independent variables on career decision self-efficacy of pupils from low socio-economic status

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	1213.254a	5	242.651	8.909	0.000
	Intercept	1568111.73	1	1568111.73	5.760	0.000
	LEVELOFGRIT	632.575	2	316.287	11.612	0.000
	LOCATION	283.884	1	283.884	10.423	0.001
	LEVELOFGRIT * LOCATION	456.484	2	228.242	8.38	0.000
	Error	6536.876	240	27.237		
	Total	1791566	246			
	Corrected Total	7750.13	245			
	a. R Squared = .157 (Adjusted R Squared = .139)					
Career Decision Self Efficacy	Corrected Model	1660.193a	5	332.039	13.085	0.000
	Intercept	1487834.46	1	1487834.46	5.860	0.000
	LOCATION	119.177	1	119.177	4.697	0.031
	LEVELOFFTP	1170.84	2	585.42	23.071	0.000
	LOCATION * LEVELOFFTP	338.143	2	169.072	6.663	0.002
	Error	6089.937	240	25.375		
	Total	1791566	246			
	Corrected Total	7750.13	245			
	a. R Squared = .214 (Adjusted R Squared = .198)					

Table: 4.22: Continued………..

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	1516.93403	5	303.386806	11.681461	0.000
	Intercept	1499037.04	1	1499037.04	57718.205	0.000
	LOCATION	153.679805	1	153.679805	5.9172137	0.016
	LEVELOFCRPS	1157.0447	2	578.522349	22.275148	0.000
	LOCATION * LEVELOFCRPS	84.3924877	2	42.1962438	1.624704	0.199
	Error	6233.19605	240	25.9716502		
	Total	1791566	246			
	Corrected Total	7750.13008	245			
	a. R Squared = .196 (Adjusted R Squared = .179)					

The result presented in the table 4.22 reflects that there was significant effect of location on c.d.s.e. of LSES students, as p value came out to be <0.05, F(1, 246)= 10.423 and in other hand the effect of grit on c.d.s.e. of LSES students was significant as p values came out <0.05, F(2,246)= 11.612 and the independent variables grit and location significantly influenced the depended variable i.e., c.d.s.e., as p value came out to be<0.05, F(2, 246)= 8.38.

Secondly this table reflected that there was significant effects of location on c.d.s.e. of LSES students, as p value was less than 0.05, F (1, 246) =4.697 and same as the effect of future time perspective on the c.d.s.e. was significant as p value came out < 0.05, F(2, 246)= 23.071 and the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e., as p value came out to be < 0.05, F(2,246)=6.663.

Thirdly the table reflected that the location has significant effect on c.d.s.e. of LSES pupils, as the value of p was less than 0.05, F (1,246) =5.917 and the effect of CRPS on c.d.s.e. was noteworthy as the p-value was below 0.05, F (1,246) =22.28 and the independent variables, CRPS and location insignificantly influenced the depended variable, as p value came >0.05, F (2, 246) = 1.62.

It was concluded that the independent variables; grit and location significantly influenced the depended variable i.e., c.d.s.e. of LSES pupils; similarly, the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e. of LSES students but the CRPS and location insignificantly influenced c.d.s.e. of low socio-economic status students.

Table: 4.23: 2x3 ANOVA Summary showing results of effect of interaction between school board & independent variables on career decision self-efficacy

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	3238.201a	5	647.64	29.264	0.000
	Intercept	7524025	1	7524025	3.401	0.000
	SB	5.876	1	5.876	0.266	0.000
	LEVEL_OF_GRIT	2655.458	2	1327.73	59.993	0.000
	SB * LEVEL_OF_GRIT	655.796	2	327.898	14.816	0.000
	Error	25251.81	1141	22.131		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .114 (Adjusted R Squared = .110)					
Career Decision Self Efficacy	Corrected Model	4468.300a	5	893.66	42.448	0.000
	Intercept	7982802	1	7982802	3.791	0.000
	SB	60.069	1	60.069	2.853	0.041
	LEVEL_OF_FTP	4285.821	2	2142.91	101.785	0.000
	SB * LEVEL_OF_FTP	163.521	2	81.761	3.884	0.021
	Error	24021.71	1141	21.053		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .157 (Adjusted R Squared = .153)					
Career Decision Self Efficacy	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
	Corrected Model	3610.671a	5	722.134	33.118	0.000
	Intercept	7147510	1	7147510	3.281	0.000
	SB	62.823	1	62.823	2.881	0.041
	LEVEL_OF_CRPS	3295.956	2	1647.98	75.578	0.000
	SB * LEVEL_OF_CRPS	314.653	2	157.327	7.215	0.001
	Error	24879.34	1141	21.805		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .127 (Adjusted R Squared = .123)					

The result presented in the table 4.23 reflected that there was significant effect of school board on c.d.s.e. as p value came out to be <0.005, F(1, 1141)= 0.27 and in other hand the effect of grit on c.d.s.e. was also significant as p values came out <0.005, F(1,1141)= 59.99 and the independent variables grit and school board significantly influenced the depended variable i.e., c.d.s.e., as p value came out to be< 0.005, F(2, 1141)= 14.82.

Secondly this table reflected that there was significant effects of school board on c.d.s.e. as p value was less than 0.005, F (1, 1141) =2.85 and same as the effect of future time perspective on the c.d.s.e. was significant as p value came out < 0.005, F(2, 1141)= 101.79 and the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e., as p value came out to be < 0.005, F(2,1141)=3.88.

Thirdly the table reflected that the location has significant effect on c.d.s.e. because p was smaller than 0.005, F (1,114) =2.88 and the effect of CRPS on c.d.s.e. was significant as p value was less than 0.005, F (1,1141) =75.58 and the independent variables, career related parental support and location significantly influenced the depended variable, as p value came to be <0.005, F (2, 1141) = 7.23.

Hence it was concluded that the independent variable; grit and school board significantly influenced the depended variable i.e., c.d.s.e.; similarly, the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e. the CRPS and location significantly influenced the c.d.s.e.

Table: 4.24: 2x3 ANOVA Summary showing results of effect of interaction between school board & independent variables on career decision self-efficacy of pupils from high socio-economic status

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	560.779a	5	112.156	6.727	0.000
	Intercept	1578482.109	1	1578482.11	9.470	0.000
	LEVELOFGRIT	422.495	2	211.247	12.67	0.000
	SCHOOLBOARD	32.07	1	32.07	1.923	0.167
	LEVELOFGRIT * SCHOOLBOARD	65.485	2	32.742	1.964	0.142
	Error	4968.534	298	16.673		
	Total	2270283	304			
	Corrected Total	5529.312	303			
	a. R Squared = .101 (Adjusted R Squared = .086)					
Career Decision Self Efficacy	Corrected Model	515.275a	5	103.055	6.125	0.000
	Intercept	1899054.782	1	1899054.78	1.130	0.000
	SCHOOLBOARD	146.248	1	146.248	8.692	0.003
	LEVELOFFTP	370.531	2	185.266	11.011	0.000
	SCHOOLBOARD * LEVELOFFTP	4.939	2	2.47	0.147	0.864
	Error	5014.037	298	16.826		
	Total	2270283	304			
	Corrected Total	5529.312	303			
	a. R Squared = .093 (Adjusted R Squared = .078)					
Career Decision Self Efficacy	Corrected Model	339.375a	5	67.875	3.897	0.002
	Intercept	1890932.219	1	1890932.22	1.090	0.000
	SCHOOLBOARD	150.836	1	150.836	8.661	0.004
	LEVELOFCRPS	170.767	2	85.384	4.903	0.008
	SCHOOLBOARD * LEVELOFCRPS	41.778	2	20.889	1.199	0.303
	Error	5189.937	298	17.416		
	Total	2270283	304			
	Corrected Total	5529.312	303			
	a. R Squared = .061 (Adjusted R Squared = .046)					

The result obtainable in the table 4.24 reflected that there was insignificant effect of school board on c.d.s.e. of HSES students, as p value came out to be >0.05, $F_{(1, 304)}= 1.923$ and in other hand the effect of grit on c.d.s.e. was significant as p values came out <0.05, $F_{(1,304)}= 12.67$ and the independent variables grit and school board insignificantly influenced the depended variable i.e., c.d.s.e. of HSES, as p value came out to be>0.05, $F_{(2, 304)}= 1.964$.

Secondly this table reflected that there was significant effects of school board on c.d.s.e. of HSES students, as p value was less than 0.05, $F_{(1, 304)} =8.692$ and same as the effect of future time perspective on the c.d.s.e. was significant as p value came out < 0.05, $F_{(2, 304)}= 11.011$ but the independent variables, future time perspective and location insignificantly influenced the dependent variable i.e., c.d.s.e. of HSES, as p value came out to be >0.05, $F_{(2,304)}=0.147$.

Thirdly the table reflected that the location has significant effect on c.d.s.e. of HSES students, as the value of p was less than 0.05, $F_{(1,304)} = 8.661$ and the effect of CRPS on c.d.s.e. was significant as p value is less than 0.05, $F_{(1,304)} =4.903$ and the CRPS and location insignificantly influenced c.d.s.e. of HSES, as p value comes to be >0.05, $F_{(2, 304)} =1.119$.

Hence it was concluded that the independent variables grit and school board insignificantly influenced the depended variable i.e., c.d.s.e. of HSES students; similarly, the independent variables, future time perspective and location insignificantly influenced the dependent variable i.e., c.d.s.e. of HSES students and the CRPS and location insignificantly influenced c.d.s.e. of HSES pupils.

Table: 4.25: 2x3 ANOVA Summary showing results of effect of interaction between school board & independent variables on career decision self-efficacy of pupils from average socio-economic status

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	2020.830a	5	404.166	18.696	0.000
	Intercept	3916566.274	1	3916566.27	1.810	0.000
	LEVELOFGRIT	1727.59	2	863.795	39.958	0.000
	SCHOOLBOARD	4.166	1	4.166	0.193	0.661
	LEVELOFGRIT * SCHOOLBOARD	329.61	2	164.805	7.624	0.001
	Error	12776.074	591	21.618		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .137 (Adjusted R Squared = .129)					
Career Decision Self Efficacy	Corrected Model	2955.121a	5	591.024	29.497	0.000
	Intercept	4026052.182	1	4026052.18	2.015	0.000
	SCHOOLBOARD	8.268	1	8.268	0.413	0.521
	LEVELOFFTP	2725.053	2	1362.526	68.001	0.000
	SCHOOLBOARD * LEVELOFFTP	196.167	2	98.083	4.895	0.008
	Error	11841.784	591	20.037		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .200 (Adjusted R Squared = .193)					
Career Decision Self Efficacy	Corrected Model	1700.566a	5	340.113	15.348	0.000
	Intercept	4239674.873	1	4239674.87	1.905	0.000
	SCHOOLBOARD	13.677	1	13.677	0.617	0.432
	LEVELOFCRPS	1374.227	2	687.113	31.007	0.000
	SCHOOLBOARD * LEVELOFCRPS	333.005	2	166.503	7.514	0.001
	Error	13096.338	591	22.16		
	Total	4501704	597			
	Corrected Total	14796.905	596			
	a. R Squared = .115 (Adjusted R Squared = .107)					

The result presented in the table 4.25 reflected that there was insignificant effect of school board on c.d.s.e. of ASES students, as p value came out to be >0.05, F (1, 597) = 0.193 and in other hand the effect of grit on c.d.s.e. is significant as p values came out <0.05, F (1,597) = 39.96 and the independent variables grit and school board significantly influenced the depended variable i.e., c.d.s.e. of ASES students, as p value came out to be<0.05, F (2, 597) = 7.624.

Secondly this table reflects that there was insignificant effects of school board on c.d.s.e. of ASES students, p value is greater than 0.05, F (1, 597) =0.413 and same as the effect of future time perspective on the c.d.s.e. was significant as p value comes out < 0.05, F(2, 597)= 68.001 but the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e. of ASES students, as p value came out to be <0.05, F(2,597)=4.895.

Thirdly the table reflected that the location has insignificant effect on c.d.s.e. of ASES students, as the value of p was greater than 0.05, F (1,597) =0.617 and the effect of career related parental support on c.d.s.e. was significant as p value is less than 0.05, F (1,597) =31.007 and the CRPS and location significantly influenced career decision self- efficacy of average socio-economic students, as p value came to be <0.05, F (2, 597) =7.514.

Hence it is concluded that the independent variables; grit and school board significantly influenced the depended variable i.e., c.d.s.e. of ASES students; similarly, the independent variables, future time perspective and location significantly influenced the dependent variable i.e., c.d.s.e. of ASES students and the career related parental support and location significantly influenced c.d.s.e. of average socio-economic students.

Table: 4.26: 2x3 ANOVA Summary showing results of effect of interaction between school board & independent variables on career decision self-efficacy of pupils from low socio-economic status

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	816.290a	5	163.258	5.651	0.000
	Intercept	1503010.269	1	1503010.27	5.2004	0.000
	LEVELOFGRIT	300.604	2	150.302	5.202	0.006
	SCHOOLBOARD	2.939	1	2.939	0.102	0.75
	LEVELOFGRIT * SCHOOLBOARD	244.375	2	122.187	4.229	0.016
	Error	6933.84	240	28.891		
	Total	1791566	246			
	Corrected Total	7750.13	245			
	a. R Squared = .105 (Adjusted R Squared = .087)					
Career Decision Self Efficacy	Corrected Model	1126.926a	5	225.385	8.167	0.000
	Intercept	1514977.652	1	1514977.65	5.4904	0.000
	SCHOOLBOARD	7.383	1	7.383	0.268	0.605
	LEVELOFFTP	913.355	2	456.677	16.548	0.000
	SCHOOLBOARD * LEVELOFFTP	16.701	2	8.351	0.303	0.739
	Error	6623.204	240	27.597		
	Total	1791566	246			
	Corrected Total	7750.13	245			
	a. R Squared = .145 (Adjusted R Squared = .128)					
Career Decision Self Efficacy	Corrected Model	1343.977a	5	268.795	10.07	0.000
	Intercept	1502345.969	1	1502345.97	5.6304	0.000
	SCHOOLBOARD	1.353	1	1.353	0.051	0.822
	LEVELOFCRPS	1044.135	2	522.068	19.559	0.000
	SCHOOLBOARD * LEVELOFCRPS	54.461	2	27.23	1.02	0.362
	Error	6406.153	240	26.692		
	Total	1791566	246			
	Corrected Total	7750.13	245			
	a. R Squared = .173 (Adjusted R Squared = .156)					

The result presented in the table 4.26 reflects that there was insignificant effect of school board on c.d.s.e. of LSES students, as p value came out to be >0.05, F (1, 246) = 0.102 and in other hand the effect of grit on c.d.s.e. was significant as p values came out <0.05, F (1,246) = 5.202 and the independent variables grit and school board significantly influenced the depended variable i.e., c.d.s.e. of students from LSES, as p value came out to be<0.05, F (2, 246) = 4.229.

Secondly this table reflected that there was insignificant effects of school board on c.d.s.e. of LSES students, as p value was greater than 0.05, F (1, 246) =0.268 and the effect of future time perspective significantly influenced the c.d.s.e., as p value came out < 0.05, F(2, 246)= 16.548 but the independent variables, future time perspective and location insignificantly influenced the dependent variable i.e., c.d.s.e. of pupils from LSES, as p value came out to be >0.05, F(2,246)=0.303.

Thirdly the table reflected that the school board has insignificant effect on c.d.s.e. of students with LSES as the value of p was greater than 0.05, F(1, 246)=0.051 and the effect of CRPS on c.d.s.e. was significant as p value was less than 0.05, F(1,246)=19.559 and the independent variables, career related parental support and location insignificantly influenced c.d.s.e. of pupils from LSES, as p value came to be >0.05, F (2, 246)=0.362.

Hence it was concluded that the independent variables grit and school board significantly influenced the depended variable i.e., c.d.s.e. of students from LSES; the independent variables, future time perspective and location insignificantly influenced the dependent variable i.e., c.d.s.e. of students from LSES was not significant and the CRPS and location insignificantly influenced c.d.s.e. of pupils from LSES.

Table 4.27: 2x3 ANOVA Summary showing results of effect of interaction between SES and independent variables on career decision self-efficacy

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Career Decision Self Efficacy	Corrected Model	3090.373a	8	386.297	17.308	0.000
	Intercept	6644215	1	6644215	2.981	0.000
	SES	329.388	2	164.694	7.379	0.001
	LEVEL_OF_GRIT	2061.067	2	1030.53	46.172	0.000
	SES * LEVEL_OF_GRIT	126.79	4	31.698	1.42	0.020
	Error	25399.64	1138	22.32		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .108 (Adjusted R Squared = .102)					
Career Decision Self efficacy	Corrected Model	4593.909a	8	574.239	27.347	0.000
	Intercept	6959661	1	6959661	3.315	0.000
	SES	130.916	2	65.458	3.117	0.041
	LEVEL_OF_FTP	3196.971	2	1598.49	76.124	0.000
	SES * LEVEL_OF_FTP	236.549	4	59.137	2.816	0.024
	Error	23896.1	1138	20.998		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .161 (Adjusted R Squared = .155) b.					
Career Decision Self Efficacy	Corrected Model	3804.088a	8	475.511	21.921	0.000
	Intercept	6318150	1	6318150	2.91	0.000
	SES	423.491	2	211.746	9.761	0.000
	LEVEL_OF_CRPS	2745.348	2	1372.67	63.279	0.000
	SES * LEVEL_OF_CRPS	297.977	4	74.494	3.434	0.004
	Error	24685.92	1138	21.692		
	Total	8563553	1147			
	Corrected Total	28490.01	1146			
	a. R Squared = .134 (Adjusted R Squared = .127)					

The result presented in the table 4.27 reflected that there was significant effect of socio economic status on c.d.s.e. as p value came out to be <0.005, $F_{(2, 1138)}= 7.38$ and in other hand the effect of grit on c.d.s.e. was also significant as p values came out <0.005, $F_{(2,1138)}= 1030.53$ and the independent variables grit and socio economic status significantly influenced the depended variable i.e., c.d.s.e., as p value came out to be< 0.005, $F_{(4, 1141)}= 1.42$.

Secondly this table reflected that there was significant effects of socio economic status on c.d.s.e. as p value was less than 0.005, $F_{(2, 1138)} =3.12$ and same as the effect of future time perspective on the c.d.s.e. was significant as p value came out < 0.005, $F_{(2, 1138)}= 1598.49$ and the independent variables, future time perspective and socio economic status significantly influenced the dependent variable i.e., c.d.s.e., as p value came out to be < 0.005, $F_{(4,1138)}=2.82$.

Thirdly the table reflected that the socio-economic status has significant effect on c.d.s.e. as the value of p was less than 0.005, $F_{(2,1138)} =9.76$ and the effect of CRPS on c.d.s.e. was significant as p value is less than 0.005, $F_{(2,1138)} =63.28$ and the independent variables, CRPS and location significantly influenced the depended variable as p value came to be <0.005, $F_{(4, 1138)} = 3.43$.

Hence it was concluded that the independent variables; grit and socio-economic status significantly influenced the depended variable i.e., c.d.s.e.; similarly, the independent variables, future time perspective and socio-economic status significantly influenced the dependent variable i.e., c.d.s.e. and the CRPS and location significantly influenced c.d.s.e.

4.3.7   Objective 7: To establish regression equation for career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from different socio-economic status.

To achieve the objectives following hypotheses were framed and tested:

H0: There is no joint contribution of grit, future time perspective, career related parental support on career decision self-efficacy of adolescents from different socio-economic status.

To explore the impact of grit, future time perspective and career related parental support on career decision self-efficacy among adolescents in the present study investigator applied linear regression, and results are discussed below:

Table 4.28: Model Summary of multiple regression analysis between the independent variables (grit, future time perspective and career related parental support) and outcome variable (career decision self-efficacy) of adolescents

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458a	0.209	0.207	4.4394
a. Predictors: (Constant), Career Related Parental Support, Grit, Future Time Perspective				

Regression was used to forecast the contribution of independent factors to the total variance of the dependent variable once the correlation between the independent and dependent variables was estimated. Table 4.28 shows that the independent variables, grit, future time perspective and career related parental support contribute approximately 21% to the c.d.s.e. of adolescents (Adjusted R 2= 0.207).

Table 4.29: ANOVA Summary showing regression model fit

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5963.451	3	1987.817	100.862	.000a
	Residual	22526.56	1143	19.708		
	Total	28490.01	1146			
a. Predictors: (Constant), Career Related Parental Support, Grit, Future Time Perspective						
b. Dependent Variable: Career Decision Self Efficacy						

With F= 100.86, p< 0.005 at the 0.05 level of significance, the ANOVA table above showed that the regressor variables' contribution to the regressor and variable was significant the standard model's independent variables strongly predicted the dependent variable. Hence, the null hypothesis that there is no joint contribution of grit, future time perspective and career related parental support on c.d.s.e. was not accepted.

Table 4.30: Relative contribution of independent variables on dependent variable of adolescents

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	42.031	2.671		15.738	0.000
	Grit	0.275	0.045	0.185	6.112	0.000
	Future Time Perspective	0.193	0.028	0.208	6.827	0.000
	Career Related Parental Support	0.189	0.031	0.19	6.151	0.000
a. Dependent Variable: Career Decision Self Efficacy						

The relevance of the independent factors for forecasting the dependent variable was collected in Table 4.30. In the same manner as the t value for future time perspective was 6.827 and the t value for career-related parental support was 6.151, both values were significant at the 0.001 level of confidence. The t value for grit was 6.112, which was significant at the 0.01 level of confidence. Therefore, the null hypothesis "There is no significant joint contribution of grit, future time perspective and CRPS on the c.d.s.e. of the adolescents" was rejected. It meant that all the independent variables were significant predictors for predicting c.d.s.e.

The regression equation could be formulated as:

CDSE=42.031+G×0.275+FTP×0.193+CRPS×0.189

4.3.7.1 Objective 7: To establish regression equation for career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from high socio-economic status.

The following hypothesis was developed and tested in order to meet the objectives:

H0: There is no joint contribution of grit, future time perspective, career related parental support on career decision self-efficacy of adolescents from high socio-economic status.

To investigate the impact of grit, future time perspective and career related parental support on c.d.s.e. among adolescents from high socio-economic status The researcher used linear regression in the current investigation, and the outcomes are reported below:

Table 4.31: Model Summary of multiple regression analysis between the independent variables (grit, future time perspective and career related parental support) and outcome variable (career decision self-efficacy) of adolescents from high socio-economic status.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.378a	0.143	0.134	3.9749
a. Predictors: (Constant), Career Related Parental Support, Future Time Perspective, Grit				

Following the estimation of correlation between independent and dependent variables, regression was used to forecast how independent factors will contribute to the total variance of the dependent variable, and the results are shown in Table 4.31 that the independent variables, grit, future time perspective and career related parental support contribute approximately 15% to the c.d.s.e. of adolescents from HSES (Adjusted R 2= 0.134).

Table 4.32: ANOVA Summary showing regression model fit

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	789.369	3	263.123	16.654	.000a
	Residual	4739.944	300	15.8		
	Total	5529.313	303			
a. Predictors: (Constant), Career Related Parental Support, Future Time Perspective, Grit						
b. Dependent Variable: Career Decision Self Efficacy						

With F= 16.654, p 0.005 at the 0.05 level of significance, the ANOVA table above shows that the contribution produced by regressor variables was significant on the regressor and variable, showing that the dependent variable might be significantly predicted by the independent variables in the standard model. Thus, the null hypothesis that there is no joint contribution of grit, future time perspective and CRPS on c.d.s.e. of adolescents from HSES was rejected.

Table 4.33: Relative contribution of independent variables on dependent variable of adolescents of high socio-economic status

Coefficients a, b showing relative contribution of independent variables on dependent variable of adolescents from high socio-economic status.						
		Unstandardized Coefficients		**Standardized Coefficients**		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	53.485	5.398		9.908	0.000
	Grit	0.382	0.087	0.264	4.419	0.000
	Future Time Perspective	0.152	0.052	0.167	2.934	0.004
	Career Related Parental Support	0.057	0.057	0.062	1.001	0.318
a. Dependent Variable: c.d.s.e.						

The relevance of the independent factors for forecasting Table 4.33 displayed the dependent variable. Similar to the t value of 2.934 for future time perspective, the t value of 1.001 for career-related parental support was significant at the 0.01 level of confidence but not at the 0.001 level of confidence. Grit also has a significant t value of 4.419 at the 0.01 level of confidence. Consequently, the null hypothesis "There is no significant joint contribution of grit, future time perspective on the c.d.s.e. of the adolescents from HSES" was rejected. It meant that the independent variables (grit and future time perspective) were significant predictors for predicting c.d.s.e. of adolescents from HSES but CRPS was not the predictor. The regression equation could be formulated as:

CDSE=53.485+G×0.382+FTP×0.152

4.3.7.2 Objective 7: To establish regression equation for career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from average socio-economic status.

The following hypothesis was developed and evaluated in order to meet the objectives:

H0: There is no joint contribution of grit, future time perspective, career related parental support on career decision self-efficacy of adolescents from average socio-economic status.

To explore the impact of grit, future time perspective and career related parental support on c.d.s.e. among adolescents from average socio-economic status in the present study investigator applied linear regression, and results are discussed below:

Table 4.34: Model summary of multiple regression analysis between the independent variables (grit, future time perspective and career related parental support) and outcome variable of adolescents from average socio-economic status.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480a	0.23	0.226	4.38338
a. Predictors: (Constant), Career Related Parental Support, Grit, Future Time Perspective				

Following the estimation of correlation between independent and dependent variables, regression was used to forecast how independent factors would contribute to the total variance of the dependent variable, and the results were shown in Table 4.34 that the independent variables, grit, future time perspective and career related parental support contributed approximately 48% to the c.d.s.e. of adolescents from average socio-economic status (Adjusted R 2= 0.23).

Table 4.35: ANOVA Summary showing Regression Model Fit

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3402.993	3	1134.331	59.037	.000a
	Residual	11393.912	593	19.214		
	Total	14796.905	596			
a. Predictors: (Constant), Career Related Parental Support, Grit, Future Time Perspective						
b. Dependent Variable: c.d.s.e.						

With F= 59.037, p 0.05 at the 0.05 level of significance, the ANOVA table above showed that the contribution provided by regressor variables was significant on the regressor and variable, showing that the dependent variable might be significantly predicted by the independent variables in the standard model. Henceforth, the null hypothesis that there is no joint contribution of grit, future time perspective and CRPS on c.d.s.e. of adolescents from ASES was rejected.

Table 4.36: Relative contribution of independent variables on dependent variable of adolescents of average socio-economic status.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
Coefficients a, b showing relative contribution of independent variables on dependent Variable of adolescents from average socio-economic status.						
1	(Constant)	42.172	3.751		11.243	0.000
	Grit	0.34	0.059	0.237	5.768	0.000
	Future Time Perspective	0.24	0.04	0.255	6.014	0.000
	Career Related Parental Support	0.113	0.044	0.109	2.563	0.011
a. Dependent Variable: c.d.s.e.						

Table 4.36 illustrated the independent factors' significance for predicting the dependent variable. In a similar vein, the t value for career related parental support was 2.563, which was not significant at the 0.01 level of confidence, and 6.014, which was significant, for future time perspective. Grit has a significant t value of 5.768 at the 0.01 level of confidence. Consequently, the null hypothesis there is no significant joint contribution of grit, future time perspective and career related parental support on the c.d.s.e. of the adolescents from average socio-economic status was rejected. It meant that all the independent variables were significant predictors for predicting c.d.s.e. of adolescents from average socio-economic status.

The regression equation could be formulated as:

CDSE=42.172+G×0.38+FTP×0.24+CRPS×0.113

4.3.7.3 Objective 7: To establish regression equation for career decision self-efficacy, grit, future time perspective and career related parental support of adolescents from low socio-economic status.

The following hypothesis was developed and evaluated in order to meet the objectives:

H0: There is no joint contribution of grit, future time perspective, career related parental support on career decision self-efficacy of adolescents from low socio-economic status.

To explore the impact of grit, future time perspective and career related parental support on c.d.s.e. among adolescents from low socio-economic status in the present study investigator applied linear regression, and results were discussed below:

Table 4.37: Model summary of multiple regression analysis between the independent variables (grit, future time perspective and career related parental support) and outcome variable of adolescents from low socio-economic status

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519a	0.269	0.26	4.83794
a. Predictors: (Constant), Career Related Parental Support, Grit, Future Time Perspective				

Following the estimation of correlation between independent and dependent variables, Regression was used to determine how independent factors contributed to the total variance of the dependent variable (table 4.37) that the independent variables, grit, future time perspective and career related parental support contribute approximately 52% to the c.d.s.e. of adolescents from low socio-economic status (Adjusted R 2= 0.26).

Table 4.38: ANOVA Summary showing regression model fit

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2085.966	3	695.322	29.707	.000a
	Residual	5664.164	242	23.406		
	Total	7750.13	245			
a. Predictors: (Constant), Career Related Parental Support, Grit, Future Time Perspective						
b. Dependent Variable: c.d.s.e.						

The standard model's independent variables strongly predicted the dependent variable, as seen by the ANOVA table above, which indicated that the regressor variables' contribution to the regressor and variable was significant (F=29.037, p 0.05 at the 0.05 level of significance). Thus, the null hypothesis that there was no joint contribution of grit, future time perspective and career related parental support on c.d.s.e. of adolescents from LSES was rejected.

Table 4.39: Relative contribution of independent variables in dependent variable of adolescents of low socio-economic status

Coefficients a, b showing relative contribution of independent variables on dependent Variable of adolescents from low socio-economic status.						
		Unstandardized Coefficients		**Standardized Coefficients**		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	36.858	5.361		6.875	0.000
	Grit	0.042	0.111	0.026	0.375	0.708
	Future Time Perspective	0.126	0.064	0.137	1.99	0.048
	Career Related Parental Support	0.409	0.062	0.425	6.576	0.000
a. Dependent Variable: c.d.s.e.						

The importance of the independent factors for forecasting Table 4.39 displayed the dependent variable. Parallel to the t value of 1.99 for the future time perspective, the t value of grit was 0.375, not significant at the 0.01 level of confidence, and the t value of 6.576, significant at the 0.01 level of confidence, for career-related parental support. Therefore, while there was a considerable impact, the null hypothesis, there is no significant joint contribution of grit, future time perspective on the c.d.s.e. of the adolescents from low socioeconomic status, was accepted of career related parental support on the c.d.s.e. of the adolescents from LSES. It meant that only independent variable CRPS was the significant predictor for predicting c.d.s.e. of adolescents from LSES.

The regression equation could be formulated as:

CDSE= 36.858 +FTP×0.126+CRPS×0.409

Table 4.40: Summarize table of regression equations

Independent Variables	Regression Equations	Dominant Predictor of CDSE
Grit, Future Time Perspective, Career Related Parental Support	CDSE=42.031+G × 0.275+FTP×X0.193+CRPS×0.189	Grit
High Socio-Economic Status		
Grit, Future Time Perspective, Career Related Parental Support	CDSE=53.485+G×0.382+FTP×0.152	Grit
Average Socio-Economic Status		
Grit, Future Time Perspective, Career Related Parental Support	CDSE=42.172+G×0.38+FTP×0.24+CRPS×0.113	Grit
Low Socio-Economic Status		
Grit, Future Time Perspective, Career Related Parental Support	CDSE= 36.858 +FTP×0.126+CRPS×0.409	CRPS

Hence it was concluded that all the independent variables predicted the c.d.s.e. of the pupils but grit was the dominant predictor variable for total students as well as for students of HSES and average socio-economic status; it was also concluded that for low socio-economic status, career related parental support was the dominant predictor variable.

CHAPTER 5

CONCLUSIONS, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND LIMITATIONS

5.1 CONCLUSIONS

From the results of the current investigation, which were shown below, objectively sensible conclusions have been formed:

Objective 1:- To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of gender.

a) The career decision self -efficacy of male pupils was significantly more than of female pupils.

b) Grit of female pupils was significantly more than of male pupils.

c) Future time perspective of female pupils was significantly more than of male pupils.

d) Career related parental support of female pupils was significantly more than of male pupils.

Objective 2: To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of location.

a) The career decision self -efficacy of rural pupils was significantly more than of urban pupils.

b) The grit of rural pupils was significantly more than of urban pupils.

c) The future time perspective of rural pupils was significantly more than of urban pupils.

d) The career related parental support of rural pupils was significantly more than of urban pupils.

Objective 3: To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of school Board.

a) The career decision self -efficacy of PSEB school pupils was significantly more than of school pupils of CBSE.

b) The grit of PSEB school pupils was significantly more than of school pupils of CBSE.

c) The future time perspective of CBSE school pupils was significantly more of school pupils of PSEB.

d) The career related parental support of CBSE school pupils was significantly more than of school pupils of PSEB.

Objective 4: To find out the significant difference in career decision self -efficacy, grit, future time perspective and career related parental support of adolescents on the basis of socio-economic status.

a) The career decision self -efficacy of pupils from high socio-economic status was significantly more than of pupils from low socio-economic status.

b) The future time perspective of pupils from high socio-economic status was significantly more than of pupils from low socio-economic status.

Objective 5: To analyze relationship of career decision self-efficacy, grit, future time perspective, career related parental support of adolescents from different socio-economic status.

a) The career decision self -efficacy of adolescents has significant positive correlation with grit, future time perspective and career related parental support.

b) The grit has significant positive correlation with the future time perspective of adolescents.

c) The future time perspective has significant positive correlation with the career related parental support of adolescents.

d) The career related parental support has significant positive correlation with the grit of adolescents.

e) The career decision self -efficacy of adolescents from high socio-economic status has significant positive correlation with grit, future time perspective and career related parental support.

f) The grit has significant positive correlation with the future time perspective of adolescents from high socio-economic status.

g) The future time perspective has significant positive correlation with career related parental support of adolescents from high socio-economic status.

h) The career related parental support has significant positive correlation with the grit of adolescents from high socio-economic status.

i) The career decision self -efficacy of adolescents from average socio-economic status has significant positive correlation with grit, future time perspective and career related parental support.

j) The grit has significant positive correlation with the future time perspective of adolescents from average socio-economic status.

k) The future time perspective has significant positive correlation with career related parental support of adolescents from average socio-economic status.

l) The career related parental support has significant positive correlation with the grit of adolescents from average socio-economic status.

m) The career decision self -efficacy of adolescents from low socio-economic status has significant positive correlation with grit, future time perspective and career related parental support.

n) The grit has significant positive correlation with the future time perspective of adolescents from low socio-economic status.

o) The future time perspective has significant positive correlation with career related parental support of adolescents from low socio-economic status.

p) The career related parental support has significant positive correlation with the grit of adolescents from low socio-economic status.

Objective 6: To study the influence of grit, future time perspective and career related parental support on career decision self -efficacy of adolescents from different socio-economic status.

➢ The career decision self -efficacy of adolescents was significantly influenced by gender and grit; gender and future time perspective; gender and career related parental support.

➢ The career decision self -efficacy of adolescents from high socio-economic status was not significantly influenced by gender and grit; gender and future time perspective.

➢ The career decision self -efficacy of adolescents from high socio-economic status was significantly influenced by gender and career related parental support.

➢ The career decision self -efficacy of adolescents from average socio-economic status was not significantly influenced by gender and grit; gender and career related parental support.

➢ The career decision self -efficacy of adolescents from average socio-economic status was significantly influenced by gender and future time perspective.

➢ The career decision self -efficacy of adolescents from low socio-economic status was not significantly influenced by gender and grit; gender and future time perspective; gender and career related parental support.

➢ The career decision self -efficacy of adolescents was significantly influenced by location and grit; location and future time perspective; location and career related parental support.

- The career decision self -efficacy of adolescents from high socio-economic status was not significantly influenced by location and grit; location and future time perspective; location and career related parental support.
- The career decision self -efficacy of adolescents from average socio-economic status was significantly influenced by location and grit; location and future time perspective.
- The career decision self -efficacy of adolescents from average socio-economic status was not significantly influenced by location and career related parental support.
- The career decision self -efficacy of adolescents from low socio-economic status was significantly influenced by location and grit; location and future time perspective.
- The career decision self -efficacy of adolescents from low socio-economic status was not significantly influenced by location and career related parental support.
- The career decision self -efficacy of adolescents was significantly influenced by school board and grit; school board and future time perspective; school board and career related parental support.
- The career decision self -efficacy of adolescents from average socio-economic status was not significantly influenced by school board and grit; school board and future time perspective; school board and career related parental support.
- The career decision self -efficacy of adolescents from average socio-economic status was significantly influenced by school board and grit; school board and future time perspective; school board and career related parental support.
- The career decision self -efficacy of adolescents from low socio-economic status was significantly influenced by school board and grit.
- The career decision self -efficacy of adolescents from low socio-economic status was not significantly influenced by school board and future time perspective; school board and career related parental support.
- The career decision self -efficacy of adolescents was significantly influenced by socio-economic status and grit; socio-economic status and future time perspective; socio-economic status and career related parental support.

Objective 7: To establish regression equation for career decision self -efficacy, grit, future time perspective and career related parental support of adolescents from different socio-economic status.

Grit was a significantly predictor of career decision self -efficacy for adolescents from both high socio-economic status and as well as average socio-economic status. However,

adolescents from low socio-economic status, future time perspective was the primary predictor for the career decision self -efficacy.

5.2 EDUCATIONAL IMPLICATIONS

The current study sheds light on the senior secondary school pupils in Punjab in terms of grit, future time perspective, career related parental support, and career decision self -efficacy. Thus, the outcomes have clear ramifications for administrators, school counsellors, teachers, and parents that career counselling programs should ensure that both male and female students must be benefitted equally. Counsellors and parents should be aware of the significance of career decision self -efficacy in young people's lives. In order to design and execute school-based policies and programs to improve academic achievement to fulfil their career decision self -efficacy, they might consult teachers, staff, and administrators. A high degree of grit enhances career decision self -efficacy, along with career related parental support and future time perspective, which all play a crucial part in enhancing the career. Schools should incorporate grit building program such as goal-setting exercises and resilience training to help students develop perseverance in pursuing career goals. The study also found that grit is it's a strong predictor. Educators should emphasize future time perspective by encouraging students to set long term goals visualize their future and develop strategic planning skills. Parental involvement should be encouraged in career decision making with schools providing resources and workshops to help parents offer appropriate support based on their child's gender and individual needs. Teachers and career counselors should adopt personalize monitoring approaches to foster self-efficacy in students, ensuring that both grit and future time perspective are nurtured. Psychological support system, including counselling and peer monitoring should be implemented to help students for better career decision self-efficacy. Educational polices should emphasize career readiness programs that foster self-efficacy, ensuring that students are well equipped to make informed career decisions. These educational strategies can help adolescents make informed and confident career decisions ultimately improving their career outcomes.

5.3 RECOMMENDATIONS

The suggestions that follow are based on the findings of this investigation:

a) It has been found that grit is the dominant forecaster of the career decision self -efficacy. of youngsters and it can say that grit is an essential factor to enhance it. The study recommended that there should be intervention programs for pupils, so that they can

learn how to set goals, and keep passion and perseverance for achieving long term and meaningful goals.

b) A strong, favourable connection between future time perspective and the career decision self -efficacy of senior secondary school pupils was identified in the study. While choosing and pursuing goals, the perspective of time is crucial. As a result, helping the students can be greatly aided by parents, teachers, and counsellors in the selection of goal and can enhance the career decision self -efficacy of the pupils.

c) The findings revealed that career related parental support and career decision self -efficacy have a significant positive relationship. So, parents can ensure that the positive habits and motivate the pupils to set goals and can support in their career decision. Thus, it would be essential to the parents to find out the strength, different skills, efforts of their ward to enhance the career decision self -efficacy of their ward.

5.4 SUGGESTIONS FOR FUTURE STUDIES

The following suggestions for more research have been made in light of this study:

a) The current study was limited to the state of Punjab alone, and yet there have been relatively few investigations on grit, future time perspective and career related parental support in relation to career decision self -efficacy among Indian pupils. Therefore, it is proposed that similar investigations might be carried out using various also states in India. In this study, senior secondary school pupils from the CBSE and PSEB boards' career decision self -efficacy was found to be significantly influenced by grit, one of the independent variables. In order to undertake subsequent studies, ICSE board pupils can also be considered. These studies can also be carried out on a variety of college and university pupils.

b) The state of Punjab and Himachal was only used for the scales' validation. Therefore, it is advised that the scales be validate by gathering samples from other Indian states.

c) Rather than being experimental, this study was descriptive. Regarding the mediatory effects of the factors being studied on the career decision self -efficacy of senior secondary school students, definitive conclusions cannot be drawn. So, it is possible to undertake experimental study, which could give a more accurate depiction of the student's career decision.

d) Future studies should concentrate on developing particular training methods to enhance pupils' career decision self -efficacy and analyzing the effects of such training.

e) Based on the reliable data, it was established that grit, future time perspective, and career related parental support were predictors of senior secondary school pupils' career

decision self -efficacy. In order to address pupils' abilities to successfully handle the academic hurdles and demands, educators and practitioners can utilize approaches, programs, and interventions that target each of the connected factors.

f) The results suggest that parents should pay close attention to pupils' talents at home and teachers at school. This will aid pupils in more effective learning, planning, and, eventually, increased career decision self -efficacy.

5.5 LIMITATIONS

a) Since the study's sample consisted of board class pupils, the lack of support from school administrators in the data gathering procedure posed a significant challenge.

b) Because the literature does not cover the specific aims that were examined as part of the current research, the majority of the study's findings were not supported by it.

c) Due to COVID-19 circumstances, the school administrations are not assisting us in gathering data from the pupils.

d) There is a dearth of investigate on career related parental support in India. Most of the outcomes of the present study were not supported by it.

e) The student side is not cooperating enough. This can be a result of long questionnaires that are not related with their course content.

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Appendices-1

12-Item Grit Scale

Objective: To learn about the concept of grit and how it applies to academic success

Respond to the following 12 items. Be honest – there are no right or wrong answers.

1. I have overcome setbacks to conquer an important challenge.
   - ☐ Very much like me
   - ☐ Mostly like me
   - ☐ Somewhat like me
   - ☐ Not much like me
   - ☐ Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*
   - ☐ Very much like me
   - ☐ Mostly like me
   - ☐ Somewhat like me
   - ☐ Not much like me
   - ☐ Not like me at all

3. My interests change from year to year.*
   - ☐ Very much like me
   - ☐ Mostly like me
   - ☐ Somewhat like me
   - ☐ Not much like me
   - ☐ Not like me at all

4. Setbacks do not discourage me.
   - ☐ Very much like me
   - ☐ Mostly like me
   - ☐ Somewhat like me
   - ☐ Not much like me
   - ☐ Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.*
   - ☐ Very much like me
   - ☐ Mostly like me
   - ☐ Somewhat like me
   - ☐ Not much like me
   - ☐ Not like me at all

6. I am a hard worker.
   - ☐ Very much like me

7. I often set a goal but later choose to pursue a different one.*
   - ☐ Very much like me
   - ☐ Mostly like me
   - ☐ Somewhat like me
   - ☐ Not much like me
   - ☐ Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.*
   - ☐ Very much like me
   - ☐ Mostly like me
   - ☐ Somewhat like me
   - ☐ Not much like me
   - ☐ Not like me at all

9. I finish what I begin.
   - ☐ Very much like me
   - ☐ Mostly like me
   - ☐ Somewhat like me
   - ☐ Not much like me
   - ☐ Not like me at all

10. I have achieved a goal that took years of work.
    - ☐ Very much like me
    - ☐ Mostly like me
    - ☐ Somewhat like me
    - ☐ Not much like me
    - ☐ Not like me at all

11. I become interested in new pursuits every few months.*
    - ☐ Very much like me
    - ☐ Mostly like me
    - ☐ Somewhat like me
    - ☐ Not much like me
    - ☐ Not like me at all

12. I am diligent.
    - ☐ Very much like me

☐ Mostly like me	☐ Mostly like me
☐ Somewhat like me	☐ Somewhat like me
☐ Not much like me	☐ Not much like me
☐ Not like me at all	☐ Not like me at all

Grit Scale Scoring

Step 1: For questions **1, 4, 6, 9, 10,** and **12,** assign the following points:

5 = Very much like me
4 = Mostly like me
3 = Somewhat like me
2 = Not much like me
1 = Not like me at all

Step 2: For questions **2, 3, 5, 7, 8,** and **11,** assign the following points:

1 = Very much like me
2 = Mostly like me
3 = Somewhat like me
4 = Not much like me
5 = Not like me at all

Step 3: Add up all the points and divide by 12.

Grit Score: _____

What does my score mean?

➢ The maximum score on this scale is 5 for extremely gritty.
➢ The lowest score on this scale is 1 for not at all gritty.

What is Grit?

➢ Grit is defined as perseverance and passion for long-term goals
➢ It entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress
➢ Grit is unrelated to talent and can be built through a growth mindset

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Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 9,* 1087-1101.

APPENDIX-C

Consumable booklet Of

Sunil Kumar Upadhayay (Kanpur)

Alka Saxena (Kanpur)

USSESS
(English Version)

Please fill up the following informations:-

Name………………………………………………………………………………

Age……………………………………………………

Sex…………………………………………..

School……………………………………………………………………………

Class………………………………………………   Date………………………………

INSTRUCTIONS

1. **This** scale will be used only for research purpose and it will be kept confidential.
   Every Student is supposed to read the booklet attentively and respond correctly.

2. Wheresoever two or more than two options are given, put a tick mark on the correct option.

3. Fill up the right answer in the space provided.

4. If the student find any difficulty make it clarified with the help of the invigilator.

SCORING TABLE

Socio-Economic Status Score

1	2	3	4		Total

H. P. BHARGABA BOOK HOUSE

A. Personal Information: **Score**

1. Which category do you belong to :

    (i) Open or Unreserved ☐   (ii) Other backward class ☐   (iii) SC/ST ☐   ☐

2.   You are the domicile of:

    i) Urban ☐   ii) Semi Urban ☐   iii) Rural ☐

        if your domicile is urban the duration of stay ☐   ☐

B. Family:

    1. The kind of family you belong to: i) Joint ☐   ii) Single ☐   ☐

    2. Is your mother alive?   i) Yes ☐   ii) No ☐   ☐

    3. Is your father alive?   i) Yes ☐   ii) No ☐   ☐

    4. Do you have any brother/ Sister?   i) Yes ☐   ii) No ☐   ☐

C. Education:

    1. Is your mother educated?   i) Yes ☐   ii) No ☐   ☐

        If yes, what is her higher state of education ☐   ☐

    2. Is your father educated?   i) Yes ☐   ii) No ☐

        If yes, what is his higher state of education ☐   ☐

    3. Are your brothers and sisters getting education?

                            i) Yes ☐   ii) No ☐

        If yes, state their class of study.   i) Class ☐

                                ii) Class ☐

                                iii) Class ☐   ☐

    4. The school in which you study

      is i) Private ☐

      ii) Government or aided by ☐

      Government iii) Convent/ Public ☐   ☐

    5. Medium of your education is: i) Hindi ☐   ii) English ☐

    6. Do you have all prescribed text books?

                        i) Yes ☐   ii) No ☐   ☐

7. Do you have any other book related to course other than the

   prescribed text books?   ☐

   i) Yes ☐   ii) No ☐

8. Do you take tuition or coaching ?   i) Yes ☐   ii) No ☐   ☐

9. Do you read newspapers daily ?   i) Yes ☐   ii) No ☐   ☐

10. Do you subscribe literary, cultural, religious

   books/magazines at your home?   i) Yes ☐   ii) No   ☐

D. Income :

1. What are the sources of income of tour family? (e.g. service, private business, agriculture, tuition, labour etc.)

   i) ☐   ii) ☐   iii) ☐   ☐

2. What is the source of survival hood of your father?

   Profession ☐   post ☐   monthly salary   ☐

   If he is doing farming, how many acres of land does he own? ☐

   If he is doing individual business, state the nature and total number of

   employees working in ☐   ☐

3. What is the source of survival hood of your mother?

   Profession ☐   post ☐   monthly salary ☐

   If he is doing farming, how many acres of land does she own? ☐

   If she is doing individual business, state the nature and total number of employees   ☐

   working in ☐

4. Accumulating all the sources what is the approximate monthly income

   of your family? ☐   ☐

E. Others: ☐

1. Do you reside at your own house?   i) Yes ☐   ii) No ☐

2. If you are residing at your own house, how   ☐

   many rooms are there? ☐   ☐

3. If you are residing at rented house, what is the monthly rent? ☐

v

4. Do you have separate study room?   i) Yes ☐   ii) No ☐   ☐

5. What does your family possess from the following?

   i) Bicycle ☐

   ii) Scooter or Motor ☐   ☐

   Cycle iii) Jeep or Car ☐

6. How many servants/maids do you have in your house hold? ☐   ☐

7. Where do your family members usually go to avail medical help?

   i) Private Doctor ☐

   ii) Government Hospital ☐

   iii) Any Doctor available in nearby approach ☐   ☐

8. Does any of your family members take part in social, cultural activities?

        i) Yes   ii) No   ☐

9. Does any one of your family is a member of social or political organization?   ☐

      i) Yes ☐   ii) No ☐

10. What do you possess in your house from the following?

   i) Computer ☐   ii) ☐

   Refrigerator iii) Washing Machine ☐

   iv) Generator

   v) Telephone ☐   vi) ☐

   Mobile vii) Television ☐   ☐

11. Do you get pocket money?   ii) Yes ☐   ii) No ☐   ☐

   If yes, how much money? ☐

                      Total Score ☐

LIST OF PUBLICATIONS

Name of the Journal/Conference/Book	Journal indexing (Scopus/UGC/Web of Science)	Title of the Paper	Published Date	Volume & Issue Number
Our Heritage Journal, ISSN: 0474-9030 Vol-67-Issue-4-August-2019	UGC	Career Decision Self Efficacy; Sways Adolescents' Satisfaction Level of Scholastic, Career and Life.	01 August 2019	Vol-67-Issue-4
IJRAR	UGC	A Review on Sample Population, Sample Size and Region selected for research on Career Decision Self Efficacy	01 January 2019	Volume-6, issue 1
Best teaching and learning practices with ICT (Sr. No 19, Page No 102-106)	Book	Best teaching and learning practices with ICT	February 2020.	Sr. No 19, Page No 102-106
Studies in Indian Names Place, VOL 40, ISSUE 50-March 2020, ISSN- 2394-3114	UGC Care	Non-Cognitive factors Grit and goal orientation: A Review	01 March 2020	VOL 40, ISSUE 50
International journal of future generation communication and networking. Vol.13 No.3(2020)	Journal	Co-rrelational Study of Grit and Career Decision Self-Efficacy among secondary School Students	2020	Vol.13 No.3(2020)
European Journal of Molecular & Clinical Medicine	Journal	Opprtunities and Threats in Digital Education	2020	Volume 07, issue 08
Amity International Journal of Teacher Education (AIJTE)	A Peer reviewed journal (ISSN: 2395-616X)	Visualizing future classrooms teaching through technology	1, April 2021	Volume 7, No. 1

Name of the Journal/Conference/Book	Journal indexing (Scopus/UGC/Web of Science)	Title of the Paper	Published Date	Volume & Issue Number
Aayushi International Interdisciplinary Research Journal (AIIRJ)	A Peer reviewed and indexed journal (ISSN 2349-639X)	Pedagogical considerations of E-Learning and blended learning in education for Development in Post COVID-19world.	Nov. 2021.	Special Issue No.102, PP 14-18.
JOURNAL OF NORTHEASTERN UNIVERSITY	Journal (ICARI-2022)	Role of Educational Technology in equality, Diversity and Inclusivity	2022	Volume 25 issue 04
Academe journal of education & Psychology	UGC	The effects of career related parental support on career decision self-efficacy of adolescents	April, 2022	Volume-12, special issue-1
African Journal of Biological Sciences	Scopus	Validation of grit scale in the Indian context	March, 2024	Volume-6, issue 6

LIST OF CONFERENCES

S. No.	Name of Conference	Title of the Paper	Published Date	Name of the University/Conference
1.	NATIONAL E-CONFERENCE ON EDUCATION AND DEVELOPMENT POST COVID-19	Digital Education: opportunities and threats	26 September 2020	LOVELY PROFESSIONAL UNIVERSITY
2.	ROLE OF EDUCATION TECHNOLOGY IN EQUALITY DIVERSITY AND INCLUSIVITY	Role of education technology in equality diversity and inclusivity	5th March 2022	9th international conference of advance research and innovation of Northern University
3.	VISUALIZING FUTURE CLASSROOMS WITH ICT TOOLS	Visualizing future classrooms with ICT Tools	7 January 2021 & 8 January 2021	CENTRAL UNIVERSITY OF PUNJAB
4.	National E-Conference on blended teaching and learning the future of education	Blended teaching and learning the future of education	2 February 2021	AMITY UNIVERITY