



## THE REVIEW PAPER: FACTORS AFFECTING STUDENTS CAREER CHOICE

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**Abstract:** Career counseling and growth are gaining popularity in India. However, neither the study nor the literature adequately address the issue of which Indian career counseling applications can be transmitted across cultures. The research reveals The study covers career counseling in great depth to find theories and methods. I provided career counseling in several university career counseling centers in India in order to discover ideas and methodologies. That could be used to describe India in a cross-cultural setting. Nine categories of information came out of our qualitative study. The societal relevance of the theories and models that inform career counselors' practice presents a challenge. Career counselors can investigate cultural influences on their clients' professional barriers, interventions, and collaboration using the framework for forming cultures that is discussed in this article. The talk explains how employing cultural formulation can help foreign students with career planning. A case study addresses prevalent issues while examining the distinctive qualities of cultural identity. The case study demonstrates how a relational theoretical approach from a feminist viewpoint can enhance the process of cultural formulation by looking into a client's many identities, such as the intersections of gender, ethnicity, and socioeconomic class. How pupils handle concerns about frequent change is demonstrated in a case study. The focus of the article will be on how gender, ethnicity, and socioeconomic class are connected.

**KEYWORDS:** Socioeconomic Class, Career Planning, Career Development, and Cross-Cultural.

### I. INTRODUCTION

#### Career

Growth of a career is A confluence of psychological, social, and economic variables leads to career advancement. A person's lifelong progression of employment, occupations, and careers is determined by psychological, sociological, economic, and physical factors.

It takes into account a person's past, present, and upcoming employment obligations. It has an impact on a person's social and cultural surroundings in every way, as well as their family life and self-concept. The goal of career development is to create more enriched and competent people. It is a systematic and ongoing process. Counseling is a combination of science and creativity. It is a helping career that is theory-based, conversational, and short-term.

#### FEATURES OF CAREER

It cultivates and spreads transferrable skills and competencies and is an ongoing process. • It synchronizes a person's particular objectives.

- It assists in the development of competencies required for current and upcoming leadership positions within an organization.
- It enhances the company's attitude of professionalism.

### II.OBJECTIVE:-

- create intervention strategies to train, motivate, recognize, and keep highly competent workers.
- To discuss and put into action job counseling models that are suitable for use in an organization.
- To comprehend assessment procedures' role in job development interventions better.
- To gain knowledge of how to include technology in interventions for career growth.
- To aid students in understanding how various personal, social, economic, and other issues affect them over the course of the life of their organization.
- To gain a deeper comprehension of intercultural and developmental perspectives on professional growth

### III. IMPORTANCE OF CAREER COUNSELLING

With a focus on real-world business procedures and situations, it helps people develop the skills and abilities necessary to effectively launch, grow, and manage a business. It places a strong emphasis on encouraging employees to have an entrepreneurial mindset and the potential to become outstanding innovators in order to make it easier for them to acquire the knowledge, skills, and abilities necessary for effective organizational performance.

### IV. CAREER DEVELOPMENT THEORIES

A career should be chosen based on an accurate knowledge of oneself, a thorough understanding of the demands of the job, and the ability to move effectively between the two, according to the original proponents of the theory. The trait-and-factor hypothesis is one of the job counseling theories that has persisted the longest.

In essence, it is about finding a fit between a person's personality and their line of work. According to this concept, a person's personality can be determined by taking into consideration their skills or aptitude, personal beliefs, and professional interests. The process consists of these three major steps:

- Independent study.
- Investigating possible career paths.
- Using "genuine reasoning" to match employment candidates with positions.

It assumes that everyone has the same career aspirations and that employment decisions are primarily based on aptitude, the trait-and-factor theory has come under scrutiny. The trait-and-factor theory contends that many individuals lack a clear career objective. These work goals could also change over time. Additionally, it might not be the best approach to match someone with a job. A person without any formal training in the field of a job they are interested in, they might just need some courage to start rather than being discouraged from pursuing that profession. Critics of this idea assert that it has discouraged people like this from engaging in activities that they might otherwise appreciate.

The fundamentals of a person-environment relationship fit is the idea that a person will be happy in their job if they have a good relationship with their location of employment. Work includes relationships, interactions, rewards, tension, and other psychological components, according to Dawis and Lofquist. In the workplace, these psychological issues must be properly addressed. The person must be able to fulfill the demands of the job. As a result, the person must be able to suit the place as well as fit the location. Consonance is the occurrence of both of these events simultaneously.

Fit is the idea that a person will be happy in their job if they have a good connection with their place of employment. Dawis and Lofquist claim that relationships, interactions, rewards, stress, and other psychological variables all play a role in the work environment. The workplace is successfully managed.

Furthermore, the individual must be able to match the demands of the workplace.

So, not only must the individual fit the location, but the individual must also be able to fit the place.

e. Consonance is what happens when both of these things occurs at the same time. Person-Environment Fit in Four Key Points:

- A good match between work personality and work environment is essential.
- When determining if the environment is a good fit, individual requirements are more significant.
- A good indicator of contentment is how well a person's wants match the surroundings and vice versa.
- The best way to position someone in a job is to match their personality to the requirements of the job.

Krumboltz, Mitchell, and Gelatt proposed Learning Theory for the first time in 1975. Their original journal article on the theory can be found here.

This hypothesis is divided into two sections. The first section explains how professional choices are made. The theory's second section discusses how career counsellors are expected to assist clients in resolving career or job-related issues.

According to learning theory, a person's decision regarding their job is influenced by four factors. Examples of these include unique aptitudes or genetic gifts, environmental circumstances and occurrences, educational opportunities, and task-approach abilities. The main idea is that a person's decision of profession is influenced by a variety of factors. This strategy also emphasizes the fact that no single career suits all people. Theorists emphasize that anyone can progress in their career if they are willing to expand their skills and interests. Here, the role of a career advisor is less about helping clients choose jobs and more about assisting them with employment or career challenges.

In this approach, individual therapy and career counseling are both possible.

This is due to the fact that career counselors who use this method will address issues like bitterness, change, relationships, and obstacles to career development, among other things. Lent, Brown, and Hackett introduced Social Cognitive Career Theory in 1996. Some components of social learning theory and cognitive theories are combined in this theory. This hypothesis is made up of three main components.

Counseling's main objective is to assist clients in developing self-efficacy. Additionally, counselors talk about expected outcomes. These are individuals' individual forecasts for what will transpire as a consequence of their career decisions. Counselors also assist clients in addressing their goals so that they can influence and sustain their behavior. Even the act of setting goals is believed to aid individuals in increasing their feeling of efficacy. This approach focuses on assisting clients in developing a feeling of agency over their career decisions and difficulties. In the 1950s, Donald Super began constructing career ideas, which he continued to do throughout his career. His thoughts developed in complexity as he expanded them.

The core of his beliefs, however, is the notion that we can categorize human lifetimes into age categories. Within these age categories, we develop various perspectives of the world, undertake various responsibilities, and prioritize the most crucial matters. To support his claims, Super even conducted a study that followed participants from ninth school until they were in their 30s. He found that as people mature and gain experience, their ideas of themselves and their aspirations change. In early maturity, for instance, people frequently concentrate on their relationships with other people. By the time they are middle-aged, many individuals have advanced in their careers and talents.

John Krumboltz developed a theory for his central ideas based on Bandura's theories, which he then used to create his own theory, which incorporates job counseling. According to Krumboltz's theory, rather than emphasizing innate characteristics, a person's development and experiences throughout their life have an influence on which profession they are most suited for.

The strategy used by Krumboltz was founded on innate personal traits, environmental factors, learning from consequences, and job-related skills.

His theory states that these elements and experiences determine the best match between an individual and their job.

The "needs" approach developed by Ann Roe assesses how each person's wants and ideals are structured in light of their early experiences. The concept, according to her, also takes into account environmental and genetic factors when searching for a job that satisfies an individual's 'needs.'

The idea includes six levels of skills, from novice to professional/managerial. (considered the top-level). Roe continues by providing a summary of eight main occupational categories, including science, technology, arts and entertainment, outdoor, service, business, managerial, and general cultural occupations.

The personality theory accords a high value to a person's early experiences, similar to Ann Roe's "needs" approach to job development.

The memories that Roe emphasizes the most in this case are those that a person has with their parents as a child.

She concluded that a person is more likely to pursue "person focused" or "non-person oriented" employment the more contact they have with their parents. In her needs-based approach, she divides tasks into eight categories, five of which are people-oriented and three of which are not.

Depending on their previous experiences, different people will have different levels of independence. She also believed that among the eight categories, non-person-centered vocations were the most independent.

The four stages of a child's growth and their four stages of circumscription are the main topics of Linda Gottfredson's circumscription and compromise theory, which was created in the 1980s. At particular ages, these phases are divided into age groups and developmental orientations.

This concept explains why young people opt for specific career paths. Age groups 3-5, 6-8, 9-13, and 14 and up are addressed.

The jobs that kids identify with are essentially tied to their present societal perceptions. While older children are more likely to pursue careers that are more closely linked to their personal identities and the values of the Ir community, younger children are more likely to pursue gender-specific careers.

Erikson's eight psychosocial stages form the foundation of Tiedeman and Miller's decision-making job development theory.

This method views a person's personal decisions regarding employment as being just as important to their professional development. The decision-making model helps people searching for a career path weigh various important factors that will help them reach their end goal.

The two stages of Tiedeman and Miller's theory are founded on various factors. The first preparation is anticipation or preoccupation. During this period, people go through four crucial phases: exploration, crystallization, choice, and clarification. The induction, reformation, and merger processes make up the second stage, also known as implementation or adjustment.

## DIVERSITY ISSUES

People's career development and social development are significantly impacted by the environments in which they study and live. People's sense of self and knowledge and comprehension of a wide range of job options are influenced by the opportunities available to them, the resources at their disposal, and the social environment in which they live.

As a consequence, in order to fully understand a person's career development process, a number of personal and cultural factors must be considered.

## INDIVIDUAL FACTORS

### GENDER

A powerful and extensive socialization process begins the moment a child is born, in which girls and boys learn what is expected and socially acceptable conduct based on their gender.

The type of play, leisure, and academic activities that children engage in, as well as the development of children's schemas of proper gender roles, are all influenced by this socialization process. In addition, this socialization influences how individuals in the child's life will interact with the child and the types of behaviors that are reinforced. According to studies, by the age of eight, children have established a sense of what vocations are acceptable and unsuitable for their gender.

As a result, the types of occupations are influenced by children's experiences and gender role schemas.

Gender socialization continues to have a substantial impact on men and women's professional Development in adulthood. Women who work outside the home, for example, often struggle to balance numerous tasks and may believe that their jobs and responsibilities at work and at home are in direct conflict.

Men, on the other hand, may feel enormous pressure to succeed at work and to be the family's primary breadwinner. Men's perceptions of proper careers and positions may be influenced by the pressure to succeed and provide for their families in order to maintain a specific lifestyle.

Furthermore, because a man's personal identity is often linked to his employment, his psychological well-being may be jeopardized if he loses his job or performs poorly at work.

Despite the fact that changing social norms and job opportunities have led to an increase in the number of women entering traditionally male-dominated occupations (and, to a lesser extent, men entering traditionally female-dominated occupations), the impact of gender socialization on career development remains a significant source of influence in both men and women's career choices and satisfaction.

#### **RACE AND ETHNICITY**

Race and ethnicity have been mentioned as elements that should be taken into account throughout the job search.

Race and ethnicity can have an impact on the types of vocations that are considered acceptable and accessible from both a personal and cultural perspective. For example, one's racial and ethnic identification (the degree to which one identifies as a member of a certain racial or ethnic group) can influence the types of employment one considers as a viable option.

This impression may be influenced in part by the types of learning experiences and opportunities to which individuals of racial and ethnic minorities have been exposed, as well as the presence of role models from their racial or ethnic group in various job sectors.

Racial and ethnic discrimination and oppression may encourage members of racial and ethnic minority groups to avoid vocations they believe are inaccessible to them from a societal perspective. As a result, the influence of race and ethnicity on the career development of varied individuals must be investigated from both a phenomenological and a sociological perspective.

#### **CULTURE**

A person's actions, decisions, and goal-setting are influenced by their culture, which is defined as a group's shared ideals and beliefs. One cultural virtue that is shared by various racial and ethnic groups is collectivism.

People are more apt to take their group's needs, desires, and best interests into account when making decisions. (family or community).

For instance, a client whose culture values activism may take into account the preferences of his or her parents or other family elders when choosing what kind of employment to pursue.

Contrarily, individualism denotes a propensity to make decisions and decisions based on the context of what is accessible.

Thus, individuals from individualistic cultures may be distinguished by their decision-making process by selecting a profession based on their own interests and requirements. The cultural environment and values that have an effect on the professional development of their clients must be recognized and appreciated by career counselors.

Professional counselors also need to be aware of their own societal values and belief systems and how they might affect the counseling relationship.

Career counselors are less likely to impose their beliefs on their clients when assisting them with their professional growth when they are aware of their own personal values and viewpoints..

#### **OTHER RELEVANT CONSIDERATIONS-CONSTRUCTS**

Lesbian, gay, bisexual, and transgendered (LGBT) career development has recently received more focus in vocational psychology. Understanding the complex interactions between professional development and sexual identity development is essential when dealing with this group. Since they may be dealing with gender identity confusion, negative cultural stereotypes, and potential conflict with family and peers, LGBT people may find it stressful to establish their sexual identity.

Around the time of adolescence, when young people start to form career interests and set future goals, this period of development typically takes place. In the past ten years, there has been a greater focus on the career development of LGBT individuals.

#### **SOCIAL AND ECONOMIC FACTORS**

Many conventional job development theories have been criticized as being classist due to the fundamental assumptions they are based on. For instance, the majority of western conceptions of career development make the following assumptions: people choose their jobs freely; work is essential to one's identity and existence; structures have universal definitions; and opportunities are available to everyone.

It can be detrimental to those with whom career counselors work to ignore how social and economic issues affect people's job development in our society, and failing to do so results in persistent class disparities.

#### **STATUS SOCIOECONOMIC**

The impact of socioeconomic position on career development cannot be overstated, despite the fact that it is undoubtedly one of the diversity-related factors that has gotten little attention in the multicultural career literature.

The socioeconomic status of an individual affects their way of living, the resources available to them, and the kinds of activities they participate in, all of which affect their social class. Because of the reciprocal connection between employment and, specifically, the type of work that people can access and aspire to, it is especially important to understand the role of social class in people's lives. In other words, one's social class can have a big effect on how their career develops, and their career in turn has a big impact on how they determine their social class.

Regardless of where one falls on the social class spectrum, there are many ways that one's social class heritage affects their ability to advance in their current position. Class has an impact on how counselors perceive their level of success and the objectives they have for their careers. For instance, if a counselor holds the view that anyone can succeed with enough effort, the counselor might neglect to address societal obstacles that could hinder the professional development of clients who feel that they will never achieve no matter how hard they try.

## INSTRUCTION AND ACADEMIC READINESS

Believing that hard work and talent are always rewarded, or that everyone in society has equal opportunities for economic success, places the sole responsibility for success and failure on the individual, ignoring the presence of institutional barriers (e.g., discriminatory hiring practices) that can prevent an individual from achieving his or her goals. A person's social class can also affect whether or not they have the financial resources to pursue higher education, the networks and social ties necessary to find employment, and access to crucial information that can guide their career choices.

## EDUCATION AND ACADEMIC PREPARATION

The socioeconomic status of the person also affects elements of the environment that may have an influence on their professional development.

The standard of people's homes, neighborhoods, and schools is related to their economic capital (or absence thereof). The quality of the teachers, the resources for learning available at home and at school, the extracurricular activities available at the school, and the expectations of the teachers for their charges are all factors in the education a student gets.

### Real and Perceived Barriers

Discrimination, limited exposure to a range of careers, a lack of role models from the community employed in a range of careers, a lack of financial resources for education or training, a lack of support from teachers, peers, or family, and a lack of educational preparation are all real or perceived barriers that can influence individuals' career decisions and development.

Individually and collectively, these environmental limitations might influence one's internal views about one's ability to achieve one's goals and limit the types of occupations one believes are actually reachable.

## CONCLUSION

In this study, the theoretical concepts of career growth are put into practice. This includes how a person's personality is impacted by ideas. Various tactics have an effect on how people respond.

## II. ACKNOWLEDGMENT

The preferred spelling of the word "acknowledgment" in America is without an "e" after the "g". Avoid the stilted expression, "One of us (R.B.G.) thanks..." Instead, try "R.B.G. thanks". Put applicable sponsors or acknowledgments here; DONOT place them on the first page of your paper or as a footnote.

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