



# THE INFLUENCE THAT ECONOMIC AND SOCIAL FACTORS HAVE ON DECISIONS REGARDING EDUCATION AND PROFESSIONS

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## **ABSTRACT**

*The questionnaire was uploaded through Google form and eventually, 563 valid responses were obtained. The results revealed that age, religion, place of residence, residing while studying, parents' education, and parents' occupation have positive impacts on students' career choices. Besides, it also indicated that family members have an influence on overall career decision-making process of the students. Oppositely, fathers' income has little bearing, whereas mothers' monthly income has a positive impact. Again, gender differences were found to have a negative impact. The findings are in line with previous studies and parties involved with career guidance and counseling may utilize the findings.*

**Keywords:** *Economic, Social Factors Introduction, Education*

## **INTRODUCTION**

The individual's socioeconomic standing is also an important aspect. There is a correlation between a family's financial status and the number of children who drop out of school, as well as their ability to attend college. Both the amount of money that can be put into a child's education and the urgency with which they must begin earning their own money as soon as they are old enough to do so are directly related to the state of the economy. Because of this, it is not surprising that the financial situation of a family is a factor to take into consideration when thinking about going to a university.

Another typical variable that is employed in the study of educational career counselling is the participant's gender. At the national level, males are more likely to pursue fields of knowledge that are technologically advanced and experimental, while women are more likely to choose fields of study in the social and legal sciences, health sciences, and the humanities. This distinction is essential to comprehending their incorporation into both society and the labor market.

There are also disparities seen between the sexes in terms of the work values that are favored. While males value financial security and taking responsibility for others, women place a higher premium on assisting others and maintaining a healthy work-life balance. However, internal values, vocation, or having a work that is fascinating and dynamic are the most important contextual factors. This is true even when other variables, such as gender diversity, are not taken into consideration.

It is difficult to determine how much of an influence the ever-present media has on the choices that students make. Even though a number of studies have shown their effect on teenagers, in other contexts, it is scarcely acknowledged that they have any such impact.

According to the most recent studies conducted in Spain, it seems that friends have some kind of influence on one another. Other research investigations have shown that the peer group has a substantial impact. This has to do with the peer group's position as a role model, in which the behavior and actions are more similar to that of the individual. Students are aware that friends play a significant role, but not so much as an influence in the decision-making process as they do as a support system after an individual decision has been made. On the other hand, the findings of this research showed that parents had doubts about the veracity of claims on the indecisive impact of peers.

In 6% of all instances, people report that their siblings are more influential, with men giving them a higher priority (8%), while women give them a lower priority (5%). According to this study, the effect of instructors is comparable to that of siblings six percent of the time. When the part that instructors play in the lives of students is taken into account, however, it becomes clear that their effect is far less significant. This is a conclusion that has been supported by the results of other research. Career counseling is another aspect that has the ability to affect outcomes. Students have a high esteem for this, despite the fact that they are aware that their counselors and advisers have, on the whole, had very little impact on the decisions they have made.

It is remarkable that, among all the elements that were analyzed, counsellors are not given a greater priority than they typically are. Either kids have a very clear idea of what they want to do with their lives, and the career counselling services do not lead to a meaningful shift in what they have previously chosen, or there is a lack of connection between counselors and youngsters. This is closely related with other issues such as, for example, the restricted use of e-guidance, which refers to the essential improvement and low acceptance of information and communication technology (ICT) by counselling departments, academic institutions, and the educational administration.

In a world that is becoming more globalized and multicultural, the importance of the cultural aspect in the process of decision-making is also becoming increasingly significant. Cultures that are based on individualism are distinct from cultures that are based on collectivism, and this distinction affects how much weight families carry in society. Children get their first lessons in culture via the process of socialization, which guides them toward various cultural boundaries despite the fact that they are raised in the same society as their parents. Due to the fact that they have the potential to influence a child's choice of educational pursuits, the study of these cultural aspects is of the utmost importance.

On the basis of the aforementioned considerations, and as a novelty, the purpose of this research paper was to determine whether or not there are differences in the opinions of students regarding career decision-making according to gender (male or female) and socioeconomic status (high, middle, or low), by employing descriptive statistics as well as graphical and analytical results derived from decision tree analysis of questionnaire data, and by analyzing the interaction between the studied groups through multivariate analysis. This research paper also aimed to determine whether or not students

Everyone in our world strives to maintain their composure. In this respect, one must choose a line of work or a profession that they want to pursue for the whole of their working years. People are able to pick a job based

on the requirements of the moment as well as their hobbies. In most cases, a person wishes to pursue a line of work that would not only assist him in achieving personal stability but also benefit his nation and country in the long term. Concern is also shown by parents and other family members on this matter. They encourage the individual to choose a line of work that will be successful not only monetarily but also ethically; in other words, it should be respected in the eyes of the general public. The emphasis placed on careers and the preparation of careers is a significant part of the secondary school curriculum. Because to the development of information technology, the rise of the post-industrial revolution, and the increased rivalry for jobs, Choosing a profession is becoming a difficult and complicated decision. When it comes to making plans for the future, students will have to make a lot of critical decisions. They will feel the repercussions of this choice for the rest of their life. This decision will define the sort of work that they want to do for the rest of their lives, therefore it is important to make it carefully. According to Basvage (1996), while she was writing her thesis, she posed the following research question: "What is it that influences students one way or another?" It demonstrates that there are several reasons that prompted students to choose one item over another when they were making their profession choice. According to the findings of a research that Brien had conducted in 1996, there is a proverb that reads, "Work is one of our greatest blessings," and it is affixed on the front entrance of the Rindge high school of Technical Arts. Everyone ought to work in a profession that they can be proud of. And the choice of professional path taken by pupils is what ultimately determines the profession that is pursued.

### **The School System as It Exists Within Indian Education:**

The educational trajectory consists of three stages: pre-primary, primary (or elementary), and secondary education. When children reach the age of five, they are no longer required to attend the pre-primary or pre-learning level of education, which includes nursery and kindergarten institutions. They begin their time in elementary school when they are six years old. At the primary stage, there are two levels: the primary level, which encompasses Classes I through V, and the upper primary level. At the age of 13, students are expected to have completed all of the requirements for the primary level and moved on to the secondary level. Article 45 of the Constitution of India mandates that all children in India must get an education up to the age of 14, and that this education must be free of charge. In its ruling in the Unnikrishnan case from 1993, the Supreme Court recognized that education of children up to the age of 14 was a Fundamental Right. This declaration was made in the context of the case.

However, the goal of providing primary (or elementary) education to everyone has not yet been realized to its full potential. The secondary stage, on the other hand, is divided into two levels: the lower (or junior) secondary, which encompasses classes IX and X, and the higher (or senior) secondary, which comprises classes XI and XII. At the completion of Class X, students are required to take either the Secondary School Leaving Certificate (SSLC) examination or the Secondary School Certificate (SSC) examination. Both of these tests are open to the public. This test is analogous to the Matriculation examination that was given in previous decades. The Higher Secondary Certificate (HSC) test, sometimes known as the "10+2 examination," is given to students after they have completed Class XII. This is a public examination. In the Indian states of Andhra Pradesh and a few others, the upper secondary education that consists of Classes XI and XII is also referred to as the Intermediate education, and the test that follows it is also called the Intermediate examination. State boards of secondary education and state boards of higher education (or boards of intermediate education), respectively, are responsible for regulating the secondary and higher secondary education systems in their respective states.

In a number of states, there is only a single Board that oversees both levels. The administration of secondary and higher secondary schools is shared between the state government and private groups, trusts, and foundations. The State Boards are in charge of awarding recognition to schools, developing curricula, and administering standardized tests to the general public. In addition to the State Boards, there are two Boards whose powers extend over the whole of the country. These Boards are the Central Board of Secondary Education (CBSE), which was formed in 1929 by the Government of India, and the Council for the Indian School Certification Examination (ICSE). Both of these Boards preside over the examinations that are used to certify schools in India. Any educational institution in the nation is eligible to become connected with these Boards. Examinations for the Secondary School Certificate (also known as Class X) and the Senior School Certificate (also known as Class XII) are given by both of the Boards.

The National Open School (NOS) is the name of yet another board that was established. It offers secondary and upper secondary education through the form of remote learning, as well as public exams and the issuance of diplomas, just like any other Board would. When a student has successfully completed all of the requirements for higher secondary school, they should have reached the age of 17 years. Therefore, the minimum age required for entrance to a significant number of post-higher secondary courses is 17 years old. In addition, there is a parallel system that exists outside of the School Stream. This system is comprised of Industrial Training Institutions (ITIs) and polytechnics. Following the 10th grade, students have the option of enrolling in a three-year polytechnic program. In light of the fact that they are governed by state boards of technical education and receive funding from both public and private entities, the aforementioned establishments are included in the formal education system.

### **The Meaning Behind Secondary Education:**

Secondary education is the education that a student receives after completing the eighth grade but before moving on to higher education. The term "secondary education" refers to the level of schooling that is completed by students who have not yet advanced to the university level. It is the education that is tailored to meet the needs of all students who have finished their primary education but do not meet the prerequisites for entry into a program leading to a certificate, diploma, or degree that is offered by a government or a university. The national policy on education recommends that students spend four years in secondary school. This recommendation is in line with the national system of education. In a school that uses the 10+2+3 structure, the ninth, tenth, eleventh, and twelfth grades make up what is known as secondary education and are divided into secondary and upper secondary courses. At this point, we need to talk about the idea that Gandhiji had for a fundamental education. The fundamental idea behind basic education is that each student should concurrently become proficient in at least one occupational skill. While he was working toward completing his secondary education

### **Planning Your Career and Deciding on Your Studies**

Planning out your professional life is one of the most important aspects of your life and does not need any additional focus. It is significant for at least two different reasons. To begin, it is essential that you have an understanding of the cutthroat competition that exists in the world of work. This is true regardless of whether you want to pursue a career in employment or would rather be your own boss. "Survival of the fittest" is an ancient proverb that you should keep in mind. Second, in light of recent advancements that were largely brought about by the information technology (IT) and the globalization of the industry, there are now a greater

variety of possibilities available than there have ever been. You will be required to search for these available choices. Keep in mind, too, that we are living in the age of specialization. Inadvertently causing more damage than good, parental expectations and pressure to conform to societal standards often inflict more harm than good. After assessing the benefits and drawbacks of the many possibilities, the person is the one who is responsible for making the suitable decision. However, this does not imply that the counsel and direction of your parents do not play any part in the development of your professional life.

You should not be afraid to discuss your future plans with your parents and explain why you desire certain things. It is not wise to let the decisions of your friends only guide your own decision-making. It's possible that they have valid justifications for the decisions that they've made, but in the end, you should make your choice on your own levelheaded judgment. And your assessment, in turn, need to be founded on sufficient knowledge about the educational and training requirements that are necessary for joining certain professions. One of the most crucial criteria for making a job decision is having access to a broad variety of information about the educational and training possibilities available to them.

When should you start thinking about your future career? 14 or 15 years old, which is the age at which you would be entering the Ninth Class if you followed the 10+2 educational pattern, is the minimum age that may be deemed acceptable for getting started. Now is the time to lay the groundwork for the rest of your professional life. The fact that following the 10+2 level, students have access to a large number of different course alternatives to select from is an additional and far more compelling factor. When you join the 10+2 level, this indicates that as the initial step, you will be required to make a selection among the three streams, namely science, arts and humanities, and commerce, and the suitable mix of studies for that stream. This decision will, to a large measure, decide the course alternatives that are accessible to you once you have completed the 10+2 level. For instance, if you are interested in pursuing a degree in engineering, you should not only enroll in the scientific concentration, but you should also choose the combination that includes physics, chemistry, and mathematics as your courses of study. You should probably think about which curriculum gives you the most flexibility before beginning the 10+2 stage of your education. As you are probably aware, there are three different Secondary Boards: the Central Board of Secondary Education (CBSE), the Council for the Indian School Certificate Examination (ICSE), and the State Boards. Each of these Boards has its own curriculum that students are expected to learn. Although the curricula of the CBSE and ICSE do not prohibit the combination of biology and mathematics, the curriculum of the State Board of Intermediate Education (which is equal to the Higher Secondary Board) does. It restricts your options because you will need to choose, right here in this state, whether you want to go to college to study engineering, medicine, or agriculture. You may, however, be forced to choose the State Board syllabus due to the limited number of schools in the state that are associated with either the CBSE or the ICSE.

## **OBJECTIVES**

1. The Study Economic and Social Factors Have on Decisions Regarding Education.
2. The Study Students Are Aware That Friends Play a Significant Role.

## **RESEARCH METHODOLOGY**

### **India's Higher Education Sector: The Current Trend**

This chapter discusses the current state of the higher education system in India, including the number of educational institutions, the total number of students enrolled in those institutions, and the prospective demand for higher education in the context of the global scene. It also highlights the growth of higher educational institutions and the number of students enrolled in those institutions, as well as the growth of general and professional educational institutions and the number of students enrolled in those institutions, as well as the growth of private educational institutions and the number of students enrolled in those institutions, and the growth of distance educational institutions and the number of students enrolled in those institutions in India. In addition to this, it analyses the number of educational institutions and the number of students enrolled in each state of India. It also discusses the increase in the number of students enrolling in higher education institutions, as well as the rise of literacy and literacy rates broken down by district in India.

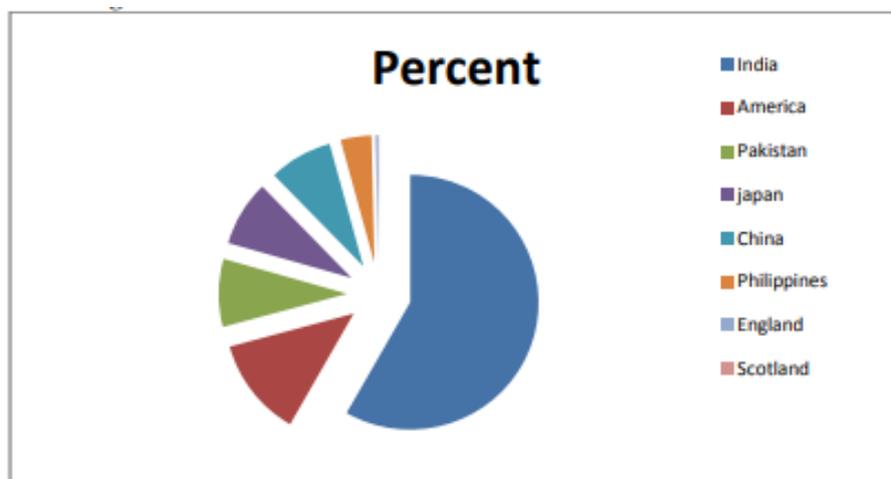
### **The Position of Indian Higher Education in The Global Picture**

At the local, national, and worldwide levels, we are living in an age that has seen a rise in the number of students enrolling in higher education programmes, as well as an expansion in the number of higher education institutions. It is clear that all nations recognise the significance of higher education and see it as an essential component of economic growth and the cultivation of human resources. However, the number of higher education institutions and the total number of students enrolled in such institutions varies greatly from nation to nation. In light of this, an investigation of the standing of the Indian higher education system in the context of the global scene is being carried out. India's system of higher education has the most institutions worldwide, making it the world leader in this field. Table 3.2 illustrates where India stands in comparison to other countries in terms of the number and quality of their higher education institutions.

**Table 1 The Higher Education System in India in the Context of the Global Scene - 2011-2012**

| Sl. NO | Countries   | No of Educational Institutions | Per cent |
|--------|-------------|--------------------------------|----------|
| 1.     | India       | 31324                          | 58.28    |
| 2.     | America     | 6742                           | 12.54    |
| 3.     | Pakistan    | 4634                           | 8.63     |
| 4.     | Japan       | 4461                           | 8.30     |
| 5.     | China       | 4297                           | 8.00     |
| 6.     | Philippines | 2080                           | 3.87     |
| 7.     | England     | 189                            | 0.34     |
| 8.     | Scotland    | 23                             | 0.04     |
|        | Total       | 49289                          | 100.00   |

The number of institutes of higher learning in India, the United States of America, Pakistan, Japan, China, the Philippines, England, and Scotland is shown in Table 1 for the academic year 2011-2012. It can be noticed that India has the most educational institutions of a higher level than any other country. According to the findings of the research, India is home to 58.28% of all institutions of higher education, but the global average is.



**Figure 1 In the context of the global situation, Higher Educational Institutions**

Registration of Students Around the World In terms of the number of students who register in higher education programmes throughout the globe, India has a very significant position. Table 2 presents the ranking of India among the nations of the globe in terms of the number of students enrolled in their respective educational systems.

**Table 2 Registration of Students Around the World**

| SL. NO | Countries | Students' Enrolment(million) | Per cent |
|--------|-----------|------------------------------|----------|
| 1.     | China     | 26.7                         | 35.55    |
| 2.     | America   | 18.3                         | 24.37    |
| 3.     | India     | 14.6                         | 19.44    |
| 4.     | Russia    | 9.5                          | 12.65    |
| 5.     | Brazil    | 6.0                          | 7.99     |
|        | Total     | 75.1                         | 100.00   |

Table 2 displays the number of students that are currently enrolled in schools in India, China, the United States of America, Russia, and Brazil. It can be observed that 35.55 percent of all students who are enrolled in higher education are located in China. This compares to 24.37 percent in the United States, 19.44 percent in India, 12.65 percent in Russia, and 7.99 percent in Brazil. As a result, it is self-evident that India has the third spot in

terms of the number of students enrolled, while China and the United States hold the first and second places, respectively.

## DATA ANALYSIS

The community is one of the aspects that plays an important influence in the decision of the choices that are made regarding higher education. In point of fact, the percentage of students who belong to scheduled castes and scheduled tribes is very low or nonexistent, and the representation of students from these groups in the student body is inadequate.<sup>3</sup> It is clear from this that students who belong to scheduled castes and scheduled tribes have a much lower participation rate in higher education and educational options as compared to students who come from advanced, backward, and most backward groups. This is also the situation in the Bhopal District, where many communities each have their own preferences about the kind of higher education to pursue. In point of fact, respondents from advanced and backward groups account for more than 75 percent of the total, but only a small number of respondents from SC/ST make for 7.5 percent of the total number of students enrolled in professional and non-professional education. Table 3 illustrates the students who make community-conscious decisions about their higher educational pursuits.

**Table 3 Community and College Selection**

| Sl.No. | Community       | No. of Respondents     |                            | Total           |
|--------|-----------------|------------------------|----------------------------|-----------------|
|        |                 | Professional Education | Non-professional Education |                 |
| 1.     | Forward         | 43(52.39)              | 39(47.61)                  | 82(100)         |
| 2.     | Backward        | 122(50.41)             | 120(49.59)                 | 242(100)        |
| 3.     | Most Backward   | 23(47.92)              | 25(52.08)                  | 48(100)         |
| 4.     | Scheduled Caste | 11(47.83)              | 12(52.17)                  | 23(100)         |
| 5.     | Scheduled Tribe | 1(20)                  | 4(80)                      | 5(100)          |
| Total  |                 | 200<br>(50.00)         | 200<br>(50.00)             | 400<br>(100.00) |

The association between respondents' communities and the choices they made for their professional and non-professional education is seen in percent of the overall samples (82 total) belonging to advance communities include respondents who are enrolled in professional courses, whereas 47.61 percent have respondents who are enrolled in non-professional courses. When it comes to areas that are considered to be backward, 50.41 percent of respondents are enrolled in professional education and 49.59 percent are enrolled in non-professional education. When it comes to the communities that are considered to be the most backward, 47.92% of respondents are enrolled in professional education while 52.08% are enrolled in non-professional

education. There were a total of 23 scheduled caste samples, and among them, 47.83% of respondents were employed in professional education while 52.175% were employed in non-professional education. When it comes to respondents who belong to scheduled tribes, the percentage of those in professional education is 66.7%, while the percentage of those in non-professional education is 33.3%. According to the findings of the survey, it is clear that respondents from all different types of communities place a high value on both professional and non-professional education.

On the other hand, the research indicates that the percentage of forward community responders in professional education is higher (52.39%) than the percentage in non-professional education (47.61%). It holds true in the case of responders who are members of underprivileged groups as well. On the other side, the percentage of respondents who belong to scheduled tribes is lower in the professional education category (20%) than it is in the non-professional education category (80%). In the case of respondents who belong to scheduled castes, the percentage is 47.83% for professional education and 52.17% for non-professional education. As a result, it can be deduced that the community plays a significant role in the decision-making process regarding higher educational options.

### 5.3 RELIGION

The research makes an effort to determine whether or not religion has a role in the decisions people in the study region make about their higher education. It can be observed that the respondents are affiliated with three of the world's most prominent religions: Hinduism, Christianity, and Islam. It is extremely crucial to take into consideration the fact that the number of respondents who adhere to Christianity and Hinduism comprises a nearly equal percentage of the population in Bhopal District, while the number of respondents who adhere to Islam constitutes a relatively tiny fraction of the population in the same area.<sup>4</sup> As a direct consequence of this, the vast majority of the respondents who are now enrolled in higher education are members of the Christian and Hindu faiths, while just a minority are Muslims. displays the respondents' preferences about religion as well as their choices for higher education.

**Table 4 The Role of Religious Belief in Deciding Which College to Attend**

| Sl. No. | Religion     | No. of Respondents     |                            | Total    |
|---------|--------------|------------------------|----------------------------|----------|
|         |              | Professional Education | Non-professional Education |          |
| 1.      | Hindu        | 95(49.48)              | 97(50.52)                  | 192(100) |
| 2.      | Christianity | 89(50.86)              | 86(49.14)                  | 175(100) |
| 3.      | Islam        | 16(48.48)              | 17(51.52)                  | 33(100)  |
| Total   |              | 200(50)                | 200(50)                    | 400(100) |

The association between the various faiths practised in the research region and the higher education options available is outlined in According to the findings of the survey, of the total number of Hinduism-affiliated samples (192), 49.48 percent of respondents are enrolled in professional education and 50.52 percent are enrolled in non-professional education. It can be noted that of the total 175, Christian-affiliated samples, 50.86% of respondents are found in professional education and 49.14% are located in non-professional education. In the case of samples consisting of individuals who adhere to Islam, 48.48 percent of respondents are enrolled in professional education whereas 51.52 percent of respondents are enrolled in non-professional education. According to the findings of the survey, those who identify as Christian respondents place a higher value (50.86%) on professional education, whilst Hindu respondents (50.52%) and Muslim respondents (51.52%) place a higher value on non-professional education. This occurs as a result of the socioeconomic status of the respondents' parents as well as the availability of institutions with a religious foundation for the purpose of professional education. As a result, we may reach the following conclusion: the part that religion plays is a significant consideration to take into account while selecting a higher education.

## CONCLUSION

An in-depth inquiry has been carried out at the residence of the respondent in order to get information on their socioeconomic background, the factors that determine their higher educational choices, and their perceptions of the problems that exist in higher education. The necessary information about the supply and demand for higher education as well as the variables that motivate decisions for higher education have also been acquired via research conducted on chosen samples and higher educational institutions. The secondary data have shown to be valuable in the process of studying the expansion of higher education institutions and the number of students enrolling in such institutions at the international, national, state, and district levels.

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