



Career Decision-Making among Rural Senior Secondary Students: The Role of Parental Encouragement across Three Indian States

**Poonam Yadav ^{a++*}, Asha Chawla Thakral ^{a#}
and Deepika Vig ^{at}**

^a *Department of Human Development & Family Studies, Punjab Agricultural University, Ludhiana, Punjab, India.*

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

DOI: <https://doi.org/10.9734/acri/2025/v25i51204>

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://pr.sdiarticle5.com/review-history/135332>

Original Research Article

Received: 28/02/2025

Accepted: 30/04/2025

Published: 03/05/2025

ABSTRACT

The study was conducted to examine the relationship between parental encouragement and career decision-making among 900 rural senior secondary students from socio-cultural zones across three Indian states namely Punjab, Haryana and Uttarakhand. To assess the various dimensions of parental encouragement at different levels, a self-structured parental encouragement questionnaire was used. The study explored parental encouragement among students across zones in Punjab,

⁺⁺Ph.D. Scholar;

[#]Principal Scientist;

^tProfessor;

^{*}Corresponding author: Email: poonamyadavkhola@gmail.com;

Cite as: Yadav, Poonam, Asha Chawla Thakral, and Deepika Vig. 2025. "Career Decision-Making Among Rural Senior Secondary Students: The Role of Parental Encouragement across Three Indian States". *Archives of Current Research International* 25 (5):233-47. <https://doi.org/10.9734/acri/2025/v25i51204>.

Haryana and Uttarakhand. A self-structured parental encouragement questionnaire was used to assess the extent of parental encouragement perceived by senior secondary students for career decision making. Equal proportion of boys and girls were randomly chosen for the data collection. Frequency, Percentages and Z-Test were the statistical tools used in the study to analyse the results. Findings of the study revealed that Punjab showed the highest levels of parental encouragement, particularly in Doaba zone. Haryana and Uttarakhand demonstrated moderate yet varied encouragement across different zones. Gender differences revealed that girls generally received more support, especially in decision-making and verbal encouragement, though some zones showed no notable gender differences, reflecting diverse patterns of parental encouragement.

Keywords: Career decision making; adolescents; senior secondary students; parental encouragement; rural; verbal encouragement; resource provision and decision making.

1. INTRODUCTION

Adolescence is an exciting as well as challenging stage of human life cycle. It is characterized by rapid physical, emotional, cognitive and social changes, including puberty, identity formation and increased independence. Adolescents face a lot of challenges during this period. One of the major challenges at this period is to take decision about their career and it depends on what individual wants to do. Landline (2013) said that Erickson's late adolescence is the stage where ideological and occupational commitment is the key task.

Making a professional decision entails envisioning one's own abilities and interests before coming to a logical conclusion. Starting with a harmony between submission and independence, adolescents need to develop their decision-making abilities along with their other capabilities. Many internal and external factors, both directly and indirectly affect the career decision-making process. Making decisions has grown more difficult due to technological improvement and India's rapid economic development. The right career choice for students in their professional field is critical, impacting their lives and achievements (Puson et al. 2024). As a result of current professional choices and globalization, which have sparked a historically intense talent war, career choice and planning have become crucial (Smith 2011). Career planning requires making a lot of decisions over a long period of time.

According to Hoyt (1991), a person's profession during the course of their life is shaped by a variety of educational, psychological, sociological, economic and physical aspects. Decisions about a career are influenced by a person's maturity, sense of self, intelligence,

aptitude, attitude, parental support, family's socio-economic circumstances and peer group etc. At one or other point, everyone needs guidance and encouragement from parents throughout the whole life. Parents exhibit a profound influence on career decisions of students (Hoffman et al. 1992; Wenstrom 1981; Owens 1992; Young and Friesen 1992; Middleton and Longhead 1993). Parents assisted their children in reflecting on their career choices by encouraging them to explore their interests, skills and occupations (Schultheiss et al. 2001). As a result, many children kept themselves more engaged in job exploration activities because they felt supported and motivated by their parents.

Additionally, some students stated that their parents had too much control over their professional choices and actions (Schultheiss et al. 2001). Some of the parents purposefully imposed their own professional interests on their children instead of honouring their own likes and aspirations (Young et al. 2001). Parents should be educated through the mass media and other channels on the importance of allowing their wards to choose their careers themselves (Dawson-Ahmoah 2023). Parents also had a significant impact on students' academic performance, particularly in terms of socioeconomic background. Potential for high income, family plans, father's education, occupation and attitude towards his job had a significant influence on the status of career choices (Karlin 1993). Alike and Egbochuku (2009) stated that if a teenage girl was from the girl child dropout group and hailed from a high socio-economic class, her chances of returning to school were high. Therefore, the study aims to identify the role of parental encouragement influencing students' career choices across three states.

2. METHODOLOGY

Sample: The study was conducted across the socio-cultural zones of three Indian states: Punjab, Haryana and Uttarakhand. Punjab comprises three socio-cultural zones namely Majha, Malwa and Doaba while Haryana is divided into five zones viz. Ahirwal, Mewat, Bagar, Nardak and Khadar. Uttarakhand includes two socio-cultural zones namely Garhwal and Kumaon. From each socio-cultural zone, a list of all the districts was prepared. From socio-cultural zones of each state, proportionate number of districts were selected to represent equal distribution of sample from the states. From each selected district one block was randomly selected i.e. five blocks from Punjab, five blocks from Haryana and four blocks from Uttarakhand to have a representative data from each state. From all the selected blocks, 15 senior secondary schools from Punjab, 15 from Haryana and 12 from Uttarakhand were randomly selected till the sample of 900 students with Arts was completed (300 from each state). Further the 300 students from each state were divided into equal number of boys and girls (150 each) with Arts stream. Diagrammatic representation of the sample selection has been shown in Fig. 1.

Research Tools: A self-structured parental encouragement questionnaire was used to assess the extent of parental encouragement perceived by senior secondary students for career decision making. It had four dimensions namely parental support, verbal encouragement, decision making and resource provision with a total of 52 statements. It was a three-point Likert Scale with options naming 'Always=3', 'Sometimes=2' and 'Never=1'. For each statement, respondents were asked to select one of the three responses. All statements were positive only indicating higher score showing high parental encouragement. The reliability of

the scale was calculated using split-half method and it was found to be 0.78.

These categories were formed using category interval method where minimum and maximum scores of the respondents were considered. Score range for interpretation of parental encouragement perceived by students are as follows:

Pretesting: Research instrument was translated to vernacular languages i.e., Hindi and Punjabi. English and Hindi versions were pre-tested on 20 non-sampled senior secondary students with Arts stream from a Government School, Ateli (Haryana) and Government Girls Inter College, Pantnagar (Uttarakhand). Punjabi version of the questionnaire was pre-tested on 10 non-sampled adolescents with Arts stream from Government Senior Secondary School, Dakha (Punjab). Respondents were proficient in understanding all the statements and responded independently.

Statistical Analysis: The obtained data was analyzed using SPSS version 23 software. Frequency, percentages and Z-test were used to analyze the results from collected data.

Data Collection: The students were approached in the schools with the consent of the principals by the letter of requisition from head of the department. The significance and objectives of the study were discussed with them. The students were approached for data collection in their respective schools only. They were assured that their information would remain confidential and would only be used for the research purpose only. Before filling out the questionnaires, the students were provided important instructions such as type of statements and guided them about how the questionnaires were to be filled. Then, the respondents were given questionnaires to fill the most appropriate responses according to them.

Table 1. Score range for interpretation of parental encouragement

Dimensions of Parental Encouragement	Range of scores		
	Low	Medium	High
Parental Support	31-51	52-72	73-93
Verbal Encouragement	10-16	17- 24	25-30
Decision Making	5-8	9-11	12-15
Resource Provision	6-10	11-14	15-18
Overall	52-86	87- 121	122-156

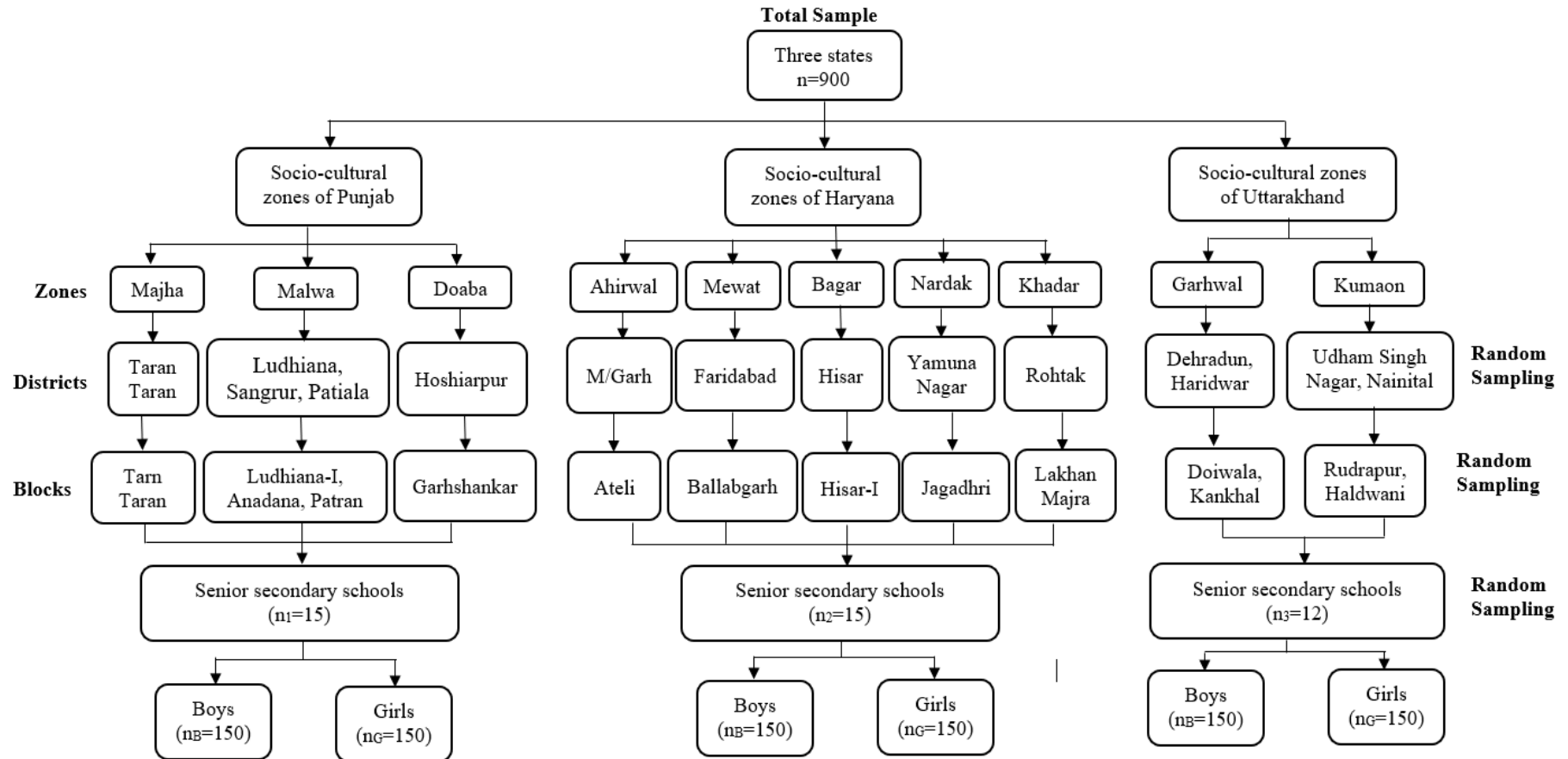


Fig. 1. Diagrammatic representation of sample selection

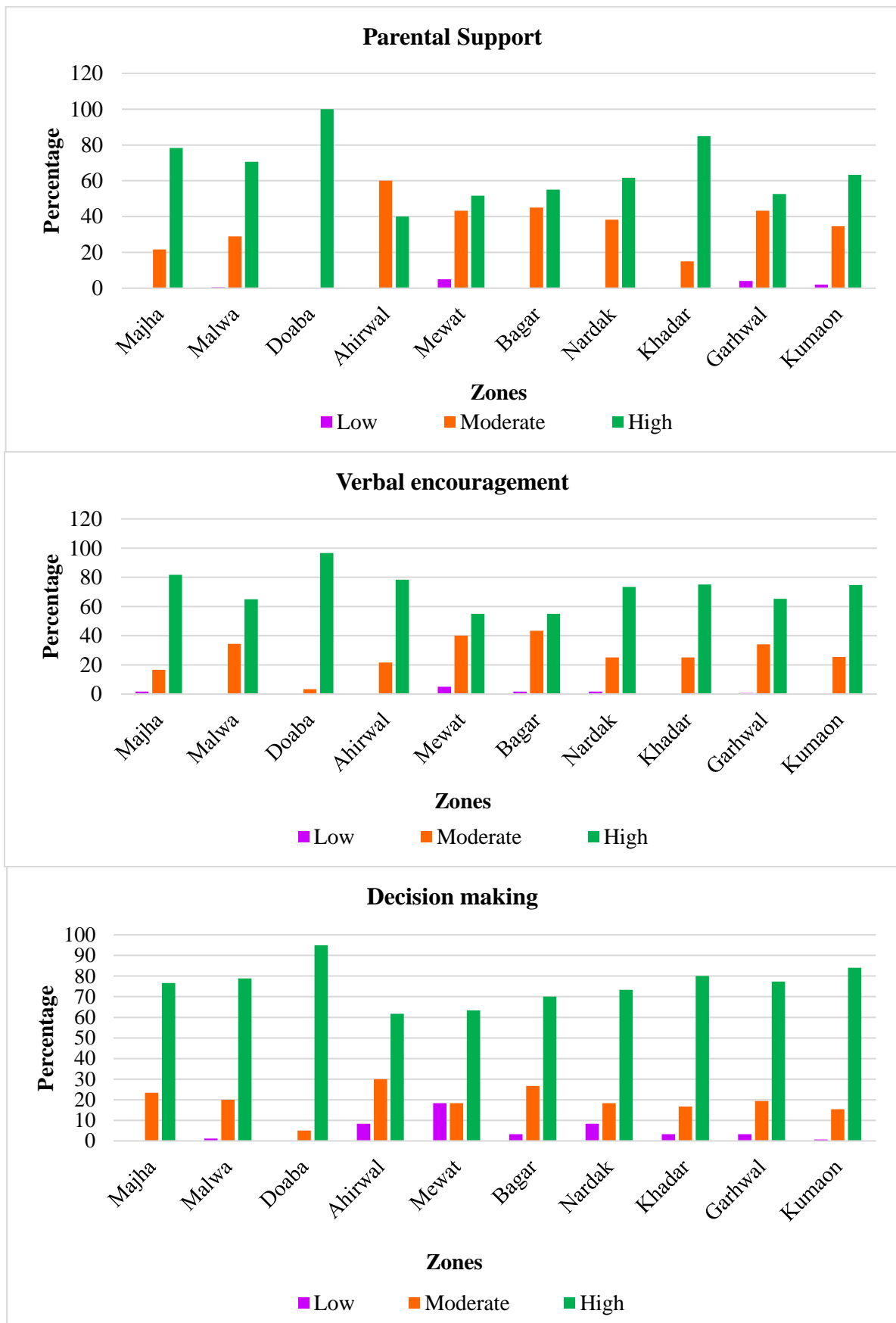
3. RESULTS

Table 2. Per cent distribution of senior secondary students across various dimensions and levels of parental encouragement

(n=900)

States/ Zones Dimensions and levels of parental encouragement		Punjab (n _P = 300)					Haryana (n _H = 300)			Uttarakhand (n _U = 300)	
		Majha (n ₁ = 60)	Malwa (n ₂ = 180)	Doaba (n ₃ = 60)	Ahirwal (n ₄ = 60)	Mewat (n ₅ = 60)	Bagar (n ₆ = 60)	Nardak (n ₇ = 60)	Khadar (n ₈ = 60)	Garhwal (n ₉ = 150)	Kumaon (n ₁₀ = 150)
		f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Parental Support	Low	0 (0.00)	1 (0.56)	0 (0.00)	0 (0.00)	3 (5.00)	0 (0.00)	0 (0.00)	0 (0.00)	6 (4.00)	3 (2.00)
	Moderate	13 (21.67)	52 (28.89)	0 (0.00)	36 (60.00)	26 (43.33)	27 (45.00)	23 (38.33)	9 (15.00)	65 (43.33)	52 (34.67)
	High	47 (78.33)	127 (70.56)	60 (100.00)	24 (40.00)	31 (51.67)	33 (55.00)	37 (61.67)	51 (85.00)	79 (52.67)	95 (63.33)
Verbal Encouragement	Low	1 (1.67)	1 (0.56)	0 (0.00)	0 (0.00)	3 (5.00)	1 (1.67)	1 (1.67)	0 (0.00)	1 (0.67)	0 (0.00)
	Moderate	10 (16.67)	62 (34.44)	2 (3.33)	13 (21.67)	24 (40.00)	26 (43.33)	15 (25.00)	15 (25.00)	51 (34.00)	38 (25.33)
	High	49 (81.67)	117 (65.00)	58 (96.67)	47 (78.33)	33 (55.00)	33 (55.00)	44 (73.33)	45 (75.00)	98 (65.33)	112 (74.67)
Decision Making	Low	0 (0.00)	2 (1.11)	0 (0.00)	5 (8.33)	11 (18.33)	2 (3.33)	5 (8.33)	2 (3.33)	5 (3.33)	1 (0.67)
	Moderate	14 (23.33)	36 (20.00)	3 (5.00)	18 (30.00)	11 (18.33)	16 (26.67)	11 (18.33)	10 (16.67)	29 (19.33)	23 (15.33)
	High	46 (76.67)	142 (78.89)	57 (95.00)	37 (61.67)	38 (63.33)	42 (70.00)	44 (73.33)	48 (80.00)	116 (77.33)	126 (84.00)
Resource Provision	Low	0 (0.00)	7 (3.89)	0 (0.00)	4 (6.67)	17 (28.33)	5 (8.33)	6 (10.00)	3 (5.00)	25 (16.67)	21 (14.00)
	Moderate	13 (21.67)	78 (43.33)	17 (28.33)	24 (40.00)	23 (38.33)	31 (51.67)	25 (41.67)	16 (26.67)	60 (40.00)	121 (80.67)
	High	47 (78.33)	95 (52.78)	43 (71.67)	32 (53.33)	20 (33.33)	24 (40.00)	29 (48.33)	41 (68.33)	65 (43.33)	8 (5.33)

States/ Zones Dimensions and levels of parental encouragement		Punjab (n _P = 300)					Haryana (n _H = 300)			Uttarakhand (n _U = 300)	
		Majha (n ₁ = 60)	Malwa (n ₂ = 180)	Doaba (n ₃ = 60)	Ahirwal (n ₄ = 60)	Mewat (n ₅ = 60)	Bagar (n ₆ = 60)	Nardak (n ₇ = 60)	Khadar (n ₈ = 60)	Garhwal (n ₉ = 150)	Kumaon (n ₁₀ = 150)
		f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Overall	Low	0 (0.00)	1 (0.56)	0 (0.00)	0 (0.00)	3 (5.00)	0 (0.00)	0 (0.00)	0 (0.00)	3 (2.00)	0 (0.00)
	Moderate	11 (18.33)	47 (26.11)	1 (1.67)	25 (41.67)	29 (48.33)	26 (43.33)	21 (35.00)	11 (18.33)	57 (38.00)	48 (32.00)
	High	49 (81.67)	132 (73.33)	59 (98.33)	35 (58.33)	28 (46.67)	34 (56.67)	39 (65.00)	49 (81.67)	90 (60.00)	102 (68.00)



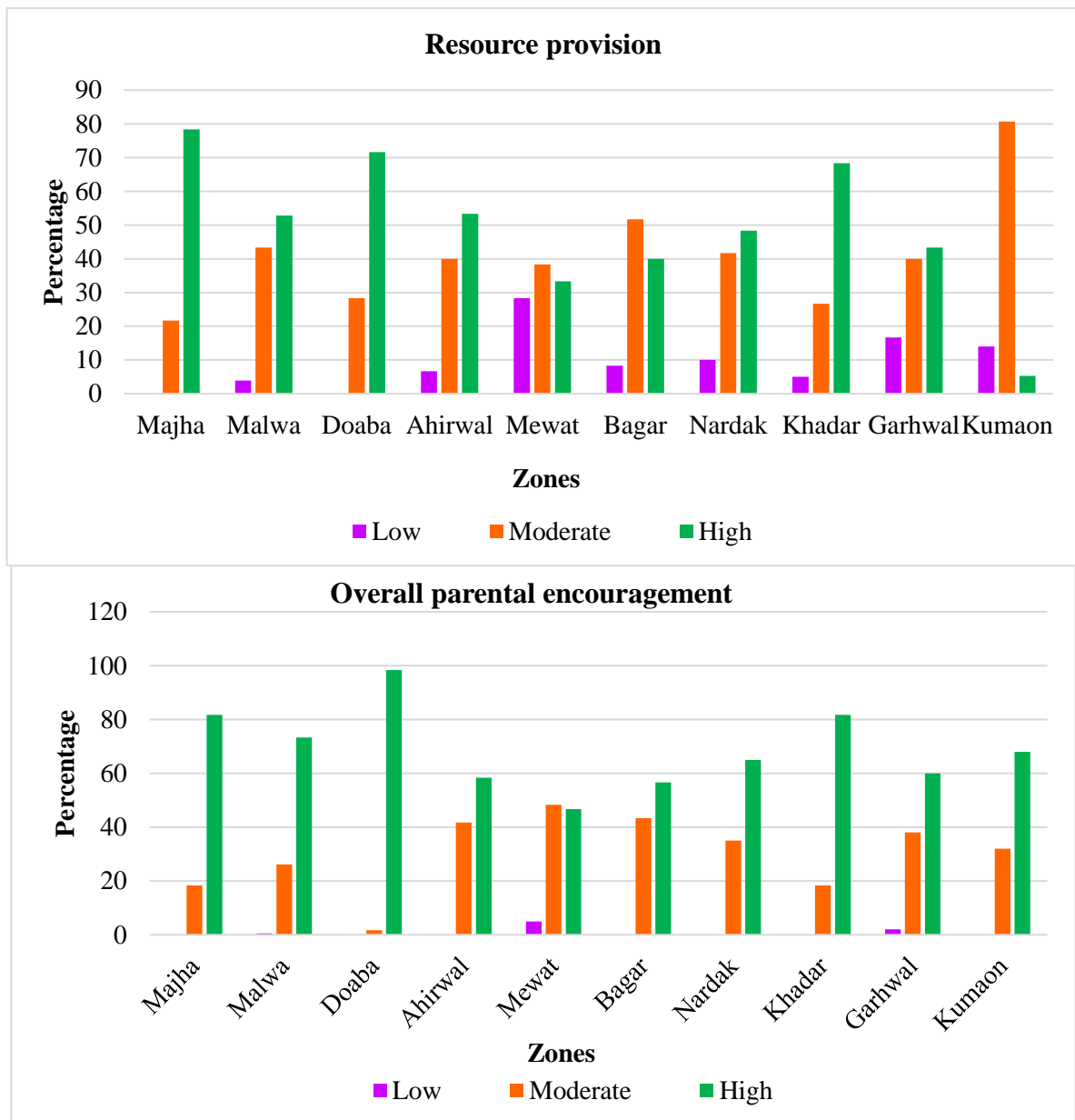


Fig. 2. Per cent distribution of senior secondary students across various dimensions and levels of parental encouragement in three states

Per cent distribution of senior secondary students across various dimensions and levels of parental encouragement in three states has been illustrated in Table 2 and Fig. 2. In Majha zone of Punjab, the highest percentage of students (78.33%) received high parental support, verbal encouragement (81.67%), decision-making (76.67%) and resource provision (78.33%) being prominent with overall parental encouragement (81.67%). Similarly, highest percentage of students in Malwa zone also experienced high parental support (70.56%), verbal encouragement (65.00%), decision making

(78.89%), resource provision (52.78%) and overall parental encouragement (73.33%). Majority of the students in Doaba zone also had the highest parental support (100.00%), verbal encouragement (96.67%), decision making (95.00%) and overall parental encouragement (98.33%). On the other hand, more than two-third of the students (71.67%) received highest resource provision from their parents in Doaba zone.

In Haryana's Ahirwal zone, 60.00 percent of the respondents received moderate parental support

whereas, 78.33 percent received high verbal encouragement followed by decision making (61.67%) and resource provision (53.33%). Overall parental encouragement in this zone was reported high by 58.33 percent respondents. More than half of the respondents in Mewat zone revealed high parental support (51.67%), verbal encouragement (55.00%) and decision making (63.33%) while more proportion of respondents received moderate resource provision (38.33%) and overall parental encouragement (48.33%) in the above zone. Respondents from Bagar zone perceived high parental support (55.00%), verbal encouragement (55.00%), decision making (70.00%) and overall parental encouragement (56.67%), whereas, resource provision (51.67%) was moderately received by the adolescents. In Nardak zone, equal number of respondents (73.33%) experienced high verbal encouragement and decision making. Parental support (61.67%), resource provision (48.33%) and overall parental encouragement (65.00%) was also reported high by the respondents. Likewise, highest percentage of students in Khadar zone also reported high parental support (85.00%), verbal encouragement (75.00%), decision making (80.00%), resource provision (68.33%) and overall parental encouragement (81.67%).

More proportion of students from Garhwal zone of Uttarakhand reported high parental support (52.67%), verbal encouragement (65.33%), decision making (77.33%), resource provision (43.33%) and overall encouragement (60.00%). In Kumaon zone, 80.67 percent students experienced moderate resource provision, whereas, parental support (63.33%), verbal encouragement (74.67%), decision making (84.00%) and overall parental encouragement (68.00%) were reported high.

Gender differences in distribution of the adolescents across various dimensions and levels of parental encouragement in three states has been displayed in Table 3 and Fig. 3. In Doaba zone of Punjab, a similar significant difference ($Z=2.00$; $p\leq 0.05$) was observed at moderate and high levels of resource provision. More proportion of boys (40.00%) were found at moderate level than girls (16.67%) while at high level, a smaller number of boys (60.00%) were found as compared to girls (83.33%). In the Mewat zone (Haryana), more proportion of boys (53.33%) were receiving verbal encouragement than girls (26.67%) at moderate level with a significant difference ($Z=2.11$; $p\leq 0.05$).

A minority of boys (16.67%) had resource provision at low level as compared to girls (40.00%) with a significant difference ($Z=2.00$; $p\leq 0.05$) while at high level, significantly ($Z=2.19$; $p\leq 0.05$) more boys (46.67%) were found than girls (20.00%). In the dimension of parental support, similar significant difference ($Z=3.37$; $p\leq 0.01$) was noticed at moderate and high levels where more boys (66.67%) were found than girls (23.33%) at moderate level and more girls (76.67%) were found than boys (33.33%) at high level in Bagar zone of Haryana. More proportion of boys (43.33%) perceived moderate level of decision making as compared to girls (10.00%) with a significant difference ($Z=2.92$; $p\leq 0.01$), whereas, more girls (86.67%) were observed at high level than boys (53.33%) with a significant difference ($Z=2.83$; $p\leq 0.01$). In overall parental encouragement, similar significant difference ($Z=2.60$; $p\leq 0.01$) was seen at moderate and high levels. More boys (60.00%) perceived moderate level of parental encouragement than girls (26.67%), whereas, more girls (73.33%) perceived high level of encouragement than boys (40.00%). In Nardak zone, 56.67 per cent boys experienced high level of verbal encouragement as compared to majority of the girls (90.00%) with a significant difference ($Z=2.92$; $p\leq 0.01$), whereas, more proportion of boys (40.00%) perceived moderate verbal encouragement than girls (10.00%) with a significant difference ($Z=2.82$; $p\leq 0.01$).

In the Garhwal zone of Uttarakhand, resource provision showed a significant difference ($Z=3.00$; $p\leq 0.01$) at moderate level depicting more boys (52.00%) than girls (28.00%) and at high level, significantly ($Z=2.47$; $p\leq 0.05$) more girls (53.33%) were found as compared to boys (33.33%). Kumaon zone depicted significant difference in parental support in both moderate ($Z=5.83$; $p\leq 0.01$) and high ($Z=5.59$; $p\leq 0.01$) categories. More proportion of girls (57.33%) perceived moderate level of parental support than boys (12.00%), whereas, more boys (85.33%) were found at high level of parental support than girls (41.33%). Similar significant difference was observed in overall parental encouragement in both moderate and high categories ($Z=5.25$; $p\leq 0.01$) in Kumaon zone. In moderate category more girls (52.00%) were found than boys (12.00%) while in high category more boys (88.00%) were found as compared to girls (48.00%). Non-significant differences were found in Majha and Malwa zones in Punjab and Ahirwal and Khadar zones in Haryana.

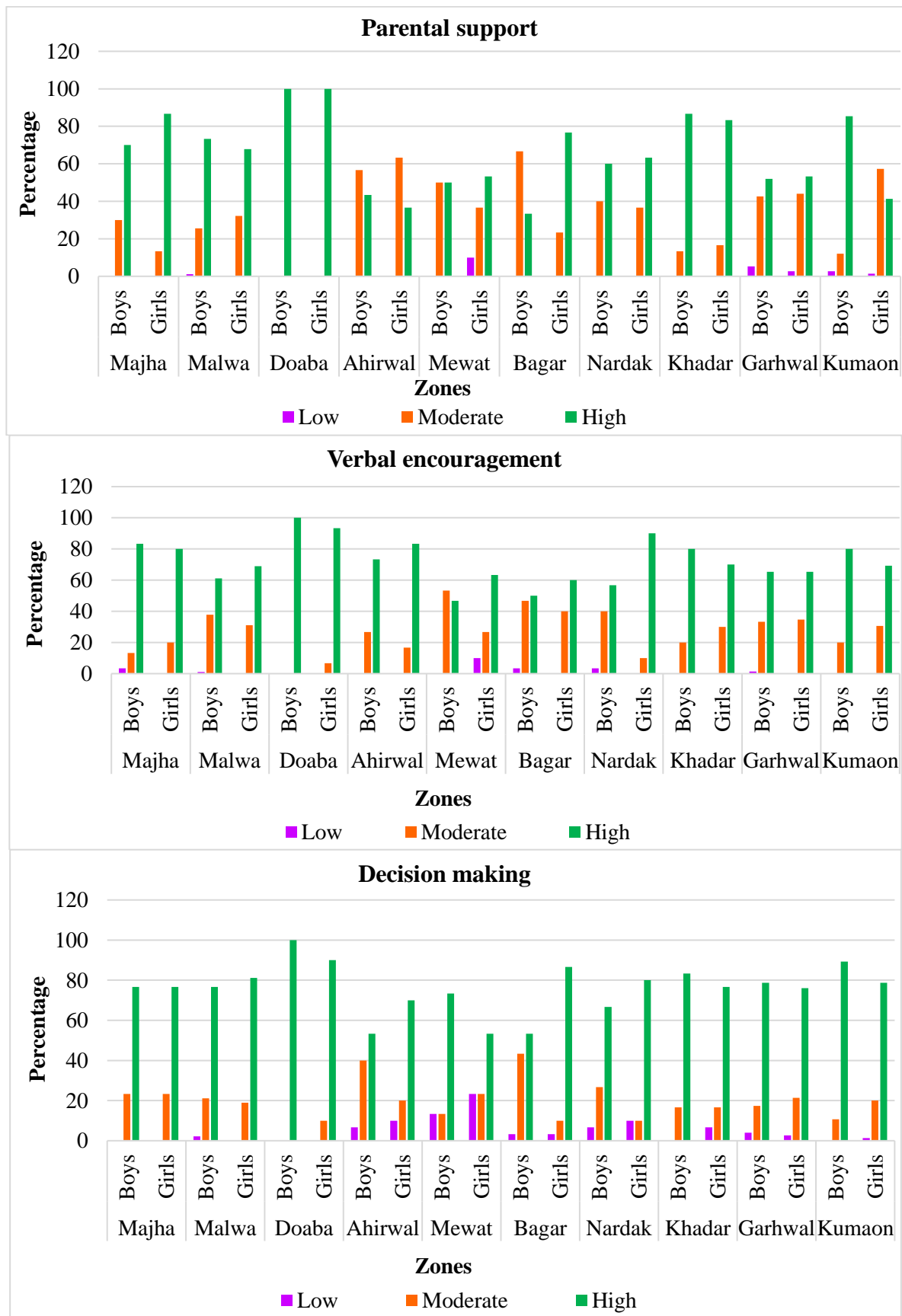
Table 3. Gender differences in distribution of the adolescents across various dimensions and levels of parental encouragement**(n=900)**

Parental encouragement		Parental Support			Verbal Encouragement			Decision Making			Resource Provision			Overall		
		f (%)			f (%)			f (%)			f (%)			f (%)		
		L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
States/Zones																
Punjab (n _P = 300)																
Majha (n ₁ =60)	Boys	0 (0.00)	9 (30.00)	21 (70.00)	1 (3.33)	4 (13.33)	25 (83.33)	0 (0.00)	7 (23.33)	23 (76.67)	0 (0.00)	6 (20.00)	24 (80.00)	0 (0.00)	7 (23.33)	23 (76.67)
	Girls	0 (0.00)	4 (13.33)	26 (86.67)	0 (0.00)	6 (20.00)	24 (80.00)	0 (0.00)	7 (23.33)	23 (76.67)	0 (0.00)	7 (23.33)	23 (76.67)	0 (0.00)	4 (13.33)	26 (86.67)
Z-value		0.00	1.57	1.57	1.01	0.69	0.33	0.00	0.00	0.00	0.00	0.31	0.31	0.00	1.00	1.00
Malwa (n ₂ =180)	Boys	1 (1.11)	23 (25.56)	66 (73.33)	1 (1.11)	34 (37.78)	55 (61.11)	2 (2.22)	19 (21.11)	69 (76.67)	3 (3.33)	34 (37.78)	53 (58.89)	1 (1.11)	25 (27.78)	64 (71.11)
	Girls	0 (0.00)	29 (32.22)	61 (67.78)	0 (0.00)	28 (31.11)	62 (68.89)	0 (0.00)	17 (18.89)	73 (81.11)	4 (4.44)	44 (48.89)	42 (46.67)	0 (0.00)	22 (24.44)	68 (75.56)
Z-value		1.00	0.99	0.82	1.00	0.94	1.09	1.42	0.37	0.73	0.38	1.50	1.64	1.00	0.51	0.67
Doaba (n ₃ = 60)	Boys	0 (0.00)	0 (0.00)	30 (100.0)	0 (0.00)	0 (0.00)	30 (100.0)	0 (0.00)	0 (0.00)	30 (100.0)	0 (0.00)	12 (40.00)	18 (60.00)	0 (0.00)	0 (0.00)	30 (100.0)
	Girls	0 (0.00)	0 (0.00)	30 (100.0)	0 (0.00)	2 (6.67)	28 (93.33)	0 (0.00)	3 (10.00)	27 (90.00)	0 (0.00)	5 (16.67)	25 (83.33)	0 (0.00)	1 (3.33)	29 (96.67)
Z-value		0.00	0.00	0.00	0.00	1.44	1.44	0.00	1.78	1.78	0.00	2.00*	2.00*	0.00	1.01	1.01
Haryana (n _H = 300)																
Ahirwal (n ₄ = 60)	Boys	0 (0.00)	17 (56.67)	13 (43.33)	0 (0.00)	8 (26.67)	22 (73.33)	2 (6.67)	12 (40.00)	16 (53.33)	1 (3.33)	11 (36.67)	18 (60.00)	0 (0.00)	12 (40.00)	18 (60.00)
	Girls	0 (0.00)	19 (63.33)	11 (36.67)	0 (0.00)	5 (16.67)	25 (83.33)	3 (10.00)	6 (20.00)	21 (70.00)	3 (10.00)	13 (43.33)	14 (46.67)	0 (0.00)	13 (43.33)	17 (56.67)
Z-value		0.00	0.53	0.53	0.00	0.94	0.94	0.47	1.69	1.33	1.04	0.53	1.03	0.00	0.26	0.26
Mewat (n ₅ = 60)	Boys	0 (0.00)	15 (50.00)	15 (50.00)	0 (0.00)	16 (53.33)	14 (46.67)	4 (13.33)	4 (13.33)	22 (73.33)	5 (16.67)	11 (36.67)	14 (46.67)	0 (0.00)	15 (50.00)	15 (50.00)
	Girls	3 (10.00)	11 (36.67)	16 (53.33)	3 (10.00)	8 (26.67)	19 (63.33)	7 (23.33)	7 (23.33)	16 (53.33)	12 (40.00)	12 (40.00)	6 (20.00)	3 (10.00)	14 (46.67)	13 (43.33)

Parental encouragement		Parental Support			Verbal Encouragement			Decision Making			Resource Provision				Overall	
		f (%)			f (%)			f (%)			f (%)				f (%)	
		L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
States/Zones																
Z-value		1.78	1.04	0.26	1.78	2.11*	1.30	1.00	1.00	1.61	2.00*	0.26	2.19*	1.78	0.26	0.52
Bagar (n ₆ = 60)	Boys	0	20	10	1	14	15	1	13	16	3	18	9	0	18	12
		(0.00)	(66.67)	(33.33)	(3.33)	(46.67)	(50.00)	(3.33)	(43.33)	(53.33)	(10.00)	(60.00)	(30.00)	(0.00)	(60.00)	(40.00)
	Girls	0	7	23	0	12	18	1	3	26	2	13	15	0	8	22
		(0.00)	(23.33)	(76.67)	(0.00)	(40.00)	(60.00)	(3.33)	(10.00)	(86.67)	(6.67)	(43.33)	(50.00)	(0.00)	(26.67)	(73.33)
Z-value		0.00	3.37**	3.37**	1.01	0.52	0.78	0.00	2.92**	2.82**	0.47	1.29	1.58	0.00	2.60**	2.60**
Nardak (n ₇ = 60)	Boys	0	12	18	1	12	17	2	8	20	2	15	13	0	13	17
		(0.00)	(40.00)	(60.00)	(3.33)	(40.00)	(56.67)	(6.67)	(26.67)	(66.67)	(6.67)	(50.00)	(43.33)	(0.00)	(43.33)	(56.67)
	Girls	0	11	19	0	3	27	3	3	24	4	10	16	0	8	22
		(0.00)	(36.67)	(63.33)	(0.00)	(10.00)	(90.00)	(10.00)	(10.00)	(80.00)	(13.33)	(33.33)	(53.33)	(0.00)	(26.67)	(73.33)
Z-value		0.00	0.26	0.26	1.01	2.68**	2.92**	0.47	1.67	1.17	0.86	1.31	0.77	0.00	1.35	1.35
Khadar (n ₈ = 60)	Boys	0	4	26	0	6	24	0	5	25	1	7	22	0	5	25
		(0.00)	(13.33)	(86.67)	(0.00)	(20.00)	(80.00)	(0.00)	(16.67)	(83.33)	(3.33)	(23.33)	(73.33)	(0.00)	(16.67)	(83.33)
	Girls	0	5	25	0	9	21	2	5	23	2	9	19	0	6	24
		(0.00)	(16.67)	(83.33)	(0.00)	(30.00)	(70.00)	(6.67)	(16.67)	(76.67)	(6.67)	(30.00)	(63.33)	(0.00)	(20.00)	(80.00)
Z-value		0.00	0.36	0.36	0.00	0.89	0.89	1.44	0.00	0.64	0.59	0.58	0.83	0.00	0.33	0.33
Uttarakhand (n ₀ = 300)																
Garhwal (n ₉ = 150)	Boys	4	32	39	1	25	49	3	13	59	11	39	25	2	29	44
		(5.33)	(42.67)	(52.00)	(1.33)	(33.33)	(65.33)	(4.00)	(17.33)	(78.67)	(14.67)	(52.00)	(33.33)	(2.67)	(38.67)	(58.67)
	Girls	2	33	40	0	26	49	2	16	57	14	21	40	1	28	46
		(2.67)	(44.00)	(53.33)	(0.00)	(34.67)	(65.33)	(2.67)	(21.33)	(76.00)	(18.67)	(28.00)	(53.33)	(1.33)	(37.33)	(61.33)
Z-value		0.83	0.16	0.16	1.00	0.17	0.00	0.45	0.62	0.39	0.66	3.00**	2.47*	0.59	0.17	0.33
Kumaon (n ₁₀ =150)	Boys	2	9	64	0	15	60	0	8	67	9	61	5	0	9	66
		(2.67)	(12.00)	(85.33)	(0.00)	(20.00)	(80.00)	(0.00)	(10.67)	(89.33)	(12.00)	(81.33)	(6.67)	(0.00)	(12.00)	(88.00)
	Girls	1	43	31	0	23	52	1	15	59	12	60	3	0	39	36
		(1.33)	(57.33)	(41.33)	(0.00)	(30.67)	(69.33)	(1.33)	(20.00)	(78.67)	(16.00)	(80.00)	(4.00)	(0.00)	(52.00)	(48.00)
Z-value		0.59	5.83**	5.59**	0.00	1.50	1.50	1.00	1.59	1.78	0.71	0.21	0.73	0.00	5.25**	5.25**

**Significant at 0.01 ; (L= Low, M= Moderate and H= High)

*Significant at 0.05



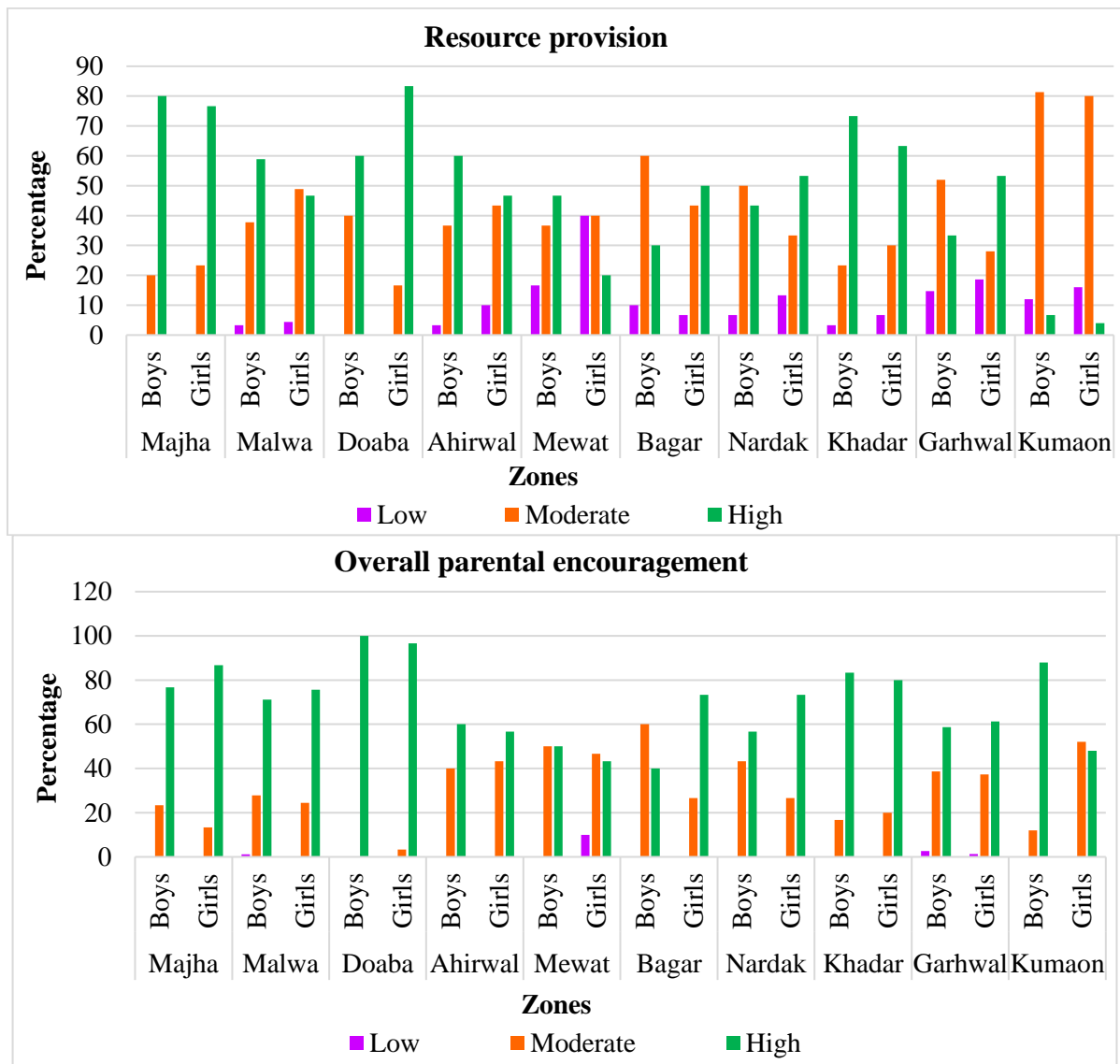


Fig. 3. Gender differences in distribution of the adolescents across various dimensions and levels of parental encouragement in three states

4. DISCUSSION

In the context of various zones, it has been observed that the majority of students reported high levels of parental encouragement. However, in Mewat zone of Haryana, students predominantly received moderate levels of parental encouragement. A study focusing on Mewat district showed similar results highlighting the moderate level of parental encouragement in the zone which could be linked to factors such as lower socio-economic status, limited awareness and lack of facilities in rural areas (Parkash and Hooda 2018). The study also revealed significant gender differences in parental encouragement in Haryana's Bagar and Uttarakhand's Kumaon

zone at moderate and high levels. More proportion of boys reported moderate parental encouragement, whereas, more girls received high level of parental encouragement. Reflecting the previous findings, a study conducted by Khan (2012) also concluded that girls received more parental encouragement as compared to boys in their academic pursuits. A opposite trend was observed in Uttarakhand's Kumaon zone, where boys received more high-level of parental encouragement, while girls were more prominent at moderate levels. Reinforcing these outcomes, a study carried out by Prakash and Hooda (2018) reported that parental support of boys was higher than parental support of girls in rural areas. This trend reflected traditional gender roles in the

Kumaon zone, where boys' education was often prioritized.

5. CONCLUSION

The analysis across three Indian states revealed that students in Punjab, particularly in the Doaba zone, received the highest levels of parental encouragement across all dimensions. Haryana displayed more at moderate levels, with Khadar and Nardak zones reporting relatively higher support than others. In Uttarakhand, students from Kumaon and Garhwal zones showed moderate to high parental encouragement, especially in decision-making and verbal support. Overall, Punjab demonstrated the strongest parental involvement, while other states showed variability across zones and dimensions.

The study revealed significant gender differences in various dimensions of parental encouragement across selected zones. Girls generally received higher levels of support in dimensions like decision-making and overall encouragement, particularly in Doaba (Punjab), Bagar and Mewat (Haryana) and Kumaon (Uttarakhand). Boys, on the other hand, tended to receive more encouragement at moderate levels. Notable significant differences were observed in resource provision, verbal encouragement and parental support across zones. However, no significant gender differences were found in Majha and Malwa (Punjab), and Ahirwal and Khadar zones (Haryana), indicating variability in parental engagement patterns across regions.

6. RECOMMENDATIONS

- The study recommends that all education stakeholders should work towards providing career guidance to students in schools by qualified counselors.
- Parents, siblings and other members of the family could be advised during parents-teacher meetings in schools on how to talk to students about their subjects' interest and abilities. This may help them to encourage for right career paths.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

CONSENT

The students were approached in the schools with the consent of the principals by the letter of requisition from head of the department.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

- Alika, H. I., & Egbochuku, E. O. (2009). Vocational interest, counselling, socioeconomic status and age as correlates of re-entry of girls into school in Edo State. *Edo Journal of Counselling*, 2(1), 9-16.
- Dawson-Ahmoah, J., Emma, P. A., Adu, J., Asare, B. O., & Britwum, F. (2023). Career choice and academic programme among senior high school students in the Ashanti Mampong municipality, Ghana. *Journal of Education, Society and Behavioural Science*. 36(4), 19-35.
- Hoffman, J. J., Hofacker, C., & Goldsmith, E. B. (1992). How closeness affects parental influence on business college students' career choices. *Journal of Career Development*, 19(1), 65-73.
- Hoyt, K. B. (1991). The concept of work: Bedrock for career development. *Future choices*, 2(3), 23-30.
- Karlin, P. A. (1993). The parental influence in the career choices of post-high school graduates. *Dissertation Abstract International*, 54, 242-249.
- Khan, A. (2012). Sex differences in educational encouragement and academic achievement. *Psychological Reports*, 111(1), 149-155.
- Landine, J. R. (2013). The relationship between vocational self-concept, ego-identity development, and vocational decision-making. *Canadian Journal of Career Development*, 12(2), 5-18.
- Middleton, E. B., & Loughhead, T. A. (1993). Parental influence on career development: An integrative framework for adolescent career counseling. *Journal of career development*, 19(3), 161-173.
- Owens, T. J. (1992). Where do we go from here? Post-high school choices of American men. *Youth & Society*, 23(4), 452-477.

- Parkash, J. & Hooda, S. R. (2018). A study of parental support among 9th class students in Mewat district of Haryana state. *International Journal of Advance Research in Science and Engineering*, 5(7), 327-338.
- Puson, M. A. C. B., Tyra B. B., Rollyn, C. G., Patricia, S. A. O., Rhaven, L. S. P., Kate, P. M. S. A., & Marisa, B. P. (2024). Exploring external factors influencing career choices among grade 12 students in Western Visayas, Philippines. *Asian Journal of Education and Social Studies* 50(9), 281-291.
- Schultheiss, D. E. P., Kress, H. M., Manzi, A. J., & Glasscock, J. M. J. (2001). Relational influences in career development: A qualitative inquiry. *The counseling psychologist*, 29(2), 216-241.
- Smith, R. M. (2011). *Personality traits and career decidedness: An empirical study of university students*.
- Wenstrom, J. A. (1981). *Influence of selected variables on vocational choices of rural students in Illinois*. Illinois State University.
- Young, R. A., & Friesen, J. D. (1992). The intentions of parents in influencing the career development of their children. *The career development Quarterly*, 40(3), 198-206.
- Young, R. A., Valach, L., Ball, J., Paseluikho, M. A., Wong, Y. S., DeVries, R. J., ... & Turkel, H. (2001). Career development in adolescence as a family project. *Journal of counseling psychology*, 48(2), 190.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of the publisher and/or the editor(s). This publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.

© Copyright (2025): Author(s). The licensee is the journal publisher. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:

<https://pr.sdiarticle5.com/review-history/135332>