

## Career Aspirations of Government and Private School Students in Relation to Peer Pressure

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### Abstract

The present study is descriptive one and it has been conducted in Ludhiana District of Punjab (India). The present research study highlights the career aspirations of government and private school students in relation to peer pressure. The career aspirations are defined as a cluster of needs, motives and behavioural intentions which an individual aspires to achieve in future. The study was conducted on XIth grade students studying in government and private schools. The data was analyzed using three way ANOVA. The results showed that private school students possess higher career aspirations as compared to government school students. It has also been concluded that there is significant interaction between academic stream and peer pressure on the variable of career aspirations. The results have also revealed that the students with low peer pressure possess higher career aspirations as compared to students having higher peer pressure.

**KEYWORDS:** Career Aspirations, Peer Pressure

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Career aspirations refers to what we want for the future, our desires, our dreams that once we hope to achieve and now they can be altered into reality. These aspirations include a chosen profession or occupation to which a student aspires to join. It is a cluster of needs, motives and behavioural intentions which individuals articulate with respect to different career fields. Career aspirations of every individual are to learn and grow in terms of knowledge in the given field.

These are the goals one has set out to achieve either in his current profession or desired profession. Career Aspirations are usually future oriented and aim to provide personal satisfaction. A career aspiration is a goal or objective of an individual based on his career choices. People who have career aspirations intend on improving their professional skills, enhancing their capabilities and advancing in the organization's hierarchy level. Career aspirations represent an individual's orientation towards a desired career goal under ideal conditions.

According to Sewell William, Haller and Portes (1969), "Career aspiration level is one's ambitions and thoughts about their future occupations."

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The career aspirations of students have been viewed as significant determinants of both short term educational and long term career choices. They have also been regarded as important career motivational variables which are predictive of latter career attainment levels. (Patton and Creed, (2007). In recent years, career theorists and researchers have attempted to understand how children come to develop career aspirations. In the 21<sup>st</sup> century, it is imperative that educators have to learn more about the factors that influence our young people’s career aspirations. The emphasis is on the interaction of psychological variables (personal characteristics) and sociological variables (social factors) which shape and influence career choices (Austin, 1984). One such variable is Peer Pressure.

Peers are the individuals with whom a child or adolescent identifies who are usually but not always of the same age-group. A peer group is defined as a small group of similarly aged; fairly close friends, sharing the same activities. Peer groups provide a sense of security and they help adolescents to build a sense of identity (Castrogeovanni, 2002). Peer groups provide a forum where teens construct and reconstruct their identities (Black, 2002). Peer pressure is influence that a peer group observes or individual exerts that encourages others to change their attitudes, values or behaviour to conform the group norms. Peer pressure occurs when the individual experiences implicit or explicit persuasion sometimes amounting to coercion, to adopt similar values, beliefs and goals or to participate in the same activities to participate in the same activities as soon those in the peer group.

Ryan (2000) defined Peer pressure as, “when people of your own age encourage or urge you to do something or to keep from doing something else, no matter if you personally want to do it or not.”

According to Loko (2005), peer group membership with a student having high career expectation influenced them to be inspired to certain careers. It has been rightly said “Birds of a feather flock together” (Holland, 1985) which means that people like to be around others who have similar personalities. So, in choosing a career it meant that people choose jobs where they could be around other people who were like them. (Jones, (2007). In summary, peer pressure tend to influence the members of the peer group which includes their behaviour, attitudes, ideas, principles and their decisions especially regarding career. So, the career aspirations of a student can be influenced by the peer pressure exerted upon him/her by the peer group.

### **Emergence of the Problem**

Related research in this area revealed that results of research studies are very divergent. Studies by Christofides, Hoy and Milla (2008) and Ngee (2011) showed that Peer Pressure has a significant impact on the career choice of the adolescents whereas findings of the studies conducted by Stuart (2000), Edwards and Quinter (2011) showed that Peer Pressure is moderately related to the career aspirations of the adolescents. But the studies by Alike (2010) and found that Peer Pressure is negatively related to the career aspirations.

Owing to divergent results related to the variables, it is hoped that the present study can provide insights on this adequately studied issue. Also in the modern days of technology when media is influencing its own role in the lives of the adolescents the need arises to study the role of Peer Pressure on the Career Aspirations of the adolescents. Hence the investigator has selected the problem as under:

### **Objectives**

1. To Study the significant difference between Career Aspirations of government and private school students.
2. To Study the significant difference Career Aspirations of students with different academic streams.
3. To Study the significant difference Career Aspirations of students with high and low Peer-Pressure.
4. To study the interaction between
  - (i) Type of school and Peer-Pressure.
  - (ii) Type of school and academic streams
  - (iii) Academic streams and Peer-Pressure.with respect to Career Aspirations.
5. To study the interaction among type of school, academic streams and Peer-Pressure with respect to Career Aspirations.

### **Hypotheses**

- H1 There will be no significant difference between Career Aspirations scores of government and private school students.
- H2 There will be no significant difference between Career Aspirations scores of government and private school students of different academic streams viz:  
Science/Mathematics and Social science/language
- H3 There will be no significant difference between Career Aspirations scores of government and private school students with high and low Peer-Pressure.
- H4 There will be no significant interaction between type of school and Peer-Pressure with respect to Career Aspirations.
- H5 There will be no significant interaction between type of school and academic streams with respect to Career Aspirations.
- H6 There will be no significant interaction between academic streams and Peer-Pressure with respect to Career Aspirations.

H7 There will be no significant interaction among type of school, Peer-Pressure and academic streams with respect to Career Aspirations.

### Sample

In the present investigation a sample of 800 students (400 from government schools and 400 from private schools) of class XI of different streams (science and humanities) have been selected randomly from government and private schools of Ludhiana district of Punjab. All the schools were affiliated to Punjab School Education Board.

### Tools Used

1. Peer Pressure Scale by Singh and Saini (2012).
2. Career Aspiration scale developed by the investigator.

### Statistical Techniques Used

2x2x2 ANOVA was used for analysis of Career Aspirations scores of government and private school students with different academic streams (Science and Humanities) having high and low Peer Pressure.

### Results

**Table 1 Summary of 2 X 2 x 2 Analysis of Variance on Scores of Career Aspirations in Relation to Type of School, Stream and Peer Pressure**

Source of Variation	SS	df	MSS	F-Value
<b>Main Effects</b>				
A: Type of School	2115.593	1	2115.593	12.18*
B: Stream	588.000	1	588.000	3.39NS
C: Peer Pressure	3445.370	1	3445.370	19.83*
<b>First Order Interaction</b>				
A X B (Type X Stream)	1102.083	1	1102.083	6.34**
AXC (Type X Peer Pressure)	66.898	1	66.898	0.38NS
BXC (Stream X Peer Pressure)	18.750	1	18.750	0.11NS
<b>Second Order Interaction</b>				
AXBXC (Type X Stream X Peer Pressure)	142.370	1	142.370	0.82NS
Within Group (Error)	73660.481	424	173.728	

Total		431		
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### **Main Effect A: Effect of Type of School (Government and Private) on the variable of Career Aspirations**

Table 1 reveals that the F-ratios for the difference between the mean scores of Career Aspirations of government and private school students came out to be 12.18 which is significant at 0.01 level of confidence. Hence, the null hypothesis H1 stating that there will be no significant difference between Career Aspirations scores of government and private school students is rejected. An examination of means of two groups suggests that private school students have higher mean score (Mean = 120.49) as compared to government school students (Mean = 116.06). The above result seems to be justified as private schools have better infrastructure facilities and better learning environment as compared to government schools which motivates the students for

### **Main Effect B: Effect of Stream (Science and Humanities) on the variable of Career Aspirations**

Table 1 reveals that the F-ratios for the difference between the mean scores of Career Aspirations of Science and Humanities students came out to be 3.39 which is not significant at 0.05 level of confidence. Hence, the null hypothesis H2 stating that there will be no significant difference between Career Aspirations scores of students of different academic streams (Science/Mathematics and Social science/language) is accepted. It may be inferred that the mean scores of government and private school students on the variable of Career Aspirations may not be considered equal and are different beyond the contribution of chance.

### **Main Effect C: Effect of Peer Pressure (High and Low) on the variable of Career Aspirations**

Table 1 reveals that the F-ratios for the difference between the mean scores of Career Aspirations of students having high and low Peer Pressure came out to be 19.83 which is significant at 0.01 level of confidence. Hence, the null hypothesis H3 stating that there will be no significant difference between Career Aspirations scores of students with high and low Peer Pressure is rejected. An examination of means of two groups suggests that students have with high Peer Pressure have lower mean score (Mean = 115.45) as compared to students having low Peer Pressure (Mean = 121.11). It reveals that the students with low Peer Pressure possesses higher career aspirations as compared to students having high Peer Pressure.

### **Interactional Effect (A X B): First order interactional effect of Type of School and Academic Stream on the variable of Career Aspirations**

Table 1 reveals that the F-ratio for the difference between mean scores on Career Aspirations of students due to interaction between Type of school and academic stream came out to be 6.34 which is significant at the 0.01 level of confidence. The results show that different groups scored different mean scores on Career Aspirations concepts for two types of schools and academic streams. It means that mean scores due to interaction of type of school yielded different mean scores for students with science and humanities streams. Hence, the null hypothesis H4 stating that there will be no significant interaction

between type of school and academic stream with respect to Career Aspirations is rejected.

To investigate further F-ratio was followed by t-test. t-ratios for the difference in means of different combination pairs of type of schools and academic streams were computed and have been recorded in table-----.

**Table 2 t-ratio for difference between Mean Scores on Career Aspirations of Different Combination Pairs of Two Type of Schools with Two Academic Streams**

	Private School		Government School	
	Science	Humanities	Science	Humanities
	Mean = 120.06 SD = 11.23 N = 108	Mean = 120.92 SD = 13.46 N = 108	Mean = 118.83 SD = 8.91 N = 108	Mean = 113.30 SD = 12.23 N = 108
<b>Pvt./Sc.</b>	-	0.51NS	0.89 NS	4.23*
<b>Pvt./Hum.</b>	-	-	1.34 NS	4.35*
<b>Govt./Sc.</b>	-	-	-	3.80*
<b>Govt./Hum.</b>	-	-	-	-

Table 2 reveals that:

#### **With Private School:**

The t-ratio for the difference in mean scores on the career Aspirations of Science Stream and Humanities stream students of private schools came out to be 0.51 which is not significant at 0.05 level of confidence.

#### **With Government School:**

The t-ratio for the difference in mean scores on the career Aspirations of Science Stream and Humanities stream students of government schools came out to be 3.80 which is significant at 0.01 level of confidence. An examination of the two means suggests that Govt./Sc. group have higher mean (Mean = 118.83) compared to Govt./Hum. group (Mean = 113.30).

#### **With Science Stream:**

The t-ratio for the difference in mean scores on the career Aspirations of Science Stream students of private and government schools came out to be 0.89 which is not significant at 0.05 level of confidence.

#### **With Humanities Stream**

The t-ratio for the difference in mean scores on the career Aspirations of Humanities Stream students of private and government schools came out to be 4.35

which is significant at 0.01 level of confidence. An examination of the two means suggests that Govt./Hum. group have lower mean (Mean = 113.30) compared to Pvt./Hum. group (Mean = 120.92).

#### **For Pvt./Sc. and Govt./Hum.**

The t-ratio for the difference in mean scores on the career Aspirations of private school students with Science Stream and government school students with Humanities stream came out to be 4.23 which is significant at 0.01 level of confidence. An examination of the two means suggests that Pvt./Sc. group have higher mean (Mean = 120.06) compared to Govt./Hum. group (Mean = 113.30).

#### **For Pvt./Hum and Govt./Sc.**

The t-ratio for the difference in mean scores on the career Aspirations of private school students with Humanities Stream and government school students with science stream came out to be 1.34 which is not significant at 0.05 level of confidence

#### **Interactional Effect (A X C): First order interactional effect of Type of School and Peer Pressure on the variable of Career Aspirations**

Table1 reveals that the F-ratio for the difference between mean scores on Career Aspirations of students due to interaction between Type of school and Peer Pressure came out to be 0.38 which is insignificant at the 0.05 level of confidence. The results show that different groups did not score different mean scores on Career Aspirations concepts for two types of schools and two levels of Peer Pressure. Hence, the null hypothesis H5 stating that there will be no significant interaction between type of school and Peer Pressure with respect to Career Aspirations is accepted.

#### **Interactional Effect (B X C): First order interactional effect of Academic Stream and Peer Pressure on the variable of Career Aspirations**

Table1 reveals that the F-ratio for the difference between mean scores on Career Aspirations of students due to interaction between academic stream and Peer Pressure came out to be 0.11 which is insignificant at the 0.05 level of confidence. The results show that different groups did not score different mean scores on Career Aspirations concepts for two types of academic streams and two levels of Peer Pressure. Hence, the null hypothesis H6 stating that there will be no significant interaction between academic stream and Peer Pressure academic stream with respect to Career Aspirations is accepted.

#### **Interactional Effect (A X B X C): Second order interactional effect of Type of School, Academic Stream and Peer Pressure on the variable of Career Aspirations**

Table 1 reveals that the F-ratio for the difference in mean scores on Career Aspirations of students due to interaction between type of School, Academic Stream and Peer Pressure came out to be 0.82 which is not significant at 0.05 level of confidence. Hence, the null hypothesis H7 stating that there will be no significant interaction between type of School, Academic Stream and Peer Pressure on the variable of Career Aspirations is accepted.

#### **Educational Implications**

After the critical analysis of the situation here researcher may imply that the education system should be so designed that it helps the students to realize their own

capabilities and to direct accordingly, instead of imposing from outside irrespective of individual differences. Career counselors should guide the students on the importance of the various careers and the entry requirements. This could be done by organizing career day and career games. As we know High school period is a critical stage where drastic changes may occur in their personality which may or may not improve their study habits. So precautions must be taken to control their psychological construct and to inculcate better study habits. Group guidance procedures can be used to improve their study habits and psychological construct. The goals, dreams, and ambitions of our young people should not be a function of whether they study in Govt. or Pvt. School.

### **Conclusion**

The present study is an attempt to explore the relation between Career Aspirations and Peer Pressure among adolescents of different streams studying in government and private schools. The findings show that the students of the private school students have high career aspirations than the students of the government schools whereas the science students have higher career aspirations as compared to humanities. The students having low peer pressure had higher career aspirations and students having high peer pressure had low career aspirations. There exists significant interaction between type of school and academic stream on the variable of Career Aspirations. There exists significant interaction between academic stream and Peer Pressure on the variable of Career Aspirations. Students of government school of science stream have higher career aspirations as compared to their counterpart whereas students of humanities and science stream of government schools have lower career aspirations as compared to students of humanities and science stream of private schools respectively. There exists no significant interaction between Type of school and Peer Pressure on the variable of Career Aspirations. There exists no significant interaction between type of school, academic stream and Peer Pressure on the variable of Career Aspirations. It shows the impact of school environment in the developmental aspects of adolescents as this period is very crucial so teachers, administrations and parents must be conscious and aware about the students' problem. They give enough freedom to the students. The results seem to be justified as private schools have better infrastructure and better learning environment as compared to government schools. Such environment motivates the students to aspire high about their careers. Also the adolescent period is such a period which is dominated by peer influence and most of the students in this age are deviated towards fantasy which may lead them away from studies or may cause low aspirations towards future. The present research has also clearly shown that the private school students have higher career aspirations because the private school students have efficient infrastructural facilities, sound financial support, great educational opportunities, parental support and competitive environment. The results of this study has revealed that the science students are more ambitious. They have clear bent of mind than the students of humanities. Moreover the study has also shown that the students who are less effected by peer pressure have higher career aspirations than the students who are more effected by peer pressure. Keeping in mind the results of the study it is the duty of the school authorities and parents as well to provide proper guidance for better career choices.

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