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ART AND ACHIEVEMENT: A SYSTEMATIC REVIEW OF THE FACTORS UNDERLYING STUDENTS' CAREER CHOICES

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Abstract

The factors underlying career choices among students were studied in the present research. This study makes a positive contribution to research about how several factors, such as personality, interests, family, friends, parents, teachers, social status, job satisfaction, reputation, socioeconomic factors, and others influence a student's career choices. Several studies were taken into consideration on career choices, the influence of family, culture, gender, and other factors to better understand the underlying factors. The study concluded that Self-efficacy has the most significant influence on students' career decisions. Whereas, the influence of family also has a significant impact on career decision-making.
Keywords: art, achievement, parental support, career choices

Introduction

The present study attempts to understand the factors underlying students' career choices in detail. An individual's career choice has a long-lasting impact on them. It helps to predict and determine an individual's future level of income and the type of work they will do, and as a result, it leaves a mark on their personality, demeanor, and outlook. Therefore, an individual's destiny can be altered by one poor choice. Making a choice about one's career is challenging for everyone. The economic health of a country is a larger-scale result of this individual decision. People who are misfits at work frequently lack productivity and efficiency, which prevents them from achieving their goals. Choosing the right career is the biggest challenge a student will ever face. It's a difficult task that calls for a challenging decision-making process.

Onyejiaku (as cited in Jones & Larke, 2005) explains the idea by defining occupation as a way of life that has the power to change personalities, determine social status, predict expected

earnings, determine social groups, etc. Therefore, its significance cannot be marked down. Therefore, its significance cannot be ignored. It then becomes an important thing to consider how career decisions are made, given their complexity. Ipaye (as cited in Alemu, 2013) elaborates on these by referring to the process of choosing a career as a "career convention" or "career conference" and stressing the value of conversations with peers, meetings with college counselors, and conversations with parents and teachers. He says that "career convention" is a medium for career information and includes the following: 1. To raise awareness of possible career fields and interest areas,

2.   To assist in reducing the list of desirable jobs,

3.   It creates opportunities for communication between parents, employees, and career counselors.

The home environment is an important factor in career decision-making because it forms the basis of a child's personality (James, 2000). Personality is considered to be a result of the upbringing of the parents. The child inherits the parents' morals and principles. The media, in addition to the home, plays a significant role in determining career choice. It gives exposure at a very early age. The media highlights societal problems, global issues, trends, and fashions. It also portrays a culture's glam and the glitter of the consumer world. Therefore, talk shows, documentaries, films, and dramas present law, media, and advertising careers as very glamorous and alluring, alluring students to pursue them.

Sometimes, choosing a profession is also influenced by what one's peers choose to do. Family, parents, friends, culture, academic success, health considerations, current income level, financial constraints, media influences, potential income levels, employment opportunities, societal acceptance of careers, recognition, and work satisfaction are additional factors that affect career choice.

The Theoretical Underpinning

The five big career theories—the Theory of Work Adjustment, the Self-Concept Theory of Career Development, the Self-Concept Theory of Career Development, Gottfredson's Theory of Circumscription and Compromise, and the Social Cognitive Career Theory—identified by Leung (2008) have provided the framework for understanding the undergraduate students' career decision-making in the current studies.

Theory of Work Adjustment

It is a traditional theory of career development that focuses on individual differences in vocational behavior. The theory of personal-environment correspondence was developed by the authors, who viewed career choice and growth as an ongoing process of change and accommodation in which: (a) the person (P) searches for work organizations and environments (E) that would meet his or her "requirements" in terms of needs; and (b) E searches for people who can meet the "requirements" of the organization (Dawis, 2002; Dawis & Lofquist, 1984). The term satisfaction refers to the level of P's satisfaction with E, and satisfactoriness refers to the level of E's satisfaction with P. To fulfill his or her needs (or reinforcers), which can then be broken down into categories such as psychological and physical needs are referred to as

values, which are the most crucial things to P to meet the most central requirements from E. The most important requirements, however, are abilities, which are operationalized as aspects of skills that P possesses that are required in a specific

E. Overall, P's tenure in that work environment would be predicted by the extent of P's satisfaction and E's satisfaction.

The four adjustment style variables that are flexibility, activeness, reactiveness, and perseverance are identified. Flexibility means levels of tolerance of P to P-E connection and whether he/she could get easily dissatisfied with E. The term "activeness" describes P's tendency to actively change or act upon E to decrease disagreement and dissatisfaction. Conversely, reactiveness refers to whether P would use self-adjustment to address the discrepancy without actively modifying or acting on E. Perseverance, on the other hand, describes P's level of resolve and persistence before deciding to leave E. Similar coping mechanisms have an impact on E's method for handling disagreement and dissatisfaction.

In the last few decades, a lot of research studies have been conducted to examine the assertions made by TWA, particularly the connections between needs and abilities and satisfaction and satisfactoriness and between work adjustment and tenure (Dawis, 2005)

Holland's Theory of Vocational Personalities in the Work Environment

Holland came to the conclusion that one's career interests are an expression of their personality and can be categorized into six categories: realistic (R), investigative (I), inventive (A), social (S), enterprising (E), and conventional (C) (C). A three-letter code (e.g., SIA, RIA) could be produced to represent and summarise a person's career interests if the

degree to which they resemble these six types of professional personality and interests can be determined. A three-letter code (e.g., SIA, RIA) could be created to represent and summarise a person's career interests if the degree of similarity between that person and the six types of professional personality and interests can be determined. The first letter of it represents a person's primary area of interest and is thought to have a significant impact on both career choice and job satisfaction. The second and third letters are of secondary importance and are likely to have a lesser but still significant impact on the decision-making process for a career.

Holland's theory has a significant impact on measuring and researching career interests (Spokane, Meir, & Catalano, 2000). Hundreds of research studies, some of which used international samples, have been published in the 40 years since Holland's theory was first proposed to examine his claims and the reliability of interest instruments based on it. There is a need to conduct more research studies to look at the cross-cultural validity of Holland's theory and the various interest assessment tools developed, given the growing need for vocational interest assessment in different cultural contexts.

Self-Concept Theory of Career Development

Super's theory has received a lot of attention among the many career choice and growth theories, both in the US and abroad. According to Super (1969, 1980, 1990), developing and

implementing one's own self-concept is a process that goes along with choosing a career. According to Super (1990), self-concept is the result of complex interactions between a number of variables, including physical and mental development, life experiences, and the characteristics and stimulation of the environment. Super held that the creation and maturation processes are organic in nature, but more recent formulations of his theory (e.g., Harris & Jones, 1997; Savickas, 2002) have emphasized the importance of the social context and the interaction between the individual and the environment. extending Super's assertion that the theory of one's own self is a personal construct. However, one's self-concept is not a static entity and will continue to change as the person goes through developmental stages and has new experiences. The process of developing one's self-concept through one's work and other life activities is a continuous phase of life and job satisfaction.

Growth, exploration, establishment, maintenance (or management), and disengagement are the stages of Super's (1990) life stage developmental framework. Each stage requires one to successfully complete the tasks associated with career development that are societally expected of people in the specified chronological age range.

International career guidance professionals and researchers are drawn to many aspects of Super's theory, including ideas like career maturity, developmental stages, and life roles. It provides a thorough framework to explain and describe the process of vocational development, which could direct research and career interventions.

Although there is still a great need for international research on Super's theory, career development practise will continue to be greatly influenced by Super's theory on a worldwide scale.

Gottfredson's Theory of Circumscription and Compromise
Gottfredson's career development theory is a more recent contribution when compared to more advanced and powerful career development models like Super's and Holland's theories. Gottfredson believed in a career preference method requiring a high level of cognitive ability (1981, 1996, 2002, and 2005). Age and general intelligence play a role in a child's ability to organize and synthesize complex occupational knowledge. A cognitive occupation map and self-concepts used to assess the suitability of various occupational alternatives are products of cognitive growth and development. In more recent modifications of her theory, Gottfredson (2002, 2005) established the intricate interaction between genetic makeup and the environment. The expression of one's main characteristics, such as desires, abilities, and beliefs, is influenced by one's environment but is largely determined by genetic factors.
While the individual's environment and genetic makeup both play a significant role in shaping them, Gottfredson argued that the individual is still an active agent with the ability to affect or shape their environment. Thus, career development is a self-creation mechanism in which people seek out channels or niches to express their innate tendencies within the restrictions of their cultural environment. Gottfredson (1981, 1996, 2002) theorized that career choice and development is a process of elimination or circumscription in which an individual gradually excludes specific career alternatives from further consideration. This differs from the

conventional belief that choice is a selection mechanism. Circumscription may result from significant self-concept issues that emerge at different developmental stages. Gottfredson came to the conclusion that an individual is more affected by the social (such as gender and social class) (e.g., abilities, interests) than their individual self-concept (e.g., abilities, interests).

Gottfredson (2005) described a framework for career guidance interventions that encourage positive adaptation in relation to cognitive development, self-creation, circumscription, and compromise in order to lower risk and improve development. The model included counsellor strategies and tools that could be applied to improve (a) learning and use of complex occupational information, (b) experiences and activities that help kids and teenagers understand their personality traits that relate to careers, (c) self-insight to construct and conceptualise a future career path that is realistic and feasible, and (d) wisdom in self- investment to increase the likelihood of successfully implementing preferred career options. These general strategies can be used in a range of cultural contexts where there are opportunities for career interventions in educational settings.

Social Cognitive Career Theory
The foundation of the Social Cognitive Career Theory (SCCT) (Lent & Brown, 2002; Lent, 2005) is Bandura's self-efficacy theory, which proposed an interrelated, influential relationship between individuals and their environment in 1977. To explain (a) how academic and vocational interests develop, (b) how people make educational and career decisions, and
(c) educational and career success and stability, SCCT offers three segmented but interconnected career development process, models. Self-efficacy, outcome expectations, and Personal goals are the three main variables that are the focus of the three segmental models. Lent (2005) says that self-efficacy is a collection of beliefs that are interrelated to certain performance domains and activities.

Lent (2005) described self-efficacy as 'a certain set of beliefs linked to specific performance domains and acitivites'. Self-eficacy expectations greatly impact the start of a particular behavior and the maintenance of that behavior. In line with early theories put forth by Bandura (1977) and others (e.g., Hackett & Betz, 1981; Betz, Borgen, & Harmon, 1996), SCCT proposed that four main information sources or learning experiences—personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states—have a significant impact on self-efficacy expectations.

Based on self-efficacy theory, SCCT provides a thorough framework to comprehend how career interest, career choice, and performance develop. The SCCT has produced many research studies over the past ten years, some of which used international samples (e.g., Arulmani, Van Laar, & Easton, 2003; Hampton, 2005; Patton, Bartrum, & Creed, 2004). For instance, a study conducted in the province of Padua by Nota, Ferrari, Solberg, and Soresi (2007) used an SCCT framework to examine the career development of Italian youths enrolled in a university preparation programme. The participants' career search self-efficacy was found to be positively correlated with family support and negatively correlated with career indecision by the authors.

The SCCT provides international career guidance practitioners and researchers with a comprehensive framework to guide practise as well as concrete claims and hypotheses that could be empirically tested. In order to test variables associated with SCCT using measures that are valid and reliable across cultures, efforts must be made to develop new instruments or adapt those that already exist.

The theories on career choice that were discussed above provide significant dimensions:
1.   The Person-Environment Correspondence Theory, also known as the Job Adjustment Theory, sees career development as a continuous process of adjustment and accommodation.
2.   Holland proposed in his Theory of Vocational Personalities in the Work Environment that a person's career choice is an expression of their personality and that career choice can be categorized into six typologies: realistic (R), investigative (I), artistic (A), social (S), enterprising (E), and conventional (C) (C).
3.   Super proposed that career development and choice are essentially a process of developing and enhancing a person's self-concept in his or her Self-concept Career Development Theory.
4.   In addition, Gottfredson believed that in his Circumscription and Compromise Theory, career choice is a mechanism requiring a high level of cognitive ability. He demonstrated the intricate interaction between climate and genetic makeup. The expression of one's basic characteristics, such as desires, abilities, and beliefs, is moderated by one's environment, though genetic traits play a significant role in defining these traits.
5.   The Social Cognitive Career Theory (SCCT), which is based on Bandura's Theory of Self- Efficacy (1977, 1997), asserts that people and their environment have an interdependent relationship.

Factors Influencing Choice of Career
The biggest challenge in a student's life is choosing a career. It requires the interaction of numerous, intricately intertwined factors. It is a challenging task that requires a difficult decision-making process.

Childhood fantasies When you grow up, what do you want to be? This question may bring back memories of your childhood, and it may have influenced the way you viewed careers back then and later in life as well. Theories of career counseling programs relating to career choice are growing and are developed for all age ranges, even for very young children.
Ginzberg put forth a theory that three stages of life affect career development. The early fantasy stage where early career aspirations are formed is at the age of 14.

Culture An individual's regional area, local community, and extended family's culture, along with their racial and ethnic background, may have an impact on their career choices. When it comes to a variety of aspects of our lives, including jobs and careers, our culture frequently shapes our values and expectations. In order to address these influences when counseling clients and students, the specialty field of multicultural career counseling has emerged. Being aware of one's values and expectations may help us better understand how we choose our careers.

Gender Both men and women have witnessed stereotypes in the workplace. Gender is a concern in a number of theories and methods for career development, including social learning and multicultural career counseling. When choosing a career, how we see ourselves as unique beings may have an impact on the opportunities and obstacles we see. As the roles of men and women in the workforce and higher education change, research on gender and career development are ongoing.

Interests It is a widespread procedure to link personality types and career fields using Holland's Career Typology. This theory creates a classification scheme that correlates personal preferences and personality traits with job requirements. The six personality/career types that make up the Holland Codes can be used to characterize a variety of professions. By answering a questionnaire like the one offered by the U.S. Department of Labor's O*Net Interest Profiler, you can discover your Holland Codes and get a list of related professions.

Life Roles The multiple roles that we all play in our lives—roles that evolve over the course of our lives—are directly addressed by Super's Lifespan theory. Our perceptions of these roles, the demands placed upon them, and the external factors that have an impact on them may affect how we view careers in general and how we make decisions for ourselves. Super's Career Rainbow gives a detailed understanding of the same.

Previous Experiences It is crucial to take into account your skills, abilities, and talents and how they might fit into a particular occupation. Trait-factor theories were one of the first fields in career development. These theories advocate identifying individual differences and matching people to occupations based on these differences, as well as developing occupational profiles for particular jobs. Through a formal assessment, you can pinpoint the activities you find enjoyable and those in which you are skilled.

Social and Economic Conditions All of our career decisions are made in the context of the economy and society. Numerous career theories take this context into account in addition to other aspects, such as social cognitive career theory and social learning. Events in our lives may have an impact on the options we have and even, to some extent, dictate what we should do. The state of the economy and the ensuing job market may also have an impact on how our careers progress.

Review of Literature

Ansita. A, and Umesh, S (2021) did a study on entrepreneurship as a career choice: impact of environments on high school students' intentions. This study looks at the various environments that high school students experience during their formative years and sees if those environments have an impact on their decision to pursue entrepreneurship as a career. Random sampling was used in Gujarat state, wherein 1770 high school students were chosen. The overall impact of all the environments on these students' entrepreneurial education intentions (EEI) was predicted using structural equation modeling (SEM). The study concluded that self-efficacy has the biggest impact on intentions. Self-efficacy is significantly impacted by both

family support and global awareness, which have a significant impact on high school students' intentions. Global awareness and the school environment both have an impact on students' willingness to study entrepreneurship in India.

Aakriti, S. (2021) did a study on students' aspirations for social sciences. As higher education in India has expanded, there's an increase in enrolment in social science courses. This study aims to explore the factors which influence undergraduate students' decision to take social sciences in their postgraduate degree. According to the All India Survey on Higher Education (AISHE) 2018–19, the social science stream has the highest postgraduate (PG) enrollment. Using a primary survey of 90 students at two colleges in Delhi, this study investigates the factors that influence an undergraduate student's decision to pursue postgraduate studies in the social sciences. The study finds that factors such as interest in the field, course material, and career goals affect students' decisions to pursue postgraduate study in the social sciences.

Dr. Abhigtan, B and Miss Brenda, M (2021) conducted a study on personal variables' effects in recognizing the preference of career choice of undergraduate students. This study focuses on the individual factors that identify undergraduate students' desired career choices. This study is limited to empirical results with theoretical implications for "personal" dimension variables. The sample was taken from undergraduate students from different universities within the state of Meghalaya, India. The majority of the students were from Meghalaya's ethnic tribal groups of Khasi, Garo, and Jaintia. Through a random (lottery) method, 410 undergraduate students from the fields of arts, commerce, and science were selected for the study from a total of 56 colleges. The study was done on undergraduate students in their final year to analyze the path they take for their careers. The study concluded that self-efficacy has the most significant influence on students' career decisions.

Khatri, I & Periwal, V (2021) conducted a study on the influence of family on the career decisions of Indian management students. Choosing a career is a significant life decision, and finding fulfillment and success in your career depends on it. Many people look to their families for advice in order to gain from their experience in choosing careers. Hence, the family has a significant influence on their career choices, though it may be different from family to family and society to culture. This study focuses on how Indian students' families affect their career choices. It includes students who are currently enrolled in or have previously attended Indian universities. This study concludes that there is no difference in the advice given to children based on their gender, and family members have a positive and significant influence on career decisions.

Arghya. R, Pradip. K, Shilpee. A, and Abhishek. S (2020) conducted a study on understanding the factors influencing career choices in India: from the student's perspective. The aim of the study is to qualitatively analyze Indian students' perspectives on the variables affecting their career decisions. 33 Indian students between the ages of 19 and 30 were interviewed using the constructionist-interpretivist paradigm. The results of the interviews' thematic analysis showed that the majority of the students' career decisions had been influenced by their peers, parents, or society. According to research, the factors influencing career decisions in India are

convenience, family background, societal status, family income, and parental pressure. The research gives valuable insight to the practitioners in this sector for future research.

Sharma, S. & Suri, S. (2019) conducted a study on the moderating effects of the big five personalities on self-efficacy and career choice among college students. The sample included 400 third-year BA students from Jamila Milia Islamia, Delhi. Tools such as the Neo Pi short form, the Self Efficacy Scale, and the Commitment to Career Choice Scale were used. The results concluded that conscientiousness and neuroticism positively moderated the relationship between career choice and self-efficacy and career decision-making. Secondly, the relationship between career decision-making self-efficacy and the tendency to foreclose was significantly moderated by openness to experience. The study also concludes that extraversion and agreeableness were found to be non-significant moderators.

Neha S. and Deepak K. (2018) conducted a study on factors affecting students' preferences for study abroad programs: a case of Indian business school students. This study aims to investigate the variables influencing Indian students' preferences for study-abroad opportunities. According to a survey conducted at one of the top business schools in India and its analysis, studying abroad is significant and important for Indian students. The results suggest that the reputation of the host institution, safety concerns in the host country, and the quality of education in the host country are the top-ranked factors influencing students' preferences to study abroad. Furthermore, it was found that students from families with businesses prefer the USA as their country of study. However, there was no relationship found between the student's gender and their choice of country.

Arora. R, & Rangnekar, S (2016) conducted a study on linking the big five personality factors abd career commitment dimensions: A study of the Indian organizations. This study aims to determine how the Big Five personality traits—extraversion, conscientiousness, agreeableness, emotional stability, and intellect/openness to experience—relate to career commitment as determined by three variables: career identity, career resilience, and career planning. 363 managers from North Indian public and private sector organizations participated in the study. The Big Five personality traits that significantly predict each of the three dimensions of career commitment in the Indian context, according to the authors, are openness to experience and intellect (career identity, career resilience, and career planning).
Additionally, conscientiousness was discovered to be the only significant predictor of career identity, indicating that focused Indian managers have a positive career line identification.
Additionally, it was found that agreeableness, one of the Big Five personality traits, has a favorable and significant impact on career planning. The study concluded that having friendly behavior helps Indian managers improve their career planning.

Nadya. A, Shin-ye. K, et al. (2015) conducted research on family influence on career decision-making: validation in India and United Status. The study examines the influence of family by using the Family Influence Scale in India and the United States. The study aimed to assess the relationship between the influence of family on career choices and family obligations, values related to work, and engagement between two countries. The sample included 377 participants

from India and 136 from the U.S. A survey was conducted via Amazon Mechanical Turk. The study concluded that there's a significant role for the family in the career choices of students in ways such as family obligation, values, and occupational engagement as well.

Ghosh, A & Fouad, N (2015) conducted research on family influence on carers among Asian parent-child dyads. There have been many studies done on vocational psychology wherein they investigated factors that influenced the careers of Asian Americans. These factors include conflict within the family, acculturation, cultural values, and family influence.

However, little study has been done on how Asian parent-child dyads' careers are influenced by their families. The focus of this study has been to understand whether aspects of family influence affect careers. The sample included 30 Asian parents in total. Multiple regression analyses were carried out in order to come to the research findings. The results showed that factors such as values, acculturation, and intergenerational conflict have a positive influence on careers.

Sharma, L. (2014) conducted research on the impact of family capital and social capital on youth entrepreneurship- a study of Uttarakhand state, India. The study aims to explain how the three types of family capital—financial capital, human capital, and manpower capital— affect students in Uttarakhand, India when making career decisions. The study also assesses how the student's personal social capital affects his career preferences. This is a quantitative study that was carried out in the Indian state of Uttarakhand on a large sample of students enrolled in a variety of professional programs. According to the study, there is no relationship between a family's financial capital (measured as the father's annual income), manpower capital (measured as the size of the family), or human capital (measured as the father's occupation) and students' career intentions.

Roysircar, G, Carey, J, & Koroma, S (2010) conducted a study on Asian Indian college students' science and math preferences: influences of cultural contexts. The preferences for college majors and subsequent career development of minority students are influenced by cultural, immigrant, and prejudicial contexts. Asian Indian college students participated in the study. The study concluded that first-generation and late-first-generation students had the same preferences as each other, as both groups preferred taking science and math majors over those of second-generation students. The preferences of second-generation students for science and math were significantly influenced by their parents' perceived prejudice and preferences in these fields. The majority of second-generation children reported that their actual majors were in science and math, despite the fact that they preferred nonscience majors more than their first-generation parents did.

Kushwaha A.K.S and Hasan. B (2005) did a study on career decision-making as a function of personality dimension and gender. The current study finds the psychological basis for career choice by incorporating the Eysenck personality dimensions of extraversion and neuroticism. Gender is also included in the study as an independent variable. A random sampling technique is used. 320 adolescent students from class 12th (160 females and 160 males) from the age groups ranging between 14 and 16 years participated. The results concluded that extraversion,

neuroticism, and sex have been identified as potential factors in generating major differences in career decision-making after the ANOVA treatment.

Arulmani, G., Laar, D., and Easton, S. (2003) conducted a study on the influence of career beliefs and socio-economic status on the career decision-making of high school students in India. This study gives solves multiple queries regarding career psychology and how one's socioeconomic background and social-cognitive influences career. By taking samples from high school students in India, researchers found a relationship between career beliefs and socioeconomic status. The results showed there were significant differences observed, with lower socioeconomic status groups showing higher levels of negative beliefs about careers. Hence, the study's relevance is discussed within the theories of career decision-making by career psychologists to better understand the results.

Uma A. conducted an exploratory study on career choice correlates: Indian perspective. The study compares Indian students of business and social studies with the intention of understanding the different character traits that made them choose their choice of careers. To conduct the research, the author conducted a two-way analysis of the variance procedure on the eighteen personality characteristics of the CPI (California Psychological Inventory). 183 subjects were chosen for the study. The results showed that social studies students scored much higher on the variables of achievement via independence than business students. For the variables of flexibility and femininity, there were no differences found across the groups.

Discussion
The link between various factors and career choices was explored in this study. The study finds that there are several factors that have a significant effect on a student's decision- making. Self-efficacy has the most significant influence on students' career decisions. Lent (2005) described self-efficacy as 'a certain set of beliefs linked to specific performance domains and acitivites'. Self-eficacy expectations greatly impact the start of a particular behavior and the maintenance of that behavior. Based on self-efficacy theory, SCCT provides a thorough framework to comprehend how career interest, career choice, and performance develop.

Also, there was a significant influence of the family on a student's career choices. The results showed that factors such as values, acculturation, and intergenerational conflict have a positive influence on careers. Although one's environment can influence how one expresses their genetic traits, which include interests, abilities, and values, genetic traits play a significant role in shaping these traits. Gottfredson argued that a person is still an active agent with the ability to influence or shape their own environment, even though their genetic makeup and environment play a significant role in shaping who they are. Therefore, career development is seen as a process of self-creation in which people sought out opportunities or niches within their own cultural context to express their genetic proclivities.

Numerous studies have found that factors like personality, interests, friends, parents, teachers, social status, job satisfaction, reputation, socioeconomic factors, and others significantly influence students' decisions about their career paths (Kumar, 2016; Pascual, 2014; Fizer, 2013;

Edwards, 2011). According to Brochert (2002), the decision to choose a particular

career is primarily influenced by three factors. The three main factors are opportunity (parental income level, poverty), environment (family, political, and economic), and personality (thoughts, emotions, behaviors, and motivation).

Conclusion

The present study examined various factors to gain an understanding of a student's career choices. Various studies were taken into consideration for the same. The results showed that factors such as interest in the field, course material, and career goals affect students' decisions to pursue postgraduate fields. The study concludes that the majority of the students' career decisions have been influenced by their peers, parents, or society. According to research, the factors influencing career decisions in India are convenience, family background, societal status, family income, and parental pressure. The research gives valuable insight to the practitioners in this sector for future research.

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