



Selection of a Career Based on Educational Course Options

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ABSTRACT

Contemporary society is characterised by rapid changes in the labour market, an increased flow of information, and more opportunities to make choices in relation to education and career (Mbalo and Ackermann, 2003). It presents some personal accounts of the young people's perceptions of how their educational environment influences their personal aspirations for future careers and post-school choices (Duane and Lienda, 1996). Career selection is a difficult decision for students since it determines the type of profession they intend to follow in their future lives. Students often make job decisions throughout their high school years (Peterson et al., 1951). How specific personal features and academic assistance may influence their future professions and occupation choices. Good career planning leads to life fulfillment, however, and the youth were more independent in their career decision-making. This knowledge might help schools better support young people in acquiring the knowledge, skills, and attitudes related to their education and career choices .

Keywords: *Educational, Career and Choices*

INTRODUCTION

The term "youth" is described by the United Nations Educational, Scientific, and Cultural (Harvey, 1984). Cultural organisation (UNESCO) is a more fluid category than a fixed age group, and it refers to young people within the period of transitioning from the dependence of childhood to adulthood independence and awareness of their interdependence as members of a community (UNESCO, 2017). The complexity of career decision-making increases as age increases. Youth career decision-making requires them to go through a process of understanding by defining what they want to do and exploring a variety of career options with the aid of guidance and planning (Akos, Konold & Niles, 2004). Further exploration by other researchers revealed that youth who are motivated by intrinsic factors are driven by their interests in certain professions and employments that are personally satisfying. Students became increasingly aware of career opportunities and vocational pathways during their final years of high school. About the educational experiences of young disabled people and how their career ambitions are influenced (Kniveton, 2004). The young people also call for more personal information instead of general information, as well as more support when it comes to reflecting on their future. Young people have great responsibility for their future choices, while at the same time adults are in school. According to Alberts et al. (2003), choice of career is one of the major areas of concern for young people nearing the end of their schooling. The influences are complex for, argue, the choice of career is also influenced by the young person's conceptualisation of his or her abilities and preferences, and the pursuit of a match between these and job requirements (Holland, 1985). This, in turn, is influenced by the young both the school and the family can provide information and guidance, either directly or indirectly, to influence a young person's choice of career. School teachers can identify aptitudes and abilities and encourage students to choose certain subject options or take part in work experience or employment visits (Ginzberg et al., 1951). Small and Clean (2002) reported on the very strong influence parents can have by providing an example. They also offer appropriate support for certain occupational choices, which tend to follow their own. A young person's own gender can be a factor in career choice. Creed and Patton (2003) reported that with adolescents, females matured earlier than boys in their career attitudes. They also found females' reactions to early working experiences were more mature than those of males. In addition, with girls, according to Spitz and Logan (1990), career choice can be influenced by many aspects of family life, often involving caring responsibilities, which do not impact so much on boys. Wilgosh (2002) reported on the impact of gender stereotyping on academic attainment in certain subjects and how popular images in the media influenced career choice. Adolescent girls, for example, became focused on appearance and popularity and tended to avoid science-related careers. for example, identified personal characteristics which could be linked with career choice, arguing that people, knowing their own interests and abilities, would actively search out an appropriate career. He promoted his idea by describing six main orientations, which were not intended to be mutually exclusive. These were: 'Realistic', linked with preference to outdoor and physical work, with little interpersonal demands. "investigative," linked with thought and creativity, with minimum social demands. "artistic," disliking structure, and requiring intense involvement 'Social', linked with communication, helping others. "Enterprising," linked with power, needs management behaviours. Finally, "conventional," linked with high structure, self-control, and low interpersonal demands. Young people are forced to make several choices related to education and career. A society that is characterised by a rapid rate of change in the labour market, an increased flow of information, and numerous opportunities to make choices puts high demands on young people. They have to understand the choices and opportunities available to them and how different choices and decisions can have different consequences. In this respect, for example, guidance counsellors and teachers play a central role in supporting young people in their efforts to navigate this complex world. Young people express their wish to receive more active support from their guidance counselors. Teachers, with responsibility for career guidance, are operating in a rapidly changing society.

EDUCATIONAL

Education is a prestige symbol, valued for its ability to lead to high-paying positions. A profession is the blueprint for one's life. Career counselling involves providing the conditions of learning that enhance the acquisition of self and occupational knowledge as well as the development of career problem-solving skills that transform information into satisfying and meaningful career decisions. Individuals who use and believe in positive self-talk such as "I can learn to be a good career problem solver" or "I know I can trust" A cognitive process involving the choice of a certain specialty or type of employment for the future is involved in career choice. It is often assumed that in a traditional culture like India, where kids rely on "important persons" to make decisions for them, the majority of the youth enter a vocation following a family tradition, passion for a buddy, or infatuation with an ideal. Students' perceptions of themselves in roles where personality is a decisive factor may impact their job choice. Some jobs require you to have the right personality to meet the job's requirements. Every kid has their own unique history, which shapes how they see the world. That history, which is shaped in part by the student's surroundings, personality, and opportunities, will influence how pupils choose careers (Twumasi, Emeto, Lindsay, Tsey & Aduli, 2018).

CAREER CHOICES

Career guidance and academic counselling have become an integral part of school systems in Western countries with the intention of helping young people choose the right jobs (Daniels & Hummel, 1984). Psychologists all over the world have identified aptitude and interest as the key players in any successful career development. The role of parents in determining the career choices of their children is very dominant (Ginzberg, 1972). Career development is a lifelong process of choosing from the various occupations available to a person. The traditional views hold that career development cannot be separated from the human development process because career choice and human development are influenced by personality development. Thus, career counselling in schools and colleges is designed to facilitate students' development and their ability to make optimal choices regarding their roles in occupational, familial, and social structures. Psychologists and guidance specialists believe that parents are the most crucial factor in the formation of children's personalities and self-concept, and therefore, career choices can be, to a greater extent, dependent upon parental influence (Super, 1994). Salami (2008) defines career maturity as an individual's readiness to make well-informed, age-appropriate career decisions in the face of opportunities and constraints. Also identifies self-knowledge, decision-making skills, career information, and the integration and implementation of the self with the obtained knowledge as the way to career maturity. Therefore, there is a need for educational institutions to help students and parents guide their academic pursuits, leading to better job and life satisfaction. The first aspect in job selection, environment, may have an impact on the vocation pupils pick. Students who have lived on an island, for example, may pick a job working with water, or they may opt to leave the island and never have anything to do with water again.

CONCLUSION

The study's finding is that if students are aware of their personalities, they can choose careers that suit them. Information of this kind aids in matching personalities with professions.

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