



Influence of Peer Mentoring on Professional Growth

Sejal Dangar¹, Ms. Shruti Bhonsle²

¹Student, Parul University.

²Research Guide, Assistant Professor, Faculty Of Social Work, Parul University.

DOI : <https://doi.org/10.55248/gengpi.6.0425.1338>

ABSTRACT:

The impact of peer relationships on career development—especially for teenagers—is examined in this study. Peer relationships are important in determining academic motivation, career goals, and personal growth. This study looks at theoretical viewpoints on peer influence, such as career maturity models, reference group theory, and social learning theory. The study examines the connection between peer pressure, academic achievement, and career decision-making using both qualitative and quantitative methodologies. Research indicates that while negative peer pressure can result in academic disengagement and career indecision, positive peer influence increases career awareness and motivation. In order to promote constructive career development, the study emphasises the necessity of organised peer mentoring programs.

1. Introduction

A person's career is shaped by a variety of social, psychological, and environmental factors throughout their lifetime. Peer relationships have become one of the most important factors in influencing academic performance, aspirations, and career decisions. Because of their developmental stage and socialisation patterns, adolescents are especially vulnerable to peer pressure. The purpose of this study is to examine how peer relationships impact career development and how much peer pressure influences students' academic and career decisions.

1.1. Significance of The Study

Teenagers must select a particular field of study, such as commerce, science, the arts, or professional subjects, as they enter the secondary stage, which is a stage of curricular diversity. Even if professional growth is a continuous process and does not remain static in the life of a progressive human, teens are expected to make employment decisions at the secondary stage, which is a stage of the diversity of careers. Teens need to be involved in academic decision-making since the decisions they make will have a big impact down the road. Making a professional decision is frequently a difficult task and a necessary life

decision, especially when there are many options available. One's job choices determine their place in the workforce in the future. At this stage, making sensible choices and exhibiting professional maturity not only fosters personal growth but also aids in the nation's efficient use of its people resources. important consideration when choose a career. The ability of teenagers to hold a suitable employment in the future depends on their level of career maturity. Their educational objectives have a big impact on their behaviour and career choices, especially during adolescence. Early adolescence, which lasts until the end of high school, is a period of maturity that involves both mental and physical development. A person is said to be mentally mature when they have reached the highest level of intelligence. A for the future throughout this period.

As the youngster gets closer to puberty, he must deal with the question of his future. The problem becomes a substantial and personal dimension when students are forced to choose between going to college and getting a degree. Making the correct decisions regarding their education and employment is now very important to teenagers. It has been found to be an essential strategy for raising student interest in the lifelong learning process.

2. Review of literature

A study on the effects of career self-efficacy and career maturity on young people's capacity for career planning was conducted by Jasmi Bin Abu Talib et al. (2016). The study's findings indicate that career counsellors and nursing educators could help nursing undergraduates become more mature professionals by elucidating the crucial roles that internal attributions and future temporal perspective play, as well as by facilitating their transition from second to clinical practice.

Rosenqvist (2018) looked at two ways that peer pressure impacts upper-secondary students' application conduct. Peers ironically influence each other's educational decisions. Students are less likely to take risks with their education when they are with accomplished peers, but they are also more willing

to follow one another's example. This study examines how peers influence one other's choices regarding academic tracks in upper-secondary education through these two peer influence functions. The results showed that students are more prone to emulate their classmates who are in their in-group.

3. Research methodology

3.1 Research Design

This study examines the function of peer relationships in career development using a descriptive research design. The study uses both qualitative and quantitative approaches to examine how peer relationships affect teenagers' academic motivation and career goals.

3.2 Objectives

Analyse how peer relationships affect students' goals for their careers.

To evaluate how peer pressure, both good and bad, affects choosing a career.

To evaluate the relationship between academic achievement and peer influence.

3.3 Population and Sample

High school students from both urban and rural educational institutions make up the study's target population. Since they are in a critical phase of career planning and decision-making, the study focusses on students in grades 10 through 12.

3.4 Data and Sources of Data

Semi-structured student interviews and structured surveys were used to gather primary data. Scholarly publications, educational reports, and earlier research studies on peer influence and career development were the sources of secondary data.

3.5 Sampling Method

To guarantee representation from various demographic backgrounds, such as gender, socioeconomic status, and school type (public and private), a stratified random sampling technique was employed. Fifty students were chosen for in-depth interviews out of the 200 students who completed the survey.

3.6 Limitations of the Study

Peer influence outside of secondary education is not taken into consideration, and the study is restricted to high school students.

Self-reported information could be skewed or overstated. The study's narrow geographic focus limits its applicability to a larger population.

3.7 Statistical Tool

For quantitative data, SPSS was used for data analysis, which included regression modelling, correlation analysis, and descriptive statistics. Key themes and patterns were extracted from student responses using thematic analysis of qualitative data.

3.8 Reference Period

The research data collection and analysis lasted from August 2024 to December 2024

3.9 Scope

The study looks at how teenage career decisions are influenced by peer relationships. In order to improve career maturity, it offers insights into both positive and negative peer influences and recommends interventions like peer mentoring programs. The results are meant to help parents, educators, and legislators comprehend how crucial peer relationships are in determining students' futures.

Findings

1. Role of Peer Influence in Career Development

- Peer relationships significantly influence individuals' career goals and decisions.

- Students with supportive and academically inclined peer groups tend to set higher educational aspirations and engage in better career planning.
 - Conversely, negative peer influence can result in career uncertainty, academic distractions, and decreased motivation.
2. **Educational Aspirations and Career Decision-Making**
- A strong correlation exists between peer support and educational aspirations; students with academically motivated peers are more likely to pursue professional and higher education programs.
 - Many students base their career choices on peer suggestions and common academic goals.
 - However, peer pressure can negatively affect certain students' career decisions, leading them to prioritize social approval over personal interests.
3. **Academic Performance and Peer Pressure**
- Peer groups significantly impact study habits and academic performance.
 - Positive peer pressure encourages students to be more disciplined, cooperative, and motivated in their studies.
 - On the other hand, negative peer pressure can contribute to poor academic performance and unclear career paths due to distractions or unhealthy competition.
4. **Emotional and Social Support**
- Peers provide emotional support during academic stress, career transitions, and decision-making.
 - However, peer competitiveness and conflicts can induce stress and anxiety, and misinformation from peers about career choices may lead to poor decisions.

Suggestion

Encouraging Positive Peer Influence

- Promote mentorship programs, career discussions, and peer study groups among students.
- Educational institutions should foster collaborative learning environments that positively influence students' career aspirations.

Career Counseling and Guidance

- Schools and colleges should implement structured career counseling programs to support students in making well-informed career choices.
- Career mentors should educate students on distinguishing between positive and negative peer pressure.

Awareness Programs on Peer Pressure

- Organize awareness campaigns and workshops to help students manage peer pressure when making career decisions.
- Encourage students to choose careers based on their interests and skills rather than societal approval.

Strengthening Emotional Support Networks

- Establish peer mentoring programs where senior students assist junior students with career planning.
- Encourage peer-led career discussions in schools to facilitate the exchange of career insights and exp

IV. RESULTS AND DISCUSSION

Table 4.1 Represents Age of Respondents

Age	frequency	Percentage
18 to 23	64	86
23to30	10	14
Total	74	100

From the table 2 it can be seen that 86 percent (n=64) respondents are belongs to the category 18 to 23 and 14 Percent (n=10) respondents are belongs to 23 to 30 category.

Table 4.2 Represents peers significantly influence your career decisions

Do you feel that your peers significantly influence your career decisions	frequency	Percentage
Yes	55	74
NO	19	26
Total	74	100

From the table 3 it can be seen that 74 percent (n=55) respondents are belongs to the category Yes and 26 Percent (n=19) respondents are belongs to No category.

Table 4.3 Represents Do you believe that social learning from peers has impacted your career choices?

Do you believe that social learning from peers has impacted your career choices?	frequency	Percentage
Strongly agree	18	24
Agree	40	54
Disagree	15	20
Strongly disagree	1	1
Total	74	100

From the table 9 it can be seen that 54 percent (n=40) respondents are belongs to the category Agree 24 Percent (n=18) respondents are belongs to category Strongly agree it can be seen that 20 percent (n=15) respondents are belongs to the category Disagree 1 Percent (n=1) respondents are belongs to Strongly disagree category

Table 4.4 Representing Have peer relationships played a role in your career advancement?

Have peer relationships played a role in your career advancement?	frequency	Percentage
Yes	50	68
NO	24	32
Total	74	100

From the table 10 it can be seen that 68 percent (n=50) respondents are belongs to the category Yes 32 Percent (n=24) respondents are belongs to No category

Table 4.5 Representing Do you think peer influence varies across different industries?

Do you think peer influence varies across different industries?	frequency	Percentage
Yes	54	73
NO	20	27
Total	74	100

From the table 11 it can be seen that 73 percent (n=54) respondents are belongs to the category Yes 27 Percent (n=20) respondents are belongs to No category

Table 4.6 Representing Have you observed that younger peers influence each other more than older peers?

Have you observed that younger peers influence each other more than older peers?	frequency	Percentage
Strongly agree	21	29
Agree	30	41
Disagree	20	28
Strongly disagree	1	1
Total	74	100

From the table 12 it can be seen that 41 percent (n=30) respondents are belongs to the category Agree 29 Percent (n=21) respondents are belongs to category Strongly agree it can be seen that 28 percent (n=20) respondents are belongs to the category Disagree 1 Percent (n=1) respondents are belongs to Strongly disagree category

Conclusion


This study emphasises how important peer relationships are in determining students' academic achievement and career goals. While negative peer pressure can result in career indecision and disengagement from studies, positive peer influence promotes motivation, goal-setting, and academic engagement. The results indicate that while utilising positive peer interactions for career development, structured peer mentoring programs, career guidance initiatives, and parental involvement can help lessen the negative effects of peer pressure. To investigate the long-term effects of peer influence on career advancement, future research should concentrate on longitudinal studies. To improve students' career maturity and decision-making skills, educators and legislators should think about incorporating peer support groups and career counselling.

REFERENCES:

- Erik Rosenquist (2018) reviewed two functions of peer influence on upper- secondary education application behaviour, *sociology of education* 91(1):72-89
- Lanyan Ding, Ian Newman.M, Eric Bushs.S, Duane Shell.F, (2018) examined the Influence of peer pressure and self-efficacy for alcohol self-regulation on Chinese University physical education students' drinking behaviours, *Advances in Physical Education*, 8: 46-57.
- Mohammad Imran Ali (2018) made a Study of educational aspiration and academic achievement of senior secondary school students in relation to gender and area, *ZENITH International Journal of Multidisciplinary Research*, 8(4): 34-38.
- Hughes, Amber N.; Gibbons, Melinda M. (2018) Understanding the Career Development of Underprepared College Students. *ournal of College Student Retention: Research, Theory & Practice*, 19(4), 452-469.
- Pooja Sharma and Abha Ahuja (2017), A study on career maturity of Indian adolescents with respect to their educational settings, *International Journal of Home Science*,3(1):242-245.
- Joel Ogutu J.P., Peter Odera, Samwel Maragia, N. (2017).The effectiveness of peer pressure on students career decision making in secondary schools in Kenya. *JARS International Journal of Humanities and Social Studies*. 111(3): 16-32.
- Shruti Gulati (2017) investigates the Impact of Peer Pressure on Buying Behavior,*International Journal of Research Granthaalayah*,5(6):280-291.
- Gupta.S and Bashir.I.(2017) Educational aspiration of secondary school students: Influence of school environment and parental encouragement, *International journal of applied business and economic research*, 15(21).

Sejal Dangar

Sejal_final_draft[1].docx

 Parul University

Document Details

Submission ID
trnoid::3117-440655229

Submission Date
Mar 19, 2025, 9:31 AM GMT+5:30

Download Date
Mar 19, 2025, 9:36 AM GMT+5:30

File Name
Sejal_final_draft[1].docx

File Size
1.4 MB

85 Pages

20,375 Words

113,874 Characters

 iThenticate Page 1 of 91 - Cover Page

Submission ID trnoid::3117-440655229

 iThenticate Page 2 of 91 - Integrity Overview

Submission ID trnoid::3117-440655229





7% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

• Bibliography

Match Groups

-  93 Not Cited or Quoted 5%
Matches with neither in-text citation nor quotation marks
-  12 Missing Quotations 1%
Matches that are still very similar to source material
-  26 Missing Citation 1%
Matches that have quotation marks, but no in-text citation
-  5 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 4%  Internet sources
- 4%  Publications
- 0%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.