



Career Aspirations and Mental Health of Class 12th Students Depends Upon Socio-Economic Status

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Abstract -The information in this article is based from my M.Phil. dissertation, which concluded that a student's career aspirations are mostly influenced by either their parents or themselves. In this article, we examine how students' career aspirations and mental health are influenced by the socioeconomic status of their parents. We are aware that parents' initiatives to earn a reputation in their life have always placed a pressure on students. Parents claim that securing an excellent job is the key to achieving this. However, we observe that many students, both academically and professionally, also have their own objectives that are especially tied to their employment. Information and technology are also assisting people in making their job path decisions. They can occasionally also be impacted by movies and television. Their desire to copy their role models is sometimes also inspired by television and movies. In many instances, counselling and career assistance are offered by the schools itself, which has an impact on the students. Unfortunately, it really does not appear that students from diverse social groups share the same job objectives. The students are under a lot of pressure in these conditions of fast societal change. Individuals receive advice about their career decision from their parents and other family members, but they also experience peer pressure. Students may experience mental stress and poor mental health as a result of this. As a result, a prior M.Phil. study sought to comprehend and analyse the type of professional and academic goals of students in their 12th grade at two schools in Lucknow, the capital of Uttar Pradesh. We are going to utilize the study's findings to learn more about the mental health of students.

Keywords : Career Aspirations, Socio-Economic Status, Educational Career Aspirations, Occupational Career Aspirations, Motivation.

Introduction- In this article, we examine how students' career aspirations and mental health are influenced by the socioeconomic status of their parents. We are aware that parents' initiatives to earn a reputation in their life have always placed a pressure on students. Several studies have suggested and highlighted the fact that young people in school are impacted by a variety of factors when deciding on

their professional paths. Kaur (2012) argues that a variety of factors, including class, gender, ethnicity, and parental pressure, have an impact on school students' professional goals. Yet Roy (2015) suggests another element affecting career aspirations. He asserts that students in the 12th grade are much more mature in terms of their careers. In addition to these, Das and Bhagwabati (2016) have stressed that there is no distinction between rural and urban girls' career aspirations. We additionally have a specific study by Shaidul and Karim (2015) that demonstrates that students' ambitions for higher education are influenced by their socioeconomic situation and their families' social capital.

Hence, research reveals and highlights several aspects that have an influence on student's career goals at the school level. We are also clear that today, there is additional pressure to perform well and adjust to constantly growing technologies (Kumar 2014: 185-86). Recognizing the different influences on students in Lucknow which force them to choose one career instead of another. We need to be aware of the level of pressure these students are experiencing.

Methodology- This study uses a descriptive-diagnostic research design. Although it was intended to adopt a mixed methodologies approach, which combines quantitative and qualitative research methods, time limitations stopped this from happening. Two senior secondary (10+2) schools in Lucknow city to make out the study's sample. One was a private school and the other was a government school in terms of management type. The government school was close by the private school, which was to be considered the best in Lucknow, so that the student catchment areas for the two institutions would be about equal. 75 class 12th students from each school, chosen at random to ensure that both males and girls were part of the sample, constituted the sample. To ensure that both boys and girls were represented in the sample, 75 12th class students from each school were selected at random to make up the sample. But only 110 sample was collected (46 from the private and 65 from the government school). Research tools for data collection included a questionnaire and interview scheduled that was to be administered to the students who formed part of the sample. But finally, only questionnaire could be used because of time limitation. Both primary and secondary data sources were used for the study. SPSS was used for data analysis.

Discussion- In the table depending on location, we can see the students from both schools. Among the private school students, nearly all (95.7%) reside in cities, but only 69.2% of the students from government schools do. Just 4.3% of the students from private schools live in the village, compared to 30.8% of those from the government school. According to a study conducted by M. L. Wangoo and Mahmood Ahmad Khan at the University of Kashmir in January 1991 titled "Socio-Economic Status and Academic Achievement - A Comparative Study of Government and Private School Students," result shows that students attending private schools are generally in better economic position than those attending government schools. According to another study "Rural Education in India: a scenario" that Eighty-seven percent of the schools in India are in the country's villages. 71.0% of village and economically disadvantaged students attend government schools, while 24.3% attend private schools, according to government figures and independent studies. Almost 90% of rural elementary schools are run by the government. If you examine why students attend government schools, you will discover that their economic lack of development is the cause of the issue. Thus, economic weak position is the main reason why city students attend government schools means their parents' socio-economic status is weak.

Only 73.8% of students at government schools live in pucca homes, compared to 100% of students at private schools, according to a table that falls down housing types. It is known that some students who attend public schools live in mixed-house, slum, and kutch house. Also, this data demonstrates that students who attend government schools do not enjoy a high standard of living. For families with children attending government schools, a chart that breaks down income sources shows that 29.2% of occupations in the labour force and private employment account for a higher percentage of families' income. Nonetheless, business is the primary source of revenue for most families with students in private schools. This information demonstrates that government school students' financial situation is not as excellent as that of private school students.

Most students at both schools are from the middle class, with government schools having a higher percentage (69.2%) than private schools (58.7%), when we comparing social classes of the students in both schools. In contrast to government school students, who constitute a greater percentage (86.2%) of the student population, a smaller number (67.4%) of children who attend private schools are middle class. While greater percentage (67.4%) of students attending the private school belongs to the middle class, but compared to the government school, higher percentage (86.2%) of students belong to lower class. A study conducted by Ali, McWhirter, and Chronister (2005), people from lower social classes often exhibited weaker career-related self-efficacy when it came to their professional aspirations. "Those from higher social class backgrounds tend to be more successful in developing career aspirations and are generally better prepared for the world of work because of access to resources such as career offices, guidance counsellors, better schools, high level "social actors," and familial experience with higher education (Diemer & Ali, 2009).

According to the data on age, more students aged 18 (36.9%) were enrolled in the government school, while in the private school (58.1%) the average age of students is 17. In the While 19-year-old students had not founded in the private school, those in the government school did so and their founding percentage was (16.9%). My research supports a 2013 study by Reardon, Valentino, Kalogrides, Shores, and Greenberg, which discovered that adolescents from low-SES families enter high school with literacy abilities that are on average five years behind those of students from high-income homes. There is another study conducted by Morgan, Farkas, Hillemeier, and Maczuga (2009) found that academic skill development is slower for children from low-SES homes and communities than it is for children from higher SES groups. My research also offers same evidence. Moreover, college - going students from low-SES backgrounds are less likely to have access to informative resources regarding colleges, according to Brown, Wohn, & Ellison (2016).

In accordance with the table of qualifications for student fathers. shows that the highest percentage of Government school student father's education (33.8%) is IX- XII class. But a higher percentage (33.8%) of Private school father's education found up to post-Graduation. A table based on fathers' occupations of students, students whose fathers are typically employed in the labour force (38.5%) in government schools, as opposed to businesses (39.1%) in private schools. A study conducts by Strohschein LA. "Household income histories and child mental health trajectories." SES and mental health have long been found to be negatively correlated. In other words, the likelihood of the child having mental health issues increases

with lower parental SES. According to conceptual approaches and facts, persistent poverty has a greater impact than current poverty on children's mental health, especially aggressive activity. Further in this context a study by Breen and Goldthorpe from 1997, has result that fathers in salaried jobs should be more conscious of the value of education and should therefore make greater investments in their children's education. But low SES students generally join government schools or have no formal education. "Children coming from lower SES families are more likely to manifest some psychosomatic symptoms or non-adaptive behavior" according to Patterson G, De Barsyshe B, Ramsey E. On the other hand, Bhalotra and Heady (2003) and Basu, Das, and Dutta (2003) discover that parents are less likely to invest in their children's education when direct occupational conversion or exchange of capital is an option to get their children a desirable job in society. So, compared to people with independent jobs, farmers and company owners could feel less inclined to invest in their children's education. Furthermore, as small farmers are more likely to expect their kids to assist with land maintenance, the opportunity costs of sending them to school may be substantial amount for them. Another study conducts by Danzig AP, Bufferd SJ, Dougherty LR, Carlson GA, Olino TM, Klein DN. confirmed that preschool and school age children suffer from various forms of stress within their immediate family. Stress, psychological harassment, various forms of abuse that significantly affect the growth and development of every child.

Noble KG, Houston SM, Kan E, Sowell ER. Brito NH, Noble KG. stated in their article that the development of brain regions crucial for the children's cognitive abilities is probably caused by differences in how stress is experienced. There is also evidence from Fluss J, Ziegler JC, Warszawski J. reasearch that stress itself primarily impacts the brain and limbic system, has a major effect on a child's emotions, and results in excessive cortisol production, which damages chromosome telomeres and ultimately results in rapid cellular ageing and decreased lifetime. Further, they asserted that due to various problems that other children can see, children from lower SES families are frequently the targets of bullying by their classmates. Selecting personal attire, stationery items, or even just a school snack, if a student can afford it, can lead to awkward circumstances. One of the worst types of violence is mental abuse, although it can take many different forms and have varied effects on everyone. It most frequently shows itself as alienation, stress, and melancholy in school-aged children. When they feel like they are better than some of their peers, boys can further enhance the development of violence. Moreover, it has been found that children who have experienced different types of abuse and harassment generally reach adulthood to execute abuse themselves.

We saw that in the government school, about 40% of students' moms are illiterate, while in the private school, about half of students' mothers (45.7%) are graduates. Although most of the moms in both schools are housewives, the government school percentage (80%) is higher than the private school number (65.5%). Morgan et al. (2009) found a correlation between a mother's SES and her child's lack of focus, interest, and collaboration in school. Lakwo (2007) also makes the case that mothers who are gainfully employed and contribute to the family's money have greater sway over decisions affecting the family than do women who are not employed. Consequently, both explanations show that low-SES students lack interest in studying.

There is substantial proof that children of more educated parents are more likely to attend school and are less likely to drop out (UNESCO, 2010; Huisman and Smits, 2009; Ersado, 2005; Buchmann and Brakewood, 2000; Colclough, Rose and Tembon, 2000; Shavit and Blossfeld 1993). Breen and Goldthorpe (1997) asserted that parents who had acquired a specific educational level could desire their children to pursue their goals as well. Emerson and Portela Souza (2007), Shu (2004), Kambhampati and Pal (2001), and Fuller, Singer, and Keiley (1995) have argued that the mother's education might also be extremely vital for a girl's involvement in school. Moms who have successfully completed a particular level of education have seen its value and are aware that girls can attain that level. Low SES early childhood has been linked to poor mental, linguistic, memory, and socioemotional processing, which leads to poor adult health and income, according to Aikens & Barbarin (2008). The academic progress and results of kids are frequently significantly impacted by the under resourced school systems in low-SES communities.

So, from above arguments we want to prove that a parent's SES seems to have an impact on their child's future, and demonstrates that how low SES children's education, schooling, and future are influenced by their parents' educational background and line of work. Consequently, such children struggle with poor academic performance, low career aspirations, and mental stress related to the future. It, to a certain extent, relates to issues with students' mental health.

Conclusion- Let us, finally, very briefly discuss the main conclusion of the study specifically focusing on my III hypotheses that is “Parental socio-economic status of students influences their career aspirations much more than other factors.” So, in this regard, we found that most of the general category students have chosen their academic career on their own, followed by scheduled castes and OBC students. Parents come second in influencing their child in general caste students. Among most of higher-class students were motivated by self and parents respectively. Similarly, among lower class students were motivated by self and parents respectively. However, middle class students were motivated by parents. Moreover, it is seen that the upper-class students were motivated by famous personalities also. Regarding choice of occupation, it was observed from the data that highest percentage of students who is self-motivated is those whose father's occupation is government service. Next, lot of self-motivated students is those whose fathers' occupation is private sector job, labour, business, and agriculture. Thus, it emerges that self-motivation of students is the most important factor influencing their career choice. This is followed by their career choice being influenced by their parents. It may be noted that self-motivation of students is linked with their parental socio-economic status. So, in the final analysis, it is the parental socio-economic status of students that influenced the career choice of students irrespective of their affiliations like caste, class, fathers' occupation. But it is not always the case that higher the parental socio-economic status of students, higher would be the influence of parental socio-economic status is influencing their career choice. Further, it also becomes clear from the data that the role of other factors, such as school, relatives, friends, and neighbour have very little influence in determining their career choice. Hence, finally it can be said that hypothesis is found to be largely valid.

Therefore, it is visible from the presented data that parents' socio-economic status has impact on students career aspirations.

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