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## **IMPACT OF SOCIO-ECONOMIC FACTORS TO EDUCATION CAREER CHOICE**

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### **ABSTRACT**

*Social class is often examined across social science disciplines and contains two distinct parts: socioeconomic status (SES) and subjective social status (SSS). Researchers have established that college students from various SES backgrounds experience college differently, however little research has examined how universities and those that work with college students can help aid the career development of students given their SES. Career development is a broad area of research; therefore, the current study examines a number of career development variables that are key in understanding college students' career development, such as career adaptability, career decision-making difficulty, work values, and vocational interests. All can influence career development in different ways and have been found to be directly related to job satisfaction and positive mental health outcomes. Therefore, the current study examined how SES and SSS interact to predict career adaptability, career decision-making difficulty, work values, vocational interests, and interest-major congruence. Results suggest a significant relationship between social class and the work values of Comfort and Safety. Implications and limitations of findings are discussed. In the Indian subcontinent, students pay utmost importance to choosing a career as it determines people's status in society. The notion of the research was to explore the influence of socioeconomic status on students' career choices.*

**Keywords:** *Socio-Economic, Education Career*

### **INTRODUCTION**

Extensive study that is based on Gottfredson's theory (1981) reveals that youngsters begin to limit their job alternatives depending on the information that they obtain from their surroundings. This is due to the fact that the employment is a significant factor in determining a person's standing within the community (Brown, 2002). Holland (1997), a psychological theorist, stated that culture has a substantial influence on the decision to pursue a certain line of work. According to Hughes and Thomas (2013), a person's decision about their chosen line of work is influenced by a number of psychological and social aspects. Because of this, deciding on a path for one's professional life is consistently regarded as one of the most challenging aspects of adulthood. However, a significant number of scholars (Agarwala, 2008; Ferry, 2006; Ma & Yeh, 2005) contend that socio-economic status (SES) is the most important element that plays a role in the selection of a professional path. According to Thomson (2015) and Obiyo and Eze (2015), social status (SES) refers to the position or social standing of a person or group in any society. Access to resources is a component of the socioeconomic status (SES) theoretical concept. This access might be at the person, family, or community level. According to Psaki et al. (2014), it is typically characterized as a mix of an individual's economic, social, and occupational standing, and it is assessed by an individual's income or wealth, education, and employment. According to research published in 2008 by the Centre for the Study of Higher Education, it is proposed that a mix of numerous

additional demographic criteria, such as parents' education status, work status, parents' income level, parents' education level, and the community to which they belong, be included as parts of SES. According to Murry and Pujar (2016), a student's socioeconomic position is defined by the employment of their parents, the educational degree of their parents, and the monthly income of their household. Multiple pieces of study (Arulmani et al., 2003; Garg et al., 2002) have come to the conclusion that the educational level, employment, and income level of parents have an impact on the career choices of their children. Doyle's research (2011) shown that an approach to choosing a job is dependent on the life experiences gained from one's surroundings, which in turn add to the individual's cultural capital. According to Monem and Baniamin (2011), a sizeable percentage of the population of Bangladesh has a strong desire to pursue further education. The fact that a person's social standing in this subcontinent is primarily dependent on their educational background, money, and classification in the workplace, among other factors, is probably what drives many to pursue higher education there. It is a common misconception that a person's salary and designation would satisfy the aspirations of recent graduates and ensure that they will have a happy and successful life in the future. In addition, according to the findings of a research conducted by Doyle (2011), university students who come from backgrounds with lower socioeconomic status have a different perspective on the requirements of a vocation than students who come from households with relatively better socioeconomic status. According to Abdo et al. (2016), the period during which tertiary level students are required to make choices that will have a significant impact on the life of a graduate is of the utmost importance. As a result, the purpose of this research is to investigate the extent to which students in Bangladesh who are enrolled in postsecondary education are influenced by their families' socioeconomic standing while making career decisions.

In this present circumstance, one of the most crucial instruments for determining one's socioeconomic standing is one's occupation. A profession is any vocation, particularly one that calls for extensive education and/or experience. A person's choice of an employment during the beginning of their working life is one of the most important factors in determining the trajectory of their career growth. People actively gain a wide variety of skills and information in order to advance in their employment and achieve greater social position. In a culture that is both technologically and socially complex, education and training play a significant role in assisting individuals in determining the types of vocations they are interested in pursuing and directing them in the progression of their careers.

Education in Library and Information Science (LIS) will have been available in India for one hundred years as of 2011. It is time for self-reflection, and it is necessary to be aware of the current condition of LIS as well as the areas in which it may be improved. The research benefits from having a context provided by history since it provides a picture of how something has grown and developed through time. This article provides a look at some of the significant historical advancements that have taken place in LIS education in India since the program was first established. The first classes in library and information science (LIS) were offered in India around the turn of the 20th century. There is a great body of literature that gives credit to Sayyaji Rao Gaekwad, who served as the Mahajan of the princely state of Baroda back in those days. for being the driving force behind the LIS education movement in the nation. William Alanson Borden and Asa Don Dickinson, both from the United States, are credited as becoming the first LIS Teachers in India. Within the scope of the current research, efforts have been made to get an understanding of the socioeconomic issues as seen through the eyes of students who are enrolled in Library and Information Science classes. According to House and A (1988), in their research on library school students, they analyzed the factors that influenced students to choose a profession in library science. Additionally, he compared LIS jobs to careers in alternative occupations, and he

concluded by stating that LIS students had exceptions on placement and earnings. In addition, he conducted a comparison on new LIS students and those with previous expertise. A survey of master of LIS students and other individuals in Hong Kong was carried out by Dukic (2014). According to what he found in his research, the most important component in deciding to become a librarian is a desire to help others. Then he goes on to say that the growth of the LIS profession is crucial, and that this should be accomplished by concentrating on the applications and services of ICT, Marketing, and academic research activities. According to Issa and Nwalo (2008)'s research, undergraduate students in India are selecting the library and information science (LIS) field in increasing numbers.

They conduct an investigation into the fact that the vast majority of LIS students have selected Library Science as their second option. More than 38 percent of current students have been influenced by former library students and members of the LIS profession. The research comes to the conclusion that despite the popularity of some fields of study, including as accounting, medical, and law, it is important for the public to be aware of the LIS profession. Mau (2003) conducted research on the relationship between racial and gender identity and job ambitions in the field of technology professional vocations. He discusses the factors that have a role in a person's decision to pursue a certain line of work, including their self-concept, the participation of their parents, their financial situation, and their level of academic success. In addition to this, he discusses the fact that males were more likely than women to continue pursuing technology career goals. Finally, he came to the conclusion that academic prowess and an efficient use of one's own time were the two factors that best predicted continued employment in technology professional occupations.

Everyone's life revolves around their immediate and extended families more than anything else. Every person is inevitably going to be a part of a family at some point in their life, whether it be from the moment they are born or even before that. Families have learnt how to adapt and survive in spite of the societal changes that have occurred during the 20th century, and they continue to be actively engaged in the many aspects of the lives of their members. This, however, cannot be said of marriage, which in the past had a strong connection to the idea of family but, in modern times, does not have the quality of incorporating their offspring. There are many unmarried couples who choose to start families by having children, either in a common-law partnership or occasionally by taking up the task of solo parenting. Putting this to the side for a moment, the context of the family cannot be ignored.

There is a family before there is a person, and it is within the framework of this family that the individual grows and develops throughout the formative years of their schooling. A person's socialization and development are each uniquely influenced by the kind of homes, educational systems, and communities in which they are raised. In this way, the overarching purpose of this research is to get an understanding of the significant role that parents play in the acknowledgment of issues as well as the decision-making processes. Therefore, it lends credence to the idea that the family unit is an essential component in the mental health of children.

Family not only extends in time or the present from the first stages of socialization, but it also produces an atmosphere of closeness. Individuals may have a better knowledge of the effect that their families have on their lives and the career direction that they can receive from their families by focusing on the affective and emotional interactions that give a family its substance. The fact that a more strong and universally valid alternative has not been identified despite the fact that several efforts have been made is evidence of the resilience of families. The purpose of this research is to get an understanding of the factors that contribute to

the formation of a student's professional goals, with a particular emphasis on the roles played by the student's parents.

Some authors have established a close connection between a student's socioeconomic level of origin and their level of success in higher education. This is due to the fact that families with higher socioeconomic status have a greater capacity to support and maintain their child's career, as well as provide information and resources for career planning and decision making.- Bulgarelli, Rivera, They describe decision-making as the capacity of a person to acquire all of their own knowledge, the traits that each career has, and the aim of selecting a job that delivers both personal and professional accomplishment. In addition to this, we offer the definition of a career according to Baglama, which is the "synthesis of work roles that a person experiences throughout the course of their life." Indecisiveness is a common trait among adolescents, and this trait leads them to attribute subjective probabilities to their decisions despite the fact that they have a limited amount of information about the topic in question. This trait can, in some instances, cause parents to steer their children toward a line of work that is not a good fit for the child's personality out of fear that the child will select the incorrect line of work, which in turn can lead adolescents to feel pressured by the expectations of their parents. In addition to this, they are economically dependent on their parents, which further compels them to conform to the decisions made by their parents.

Students go through a period of hesitation during such times, which may also be seen by parents and is often ascribed to the immaturity of their children. In the realm of education, it seems that parents have only a limited capacity for exerting an indirect impact on their children. Other characteristics, such as self-concept, motivation, and self-esteem, mutually impact each other and help configure an adolescent's personality. Psychosocial variables that influence an adolescent's decision-making are dictated by other aspects that mutually influence each other, configuring the adolescent's personality.

Whiston and Keller identified two distinct spheres of parental influence. The first of these refers to the individuals' personal traits, such as their parents' work or educational level. The second, on the other hand, focuses on a less tangible aspect that includes the home environment or the parents' expectations for their children. Both of these spheres of parental influence are important. Both of these processes are connected and work together to interact with one another to impact the educational choices youngsters make. Given that adolescence is such a crucial time for the formation of an adult's personality, it is particularly vital for adolescents to use the methods and personal skills they have acquired throughout their lives in order to deal with the difficulties and pressures that come with their academic lives. It has the potential to boost both the students' personal and intellectual growth, as well as assist avoid poor academic performance.

It is crucial for parents and their interest in the aforementioned choices to give support for their children rather than taking direct action and attempting to transfer their preferences to their children in an effort to have some kind of control over them. There is, however, a real dread that defiant teenage sentiments would lead to a different option just because it goes against the desires of their parents. However, research shows that there is a consistent level of agreement between parents and children, with seven out of ten kids making decisions that are in line with what their parents want for them. When, on the other hand, children make decisions that are in contrast to those of their parents, the behavior that is most prevalent within the setting of the family is acceptance and respect. This is a logical attitude given that parents believe that their children are the ones responsible for making that decision, and as a result, the objective is not to push or force their opinion on the teenagers in question.

The educational degree of the parents is a significant variable that is connected to the parents. Children who have parents who attended or graduated from college have a greater chance of also attending college themselves. Roughly half of all parents who have earned a graduate degree also have children who have achieved the same level of education. These children go to college, and the majority of them major in something that is related to the line of work that one of their parents is in. The data that was discussed before makes it very evident that in the other scenario, with parents who did not complete their degrees, there is also a widespread propensity for such parents to want their children to pursue higher education as a method of achieving generational social mobility.

### **Importance Of A Career**

It may be stated in very simple terms that it is a means of sustaining one's living. It is a highly specialized career or vocation, despite the fact that the phrase itself is fairly general and encompasses the majority of jobs. A person's progression through life, particularly in a job or vocation, using education as a tool and following a path that is guided by their own personal interests is referred to as a career. It refers to the situation in which a person chooses a certain path in order to engage continuously in a particular vocation. A career is a means of providing for one's life. It is a path or a job that is selected and trained for in order to potentially progress one's personal interest, which may also be due to reasons relating to one's living environment.

### **Those Factors That Play a Role in Deciding on A Career**

The many options that might be pursued as a career over one's whole life. These careers (vocations) are organized in a framework of several approaches that lead to the achievement of personal objectives. The pursuit of professional, educational, and sociological endeavors, as well as the satisfaction of personal, social, economic, and intellectual goals, is the focus of this exploration. In the context of this research, the term "career choice" refers to the decisions made by students about their professional path. When a student is given the option to pick their own professional path, this is referred to as "career by choice." The decision is based on what is in their best interest. When students are pressured to adopt a certain path for their profession, either by their parents or by any other individual or group, this indicates that there are some limitations placed on their ability to select the path that they would want to follow. These limitations may take the form of merit criteria or other considerations. According to the findings of the research published in 1957 by Super, Therefore, a student who has no value in school in order to lift themselves beyond their parent's level would most likely be considered as ungrateful by their parents. This is because raising oneself above their parent's level is the goal of education. According to the Britannica Encyclopedia (2002), the term "environment" refers to the collection of different physical forces that together form our surrounds and, in turn, have an effect on us. Students' choices of careers are susceptible to being influenced by the environment in which such careers are pursued. Personality is defined as a distinctive combination of a person's thinking, emotion, and behavior, as stated in the 2002 edition of the Encyclopedia Britannica. Students' perceptions of themselves in a position may be influenced by their personalities, which is another element that might play a part in selecting the professional path they ultimately choose.

Students are obligated to pick a profession that is congruent with their personalities since they will be required to follow the path they chose for the rest of their lives. Profession selection and employment successes are both directly correlated to the students' career choices. According to the Britannica Encyclopedia (2002), the origin of conduct is produced by forces operating on or inside a person, and the concept of motivation refers to what

it is that moves us. Students may have someone in their lives whom they look up to and admire, and they may be motivated to make a decision about their future careers by modeling themselves after that person. Motivation is another important factor in choosing a professional path. According to the website of the National Commission Wisconsin-Stout (1989), in the results of current study it is determined that one of every three college graduate could not find job despite having a college degree. This conclusion was reached based on the findings of the research. Michael Borchert (2002) Opportunities are options that present themselves in one's life, and they might do so in either a covert or overt way. The person has the opportunity to choose between two or more outcomes as a consequence of the choices or pathways they take. The outcomes that one chooses could be beyond that person's current capabilities, or they might not.

Students have the ability to choose any profession as their topic of study since opportunity is a determining element in job choice. Opportunity is comprised of elements such as market demand, developments in a particular field, economic conditions, and one's own level of contentment. Because many students have to finance their education according to the income of their families, socioeconomic background is also an essential factor that plays a part in the decision of the job path that students will pursue after graduation.

The educational history of a student also has an effect on the job path that they choose, since the choice of career path is often determined by merit standards, which are typically determined by the student's prior degree grades. The educational background is further broken down into two sub-factors: the most recent degree earned and the total number of years spent in school. According to the findings of a case study conducted by Brien (1996), six students from various high schools expressed interest in participating in a program called Work bound. During their time in high school, "work bound" is an opportunity of which only a select few pupils are given the chance to take advantage. Edwards and Quinter (2011) conducted research to show that selecting a future job is a difficult decision for students since it influences the sort of occupation that they want to pursue for the rest of their lives.

## **OBJECTIVES**

1. The Study Socio-Economic Factors to Education Career.
2. The Study Socioeconomic Status (Ses) And Subjective Social Status (Sss).

## **RESEARCH METHODOLOGY**

The current research makes use of both primary and secondary sources of information in its compilation of its findings. In this part, we will discuss the methodology that was used for the main data, as well as the sources that were utilised for the secondary data. It comprises the sample size, the technique that was used to acquire the data, and the tools that were used to analyse the data.

### **Data Gathering Sources**

The current investigation makes use of both primary and secondary sources of information. Personal interviews were conducted with each respondent as well as each respondent's parents in order to obtain the main data. When studying the expansion of higher education institutions and the number of students enrolling in such institutions in India, India and Bhopal District, the secondary statistics play an extremely important role. The vast majority of the information was gathered from a variety of statistical reports, including the

Census of India, the Statistical Handbook of Bhopal, the Statistical Hand Book of Bhopal District, the Annual Status of Higher Education of States and Union Territories in India-2012 (ASHESummary Report), the FICCI Higher Education Summit-2011 and 2012, the UGC Reports of Higher Education at Glance -2013, and the Reports of the Ministry of Human Resource Development. In addition, data gathered from a variety of websites were collected so that the research could conduct an analysis of the current educational climate.

The Selection of the Research Subjects and the Study Area Out of the thirty-two districts that make up Bhopal, the Bhopal District will serve as the focus of the investigation. This is because there is a very high literacy rate in the region (92,14%). In addition, this is the only jurisdiction that places equal value on the participation of males and females in higher education. The average literacy rate for males in India was 93.86 percent according to the Census of India-2011, while the literacy rate for females was 90.45 percent. According to the data, this district in Bhopal has the literacy gap that is the smallest at 3.41 percent. Amarpur, Ajampur, Bhanpur, and Dohaya are the names of the district's four taluks, which are located inside Bhopal. As a result, the current research was conducted in all four taluks, and a total of 400 respondents were chosen for the study, with each of the four taluks contributing 100 participants. The responses have been chosen on a taluk-by-taluk basis with the intention of achieving a more accurate representation of the student population throughout the whole of the district. This is done also owing to the fact that students from this district choose to attend schools in other districts or states in order to take classes that do not require them to pay a capitation fee, as well as for a variety of other personal and scholastic reasons. The information on the respondents, broken down by taluk, can be seen in Table 3.1.

**Table 1 The number of people that responded**

Sl. No.	Name of Taluk	Size of Sample		Total	Per cent
		Professional Education	Non- Professional Education		
1.	Ajampur	50	50	100	25.00
2.	Amarpur	50	50	100	25.00
3.	Bhanpur	50	50	100	25.00
4.	Dohaya	50	50	100	25.00
	Total	200	200	400	100.00

According to Table 1, the research suggests that the four taluks are given similar priority in the selection of the respondents for analysis, regardless of the number of higher education students or the size of the geographical regions. The selection process used to choose the 100 responders from each taluk resulted in the selection of 50 professionals and 50 non-professionals. As a result, a technique known as stratified random sampling has been used to gather data from respondents who are currently enrolled in both of the courses in order to determine the factors that determine and motivate higher educational decisions. In order to arrive at a

meaningful conclusion, however, non-professional courses like arts, science, commerce, and management studies have been accorded the same level of priority as professional courses like medical, engineering, and law.

For the purpose of gathering primary data from the pupils and their parents, the researcher has prepared and pilot tested a questionnaire that is both well organised and comprehensive. An interview schedule was established on the basis of the information in such a manner as to prevent repetition and gather accurate information for the purpose of arriving at an inference and conclusion that have meaningful significance. Students enrolled in their first year of either professional or non-professional studies for the academic year 2012-2013 make up the pool of respondents that were chosen. The information about personal aspects such as gender, religion, caste, parental education, employment, occupation, income, size of family, kinds of homes, and motivating factors and challenges in higher educational choices was gathered via the use of questionnaires. Before the pre-tested schedule could be utilised in the field research, it needed to have a number of changes, including revisions, elaborations, corrections, and omissions. In order to get the information necessary for this study, the researcher conducted personal interviews with the respondents and provided them with an explanation of the objective of the data collecting process. Later on, the information on the demand for and supply of higher education was acquired from the principals and the office superintendents of the various colleges, both in person and over the phone. Following the completion of the data collecting phase, which included using an interview schedule, the information was processed with the use of a master table. Following that, categorization tables were constructed in preparation for further analysis. Calculators and the computer were used in order to carry out the data analysis that was required.

### **Scope Of the Study**

The current research has several restrictions, particularly with regard to the study location and the topic content. It examines the expansion of higher education institutions as well as the number of students enrolling in such institutions in India, India, and the Bhopal area. In addition to this, it investigates the position of the Indian educational system in the context of the international landscape. The socioeconomic situations of the respondents, as well as the demand for and availability of higher education in the study region, are the subjects of this research. This research investigates the reasons that drive people to pursue higher education. In addition to this, it investigates the relevance of employment generations and income prospects in the process of deciding which educational path to take. This research looks at the challenges that the respondents in the Bhopal district encounter while making decisions about their higher education.

### **How The Study Was Designed and Conducted**

The current research is broken up into seven different segments. The first chapter is an introduction that explains the issue, the relevance of the problem, the theoretical context, the aims of the research, the hypotheses, the methodology, the assumptions, the scope, the limits, and the organisation of the study. In the second chapter, a concise summary of relevant research carried out in India, the United States of America, Japan, England, and Germany is presented. It is covered under two sections, namely socioeconomic influence on higher educational attainment and socioeconomic impact on higher educational choices. Both of these are described below.



In addition to that, it addresses the research void that exists between this study and the ones that came before it. The third chapter discusses the position of the Indian educational system in the context of the rest of the world, the expansion of higher education institutions and the number of students enrolling in such institutions in India and India, as well as the development of literacy rates and literacy rates broken down by district in Madhya Pradesh. The profile of the Bhopal District is discussed in the fourth chapter. This chapter pays particular attention to the population and literacy rates by region, as well as the various forms of higher education and the expansion of higher educational institutions. In addition to this, it investigates the respondents' socioeconomic backgrounds, as well as the demand for and supply of higher education in engineering, medical, and arts and science institutions during the 2012-2013 academic year. The fifth chapter is the analytical section of the study, and it establishes a connection between socio-economic issues and the decision to pursue higher education. It also identifies the factors that motivate educational choices in the Bhopal area. The sixth chapter focuses on the respondents' points of view about the challenges they experience while deciding between different educational paths in the subject under investigation. The results of the current study as well as recommendations for more research are presented in the seventh and last chapter of the report. This chapter also provides a quick overview of the findings.

## **DATA ANALYSIS**

### **The Factors That Determine and Drive People's Educational Decisions**

This chapter provides an analysis of the elements that affect and inspire individuals' decisions about higher education in the Bhopal District. Higher education is often seen through the lens of human resource and economic development by economists, while educationists look at socio-economic background in relation to academic accomplishments. The current research investigates the connections between a number of socio-economic characteristics and the decision to pursue higher education. This is due to the fact that the decisions regarding higher education are influenced by a wide variety of factors, including gender, the education, employment, and income of the parents, the size of the family, the cost of education, the financial support of friends, relatives, and teachers, the expectation of income and employment opportunities, the social status of higher education, educational loans, and the size of the land. Although demographic variables are first associated to the rise in higher educational choices, socio-economic influences are emphasised after post-higher secondary level in every region of the globe. This is true even if demographic factors are initially related to the spike in higher educational choices.<sup>1</sup> However, the factors that influence a person's decision to pursue a higher education are not constant throughout time, locations, or socioeconomic settings. It has been observed that factors such as gender, caste, social class, and economic circumstances play significant roles in the northern states, but in the southern states of India, factors such as parental education, employment, income, and the sort of work are the primary predictors of higher educational choices. In addition, the factors that influence decisions on higher education in Madhya Pradesh many districts are substantially distinct from one another. In light of this, a serious effort has been undertaken to investigate the variables that influence and inspire residents of the Bhopal District to pursue higher education.

### **Gender**

There is a correlation between a person's gender and the field that they choose to study. It has been observed that there is a disparity between the abilities of women and the paths they choose to take in higher education. In point of fact, their choices are not determined by the amount of academic success they achieved in post-

secondary education. It is a well-established fact that the academic success of females in India is either higher than that of boys or on level with that of boys. However, they are unable to study the topic of their choosing since it is not available to them. This is owing to the fact that there is a scarcity of seats or intake capacity in certain academic programmes, as well as the expense and length of higher education, as well as a lack of success in the admission examinations. All of these factors are apparent explanations for the lack of consonance between educational objectives and disciplinary choices. In addition, the bounds of discipline not only restrict alternatives, but they also have an effect on the potential outcomes of women's lives in the years to come. In point of fact, a higher education is not directly related to a job path for the vast majority of young women. It has been observed that women, even those who come from financially stable homes, choose to pursue degrees in the arts and humanities since these types of programmes are less expensive, require less effort, and take less time to complete.<sup>2</sup> However, in the Bhopal District, where the majority of parents place equal significance on their children's higher education, the pattern of women's involvement in higher education and their choices are completely different from what is seen in the rest of the country. Within the scope of this research, a greater proportion of women than males are enrolled in higher education institutions. It may be seen that substantial numbers of female responders are present in both professional and non-professional courses. The gender-specific options for higher education are shown in the table below.

**Table 2 Higher Education Option Selection Based on Gender**

Sl.No.	Gender	No. of Respondents		Total
		Professional Education	Non-professional Education	
1.	Male	94(54.34)	79(45.66)	173 (100.00)
2.	Female	106(46.70)	121(53.30)	227 (100.00)
	Total	200 (50.00)	200 (50.00)	400 (100.00)

The association between gender and higher education choices made by male and female respondents is shown in Table 2 below. It can be observed that out of the total number of samples, which is 400, there are 43.25 percent male samples and 56.75 percent female samples. According to the findings of the research, there are 147 males and 153 females among the total of 200 samples taken from the professional education sector. The gender breakdown of students enrolled in non-professional courses is as follows: 39.5% males, 60.5% women. When compared to the number of women who participate in education, the number of males who do so is much lower (47% and 39.5%, respectively) than the number of women who do so (53% and 60.5%). However, it is

essential to take into account that the preference for a non-professional education is much higher among respondents who identify as female (60.5%), whereas it is only 39.5% among respondents who identify as male.

This is because the vast majority of parents come from low-income backgrounds and are not very knowledgeable about the many educational options available to their children. In point of fact, gender, the expense of professional education, and the availability of educational institutions in the local region are the reasons why low-income parents choose to enrol their daughters in a non-professional college rather than a professional college. Because of this reason, the proportion of women enrolled in non-professional courses is much larger than the number of women enrolled in professional courses. According to the findings of the survey, 46.70 percent of the total number of female respondents (227) choose for a professional education, while 53.30 percent select a non-professional one. Men, on the other hand, place less value on education that is not directly related to a vocation. It can be shown that out of all 173 samples, 54.34 percent of males choose for professional courses, while 45.66 percent opt for non-professional courses. In point of fact, the ratio of women to males is more favourable in educational institutions that focus on the arts and sciences. On the other hand, while there are a relatively small number of males enrolling in medical and engineering institutions, this figure is far higher than the percentage of men who pursue other types of education. Therefore, it is possible to draw the conclusion that gender is the primary factor in determining the option for higher education in the research domain.

## CONCLUSION

In addition, those who are socially and economically advanced have a variety of options to choose from when it comes to their higher education, in contrast to people who are backward. As a result, the primary focus of this investigation was on the factors that determine and motivate individuals' decisions about their pursuit of higher education. In order to accomplish the goals of the study, the researcher has drawn upon both primary and secondary sources of information. The primary data was collected from the respondents through personal interviews using a structured interview schedule. The schedule was prepared on the basis of examining the socio-economic background of the respondents as well as the supply and demand for arts, science, engineering, and medical education, determinants of higher educational choices, factors motivating the choice of higher education, and problem perceptions of the respondents in higher educational choices. The interview was carried out with a total of 400 respondents via the use of random sampling, with 100 respondents coming from each of the four taluks. Each set of one hundred respondents includes fifty people with professional educations and fifty people with non-professional educations.

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