



A HOLISTIC VIEW ON IMPACT OF SCHOOL CULTURE ON CAREER CHOICE OF SECONDARY SCHOOL STUDENTS IN MUMBAI

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Abstract:

Education should prepare students to make wise professional decisions and excel in their chosen fields. While receiving an academic education, pupils are affected by their school atmosphere, which can either make them feel comfortable and at ease or sluggish and lethargic. Every school has its own distinct culture made by its patrons- Principal, students, instructors, administrators, and support staff- as well as the principles it upholds. Every student spends a significant portion of their life in school, where the ideas promoted by the institution shape their views, values, and ideals. Therefore it is undeniable that school culture affects pupils, as well as their decision to attend college and pursue a job. The part that a country's educational policies play in molding its citizens has a significant impact on not just their future but also that of the entire country. According to one of the NEP 2020's guiding principles, we should recognize, acknowledge, and nurture each student's distinctive strengths by educating parents and teachers about the importance of fostering each student's holistic development in both academic and extracurricular areas; while the Principle of Flexibility principle states that students can select their learning paths and programs and, in turn, decide on their own paths in life based on their talents and interests. Multidisciplinary and holistic education across the student life would ensure the unity and integrity of all knowledge.

Keywords: *School Culture, Career Choice, Holistic Education.*

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Introduction:

According to Peter and Deal (1998) School Culture is an aggregate of norms, core values, beliefs, practices, traditions followed and rituals built up over time. The actions of school staff and students are guided by a set of implicit expectations and presumptions. The student's professional decision-making is influenced by the advice they received from the many school stakeholders. These people could be instructors, administrators, counsellors, or even some outsiders. A widespread good and pleasant culture at the school will assist the children because it will not only help them succeed academically but also broaden their horizons in terms of understanding the outside world. Students who have had adequate exposure to the world of jobs will find it easy to choose a suitable career. A fulfilling life can be achieved by careful job planning; nevertheless, a youth's cultural background may compete with their own personal interests. It has been found that a person's choice of vocation is associated not



only with benefits but also when a child reaches maturity, there are still inequalities that exist both inside the individual, such as psychological and physical issues, as well as outside in the local community. This makes the decision of vocation an important issue in the developmental lives of youths. As one gets older, the process of making decisions regarding one's professional life becomes more difficult. When asked about their dream occupation, young children are more likely to give answers that mostly reflect their envisioned utopia and fantastical ideas of what they would become as adults. Children are more likely offer answers about their ideal career. When it comes to making decisions about their future careers, young people need to go through a process of understanding in which they choose what it is that they want to do and then investigate a number of different career paths with the assistance of guidance and preparation. Developing a successful career requires striking a balance between identifying and catering to the requirements of the individual while also reacting to the pressures and constraints imposed by the outer world and the facts of life. Two different sources of information go into making a career choice: the individual themselves and the working environment. When pursuing a career, it is essential for an individual to maintain a healthy equilibrium between their personal goals and the constraints imposed by their place of employment.

Every student brings with them their own personal history and the way in which they have been raised shapes their perspective on the wider world. The student's background, which is shaped in part by their environment, personality, and opportunities, will play a significant role in determining the career paths they choose. Therefore, it follows that how students perceive their environment, their personality, and the opportunities available to them will also play a role in determining their career choices.

Numerous options are available for careers that can be pursued for a lifetime. These careers are outlined within a structure consisting of different strategies that lead toward personal objectives. Exploration is done in the areas of sociological endeavours, academic endeavours, and vocational endeavours with the intention of achieving personal, economic, and intellectual goals.

School Culture: The practices and manners in which things are done at a school are referred to as its culture. It reflects organizational behavior and expectations adopted by the principal, teachers, students, administrators, and support staff.

Cavanagh and Dellar (1998) have identified six cultural elements of school culture:

- 1) Professional values
- 2) An emphasis on learning procedures
- 3) Collegiality
- 4) Collaboration
- 5) Shared Planning
- 6) Transformational

Dynamic leadership creates a positive atmosphere in the school that believes in the above elements and thus facilitates the development of the school. The school staff experiences a supportive interpersonal relationship and there is an overall boost in pupils' progress and development. Stoll and Fink (1996) in the Typology of School Culture have created five categories of school culture 1) Moving: moving which beliefs in working



together, and knowing where they are heading with the required will and skill to achieve it. 2) Cruising: In cruising the school's norms discourage change, making it difficult to educate students about a world that is always changing even while they succeed in their objectives. 3) Strolling: strolling is neither particularly effective nor ineffective. The school's conflicting aims hinder coping with the pace of change. 4) Struggling: They are aware of their ineffectiveness yet will succeed because they have the will, if not the skill. 5) Sinking: Ineffective and strong resistance to improvement.

NEP 2020: According to the NEP 2020 Education needs to become more immersive, all-encompassing, integrated, inquiry-driven, exploration based, student-centered, adaptable, and, obviously, entertaining. Along with science and mathematics, the curriculum should incorporate fundamental subjects like humanities, games, sports, and fitness as well as culture, and value education to help students develop all of their skills and abilities to make learning more holistic, practical, and satisfying. The NEP 2020 reassures that the center of the significant changes to the educational system must be the teacher and students. Because they are the ones on whom the success of any educational policy depends. The teachers are the most revered and significant members of our society, at all levels and they are the ones who initiate change.

Holistic Development of Learners: The NEP 2020 reiterates that learning should be holistic, integrated, enjoyable, and engaging. It aims at building character and all-round development of students thus equipping them with skills needed in the 21st century. Students will have a wider choice in choosing not only academic subjects but also vocational skills necessary to create their own educational and career paths. A multidisciplinary approach to learning is the need of the hour. All the stakeholders in the educational sphere have to adapt this new approach to keep the students abreast with the changing times. The current education system lays more stress on the cognitive development of students rather than their psychomotor development this gap may be filled with the NEP 2020.

Literature Review:

1. **Gregory Rickwood, (2013)**, these findings support prior evidence that a student's academic interests can affect the number and frequency of their recreational activities. Rickwood and Singleton (2012) found that understudies at an Arts center auxiliary school in south-western Ontario decided not to participate in noon intramurals due to scholastic requirements of the program; practicing for impending show creations or finishing craftsmanship models and compositions to satisfy curricular goals were of higher need. These same understudies were involved with extracurricular game groups after school as competitors, mentors, or partner mentors. Devoting a specific time (excluding lunch) or day for intramurals/actual work may be the best option for the current auxiliary student.
2. **Diane Yvonne Hatchett (2010)**, 760 instructors were reviewed. Depending on the type of research, the conclusions are neither simple nor clear. Perspective causes confusion. If you believe school culture leads to academic success, the relationship study would prove it. Others may argue that the focus on school culture supports both academic success and teacher job satisfaction. The connection between participation and (CATS) scholarly achievement emerged from both the connection and relapse examinations. This is the breakthrough. The connection between participation and CATS can't be questioned given the review's results.



The results may have ramifications for teachers, policymakers, and others responsible for providing students with a quality education.

3. **Naseer Ahmad Salfi and Muhammad Saeed (2007)**, this review aimed to determine the relationship between Pakistani optional school size, culture, and student achievement. The study found that school size contributes to positive school culture and higher student achievement. The findings of this specific focus show that smaller, well-performing schools pay more attention to intangible aspects of school culture than larger, underperforming schools. This suggests that school size is linked to both school culture and supplementary graders' academic success. Past research in auxiliary schools confirms that smaller schools are associated with better school culture and higher academic achievement. Small schools with a strong school culture may have outperformed medium and large schools academically. In smaller schools, teachers and students are more likely to know each other, converse, and share names and interests. This could affect transparency, trust, participation, air, and other culture and environment factors that affect students' academic success. A school-improvement variable
4. **Christopher T. Vang (2006)**, then, minority instructors conducted a similar report. These teachers rated minority-language students higher than monolingual teachers. These two studies show that White teachers are often biased against minority students with different cultures and dialects. These tests show that students are named based on their cultures or dialects. Many minority students are forced to perform to their teachers' low expectations and become practically ignorant adults because of this. How teachers treat low achievers, students with language or picking up difficulties, and those who need extra homeroom support affects student learning. Great and Brophy (2000) listed 20 low-achievers medications. These are often unavoidable, negative, and one-sided academically.
5. **Dupper Nancy and Meyer-Adams (2004)**, Low-level school violence, like bullying, inappropriate behaviour by peers, exploitation based on sexual orientation, and mental abuse of students by teachers, is unavoidable and should be dealt with in a more preventative and proactive way. Staff at schools should expect to be in a position of power when it comes to thinking about and carrying out mediations that aim to change the way schools are run and how they feel in order to reduce low-level violence.

Studies conducted in India:

1. Dhillon Upma and Rajinder Kaur (2005) conducted a study on "Career Maturity of School Students" a sample of 500 high school students from various public and government schools in Amritsar. To investigate the relationships between career maturity and self-concept, achievement motivation, and locus of control, the researcher used the locus of control scale, the career maturity inventory, the self-concept scale, the achievement motivation test, and the Crites' career maturity scale (CMI). According to research comparing pupils from public and government schools, those who attended public schools demonstrated higher levels of self-concept, performance motivation, career maturity attitudes, competence, and self-concept. The researcher found that the students possessed a higher career maturity attitude, self-image, and motivation. The school, too, provides a conducive climate for career maturity among its students, especially the public schools. Hence, students are better informed about the prevailing opportunities for career growth.



2. Sandhya Supreeth (2015) through the case study on “Delivering Career Guidance: Case Study of a School-Based Method from India.” The researcher interviewed 32 students who had gone through the “Jiva” program. Her school-based method of career counselling designed specifically for Indian Students found that the program had a positive impact on the students. The career guidance indigenous program promotes students’ awareness of themselves. Career-related knowledge and the readiness for making well-planned career choices. After attaining the program students expressed an increased level of confidence about their career choice.
3. Mini TC & Janetius, S.T. (2013) studied the “Choice of Field of Study in Higher Education and Career Decision”. The study used both a case study and survey method for data collection. The researcher conducted the study in selected places in Kerala and Tamil Nadu. The sample was 524 secondary school students and 248 parents for the survey study along with 5 case studies of college students. It was found by the researcher that guidance services in India are very minimal in schools and colleges, leading to confusion among youngsters when choosing their careers. The survey's findings highlight the fact that there is no simple procedure for guiding secondary-level pupils or a stringent entrance system for college students to determine their abilities and interests prior to admission to a particular field of study. Both parents and teachers are ill-prepared to guide the students to choose the career of their choice.
4. Verma E and Bakshi R (2017) studied the title “Career preferences and academic performance: A gender study.” On a sample of 60 students from Central University, the researchers utilized a descriptive survey design and a random sampling technique. The information was gathered using a self-created questionnaire on job preferences and the student’s results on the previous certification test. The critical ratio was used to examine the data. The study's findings revealed significant regional variations in the students' preferred professions in both rural and urban locations. Teachers, the government, and guidance counsellors should combine their personal and material resources to create plans and implement laws that will direct children in the most beneficial way.

Research Methodology:

This is an exploratory research method. Exploratory research is defined as research used to investigate a relation that is not clearly defined. It is conducted to have a better understanding of the existing relationship, but will not provide conclusive results. Research is based on primary data. For the collection of primary data, a survey was conducted. A simple random sampling method was adopted for the collection of data. Respondents are chosen from selected schools of state board boards, CBSE boards, and ICSE boards.

The objectives of the study are as follows.

1. To study the relationship between school culture and the career choices of secondary school students.
2. To identify the career choice of secondary students according to the type of board.

For analysis of data was processed on SPSS software. Descriptive as well as inferential statistics are obtained. To validate the questionnaire Cronbach Alpha test is applied. The results of the data analysis are as follows.

Data Analysis and Hypothesis Testing:

Data is collected through a detailed structured Questionnaire. A total of 180 respondents are considered for

this study. Data related to Demographics is rated, classified, and presented in the following table:

Demographics		Frequency	Percentage
Board	SSC	104	57.8
	CBSE	48	26.7
	ICSE	28	15.6
Age group	14 years	103	57.2
	15 years	67	37.2
	16 years	10	5.6
Gender	Male	94	52.2
	Female	86	47.8
Grade	Grade 9	99	55.0
	Grade 10	81	45.0

The above table indicates that out of 180 respondents, 104 respondents are from the SSC board, 48 are from the CBSE board and 28 are from the ICSE board. Also, 103 respondents are aged 14 years, 67 are aged 15 years, and 10 are aged 16 years. Further, 94 respondents are male, while 86 are female respondents. Moreover, 99 are in grade 9 and 81 respondents are in grade 10.

School culture Score:

Using the above ratings and appropriate formulae, the mean score for the School culture score of respondents is calculated for each respondent and also for all 180 respondents collectively. Descriptive Statistics for the same are as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
School Culture Score	180	21.23	97.60	70.5924	16.18509

The above table indicates that the mean score for School culture score is 70.59 percent with a standard deviation of 16.18. It indicates high variation in the responses.

Career choice Score:

Using the ratings for questions related to Career choice score and appropriate formulae, the mean score for the Career choice score of respondents is calculated for each respondent and also for all 180 respondents collectively. Descriptive Statistics for the same are as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Overall Career choice scale	180	20.00	88.91	63.2938	16.50808

The above table indicates that the mean score for Career choice score is 63.29 percent with a standard deviation of 16.50. It indicates high variation in the responses.

Cronbach's alpha test:

Test of reliability of scale: This test is used for validation of the Likert scale used in the questionnaire. To

validate the scale in this study Cronbach Alpha test is applied. The test is applied to all 180 respondents. The following table represents the results of the test:

Variable Name	No. of subgroups	Cronbach Alpha	Result
School culture score	25	0.776	Scale is reliable and accepted
Career choice score	31	0.759	Scale is reliable and accepted

The above results indicate that the Cronbach Alpha values for both variables are more than the required value of 0.700. Hence the test is accepted. The conclusion is **scale is reliable and accepted**.

Hypothesis testing:

Null Hypothesis H₀₁: There is no significant relationship between the School culture score and the Career choice score of the Secondary school children.

Alternate Hypothesis H₁₁: There is a significant relationship between the School culture score and the Career choice score of Secondary school children.

To test the above Null hypothesis Pearson Correlation is applied and tested for its significance. The results are shown in the below table:

Correlations			
		School Culture Score	Overall Career choice scale
School Culture Score	Pearson Correlation	1	.303**
	p-value		.000
	N	180	180
Overall Career choice scale	Pearson Correlation	.303**	1
	p-value	.000	
	N	180	180

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: The above table shows that the calculated Pearson correlation coefficient between School culture score and Career choice score of students is 0.303. The calculated p-value is 0.000. This is less than 0.05. Therefore, the test is rejected. Hence Null hypothesis is rejected and the Alternate hypothesis is accepted.

Conclusion: There is a significant relationship between the School culture score and the Career choice score of Secondary school children.

The finding is that there is a Positive relationship between the School culture score and the Career choice score of students. Moreover, the p-value suggests that as the School culture score increases, there is a significant and definite increase in their Career choice score.

Null Hypothesis H₀₂: There is no significant difference in the Career choice score of students across their boards.

Alternate Hypothesis H₁₂: There is a significant difference in the Career choice score of students across their boards.

To test the above Null Hypothesis ANOVA is obtained and F-test is applied. Results are shown in the table below:



ANOVA					
Overall Career choice scale					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3289.280	2	1644.640	6.399	.002
Within Groups	45491.195	177	257.012		
Total	48780.475	179			

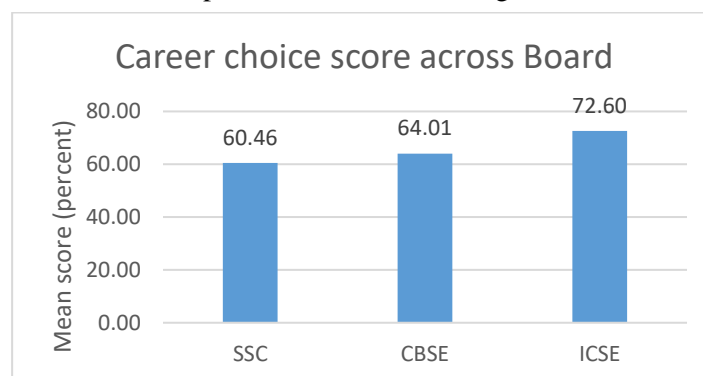
Interpretation: The above results indicate that the calculated p-value is 0.002. It is less than 0.05. Therefore F-test is rejected. Hence Null hypothesis is rejected and the Alternate hypothesis is accepted.

Conclusion: There is a significant difference in the Career choice score of students across their boards.

The finding is that the mean score of the Career choice score of students is significantly different across their boards. It is higher for the students of the ICSE board as compared to the students from other boards. This can be observed in the following table:

Report			
Overall Career choice scale			
Board	Mean	N	Std. Deviation
SSC	60.46	104	16.74
CBSE	64.01	48	14.36
ICSE	72.60	28	15.98
Total	63.29	180	16.50

The above table indicates that the Mean score of Career choice of the students is highest at 72.60 percent for the students of ICSE boards, while it is lowest at 60.45 percent for the students of SSC boards. This verifies our findings. The above information can be represented in the following Bar chart as follows:



Null Hypothesis H₀₃: There is no significant difference in the Career choice score of students across their gender.

Alternate Hypothesis H₁₃: There is a significant difference in the Career choice score of students across their gender.

To test the above Null Hypothesis ANOVA is obtained and F-test is applied. Results are shown in the table below:



ANOVA					
Overall Career choice scale					
	Sum of Squares	df	Mean Square	F	p-value
Between Groups	164.146	1	164.146	.601	.439
Within Groups	48616.329	178	273.125		
Total	48780.475	179			

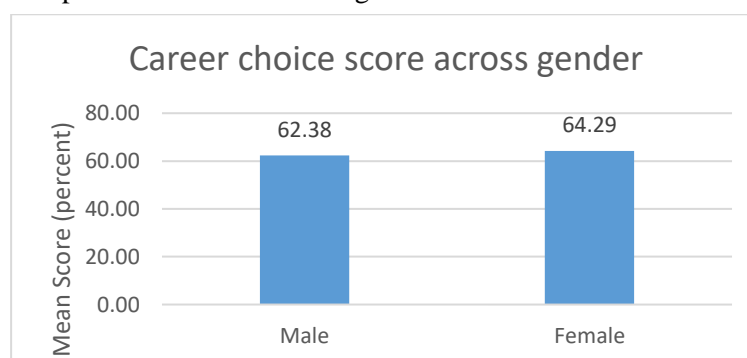
Interpretation: The above results indicate that the calculated p-value is 0.439. It is more than 0.05. Therefore F-test is accepted. Hence Null hypothesis is accepted and Alternate hypothesis is rejected.

Conclusion: There is no significant difference in the Career choice score of students across their gender.

The finding is that the difference in the mean score of Career choice score of students is highly insignificant across their gender. It is similar for both male and female students. This can be observed in the following table:

Report			
Overall Career choice scale			
Gender	Mean	N	Std. Deviation
Male	62.38	94	16.29
Female	64.29	86	16.77
Total	63.29	180	16.50

The above table indicates that the Mean score of the Career choice of the students is highest at 64.29 percent for the female students, while it is lowest at 62.38 percent for the male students. This verifies our findings. The above information can be represented in the following Bar chart as follows:



Null Hypothesis H₀₄: There is no significant difference in the Career choice score of students across their grades.

Alternate Hypothesis H₁₄: There is a significant difference in the Career choice score of students across their grades.

To test the above Null Hypothesis ANOVA is obtained and F-test is applied. Results are shown in the table below:



ANOVA					
Overall Career choice scale					
	Sum of Squares	df	Mean Square	F	P-value
Between Groups	2234.342	1	2234.342	8.544	.004
Within Groups	46546.133	178	261.495		
Total	48780.475	179			

Interpretation: The above results indicate that the calculated p-value is 0.004. It is less than 0.05. Therefore F-test is rejected. Hence Null hypothesis is rejected and the Alternate hypothesis is accepted.

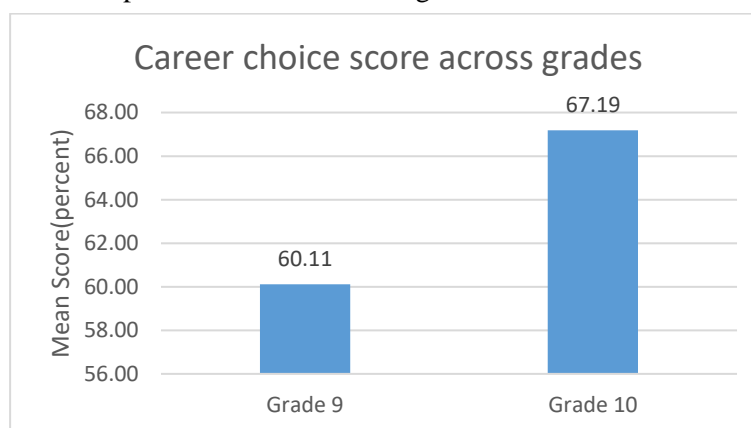
Conclusion: There is a significant difference in the Career choice score of students across their grades.

The finding is that the mean score of the Career choice score of students is significantly different across their grades. It is higher for the students of grade 10 as compared to the students of grade 9. This can be observed in the following table:

Report			
Overall Career choice scale			
Grade	Mean	N	Std. Deviation
Grade 9	60.11	99	18.22
Grade 10	67.19	81	13.23
Total	63.30	180	16.50

The above table indicates that the Mean score of Career choice of the students is highest at 67.18 percent for the students of grade 10, while it is lowest at 60.10 percent for the students of grade 9. This verifies our findings.

The above information can be represented in the following Bar chart as follows:



Findings and Discussion: Choosing an appropriate career is one of the important decisions for every student. Choice of career depends on multiple factors such as personal ability and potential, the guidance of parents, the suggestion of a counsellor, and finally school culture. In this research, the impact of school culture is observed on the career choice of secondary school students. Results of analysis of data indicate that correlation is significantly positive between school culture and career choice. This clearly indicates that there is a significant



impact of school culture on the choice of their career. Results also indicate that career choice is much better for the students of ICSE board as compared to CBSE board and state board. There is no significant difference in the career choices of male and female students. It is suggested that schools may organize guest lectures of professional career counsellors to provide precise knowledge about what are the career choices available and how to make decisions for their career choice.

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