

ANALYSIS OF PREFERENCE PATTERNS AMONG STUDENTS AND PARENTS FOR ACADEMIC SPECIALIZATION: EVIDENCE FROM PRIVATE GRADE IX STUDENTS OF KARACHI

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ABSTRACT

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Parents of Grade IX students can influence their child's decision for academic specialization either positively or negatively. Parents' backgrounds, social networks, career expectations, and their perceptions of what fields are better for their child's future affects their decision. As numerous influences are affecting the psychodynamics of student preferences and parental stimulus, it is essential to understand the link between them. This research's aim is to analyze preference patterns of students and parents for academic specialization at the high school or secondary education level. The researchers used a mixed-methods methodology, combining qualitative and quantitative data collection and analysis methods. The quantitative module involved surveying students and parents using structured questionnaires, while the qualitative module covered open-ended questions with students and parents. This study's findings about parents' preference patterns in academic specialization revolved around themes such as their child's personal characteristics and interests; financial constraints; social and cultural influences; educational factors; future prospects; stability and success; own background, regrets, and desires; personal experiences. In addition to this, findings about students' preference patterns followed themes such as personal interests, financial considerations, career stability and security, social influences, limited family influence, educational factors, self-actualization and independence. The study discussed how understanding these preference patterns could benefit various stakeholders. Additionally, this study investigated the inconsistencies between students' and parents' perceptions and ideologies regarding academic specialization choices in the Grade IX students of private schools in Karachi. The study recommends educators and policymakers various ways to address these inconsistencies by formulating effective strategies to create supported communication between the different stakeholders.

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BACKGROUND OF THE STUDY

Navigating and selecting a field of specialization for IX Grader is thought to be a critical aspect. The notion is that a student's entire academic life trajectory and future career would depend on this important decision. This study will be working on the aforementioned notion. For academic specialization, careful consideration of various factors is required, such as individual interests and strengths, parental influence, and future career aspirations (Cannon et al., 2006). For a student just entering grade IX, this is an arduous task. Their socioeconomic backgrounds, academic abilities and interests, and their personality all play a part. These are all internal factors that shape a student's resolutions (McQuaid & Bond, 2003). Some actors such as the

physical environment, the execution style of the subject, the subject teacher’s personality; all have a strong impact on students’ attitude and behavior towards a particular subject (Curran & Rosen, 2006). Subject interest, job opportunities, peer and parental influence, mindset regarding the educational institutions’ reputation, the fees, scholarship opportunities, foreign collaborations, and qualifications of the faculty are all factors that underpin the decision of a student (Ikonen et al., 2017; Codrioli, 2017; Ahmed et al., 2017; Bashir et al., 2013; Tripney et al., 2010). While Grade IX private school students are the main players in this scenario, grappling with these deliberations, they are not alone. Parents can influence their child’s decision for academic specialization (Al-Rfou, 2013). While this should be positive, parents’ backgrounds, social networks, career expectations, and their perceptions of what fields are better for their child’s future (Bandura et al., 2001) could sometimes negatively affect the decision.

STATEMENT OF THE PROBLEM

This study investigated the possible inconsistencies between students’ and parents’ perceptions and ideologies regarding academic specialization choices in the Grade IX students of private schools in Karachi. Seeing as numerous influences are affecting the psychodynamics of student preferences and parental stimulus, it is essential to understand the link between them. Further complicating this process is the increased competition in the job market, globalization, and the challenges of traversing this landscape of subject choices (Edwards & Quinter, 2011). Matching their abilities, with what they want to be and what they have to study is a difficult choice, as schools might not offer their choice of subjects or compulsorily offer subjects they do not like.

PURPOSE OF THE STUDY

This researchers’ aim was to analyze preference patterns of students and parents for academic specialization at the high school or secondary education level. This research aimed to identify the internal and external factors affecting student and parental preferences for academic specialization. It will also analyze the potential incongruities or deviations between the student and parental preferences, if any, and explore the rationale behind these incongruities.

RESEARCH QUESTIONS

1. What are the primary factors influencing the academic specialization choices of Grade IX students and their parents in private schools in Karachi?
2. How do parental preferences for academic specialization align with those of their children?
3. Are there any significant incongruities or deviations between the student and parental preferences?

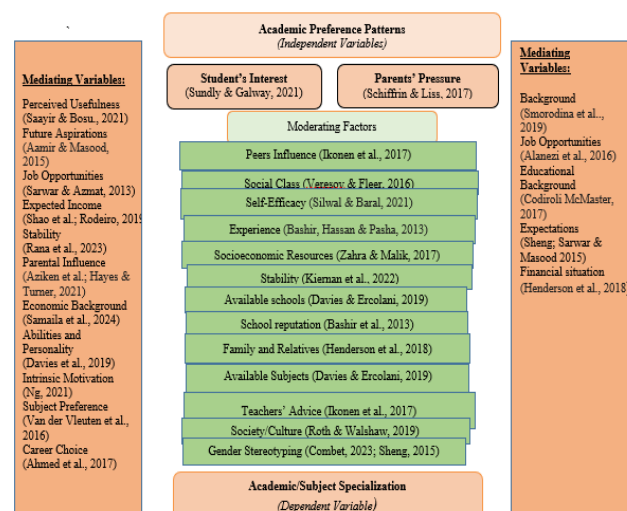
JUSTIFICATION OF THE STUDY

While existing research offers valuable insights, there are gaps in the literature that this study aims to address. First, most studies focus on university students, neglecting the crucial decision point of Grade IX specialization in Pakistan. Second, limited research explores the specific dynamics between student preferences and parental influence in the Pakistani context. This study’s aim is to bridge the divide by analyzing the preference patterns of both students and parents in Karachi, Pakistan, regarding specialization choices in Grade IX.

“This Hadith is from the miracles of prophet-hood (nubuwwah), for these two types of people now exist. This Hadith also condemns these two actions.” (Sharh of Nawawi on Sahih Muslim, P. 1603)

The Messenger of Allah (Allah bless him & give him peace) envisaged the situation of certain individuals and their actions, thus informed his companions (Allah be pleased with them) and us about them. Thus, the moral of the Hadith is to abstain and refrain from these actions, for they lead one to the fire of Hell.

THEORETICAL FRAMEWORK



This framework acknowledges and explores the complex interplay of internal and external factors influencing the subject specialization in private Grade IX students and parents. It categorizes the factors into independent, dependent, mediating and moderating variables, providing a roadmap to understanding the decision-making process. This will help us understand the interplay of student interests and parental pressures, along with what shapes or influences them. It draws upon insights from various research articles. This framework proposes that the primary drivers of subject choice are the student's own interests and the parental pressure. There are certain mediating factors that indirectly influence both these drivers, and shape the perceptions that lead to subject selection. Mediating factors explain the 'how' behind the independent variables' influence. For students, the subject interest and the perceived usefulness of a subject to fulfill their future aspirations and to gain a stable employment with an expected income are mediators that are in the back of their minds. For instance, a learner in Karachi may notice that by becoming a doctor, he/she would have a stable job and income. Thus, they would lean towards the medical field. Another factor that links to this perception is parental influence. By seeing their parents in a particular career or having/not having opted subjects, students may form a pre-conceived notion of their own subjects and careers.

This is also quite often in Pakistan dictated by the social class of the student. Those in lower classes will have different perceptions about jobs and incomes, or parental influences. For example, students who have grown up seeing their parents and family members tinkering with ICT and gadgets most likely choose Physics, Maths and ICT; those who have politicians as parents will go for Political Sciences and Psychology. Overarching all these are the student's abilities, personality and their intrinsic motivation. Parents' educational backgrounds can form their hopes for their child's academic success and career paths. High parent expectations can encourage learners to excel academically and pursue aspiring career goals. However, impractical or overly demanding hopes can also create stress and pressure for children, leading to academic exhaustion or disengagement. How strong the relationship is between the independent and dependent variables is influenced by the moderating factors. They change the effect the independent variable has on the dependent variable. On the contrary, parents from lower social classes may select subjects that offer

instant job prospects or occupational training, viewing them as more achievable or necessary for upward mobility. They may inspire their children to follow trades or technical skills that can lead to steady employment. Based on their own educational and career experiences, parents make decisions. If they have had a positive experience in the STEM field, they tend to want their children to pursue the field while a negative experience such as lack of profitability or significant hurdles causes them to steer away from such fields. Parents also prioritize stability and financial safety for their children, especially in uncertain economic climates. They may force their children to select subjects supposed to lead to secure, well-paying jobs, such as engineering, nursing, or computer science. Financial factors, such as the family's financial state or worries about the cost of education, can also affect parents' emphasis on subjects that they consider to offer a clear path to employment and financial stability

LITERATURE REVIEW

Deciding on a field of specialization in Grade IX is an important moment for students around the world, and even in Pakistan. Their decision could strongly affect their trajectory in academia and future career. Unfortunately, steering through this choice could be difficult, influenced by a multitude of factors. Another very important factor witnessed in literature had been parental influence and in general, societal influence. Parental expectations and career advice, be it based on their own experiences or the society's demand, is a crucial element to consider. (Sheng, 2015; Ikonen et al., 2017). The parents or family's socioeconomic background could affect the type of guidance parents offer (Davies et al., 2008). It had been interesting to note that working-class parents encouraged less gender-stereotypical choices. From an external source, students were also greatly prejudiced by parental expectations and guidance (Al-Rfou, 2013; Broekemier & Seshadri (2000); Soria & Stebleton (2013). Parents' backgrounds, social networks, and career experiences could all shape their perceptions of suitable fields of study for their children and they may push their children towards those aspirations and societal expectations. (Bandura et al., 2001; Sarwar & Masood, 2015). Financial limitations occasionally restricted subject or specialization options, as parents would give preference to those streams that have better job prospects and earning potential (Al-Rfou, 2013). If

the parental preference and students' aspirations did not align, it might lead to conflict, misunderstandings and ultimately hinder the future of the child (Al-Rfou, 2013). Moreover, students' understanding of their own strong suits and weaknesses might be developing in Grade IX, potentially leading to conflicting views with their parents. Peer pressure, school environment and social norms also played an important part (Brown, 1990; Ryan, 2000).

Studies had acknowledged several issues that could contribute to these differences. Firstly, a lack of communication between parents and students. Students might not be fully aware of the available options or the harsh realities of different career paths. Moreover, lack of availability of career counsellors poses a hurdle for learners to make informed decisions about their professions (Din et al., 2014). Due to online jobs, students struggle to identify areas for specialization that can have strong prospects (Edwards & Quinter, 2011). Schools may hold career guidance programs to inform students of valuable career paths by providing them with accurate information. According to research, schools do not usually host such programs. Hipkins & Vaughan (2002) and Beggs et al. (2008) also state in their research that information regarding jobs and relevant subjects is important to be accessible for the students through career guidance counsellors.

Davies & Ercolani (2019) and Rodeiro (2007) highlighted the part of schools and curriculum offerings in shaping subject selections. Other than the subjects offered, the teacher also played a vital role as an influencer, along with the counsellor and heads. In a study, it was found that boys and girls choose unlike educational streams. Their main argument was that both genders had some inherent, in-built, or preconceived notion of expectations as to what was appropriate for each gender. Among possible contrivances, helicopter parenting may diminish children's inherent incentive to learn--exacerbating the promotion of higher extrinsic motivation (e.g., parents' endorsement and scores). Previous research has demonstrated the superiority of intrinsic motivation (i.e., mastery goals) over extrinsic motivation and performance goals to academic achievement.

Another aspect that may give to the negative sway of helicopter parenting on academics is having critical family environment. Helicopter parenting was linked with children's reflection that their parentages do not give them unqualified optimistic honour. This could augment children's extrinsic motivation and lead to

the development of maladaptive perfectionism, which has been linked to worse academic outcomes. Finally, it was related with an increased sense of power in children. This sense of entitlement could diminish children's intrinsic motivation and lead them to depend on others, like their parents, to help them with academic work. Research suggested that this self-regulatory outsourcing could decrease motivation and effort.

The most commended time for career counselling services was found to be when students had just passed their secondary school exams and were about to enroll in high school, where they would be choosing their subjects. On the foundation of this, the writers concluded that parents should be involved in the career counselling sessions that must occur in the high school stage. In their study, researchers explored what reasons influenced students' decision to select Accounting for a two-year college program major. The investigators interviewed accounting students to study the impact of variables such as career prospects, family and friends, and remunerations potential on learners' choice of accounting as their major. The discoveries exposed that career prospects, stature, and the fascinating nature of the subject had a weighty impact on students' resolution to major in accounting. Nonetheless, the study found no effect of gender or category of high school education on students' decision to major in accounting.

Many studies in education found factors affecting subject choices of female learners in higher education in India. The study, conducted at a university in Delhi, found that the family and school were the key factors shaping women's subject choices. Shafina (2020) explored the effect of gender in higher tutelage subject selection in the Maldives. The research conducted a student survey and policy review to explore what reasons influence enrolment patterns. In another study yet, scrutinize hovering parents for building maladaptive strategies to attain perfection in college students. On a completely opposing note, another study explored the role of parents in their learner's pronouncement to study abroad during college.

Bashir, Hassan & Pasha (2013) explored and analyzed various internal and external factors influencing learners' decisions in academic specializations. Their research was conducted in Pakistan, India and Malaysia. Ming (2010) emphasized that communication with the prospective students was very important and that would take different forms. It could be advertising on various

social media platforms, visits to the schools or opportunities for the prospective students to visit the respective campus. Saeed & Ehsan (2010) also found that students focus on branding the school or college. Their research yielded some factors such as, name of the institution, research and collaborative opportunities, qualifications of the teachers, and availability of resources. Shahid et al. (2012) found that in Pakistan, word-of-mouth played a very important role in almost all spheres of life, but especially in schooling systems. People based their decisions of choosing a school, or subjects, on the experiences of others rather than what was being advertised. If they found that in higher grades of their school, the Biology teacher is not well qualified or a friend's child complained that the Economics Sir does not teach well, they would not opt for those subjects. Same habit is found in students as well, who rely on their peers and schoolfellows' experience and advice. If a friend found a subject difficult when they had studied it, the student would automatically assume that they would find it difficult too. Ijaz et al. (2011) also explored the perceptions of students about choice between public and private schools. His research indicated that most students in Pakistan were of the viewpoint that public institutions offered better scholarship opportunities, collaboration schemes with foreign institutions, lower fees, and above all, the faculty was selected on a strict qualifications basis, whereas private institutions occasionally hire lower qualified staff in order to cut down on salary expense, despite the exorbitant fees they charge.

According to Ahmed, Sharif & Ahmad (2017), after statistically analyzing the data from 120 students in Karachi, it was found that students remained frustrated when an incorrect decision was taken concerning specializations subjects. Tripney et al. (2010) felt it essential to understand the particular combination of subjects students opted for, as that may be affected by parents, society or gender differences, so the choices and their pros and cons must be properly informed to the relevant parties. Codrioli (2017) also felt that there was a definite dearth of students who were opting for STEM, and this was a major concern, seeing as advancements are being made by the minute in it. Continuing the train of thought, Ikonen et al. (2017) studied Finnish ninth grade students and reported that socializers, such as friends, parentages and counselors perform a major role in the ninth graders' educational and career choices, and subject teachers a lesser role.

The existing research provides a strong base, but it mainly focuses on Western or European contexts. The current research base and limited studies primarily in the Pakistani context focuses on university or college-level specialization choices, overlooking the important juncture of Grade IX. Studies like Sarwar & Masood (2015) offer a starting point, but further research is needed to understand how the broader factors identified in universal research play out in Karachi's socio-economic and cultural context. The gaps in the literature boil down to two. First, most studies in the Pakistani context focus on University students or public schools and second, there is limited research on the dynamics between student preferences and parental influence in the Pakistani context. I aim to investigate and address the myriad factors and the nuanced understanding of the preference patterns in the academic specialization within Karachi's context, bridging these gaps, for Karachi's unique socio-economic context.

Local research on Karachi's secondary schools can provide valuable insights (e.g., Omodi, 2013). The specific educational context of Karachi, Pakistan, requires further exploration. Research by Sarwar & Masood (2015) on Pakistani business graduates suggests cultural and societal factors may influence career and specializations choices. Akintade (2012) demonstrates the importance of considering local contexts when examining subject selection patterns. Sheng (2015) states that culture and religion have an effect on subject selection. This is a potential aspect for research in Karachi. The socioeconomic attributes of residents in Karachi affect their access to quality education. The research may focus on understanding how the students in Karachi perceive career opportunities in different fields with a focus on how social inequalities, gender stereotypes and parental preference affects the student agency. This research will

RESEARCH METHODOLOGY

Research Design

The research uses a mixed-methods methodology, where we combine qualitative and quantitative data collection and analysis methods. The quantitative module involves surveying students and parents using structured questionnaires, while the qualitative module covers open-ended questions with students, parents, and school counselors. The study employs a descriptive survey design, aiming to pronounce and analyze the factors influencing academic

specialization decisions among Grade IX students and their parents. The design lets us collect both qualitative and quantitative data, providing a comprehensive understanding of the research phenomenon.

Sampling and Population

Grade IX Students: Students enrolled in the ninth grade of private schools in Karachi were the primary population of interest. They are at the decision-making point for academic specialization. Parents of students enrolled in the ninth grade were the secondary population. To ensure representativeness, stratified sampling was employed, dividing schools into strata based on location, size, and type. Multi-stage sampling involved randomly selecting ninth-grade classes from chosen schools and then randomly selecting students from these classes. Convenience sampling was used for parents, selecting those attending events, PTM, or picking up their children from school, supplemented by online surveys. The sample consisted of 99 students and 97 parents, providing an adequate representation of the target population. The population had been chosen from a variety of private schools across Karachi and their parents as well. Some students were of the immediate nearby area and some had been of the northern, southern and eastern regions of Karachi. As it was not possible to take samples from all over Karachi, as there are an immense number of private schools, stratified sampling was used to choose our samples. We divided the schools into different strata, to have a representative of different factors. Within these chosen schools, then randomly selected some ninth grade classes and from them randomly selected some students from those classes. This is multi-stage sampling and ensures anonymity, avoiding bias towards anyone or any class. Taking samples from parents is potentially challenging, thus either selecting parents who are either attending events, PTM, or coming to pick their children up from school used convenience sampling. Online surveys were utilized majorly.

Research Instruments

The study employed two structured questionnaires: one for students and one for parents. The questionnaires were designed to collect the aspects influencing academic specialization decisions, including demographic information, academic interests, and career aspirations. They had both open-ended, close-ended, and Likert scale questions.

Student Questionnaires: Develop a questionnaire for students to gather information on their interests, strengths, preferred specializations, and influencing factors (parental pressure, societal expectations, etc.). Parent Questionnaires: Develop a separate questionnaire for parents to understand their educational aspirations for their children, factors guiding their advice (career goals, job market), and level of involvement in the specialization decision. Data collection involved collaborating with school administrators to access students and parents. Questionnaires were distributed online. Clear instructions were provided, and focus groups or interviews were conducted with selected students, parents, and school counselors. The researcher had teachers and students on various social messaging apps, and the researcher shared the questionnaires through the respective apps and groups. Other social media apps were used too, as many students are more active on social media than messaging apps.

Validity of Instruments

Content validity was warranted through an extensive literature review and expert consultation. Face validity was established through pilot testing with a small group of students and parents. Ensuring the validity of research instruments is critical to establishing the accuracy and reliability of the data collected. In this study, content validity, face validity, and construct validity were addressed to guarantee the effectiveness of the student and parent questionnaires.

After examining an extensive amount of literature review on existing research on academic specialization decisions among parents and students, content validity was proven. Due to this review, an informed development of questionnaire items took place, making sure they aligned with theoretical frameworks and empirical findings. Consultation with expert educators and researchers in the field further refined the questionnaires, incorporating their insights and expertise. Face validity was found when a small, diverse group of students and parents were pilot tested. This process evaluated whether the questionnaire items satisfactorily measured the intended constructs and any potential ambiguities or misunderstandings were pointed out. Revisions were made based on feedback from pilot participants; clarity was enhanced and the questionnaire items were made more relevant. Construct validity of the questionnaire items and latent variables was evaluated by examining the theoretical relationships

between them. The research framework guided the development of questionnaire items. The resulting questionnaires demonstrated strong construct validity, with items loading onto intended factors and displaying coherent patterns of correlation.

Reliability Measure

The reliability statistics indicate high intrinsic consistency for both questionnaires. To indicate good internal consistency, the Cronbach's alpha coefficient for the students' questionnaire was 0.877, while the parents' questionnaire had a Cronbach's Alpha value of 0.740. It is of utmost importance that the reliability of research instruments is key to ensuring the consistency and accuracy of the data collected. In this study, a widely accepted measure of internal consistency, Cronbach's alpha coefficient, assessed the reliability of the student and parent questionnaires. The student questionnaire had high reliability, with a Cronbach's alpha coefficient of 0.877. This indicates that the six items measuring students' perceptions of aspects influencing their academic specialization decisions are highly consistent and accurately measure the intended construct. The high alpha value provided a reliable assessment of students' views on academic specialization suggesting that the questionnaire items were strongly correlated. Similarly, the parent questionnaire presented good reliability, with a Cronbach's Alpha value of 0.740. The Cronbach's Alpha Based on Standardized Items (0.728) further supports this finding, indicating that the scale's reliability remains constant even when the items are standardized. This suggests that the five variables - Importance of child's interest alignment, Confidence in child's ability to succeed, Parental influence, Importance of job prospect and career growth, and Value of social class and background - are

collectively measuring a single essential construct. Item-total correlations were examined for both questionnaires to further evaluate reliability. Results showed that each item correlated significantly with the total score, which shows that individual items contribute to the overall scale score. Split-half reliability testing was also conducted, dividing the questionnaire items into two halves and comparing the correlation between the two halves. The resulting correlation coefficients demonstrated strong reliability, with values exceeding 0.7 for both questionnaires.

Table 1: Reliability Statistics of Parents' Questionnaire

Cronbach's Alpha	Standardized Cronbach's Alpha	N of Items
0.740	0.728	5

Table 2: Reliability Statistics of Students' Questionnaire

Cronbach's Alpha	Standardized Cronbach's Alpha	N of Items
0.877	0.887	6

DATA ANALYSIS

Table 3: Parents' Quantitative Data Analysis

Reliability Statistics		
Cronbach's Alpha	Alpha on Standardized Items	N of Items
0.740	0.728	5

Table 4: Inter-Item Correlation Matrix

Inter-Item Correlation Matrix					
Variables	Importance of child's interest	Confidence in child's ability	Parental influence	Importance of job prospect and growth	Value of social class
Importance of child's interest alignment	1.000	.147	.375	.095	.108
Confidence in child's ability to succeed	.147	1.000	.240	.677	.894
Parental influence	.375	.240	1.000	.076	.217
Importance of job prospect and career growth	.095	.677	.076	1.000	.658
Value of social class and background	.108	.894	.217	.658	1.000

Table 5: Inter-Item Covariance Matrix

Inter-Item Covariance Matrix					
Variables	Importance of child's interest	Confidence in child's ability	Parental influence	Importance of job prospect and growth	Value of social class
Importance of child's interest alignment	.418	.067	.131	.041	.049
Confidence in child's ability to succeed	.067	.493	.091	.318	.438
Parental influence	.131	.091	.292	.027	.082
Importance of job prospect and career growth	.041	.318	.027	.447	.307
Value of social class and background	.049	.438	.082	.307	.486

Table 6: Parents' Item-Total Statistics

Item-Total Statistics					
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Importance of child's interest alignment	16.8351	4.243	.216	.149	.793
Confidence in child's ability to succeed	17.0206	2.916	.761	.817	.582
Parental influence	16.7320	4.282	.296	.191	.759
Importance of job prospect and career growth	17.1546	3.403	.562	.481	.672
Value of social class and background	17.0000	3.000	.725	.806	.600

Implications for Educational Policy and Practice

The study's findings have important outcomes for educational policy and practice. By focusing on the findings, educators can inculcate a supportive environment that nurtures students' unique talents and aspirations. The findings of this study are emphasizing the need for a child-centered approach that priorities student interests and autonomy. This means encouraging students to reflect on their academic and career goals, explore their passions, and empowering them to make informed choices. To achieve this, integrated guidance is crucial. Educators should provide comprehensive support that addresses academic, social, and career aspects, ensuring students receive holistic guidance. Collaboration and regular communication between teachers, counselors, and parents is important to support informed decision-making. Parent-teacher Meetings and workshops can facilitate this partnership, enabling parents and educators to work together.

Furthermore, educational institutions should cater to students' varied interests by offering flexible major and minor and compulsory subject choices, co-curricular and extracurricular opportunities to help students explore their strengths and talents. Ensuring equal access to resources and opportunities for students from diverse socioeconomic backgrounds is essential. This requires intentional policies and initiatives to address socioeconomic disparities, providing targeted support for students from underprivileged backgrounds.

This is one aspect that the study has revealed that economic disparity is at its height. Private institutes cater to the whims of the privileged and wealthy. Disparate students even if they could afford the tuition are not always able to access all resources and opportunities that the rich students are able to. Policies must be implemented to bridge this gap, ensuring all students have an equal chance to succeed. This might involve providing additional resources, mentorship programs, or scholarships to

level the playing field. Even though this study contributes significantly to our understanding of parental preferences and student considerations and deliberations in academic specialization, it is essential to acknowledge its limitations. Future research should make sure the study's sample size limitations and potential biases in parental responses must be considered.

CONCLUSION

To conclude, in the end, future research should investigate the continued and over time impact of parental preferences on student outcomes. Researchers should develop and assess intercessions supporting informed decision-making, addressing the complex interactions between parental influences, student aspirations, and academic specializations decisions. Researchers should also investigate the reasons for the disparity between parental and student outcomes and collinearity of mindsets. Interventions of such nature must be developed which bridge the gap between these two. Furthermore, researchers should examine socioeconomic differences in parental decision-making, exploring how the factors such as income, education level, and cultural background shape parental priorities and preferences. This investigation would inform the development of targeted interventions addressing socioeconomic disparities in academic specialization and career development.

Finally, teachers and counselors must receive training on career guidance and child-centered approaches. School should establish parent unions or parent teacher organizations so that a regular channel of communication is established. Insights and interventions from parents may also be given. Encourage extracurricular and project based learning, as this will introduce the students to the real world scenarios. Policy makers should establish partnerships with industries to help with targeted interventions and with workshops for parents and students. Parents must be informed about importance of communicating with their child their own beliefs and opinions, and listening to their point of views. Parents should engage with the teachers and participate in any workshop or conference or event held by the school.

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