

Influence of Family Environment and Work Values on Vocational Preference Across Career Stages in Young Adults

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ABSTRACT: Career choice has the potential to influence the social mobility, economic security, employment opportunity, emotional well being and quality of life of an individual and his/her family. The process of choosing a career is a developmental task that comes as a challenge to both the child and the parent. As the child progresses across the career stages, decisions of persistence and shift are also made. The present research aimed to study the role of family environment and work values in determining the vocational preference and work values across career stages. The participants included children freshly enrolled in college, those who had been working for less than 2 years after post graduation and those working for less than 10 years, the sample size being 120. The measures used in the study were General Health Questionnaire-12, Family Environment Scale, Vocational Preference Inventory and Values Scale. Regression analysis was used to assess the relationship between the variables. The study has clinical implications for emphasising the importance of making a more planned career decision and evaluating various aspects in career stream persistence or transition.

Keywords: family environment, values, career

Date of Submission: 28-08-2017

Date of acceptance: 06-10-2017

I. INTRODUCTION

Career as a term has been used interchangeably with vocation and occupation. Research literature has tried to define career in varied ways from being restricted to jobs held by an individual to evolution of work experiences over time to including the prevocational and postvocational activities i.e. during student life as well as a pensioner and overall an expression of one's identity (Super, 1976; Arthur, Hall & Lawrence, 1989; Inkson & Elkin, 2008). Subjectively, the notion of career keeps evolving as people see their lives wholistically and interpret the meaning of their attributes, actions and experiences. Subjective view of the career makes it a reflexive process that changes the individuals from actors of their career to subjects of their own career story.

In earlier times, making the career decision was considered to be an immensely significant task when leaving school and entering the professional education field. The decision made at that time would have its consequences for the entire life with an impossibility to even imagining a change thereafter. But the time when one job was for the entire life of an individual has gone. The changes in times influence the notions of college students with regards to the skills employers look for in their prospective employees as well as the role of higher education in facilitating the shift to employment (Stewart & Knowles, 1999; Nicholson & Cushman, 2000). The time of graduating or college education is referred to as a "very uncomfortable world" because of the difficulties experienced during that time. The high expectations need to be readjusted not only from the students' side but also the parents' side. One also needs to adjust to the periods of unemployment possibility. There is uncertainty, overwhelming feelings, feeling of being unprepared for the significant decision and the options that present in front of the students. Graduate job search process may be reflected as a very planned and logical activity based on literature available with high awareness of students about the available options and possibilities but it is not so. Career goals and plans can be less specific at the early career stage (Lau & Pang, 2000). Long term planning might have been unrealistic which after exposure to the real world may need to be worked upon. Flexible goals, tentative time frames and action plans help render direction for achieving career aspirations and act as a measurement criteria for career success.

Different theories of career choice try to explain the development of vocational identity in terms of the way they define career. Through his life stage developmental framework, Super (1953) proposed stages in which one needs to successfully manage the vocational developmental tasks socially expected to be fulfilled by that person of the corresponding chronological age- growth, exploration, establishment, maintenance and disengagement. Roe (1956) talked about childhood environment playing a role in determining child's career choice. Holland (1959) categorised individuals into 6 personality types: realistic, investigative, artistic, social,

enterprising and conventional preferring different types of career choices. Lofquist & Dawis (1969) viewed career choice as a continual process of adjustment and accommodation in which the person searches for an organisation and a work environment that matches his/her requirements in terms of the needs. Krumboltz (1979) & Lent, Brown and Hackett (1994) cited the role of social and cognitive variables in determining career decisions. Chope (2008) in the area of family therapy studied career development in terms of enmeshed and disengaged family (Goldenberg & Goldenberg, 2012). Bloch and Richmond (2007) described spiritual themes that individuals use to understand their lives and to make career decisions as well as deal with work difficulties.

The process of vocational development begins in early childhood with family playing a very essential role. Variables such as family structure, each member's role, interpersonal relationships amongst the members, value system and attitudes form a basis of behaviour and impacts career choice as well as development. From gathering information regarding the variety of jobs to exploring vocational interests and skill potential; establishing professional aspirations to planning so as to accomplish them, a feeling of personal efficiency in the chosen profession comes from the family (Bryant, Zvonkovic & Reynolds, 2006). The family becomes the source of financial as well as human capital providing material resources for information gathering to using the familial interaction patterns, relationships, support network as a context for favourable academic development and vocational knowledge (Kohn & Schooler, 1983; Schulenberg, Vondracek & Crouter, 1984; Knight & Arnold, 2000; Reason, 2009).

It is the age of possibilities as well, making individuals feel that their life will improve with time. Arnett (2012) found that emerging adults in US and Europe seek employment that provides them satisfaction and one that fits with their interests, values and abilities. Different career values as conceptualised by Sortheix, Dietrich, Chow and Salmela-Aro (2013) state that an individual may be intrinsically driven through values of interest, learning possibilities and a sense that the career is in accordance to the self; extrinsically driven through values of good salary, promotion, secure working conditions with employment possibilities and also cultural values representing shared abstract ideas about what is good, right and desirable according to the society. Lyons, Higgins and Duxbury (2010) added altruistic values to the list of work values. In India, Saha (1992) noted that the hierarchical social relations and status consciousness of people makes it work characterised by superior-subordinate relationships. But technological education, consumerism, electronic mass media, trade union culture, foreign investment, urbanisation of values are creating changes in the values (Chatterjee and Pearson, 2000). Indian managers behaviour depends on desh (place), kal (time) and patra (person) as per Sinha and Kanungo (1997). Bhandari (2006); Agarwala (2008) revealed that the variables like desire to lead other people, to be one's own boss, to put one's own innovative ideas into practice, determination, personal challenge, social prestige, flexible work hours, profits and non business education were related to the choice of work. Role of parents in careers, jobs, entrepreneurship has been reported by Crant (1996) as well. At the same time, luck was also found to be statistically related with students' intentions of starting a business since Indian Hindus strongly believe in luck as affecting their past, present and future.

Literature reviewed shows that there is ample evidence documented about factors influencing persistence in a particular course a student enrolls in after high school. But there are relatively less research studies that discuss persistence and change in the career path during early adulthood that is before the age of forty years or even when students have attained a post graduate degree in the professional career choice they made especially in the Indian context. Thus, the present study attempts to explore the area of how children make a career decision whether it is of persistence or of change. The way the child gets influenced by the family environment resulting in development of certain values that in turn influence not only the vocational preference but also the quality of life are aimed to be investigated. The objective is to interpret the career as a process over different stages of an individual's career.

AIM

To study the role of family environment and work values in determining the vocational preference across career stages.

OBJECTIVES

- ❖ To understand the role of family environment and work values in determining the vocational preference in children at the undergraduate level
- ❖ To understand role of family environment and work values in determining the vocational preference in children who have just completed their post graduation
- ❖ To understand role of family environment and work values in determining the vocational preference in children working for more than 2 and less than 10 years

II. METHOD

Participants:

40 children freshly enrolled in college; 40 children working since less than 2 years after post graduation; 40 working professionals in the field since less than 10 years were selected through random sampling. Those scoring beyond cut off point (3) on GHQ-12 were not selected for the research although no participant scored beyond the cutoff in the current study.

Measures:

Socio demographic data sheet: to get socio demographic information pertinent to the participants

General Health Questionnaire 12 (Goldberg & Williams, 1992): to screen out respondents with psychiatric disorders in community setting.

Family Environment Scale (Bhatia & Chadha, 1993): based on the Family Environment Scale developed by Moos (1974), the current scale consists of three dimensions including the Relationship dimension (cohesion, expressiveness, conflict, acceptance & caring); Personal Growth dimensions (independence & active-recreational); System Maintenance Dimensions (organisation & control).

Values Scale (Super & Neville, 1985): measures intrinsic and extrinsic values individuals seek to find in their life roles and the relative importance of work role as means of value realisation in the context of other life roles. 21 values are assessed through this scale comprising of ability utilisation, achievement, advancement, aesthetics, altruism, authority, autonomy, creativity, economic rewards, lifestyle, personal development, physical activity, prestige, risk, social interaction, social relations, variety, working conditions, cultural identity, physical prowess, economic security.

Vocational Preference Inventory (Holland, 1985): By indicating the occupations individuals like or dislike, it provides information about individuals' interests, interpersonal relationships, values, self conceptions, coping behaviors and identifications along 11 scales including the realistic, investigative, artistic, social, enterprising, conventional, self control, masculinity-femininity, status, infrequency, acquiescence vocational preferences.

Procedure:

After introducing the research objectives and obtaining a written informed consent from the participants, GHQ 12 was administered to rule out any current psychiatric morbidity. The assessment was spread over 2 sessions. Following GHQ-12 administration in the first session, the Family Environment Scale, Values Scale and Vocational Preference Inventory was administered. The data obtained was subject to correlational and regression analysis after obtaining the descriptive statistical data. Thereafter, the comparison was made across the career stages of the participants.

III. RESULTS

Table 1: Frequency of vocational preferences reported across career stages

Participants	Highest (frequency)	Lowest (frequency)
UG	Artistic (28) Investigative (31)	Realistic (25) Conventional (26)
PG	Realistic (27) Conventional (25)	Artistic (22) Enterprising (20)
Working	Enterprising (32) Acquiescence (26)	Conventional (23)

Table 2: Frequency of values reported across career stages

Participants	Highest (frequency)	Lowest (frequency)
UG	Achievement (31) Advancement (36) Social relations (25)	Risk (24) Economic security (15)
PG	Working conditions (28) Economic security (27) Economic rewards (27)	Risk (18) Variety (19)

Table 3: Frequency of family environment dimensions reported across career stages

Participants	Highest (frequency)	Lowest (frequency)
UG	Expressiveness (24) Independence (18)	Conflict (14) Control (11)
PG	Organisation (19) Control (22)	Expressiveness (15) Active Recreational (13)
Working	Cohesiveness (22) Organisation (21)	Independence (17) Conflict (11)

Table 4: Correlation between FES and VPI dimensions

Participants	FES-VPI Dimensions	Correlation value
UG	Cohesiveness-Infrequency	-.36*
	Expressiveness-Investigative	.35*
	Conflict- Self Control	-.36*
	Conflict-Infrequency	-.43**
	Acceptance & Care-Infrequency	-.35*
	Active Recreational-Infrequency	-.31*
	Independence-Artistic	.30*
PG	Organisation-Artistic	-.31*
	Cohesiveness-Artistic	.32*
	Expressiveness-Artistic	.40**
	Conflict-Self Control	-.37**
	Conflict-Infrequency	.30*
	Organisation-Artistic	-.32*
	Organisation-Enterprising	-.38**
Control-Conventional	.35*	
Working	Cohesiveness- Artistic	.32*
	Cohesiveness- Masculinity Femininity	.33*
	Expressiveness-Conventional	.35*
	Conflict-Self control	-.36*
	Acceptance & Care- Masculinity Femininity	-.49***
	Independence- Realistic	-.41**
	Independence- Masculinity Femininity	-.42**
	Organisation- Artistic	.33*
	Active Recreational- Realistic	-.42**
	Active Recreational- Masculinity Femininity	-.42**

Table 5: Correlation between Values and VPI dimensions

Participants	Values Scale-VPI Dimensions	Correlation value
UG	Creativity-Realistic	-.31*
	Economic security-Investigative	-.31*
	Physical prowess-Artistic	-.33*
	Ability utilisation-Enterprising	.36*
	Physical prowess- Conventional	.31*
	Ability utilisation- Self control	.34*
	Altruism- Self control	.34*
	Physical activity-Self control	-.31*
	Ability utilisation- Masculinity Femininity	-.46**
	Advancement- Masculinity Femininity	.35*
	Autonomy-Status	.32*
	Risk- Status	.39**
	Aesthetics- Infrequency	-.34*
	Autonomy- Infrequency	.32*
	Ability utilisation- Acquiescence	-.45**
	Altruism- Acquiescence	.32*
	Lifestyle- Acquiescence	.47**
	Social Interaction- Acquiescence	-.35*
	Variety- Acquiescence	-.34*
	Physical prowess- Acquiescence	-.42**

PG	Aesthetics-Conventional	-.40**
	Altruism-Conventional	.44**
	Physical activity-Conventional	-.31*
	Achievement- Masculinity Femininity	.31*
	Autonomy- Masculinity Femininity	-.50***
	Economic reward- Masculinity Femininity	-.52***
	Variety-Masculinity Femininity	.33*
	Aesthetics- Status	-.40**
	Aesthetics- Infrequency	.37**
	Altruism- Infrequency	.35*
	Personality development- Infrequency	.40**
	Variety- Infrequency	-.37*
	Altruism- Acquiescence	.32*
	Prestige- Acquiescence	.30*
Working	Achievement- Realistic	.46**
	Altruism- Realistic	-.33*
	Authority- Realistic	.34*
	Creativity- Realistic	-.32*
	Risk- Realistic	.31*
	Lifestyle- Investigative	-.34*
	Physical activity- Investigative	-.58***
	Prestige- Investigative	-.37**
	Physical prowess- Investigative	-.39**
	Economic security- Investigative	-.48**
	Advancement- Masculinity Femininity	.37**
	Autonomy- Masculinity Femininity	.47**
	Achievement- Status	.36*
	Altruism- Status	-.37*
	Economic Reward- Status	-.33*
	Physical activity- Status	-.35*
	Social Interaction- Status	.34*
	Variety- Status	.44**
Physical prowess- Status	-.41**	
Physical activity- Acquiescence	-.48**	

Table 6: Regression analysis of FES and VPI for working children group

Model	R Square	F	t
I (Self Control)	.373	2.301*	-2.43** (acceptance and care) 2.89** (independence) -2.72* (active recreational)
II (Masculinity-Femininity)	.576	5.27***	3.61*** (cohesiveness) -2.21* (acceptance and care)
III (Status)	.360	2.18*	2.45* (independence) -2.21* (active-recreational) -2.21* (organization)

Table 7: Regression analysis of Values and VPI for UG group

Model	R Square	F	t
I (Self Control)	.373	2.301*	-2.43** (acceptance and care) 2.89** (independence) -2.72* (active recreational)
II (Masculinity-Femininity)	.576	5.27***	3.61*** (cohesiveness) -2.21* (acceptance and care)
III (Status)	.360	2.18*	2.45* (independence) -2.21* (active-recreational) -2.21* (organization)

Table 8: Regression analysis of Values and VPI for PG group

Model	R Square	F	t
I (Conventional)	.769	2.85**	-2.02* (ability utilization) -2.15* (achievement) -2.64** (economic reward) -3.07** (personality development) 2.02* (social interaction) 3.08** (cultural identity)
II (Masculinity-Femininity)	.785	3.13**	2.39* (risk)
III (Status)	.717	2.18*	-2.44* (ability utilization) 2.04* (cultural identity)

Table 9: Regression analysis of Values and VPI for working group

Model	R Square	F	t
I (Realistic)	.719	2.19*	-2.54* (ability utilization)
II (Investigative)	.746	2.52*	-2.45* (advancement)
III (Status)	.713	2.13*	2.32* (variety)

IV. DISCUSSION

Keeping the factors playing a role in career decision processes, the aim of the research was to assess the role of family environment and values on the vocational preference of individuals across different stages of their career. A quantitative approach was used in order to understand how the child appraises his/her career journey. The measures of Vocational Preference Inventory, Family Environment Scale and Values Scale were administered on 120 children across different stages in their career life- those who were about to complete undergraduation, those who had been working for less than 2 years after their post graduation and those in the working domain for less than 10 years.

Looking at table 1, the vocational preferences reported by the participants were segregated into different categories alongwith their frequency counts. The UG group preferred artistic and investigative professions, the PG group preferred conventional and realistic vocations and working group preferred the enterprising and artistic vocations as compared to the other choices. The findings are explained by the orientations of individuals in the regulatory focus theory by Higgins (2005). The promotion focused people strive for gains, ideals and accomplishments, motivated by the need for growth and development. The prevention focus goal oriented individuals seek security, stability and obligation such that they want to prevent themselves from any harm, threat or failure which was seen more with those in the recently started working PG sample (Brockner, Higgins, & Low, 2004; Higgins, 2005). The former drives people towards entrepreneurial career choice (Jaskiewicz, Luchak, Oh & Chlosta, 2016) which the work group in the present study had started looking for. Thus, the individuals try to ensure a regulatory fit when one's desires, needs and strategies for goal perusal is in congruence with an activity that sustains these interests (Higgins, 2005). The UG group in its still career building phase might still be exploring options, trying to make sense of the stream they have chosen compared to the PG group which has been in the academics of the professional stream for a while. The PG group might be more pragmatic in assessment of their professional path based on the evaluation of past experiences in theoretical and practical domains. The work group on the other hand had been working for a longer duration which might have made them re appraise their decisions and act accordingly.

A correlational analysis showed low correlation coefficients though which were significant between FES and VPI as well as Values and VPI depicted in the result tables 2,3,4. Going onto regression analysis. Table 5 shows that with respect to family environment, only working group seemed to show the causal relationship between family environment domains and vocational preferences. Only the self control, masculinity-femininity and status preferences appeared to be influenced by the family environment dimensions. This maybe because the UG group appeared to be still in the phase of exploration and perceived freedom in deciding their career choices. The PG group on the other hand had not been in the working domain for long. Some had their fantasies challenged and were now looking for making use of the education they had acquired with satisfaction or without it. And the work group appeared to be very socially and family driven in making career choices but now wanted more as they had experienced the quality of life in the careers they had chosen till now. So they were looking for more. Studies correlating family environment dimensions with vocational preference seemed limited, but attachment styles have been studied to some extent with job mobility and embeddedness (Feldman & Ng, 2007). The career decision making self efficacy i.e. the ability to make realistic choices, crystallisation of career choice using occupational information was found to be related to the Personal Growth dimension of the family environment. The family supported goals emphasising the intellectual and cultural pursuits was considered more important than the Relationship dimension or the degree of cohesion, conflict and open expression. The System

Maintenance dimension also did not show a significant relationship with career indecision. But, for women, career indecision was inversely related to System Maintenance dimension; Personal Growth dimensions of independence as well as achievement orientation were also inversely related to self efficacy in using occupational information (Whiston, 1996). Jonson, Buboltz & Nichols (1999) also examined the relations between family relationship dimensions, parental marital status and college students' vocational identity. Small direct (cohesion, expressiveness) and inverse relations (conflict) to vocational identity with only expressiveness accounting for unique variance in vocational identity scores were observed. Even Hargrove, Inman and Crane (2005) using the family dimensions of quality of family relationships, family supported goal orientations and degree of control and organisation explored the relationships between family of origin patterns, vocational identity and career decision making self efficacy. The results revealed a significance in relationship between career decision making self efficacy, family supported goals of achievement, intellectual-cultural, moral-religious emphasis orientations and the degree of family conflict and expressiveness but not really the type of vocational preference made. The work group comprised of people many of whom were in their family business or had moved out of their stable workplace due to spouse's occupations or were in professions at times personally chosen or at times parents' driven and now seeked more. It included being able to exert more autonomy, achieve greater decision making power and engage in work that was different from family expectations. This explains the significant relationship observed in certain professions.

Values are considered similar to core beliefs that act as standards to guide how one ought to function. They are similar to outcome expectations that facilitate the goal setting process. As can be seen from table 2, the maximum UG sample reported the significance of values of achievement, advancement and social relations. The PG group reported working conditions, economic security and economic rewards to be most significant for them. The working participants assigned maximum importance to ability utilisation, aesthetics and autonomy as their foremost career values. It can be seen that the individual's progress in his/her career trajectory into the work fields is associated with varying pertinent values. Being in the field and having seen their parents take "loans for their education" probably makes the very young UG group highly goal driven seeking accomplishment. Prestige and economic security seems to be more significant for the PG sample since they have probably come into contact with the real world from the previous fantasies that brought them to a certain professional field. Attaching greater value to professions like medical and law and lesser to the present choice probably addresses the greater need for prestige to some extent as well. The work group assigning greater significance to ability utilisation, autonomy, personality development, variety, aesthetics, authority and risk may be emerging from the fact that youngsters keep their career options open, have a conceptualisation of career that reflects dynamic change and doesn't have only one career anchor. Cennamo and Gardner (2008) have explained similar results by comparing different generational groups of baby boomers, generation X and Y. In the older generation the values of greater status and tenure may have been already met whereas the younger generation may still be looking for autonomy and status at work. The older participants may have been more influential in their workplace and hence could view their values being well aligned with their organisational reward system and status. Being influential also gives a sense of accomplishment and hence the importance of achievement as a significant value. But the younger respondents being in the boundaryless, protean career time would seek a more lateral movement (Briscoe, Hall & DeMuth, 2006; Arnold, 2011; Chudzikowski, 2012). Status as a need is considered important as it helps in career progress and increased marketability, hence the importance of the value of advancement and authority (Riordan, Griffith & Weatherly, 2003). In the beginning itself if they start perceiving lack of fulfilment of their values in their organisation, they tend to explore for other options and intentions to leave that place increase, implying how important it is for them to have their abilities and skills to be fully utilised. Work- life balance, autonomy and freedom are what the generation Y seeks compared to the older generation that focuses on traditional work models comprising of dedication and hard work (Smola & Sutton, 2002; Zemke, Raines & Filipczak, 2000). When the findings discuss the value of ability utilisation as playing a significant role, the self management characteristic of a protean career supports the results. The highly individualistic and subjective nature of the boundaryless career, a feature of generation Y requires a high level of self awareness and knowledge along with confidence in one's ability (Hunter, 2016). So the individuals like in the present study were looking for some financial stability but not focused on only achieving financial satisfaction. The regression analysis did show an impact of values on VPI for all the 3 groups. For UG children, the values of advancement, altruism, creativity, personality development, physical activity, prestige, risk, work conditions, cultural identity had a role in determining the self control vocational preference; altruism and personality development on masculinity-femininity choices; social interaction on the status vocational preference; work conditions, creativity and cultural identity on infrequency vocational preference; aesthetics, autonomy, social relations, variety, economic security on acquiescence; creativity and social relation on realistic; authority, personality development, prestige, social relation and physical prowess on artistic choice; physical activity and work conditions on social choice; ability utilisation, personality development and cultural identity on enterprising choice; prestige and physical prowess on conventional vocational preference. For PG

children, the values of physical activity, risk, social interaction and physical prowess had a role to play in influencing the realistic vocational preference; achievement on artistic choice; work conditions on social as well as enterprising preference; economic reward, personality development, physical activity, social interaction and cultural identity on conventional choices; autonomy, aesthetics, risk, work conditions and economic security on masculinity-femininity vocations; cultural identity and physical prowess on status; achievement, aesthetics, autonomy, physical activity and prestige on infrequency; advancement on acquiescence. For Working children, ability utilisation, advancement and altruism influenced realistic vocational choice; advancement and prestige impacted investigative choice; ability utilisation, achievement, advancement, autonomy, personality development, prestige and physical prowess effected artistic preference; physical prowess only affected social choice; personality development, prestige, risk and work conditions influenced conventional choice; ability utilisation and economic rewards self control vocational preference; aesthetics, autonomy, creativity and personality development values determined masculinity-femininity based vocational variety and physical prowess influenced status; ability utilisation, achievement and autonomy affected infrequency; altruism, authority and economic reward determined acquiescence.

The intelligent career framework helps understand that career involves individual viewpoint i.e. motivations, skills, networks along with the context in which careers get played out. A holistic, dynamic perspective to career is what then influences an individual to take appropriate career decisions (Arthur, Claman, & DeFillippi, 1995). While the earlier studies have talked about the objective and external factors like finances, career progression, work recognition, lack of challenge and person-environment fit resulting in career change (Vaitenas & Wiener, 1977; Thomas & Robbins, 1979), mid 2000s saw subjective factors like leisure time, personal growth and incomplete utilisation of one's abilities resulting in a shift (Wise & Millward, 2005; Mainiero & Sullivan, 2006). Gradually it was seen that individuals had begun to take greater ownership and control over their own careers and life decisions (Sullivan & Baruch, 2009). Today's times are of career calling that are transcendent summons to a meaningful career, passion, pursuit of pro social intentions or work seen as fulfilling a purpose in life (Hall & Chandler, 2005; Dik & Duffy, 2009; Elangovan, Pinder & McLean, 2010; Dobrow & Tosti-Kharas, 2011). There emerges a need to identify long term, personal goals that find expression in future oriented behaviors and attitudes to motivate, pursue and manage goals (Duffy & Dik, 2013; Praskova et al., 2014). Career calling has been linked to well being, life satisfaction and psychological adjustment (Steger et al., 2010). It is also associated with more confidence, decisiveness and clarity (Dobrow & Tosti-Kharas, 2011; Duffy & Sedlacek, 2007), positive career attitudes and outcome expectations (Dik, Sargent & Steger, 2008; Steger, Pickering, Shin & Dick, 2010). It is a dynamic, continuously moving, adaptive process involving career goal exploration, setting, trails and success evaluation instead of a single, life long career perspective.

V. CONCLUSION

The research indicates that individuals seek to choose professions that correspond to their value orientations. A causal relationship also exists between values, family environment and vocational preferences and that vary across the stages of one's career. The study has limitations in terms of being cross sectional in nature, focusing only on early adulthood and individuals belonging to middle or high socio economic strata. A larger sample size with more inclusive participants studied over a longitudinal duration could be more conclusive in its results. Despite the limitations, the research has counselling implications as lack of fulfilment of values in one's specific career at times results in dissatisfaction and change in course. Therefore, planned decision making prepares the individuals to realistically evaluate the choice and be better equipped to face the consequences.

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Anisha Juneja . "Influence of Family Environment and Work Values on Vocational Preference Across Career Stages in Young Adults." IOSR Journal Of Humanities And Social Science (IOSR-JHSS) , vol. 22, no. 10, 2017, pp. 82–91.