

DEVELOPMENT OF CAREER SENSE AND CAREER JUDGMENT AMONG ADOLESCENTS BASED ON SOCIAL RELATIONS: A HIGHER ORDER CONTEXT

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ABSTRACT

Adolescence is an age of biological and psychological development making the child learn to become a little independent to understand the situation based on their analysis and making judgments about it. The present study investigates how the psychological development is influenced by social relations specifically in context of developing a sense and judgement about career they want to pursue in their life. The sample size for the study was 275 adolescents within the age group of 16-19 from northern Indian region. We have taken into account the social relations other than the parental factors such as teachers, peer group, role models and friends. A higher order construct was developed named social relations. The aim of the study was to find out whether these have impact on career aspects such as career sense and career judgment of adolescents. The results have shown a significant influence of higher order construct on the career sense and career judgment whereby social relations account for 23 per cent of career judgment and 17 per cent of career sense. The implications for teachers, parents and others are discussed in the study.

Keywords: Adolescents, Social Relations, Career Sense, Career Judgment, Second order construct

INTRODUCTION

The career is a person's demonstrative voyage of learning professionally and personally so that they are able to grow in life. Dictionaries define "career" as a person's "course or progress through life (or a distinct portion of life)". More or less career takes into account the learning and adapting in order to progress in life.

The word learning in the definition of career connotes different ways in which people learn such as directly, vicariously, intuitive or may be instinctively. Theorists have outlined various theories of learning one among them is social learning theory of Bandura which lays foundation for how identifying and displaying the behaviours, attitudes, and emotional reactions of others affect

the individual learning. Bandura (1977) states: "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action." According to Learning Theory of Career Counselling (LTCC), it is suggested that there are four kinds of influences that have an impact on career decision making, "genetic endowment and specific abilities, environmental conditions and events, learning experiences and task approach skills" (Mitchell and Krumboltz's, 1996). Social learning is also termed as learning by observing other people's behaviors. It lays emphasis on ever changing communication between the individual and its environment in order to give meaning to their observation. Adolescents when taking any career related decision have to rely on their judgement, as it is important to be thoughtful and considerate of their choices and the related consequences. Judgment and sense related to career decisions in adolescent years is more likely to be formed by the social interactions the individuals have with the important others in their environment. Both the social learning and LTCC put emphasis on learning experiences in a social set up.

Adolescence is a stage of life where an individual is interacting with a social setup in form of his teachers, peers, counsellors, friends, relatives and role models. When talking about adolescent's decision-making, the most crucial decision in their life stage is about the career they select based on their interests, vicarious experiences learned from their social influences by interacting with them, sharing their understandings as they believe they are accepted in social group. As when making decision one has to choose from alternatives by collecting information, and assessing different scenarios. It means that decision-making is an outcome of creating sense and making judgement from a situation an individual is confronted with by applying both.

Students as adolescents in the present dynamic world are endeavouring to be in careers where they could lead fairly well in life. Everyone has his or her own way of dealing with the influences and

pressures exerted upon them from important others in their life. In Indian context, the approval of family and society in choosing a career has always been of prime importance. However now things are changing adolescents now are much aware of different alternatives available to them, they also understand and estimate the consequences associated with it. This is because this is the age when parents give them a sense of independence so that they can evaluate things on their own. When developing a sense towards a career option and making judgement students of this age give more importance to their social interactions with important others Sinclair (2014). However, the career choice is influenced by numerous parameters to name a few such as family, personal aptitude and educational attainment etc. (Bandura et al., 2001). The present study attempts to find out whether social relations in adolescents years such as with teachers, peers, friends, and other important people in the area of interests influence career judgement and career sense of adolescents.

LITERATURE REVIEW

Many career development theorists have explained the importance of adolescent years in creating the groundwork for choosing an educational course and making a career choice (Gottfredson 1981; and Vondracek et al; 2019). The adolescent developmental years are those crucial years when they have to make decisions about their postsecondary plans by making sensible judgement regarding their career choices Seligman, (1994).

Peer's Influence

Felsman and Blustein (1999) examined the peer influence on career choices of late adolescent students where they found that peer attachment was positively associated with environmental exploration and progress in committing to career choices. Wilkinson (2004) postulates that not only parental attachment but also peer attachment influenced an individual's way of exploring career choices more deeply. Peer attachment, is found to be indirectly affecting the career exploration among adolescents through self-esteem (Emanuella, 2009). It was found that adolescents give so much importance to friendship that they may put their true career choices at risk Sinclair (2014). Repetition of behaviour takes place when the behaviour is supported by significant others (Ajzen, 2006). Role of peers was also found to be significantly associated with the intensity with

which information was sought regarding occupational exploration among adolescents Kracke (2002).

Role Model Influence

Career choices are directly or indirectly influenced by role models and self-efficacy of the students (Quimby & DeSantis 2006, Bandura, 1999, 2000). Super, (1990) stated that role models or key figures in the direct surroundings of young individuals are also regarded as having vital effect on young individual's career development. Mentors and role models both have distinct influence on female students' choice of science as a career Fried & MacCleave (2009). Mohd et al. (2010) found that with no role models in the family leading to lack of information regarding a field of interest specifically for technical areas influences career choice of adolescents. Social guidance from important individuals such as parents, friends, and teachers are some factors which highly determine the undergraduate students' intentions to join their careers as revealed by Amani (2013) with the help of a cross sectional survey design in Tanzania.

Teacher's Influence

Social aspects also include the role of teachers in helping the young minds to shape their career by providing them essentials to make sense regarding their careers. Farmer (1985) in their study found that teachers play a significant role in influencing career aspirations of senior secondary students; moreover they found that the role of teacher is perceived to be more important than the role of the parents by students. Teachers play an important role for both genders yet the level of significance varies thus creating gender differences (Marjoribanks 1990; Wall et al. 1999). These differences were also found in endorsing the influence of mothers, friends and teachers in a study by McWhirter & Paa (2000) where it was found that girls were more likely to be influenced by them than the boys.

Metheny (2008) conducted a study in which the first order constructs were found to be loading significantly on a second order construct namely teacher support. Verriden (2017) addressed whether the African American girls' perception about pursuing a STEM course is affected by support provided by teacher, parents and peers, it was found that specific course teachers play an important role in development of interest by way of

creating a feeling of belongingness towards their particular settings. A study by McWhirter et al. (1998) on Mexican American girls and boys found that perceived teacher support was associated with greater levels of career commitment and lesser levels of perceived barriers for adolescent. Ali and McWhirter (2006) found in their investigation that perceived teacher support may play a minor but significant role in adolescent career development. A study on South African students by Shumba and Naong (2012) to identify the factors affecting their career choice and aspiration was conducted and the results displayed that family and teachers were important aspects that influenced their decisions regarding career.

Bardick et al. (2004) conducted a study on junior high school students to determine about the important others whom they will approach for help in planning their careers. The researcher found that they rely more on their parents and friends rather than their teachers and counsellors to gather information which will further help in having better sense and judgement regarding their careers. Hlad'o et al. (2020) investigated sample of 3,028 vocational upper secondary Czech students and found that there was a significant association between parents, teachers and peers towards career concern and confidence. With the help of insights from literature it was found that various combinations of social aspects were researched independently, rarely any research was found which attempted to combine the important relations to form a higher order construct. Also the two antecedents of decision making were identified so that following research questions can be answered

- i. Whether different social associations of adolescents with important others serve as different dimensions to form a higher order construct?
- ii. Whether the developed higher order construct will influence the career aspects?

Thus to answer these research questions social associations of adolescents were taken together to form a second order construct i.e. social relations and it was hypothesized that

H₁: The social relations have a significant influence on career judgement.

H₂: The social relations have a significant influence on career sense.

METHODOLOGY

Data Collection and Sampling

The study is cross-sectional study with sampling units as adolescents studying in different private schools in northern India. Respondents come from varied faculties such as humanities, commerce and sciences. In this study convenience sampling was used as the aim was to interact and collect information (Leedy & Ormrod, 2013). A total of 275 responses were recorded for the present study. The minimum sample size of 38 was determined by using G*Power software (Faul et al., 2007).

The current study involves 55.3% of females and 44.7% of males. The students lie in their adolescent age i.e. from 16-19 years. 214 respondents had their mothers as homemakers, 22.2 % had their mothers as working. In case of 86 respondents their fathers were self-employed and 189 were employed. 54.2 % of respondents were residing in urban area and 45.8% were residing in rural area.

Measures

Statements for social aspects were taken from the literature review majorly from the works of (Ghosh, 2012; Jumana, 2016; Olamide & Olawaiye, 2013; Hellmann, 2014; Mtemeri, 2017) and the statements for career related aspects were taken from the previous research work of Chauhan (2015) and Jumana (2016).

All the statements for both dependent and independent variables were first structured by applying exploratory factor analysis and then confirmed by applying confirmatory factor analysis. The dependent and independent variables are reflective. The constructs of the present study were measured using the criterion for reflective measures.

Analytical Techniques

As both exploratory factor analysis and confirmatory factor analysis were applied. The present study incorporated the use of SPSS Statistics (version 21) for exploring the factors and Smart PLS (version 3.2.7, Ringle et al. 2015) for confirming the factors and testing of hypothesis.

Data Analysis and Results

The purpose of this study was to identify and confirm the constructs in order to test the structural relationship between them. For this purpose we explored the social factors as well as the factors

that are important for making career choices by applying exploratory factors analysis then the factors were confirmed by applying confirmatory factor analysis and thus the hypothesis were tested. The partial least square method was considered appropriate as it is a causal-predictive technique which permits the researcher to handle both description and prediction of constructs (Hair et al., 2019a). As PLS-SEM enables the researcher to appraise theory and develop real-world significance of the results achieved (Shmueli et al., 2019).

Common Method Variance- Single Source Bias Assessment

Since the study collects responses from the same respondents and mostly on a 5 point Likert scale; therefore, there was a possibility that it might be affected by common method biasness (Kock 2015). Harman Single factor test was used to assess whether single source biasness exists or not. For this purpose all constructs were assessed for principal component analysis with unrotated factor solution and it was found that the first factor explains 24% of total variance which is quite less than 50% (Podsakof et al. 2003). In the second approach to test common method biases it was found all the latent variable were showing VIF less than 3.3 (Kock 2015). Thus it was found that single source biasness was not an issue in this study.

Exploratory Factor Analysis

In order to explore the factors of social relations having 29 statements, we calculated Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy which was .882, and Bartlett's test of sphericity which was statistically significant ($p < .001$); thus enabling to proceed further for factor analysis (Tabachnick & Fidell, 2001). EFA was conducted using principal component method, varimax (orthogonal) rotation. Three criterions were used to estimate and decide the number of factors to retain: (a) examining the scree plot, (b) a minimum of three items loading on the factor (c) Communalities above 0.4 (Costello & Osborne, 2005; Reise et al., 2000; Field, 2009). Table 1 shows the results of EFA on social relations statements we reached to a clean four factor structure after removing the statements with lower communalities and cross loading, EFA was run from three to four times. The total variance explained by the factors was 63%.

Table 1: Factor Structure and Communalities for social relations

Rotated Component Matrix and Communalities						
Statements		Component				Communalities
		1	2	3	4	
My teacher updated me about different career options by providing information.	S2	.797				.657
My teachers motivated me to choose a profession of my interest.	S8	.795				.686
My teachers helped me in identifying and polishing my qualities.	S3	.794				.680
My teachers helped me to identify and know the scope of their subject.	S4	.793				.656
My teachers influenced me to follow work ethics.	S5	.791				.669
My teacher motivated me to participate in different activities of my interest.	S1	.782				.664
The qualities of my teachers encouraged me to follow him/her.	S6	.764				.603
My teachers helped me to decide which job and college I should enroll myself in.	S7	.759				.623
The achievements of my teachers encouraged me to follow him/her.	S9	.741				.610
My teachers influenced me in choosing a career.	S10	.727				.568
My teachers set a positive example for others to follow.	S11	.638				.458
My friends had a major influence on my career choice.	S13		.863			.775
My friend's career choice affected my career decision making.	S12		.836			.748
For me my friend's guidance in career choices was helpful for me.	S14		.802			.707
My friends helped me with their point of view when I was confused about a career choice	S15		.682			.547
The qualities of my friends encouraged me to follow them.	S16		.663			.573
My friends tried to give complete and proper information about different careers.	S28		.542			.524
The career related information and advices given by my friends were reliable.	S29		.524			.487
The qualities of the achievers in the field of my interest encouraged me to follow them.	S18			.823		.748
I tried to imitate work ethics and behavior of the achievers of the same field that I chose.	S19			.784		.683
My choice of career was influenced by the achievers in the same area.	S17			.782		.700
Achievers in a particular profession influenced others to choose that profession as a career option.	S20			.676		.539
Instructors and trainers influenced career related decisions.	S21			.541		.445
My peers understood and respected my feelings.	S22				.761	.645
My peers encouraged me to choose a career of my interest.	S24				.703	.650
The achievements of my peers encouraged me to follow them.	S23				.528	.579
Extraction Method: Principal Component Analysis.						
Rotation Method: Varimax with Kaiser Normalization.						
a. Rotation converged in 6 iterations.						

For structuring career related aspects having 11 statements same procedure was followed as for social relations where it was found that Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .763, and Bartlett's test of sphericity

was statistically significant ($p < .001$); thus proceeding with the factor analysis (Tabachnick & Fidell, 2001). Table 2 represents the factor loadings and communalities; the total variance explained by the factors was 53%.

Table 2: Factor structure and Communalities for career aspects

Rotated Component Matrix and Communalities				
	Statements	Component		Communalities
		1	2	
Career Sense	I think I was capable enough to decide which type of job is suitable for me.	.834		.698
	I knew what my interests were and what I wanted out of my life.	.781		.630
	I assessed my abilities from time to time.	.726		.538
	I chose a degree that matched my interest.	.632		.407
	I chose a career that suited my lifestyle.	.572		.434
Career Judgement	I also searched for some reasonable career alternative in case I could not choose my first career interest.		.782	.619
	I searched about the average yearly earnings of people in different profession.		.771	.600
	I made decisions after comparing different career alternatives available to me.		.725	.545
	I talked with the people employed in the career of my interest to get a better understanding of complexities related to the particular career.		.673	.471

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 3 iterations.

Evaluation of First Order Construct - Measurement Model

A confirmatory factor analysis (CFA) was conducted to assess the reliability and validity of all the reflective first order. We tested the measurement model by using the procedure elaborated by Hair et al. (2017). The first criterion is the reliability of indicators according to which the individual loadings of indicators should be above 0.708 (Hair, 2019). Since AVE of all the constructs in our study has value above 0.50, the

indicators with low loadings are also retained to save the content of the questionnaire. Table 3 presents the findings. The internal consistency of the constructs, the Cronbach's alpha (CA) and the composite reliability (CR) were evaluated and were found to be consistent as all first order constructs are having value above the minimum threshold. The CR accounts for the more appropriate reliability measure to evaluate the internal consistency reliability with PLS-SEM (Hair et al., 2017). The measurement model is depicted in figure 1.

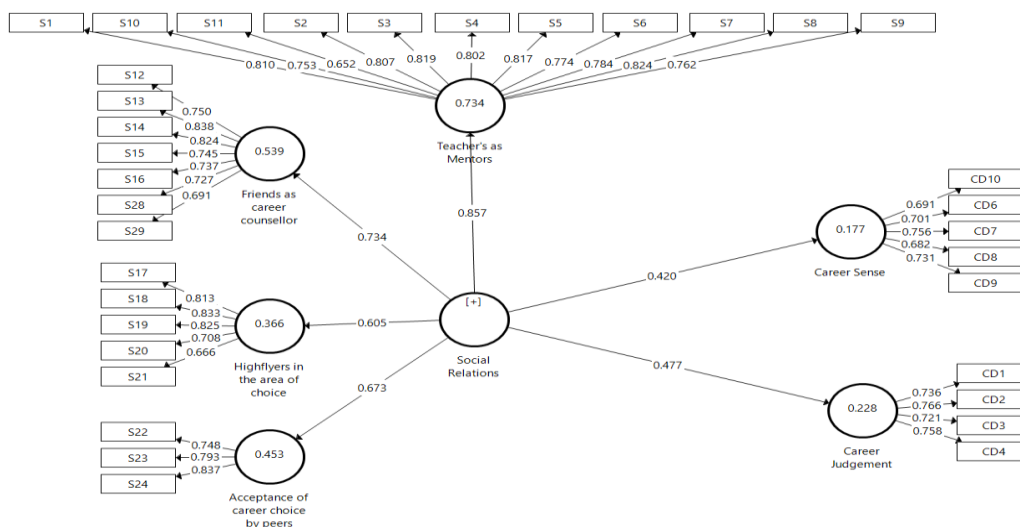


Figure 1: Measurement Model for Career Sense and Career Judgement of Adolescent Students

The convergent validity was examined by assessing the AVE Fornell & Larcker (1981). The AVE value of a construct should be above 0.5 to confirm its convergent validity, which was the case for all

constructs, as displayed in Table 3. AVE also determines how much variance is explained by the indicators and the measurement error (Vinzi et al. 2010).

Table 3: Measurement Model Assessment for First Order

Construct	Type	Indicator	Loadings	Cronbach's Alpha	rho_A	CR	AVE
Career Sense	Reflective	CD6	0.701	0.766	0.772	0.838	0.508
		CD7	0.756				
		CD8	0.682				
		CD9	0.731				
		CD10	0.691				
Career Judgement	Reflective	CD1	0.736	0.735	0.737	0.833	0.556
		CD2	0.766				
		CD3	0.721				
		CD4	0.758				
Teacher's as Mentors	Reflective	S1	0.81	0.937	0.939	0.946	0.614
		S2	0.807				
		S3	0.819				
		S4	0.802				
		S5	0.817				
		S6	0.774				
		S7	0.784				
		S8	0.824				
		S9	0.762				
		S10	0.753				
		S11	0.652				
Friends as career counsellor	Reflective	S12	0.75	0.877	0.88	0.905	0.578
		S13	0.838				
		S14	0.824				
		S15	0.745				
		S16	0.737				
		S28	0.727				
Highflyers in the area of choice	Reflective	S17	0.813	0.828	0.839	0.88	0.596
		S18	0.833				
		S19	0.825				
		S20	0.708				
		S21	0.666				
Acceptance of career choice by peers	Reflective	S22	0.748	0.706	0.714	0.836	0.63
		S23	0.793				
		S24	0.837				

Discriminant Validity for First Order

For discriminant validity, HTMT criterion was evaluated. The HTMT "ratio is based on the average of the correlations of indicators across constructs measuring different phenomena relative to the average of the correlations of indicators

within the same construct" (Gupta & George, 2016). It is suggested by Henseler et al. (2015) that the values obtained for HTMT ratio should be below 0.85 so as to have discriminant validity. The results displayed in Table 4 are indicative of meeting the criterion for first order construct.

Table 4: HTMT Ratio for First Order

	1	2	3	4	5	6
1 Acceptance of career choice by peers						
2 Career Judgement	0.39					
3 Career Sense	0.434	0.373				
4 Friends as career counsellor	0.738	0.464	0.157			
5 Highflyers in the area of choice	0.492	0.512	0.304	0.39		
6 Teacher's as Mentors	0.462	0.43	0.522	0.407	0.388	

Assessment of Measurement Model for Second Order Construct (Reflective-Reflective)

Sarstetd et al. (2019) have suggested two important methods for estimating a higher order construct a) extended repeated indicator approach (Lohmoller, 1989;Wold, 1982) b) two stage approach (Wetzels et al., 2009). The second approach estimates the higher order by using the latent scores of the confirmed first order constructs for further

evaluation of criterion for measurement model. The present study follows the two stage approach for assessing the second order construct. Table 5 shows the measurement model criterion for second order; it is clear from the results that all criterions have been successfully met for second order construct namely social relations.

Table 5: Measurement Model Assessment for Second Order

Second Order						
	Type	Loadings	Cronbach's Alpha	CR	AVE	VIF
Social Relations	Second order reflective		.922	.812	.523	1
Teacher's as Mentors	Reflective	.857				1
Friends as career counsellor	Reflective	.734				1
Highflyers in the area of choice	Reflective	.605				1
Acceptance of career choice by peers	Reflective	.673				1

Discriminant Validity for Second Order

The discriminant validity of second order construct was calculated by following the procedure elaborated by Henseler et al. (2015). The criterion was achieved as shown in table 6.

Table 6: HTMT Ratio for Second Order

Second Order	1	2	3
1 Social Relations			
2 Career Judgment	.00064		
3 Career Sense	.492	.373	

Structural Model Evaluation

To evaluate the relationship between endogenous and exogenous constructs structural model assessment was done. It shows the direct relationship between predictive construct, career judgement and career sense. The VIF values of predictive construct was below the minimum threshold (Petter et al., 2007)) as it was 1, so the multicollinearity issue was also addressed.

Hypothesis Testing

The results for the structural model are depicted in figure 2 according to which the second order construct in the model accounts for 23 (r square=.23) per cent of career judgement and 17 (r square=.176) per cent of career sense. Hair et al. (2014) relies on estimating path coefficients which

represent the hypothesized relationship, the value must lie between +1 and -1 which is also indicative of the strength of relationship (Wixom and Watson, 2001).

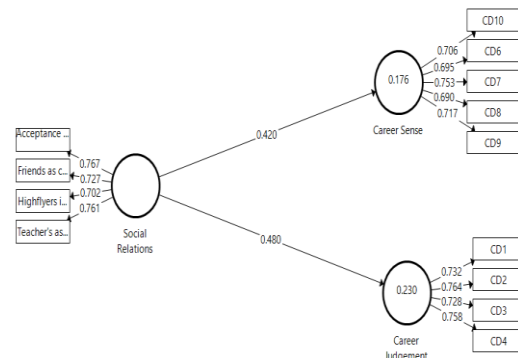


Figure 2: Structural Model with Social Relations as Second Order Construct for Career Success and Career Judgement

The t-value between the predictor and predicted constructs depicts the probability of significance between the relationships of constructs. A bootstrap with 5000 subsamples and a two-tailed test was performed to calculate the t-values and test for significance. The results of structural model evaluation are shown in table 7. The findings show that social relations as second order construct exerts a positive and significant influence on career judgement and career sense ($\beta= 0.48, \beta= 0.42, p < 0.001$) respectively (Hair et al., 2009).

Table 7: Structural Model Analysis (Testing of Hypothesis)

	f square	Structural Coefficient (beta)	Standard Error	T Statistics	P Values	R square	Hypothesis results
Social Relations -> Career Judgement	0.299	0.48	0.062	7.676***	0	0.23	Supported
Social Relations -> Career Sense	0.214	0.42	0.062	6.825***	0	0.176	Supported

Results of structural model analysis (Hypothesis Testing)
 p-value 1%= ***

The values of f^2 were assessed to find out and quantify the significant effects, and it was found that social relations have a moderate impact on career judgement ($f^2 = .299$) and career sense ($f^2 = .214$) of adolescents (Chin, 1998). It is also clear from table 7 that both the hypothesis are supported which means that social relations as second order construct have significant influence on both career sense and career judgement.

DISCUSSIONS

We examined the role of adolescent perceptions towards their important social relations as measured by four first order constructs (Acceptance of career choice by peers, Friends as career counsellor, Highflyers in the area of choice and Teacher's as Mentors) making a second order construct social relations in influencing career judgement and career sense. Analogous to our expectation both the facets of career i.e. career judgement and career sense were significantly predicted by social relations almost with same level. Our data suggests that the social relations are perceived to be influencing the career facets, consistent with the findings of previous studies (Emanuella, (2009); Mohd et al., (2010); Verriden (2017); Shumba and Naong, (2012) and Hlad'o et al., (2020))

IMPLICATIONS

It is pertinent to mention here that earlier researches have primarily focused on different social relations of adolescents as a first order construct but the present study tries to embrace these relations (other than family) into one individual construct. This was attempted to appreciate whether there could be possibility of these having combined effect on career sense and career judgement. Also most of the early researches have focused on career choice and career decision making of adolescents. The present study focuses on the precursors of career choice and career decision making that is the emphasis is on whether social relations help adolescents to broaden their sense and make appropriate judgement regarding various alternatives present with them. In this

regard the current study is novel in creating a higher order and diagnosing its impact on precursors of career decision making.

Implications for Parents

Social relations are the links that are present between people who have frequent communications which are perceived by the contributors to have subjective importance. Moreover these relations are intricately interwoven among themselves from the standpoint of adolescents; therefore the information generated by the interactions among these important stakeholders must be as dependable as possible so that it helps them in broadening career sense. The results of our data have strong implications for all the participants of these social relations and more for the parents of the adolescents

As development of an adolescent is characterized by; natural biological, perceptive, and societal changes; where the societal changes are of particular importance as they become more independent from their parents. Thus for parents it implies that they be more vigilant in terms of interacting and sharing with their adolescent children. Moreover, parents need to ensure that the children are sharing their associations with them so that the reality check process is supported for building career sense among adolescents. The present study has enabled us to understand that the social relations of individuals other than their family ties have influence on career sense and career judgement; moreover the combined effect of all is also noteworthy.

There is an old proverb that “A man is known by the company he keeps”, which clearly states that an individual tends to be with people who share some common interest thus we befriend with those whom we think are companionable. This becomes more appropriate in adolescent years where friends play significant role in an adolescent’s social life. The present study also found similar results which imply that the sharing of information among friends, what the friend chooses from different alternatives, qualities of friends all are crucial for

adolescents in order to form judgement towards various options. Another important facet similar to relation with friends is the relationship with peers, what are the achievements of peers; a word of encouragement from peers and a feeling of acceptance in the peer group have influence on career aspects namely career judgement and career sense.

The study points out that student are also influenced by the qualities of achievers in the area of their interest as they tend to imitate the work ethics and behaviour of those in the same field. The major implication here is that when teachers, instructors, trainers or even parents are guiding the sensitive minds towards development of their own opinions for a particular situation they must empower them to diagnose everything in relations to the consequences juxtaposed with it.

Implications for Teachers

As our results suggests that the contribution of teachers towards formation of higher order construct is the highest therefore teachers are found to play most important role towards development of judgement about different situations that students might face when confronted with dilemma. This implies that teachers role must be played very conscientiously as the adolescents tend to rely on the information provided by them regarding different career options, motivation provided by teachers also encourages them to opt for the career of their interest. When teachers are perceived as mentors their work ethics and their achievements all are observed meticulously by the students and they set a positive example for them to follow. With appropriate guidance from teachers students are able to assess their abilities from time to time thus identifying their true interests and developing a belief that they are sensible enough to take decisions.

Implications for Researchers

Researchers need to determine and analyze social relations reflective measures by inculcating dimensions that are specific to their country, as this research is conducted keeping in view the intricacies attached to adolescent's social relations in Indian context. The theory or literature have examined the role of almost all social relations as first order constructs individually, however the researchers can add a few dimensions more in addition to the dimensions presented in the present

study and form a second order construct as the present study keeps the door open by making social relations as second order reflective construct keeping in mind the cultural or relational differences that might exists in different contexts.

The study has explored two aspects of career i.e. career sense and career judgment, career sense somewhere identifies and ensures that an adolescent believes that he/she has explored all scenarios with respect to their interests, capabilities and developed a sense to make sense out of whole thing. Similarly they have developed judgment on the basis of interaction and understanding the information gathered from important social associations. We suggest the future researchers to explore the higher order dimensionality of the two aspects of career in their respective contexts.

CONCLUSION

The present study has specifically focused in understanding whether social relations other than family ties affect career aspects of students in their adolescent age. As it is a well-known fact that parents are considered as the first social contact of an infant from which they learn, so undoubtedly they play a vital role in developing sense for anything the child needs. Thus for this reason an attempt was made to identify other important social relations which are vital and from which the students build sense and judgment regarding their careers this makes the study of practical and social importance. We came across numerous studies which individually postulate the effect of different social aspects; however there was no study which could deliberate the combined effect of social relations on adolescent students in Indian context. The results of the present study contribute important dimensions for both career sense and career judgment among students. The current research could be replicated through the cultures and across countries.

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