

What affects us the most when making career choices? Main factors which form our thought process regarding career choices

Demir Gündoğan, Defne Bolazar, Deniz Şeker, Doruk Eskiçorapçı, Nur Nardin Kurt-FMV Ayazağa Işık High School

ABSTRACT

This paper aims to find the main factors that affect the thought process of an individual during their career decision path. The act of choosing a career has a lot of depth behind it regarding an individual's thought process and perspective on the world. The way the world is perceived through the eyes of a person and the formation of personality traits are shaped depending on the environment they adapt to. This was an experimental report. Twenty teachers from FMV Ayazağa Işık School were interviewed for five weeks. Five experimenters conducted the interviews and each was tasked with interviewing four teachers in a given week. The questions vary depending on the week, with every week having a central theme. Each interview contained five questions related to the theme. Each week's theme and questions touched on a different topic. Some factors and information the questions aimed to obtain were about how each teacher was individually affected by environmental factors, ethics, parenting styles, study methods, and hobbies. Interviews were voice recorded with the intention of gathering and storing data. The duration of each interview changed depending on the week, as some questions asked in some weeks were longer than others and required more answers. After all the recordings were gathered, the researchers identified how the thought processes regarding making career choices were formed. This was done by generalizing the data obtained from each interview and examining the different pasts and obstacles of each teacher and how they ended up with the job they now have.

Keywords: *Environment, Ethics, Interview, Personality Traits, Perspective*

Introduction

A career choice can be defined as the selection of a particular path or vocation in terms of a career. Making career choices is one of the most important parts of an individual's life. It practically determines the future of an individual. Although the job someone chooses doesn't directly identify one as a whole, the events and experiences someone goes through do. The choices we make to get where we are today are what determines who we are and this is especially true when it comes to the origin of career choices.

When considering how a career choice is made, it's important to identify the process and just how all choices are made. People make choices depending on their past experiences and actions. Therefore, the choices we make are also a reflection of who we are as individuals. However, what largely separates career choices from other choices is the fact that they are not immediate choices presented to someone; the existence of jobs and the idea of making career choices are present throughout everyone's lives. Whether that idea comes from environments, parents, or friends, the ideology of making a career choice is different for everybody due to the different circumstances and experiences they have.

The act of making a career choice doesn't have to come from a direct idea or a single experience. It depends on people's thought processes that's been formed before making that choice. Every major event or experience someone has gone through is important to identify as it all contributes to people's mindset and ideology as a whole.

The current environment in Turkey has made teenagers and young adults alike concerned for their future. The ongoing economic crisis and increasing unemployment rates play a big factor in making people doubt the choices they will make for the future. The doubt that plagues our minds today can affect the choices we make for the future. Other than economical issues presented in Turkey, people's mindsets have changed rapidly due to the many different thoughts presented within the environment. The influence of the internet holds great weight on the current generation. The many different perspectives listed out make us doubt the choices we want to make versus the choices the media finds most optimal. That's why in a time when everyone is confused and concerned about making career choices with so many thoughts and different ideas surrounding us, we felt it was necessary to identify just which factors affect us the most when making career choices.

Literature Analysis

Many studies have been conducted to see which factors affect people when making career choices. Some studies tried to explain the origin of making career choices by first identifying factors that affect career choices, then interconnecting them in order to more fully explain career choice progression. However, most studies focused on which aspects of an individual affect them when making career decisions. So, they rather impose and uncover the main factors instead of focusing on the most influential factors that come into play when making a career choice.

Robert W. Lent, Steven D. Brown, and Gail Hackett created the Social Cognitive Career Theory (SCCT) in 1944 with the hope of identifying and interconnecting aspects of career development. The study looked at the origin and development of three main factors, how career and academic interests develop, how educational and career choices are made, and how academic and career-related success is obtained. SCCT argued that these three factors determined the ways in which an individual makes career decisions.

The model was made off of three main variables which all served to identify personally interconnected thoughts created from previous experiences. Self-efficacy beliefs, outcome expectations, and goals. Self-efficacy beliefs were identified as an individual's personal beliefs on their probability and capability of success. This referred to the career an individual assumed they would have the most success in pursuing. Outcome expectations were identified as beliefs involved with the outcome of certain behaviors followed in careers. Goals were simply defined as an individual's will to engage in a particular event in order to achieve a certain position in a career.

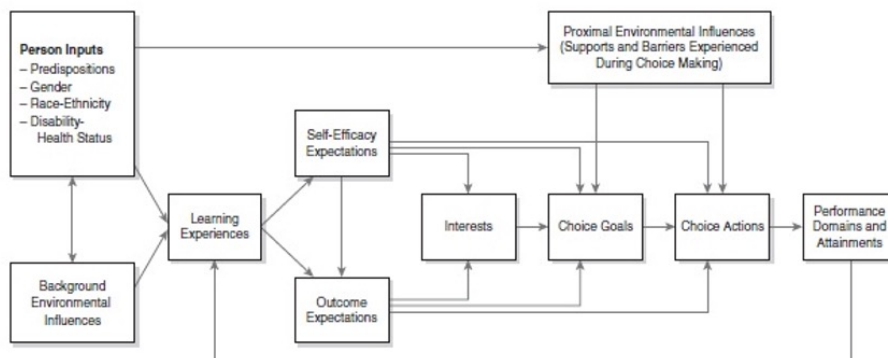


Figure 1. A Simplified View of How Career-related Interests and Choices Develop over Time, According to SCCT, ResearchGate

The model didn't only interconnect between these three main variables; it also took into account the manner in which an individual is given a position by society via their gender, predispositions, race-ethnicity, disabilities, environmental influences and previous experiences involved with learning which led to the variables. This model served as a template for future studies which tried to determine factors that affect career choices.

Krol et al argued that environment plays a big role in making career choices. He stated that an individual has to accommodate their environment while making career choices while also being observed by it. This explained how societies' beliefs and expectations can result in varying behavior and that the influence that the environment has on one itself is observed by the environment, which influences an individual's actions even more. Therefore, it was argued that the way information was interpreted changed according to the environment.

According to Splaver (1977), personality is a major factor in making good career choices. He argues that for a satisfactory job, an individual must have strong motivation to pursue it and that motivation must be fuelled by their personality. The points raised by Splaver explained that motivation is a big factor while making a career choice and that for people to not be negatively influenced by the environment, our thoughts must be based more on personality, therefore showing that personality can nullify the effect of the environment while making career choices.

Main Body

Questions and Themes

a. 1st week: Factors affecting career choice in childhood

The first week of the project focused on a set of questions aimed to identify factors affecting people during childhood. The questions are the following:

1. What professions did you want to choose as a child?
 - Why do you think so?
2. Did you have hobbies and extracurricular activities when you were younger?
 - What were they?
 - Why do you think so?

3. Which lessons were you most interested in?

- Why do you think that was the case?
- Were you more interested in your hobbies or your studies?
- Why do you think so?

4. Which job did those who raised you have?

- Did they guide you in any way in terms of choosing a career when you were younger?
- If they did, were you affected by it?
- Why do you think so?

5. Apart from those, who raised you when you were little, was there anyone you were influenced by, or perhaps you saw as a role model?

b. 2nd week: Academic interest and status during high school and university

The second week of the project used questions aimed to identify factors that affected us concerning involvement with academic studies, interest, and the academic status during high school and University. The questions were the following:

1. What were the lessons you showed talent in in high school and university?

- How interested were you in the courses in which you were talented?
- Why do you think so?
- What was your favorite subject in high school?
- Why do you think so?

2. What was your attitude towards studying like? How long did you study and how was your studying style?

3. How were your academic grades? In which courses were your grades better, and in which ones were they worse?

4. How did your successes and failures in the lessons affect you and what did you do regarding that?

- How has your attitude towards studying changed?

5. When choosing a department at university, did you decide on the courses you were better at or the courses you are most interested in?

- Why do you think you actually chose that department?
- While choosing this department, did you have a certain profession in mind?
- Has such an idea arisen yet?

c. 3rd week: Hobbies and extracurricular activities during high school university period

The third week of the project focused on questions aimed to identify factors that affected us concerning involvement with hobbies and extracurricular activities during high school and university. The questions were the following:

1. What were your hobbies and extracurricular activities during your high school university period?

- Which of them were you most interested in?
- Why do you think so?

2. How important were your hobbies and extracurricular activities during your high school university period to you?

- Did you spend more time on lessons or more on hobbies and extracurricular activities?
- How did these activities affect your interest in lessons?
- Did your hobbies and extracurricular activities affect how you chose your university department?
- Why do you think so?

3. What kind of people did you spend time with during your high school and university period?

- How would you describe your friends?
- What were their hobbies and extracurricular activities?
- Were you close when it came to points of interest, were your interests the same? Do you care more about your hobbies or your studies?

4. Do you think that the people you spent time with affected how you chose your hobbies and extracurricular activities?

- Were you affected in any way regarding this?
- Why do you think so?
- Did you lose interest in your hobbies or extracurricular activities as a result of this?

5. While your way of thinking about the whole career choice process was forming, do you think your hobbies and extracurricular activities affected you more, or did you change the attention and time you devoted to these areas during this process?

- Why do you think so?

ç. 4th week: Parental influence/environmental influence during career choice process

The fourth week of the project focused on questions aimed to identify factors that affected us concerning the influence of parents, the way we behave in society according to their guidance, and how these affect thought processes when making career choices. The questions were the following:

1. What kind of parenting styles did your caregivers adopt before choosing a career?

- Were they disciplined or did they let you be?

2. What was your attitude towards your caregivers?

- Did you respect the way they raised you, or did you go against them about it?
- Why do you think so?
- Have you ever felt different or distinguished in any way when you compared your parents to your environment?

3. While guiding you, did the people who raised you want you to obey more ethical rules or act according to your own ideas and beliefs?

- How did this affect you during your career choice-making process?
- How did your way of thinking change accordingly?

4. Did your parents respect your ideas?

- How did this affect you?
- How close were you to those who raised you?

- Did their behavior and judgment towards your ideas influence your affinity and behavior towards them?

5. Did you find your own choices and opinions about your hobbies and courses more important, or did you rather follow the guidance of the people who raised you when making career choices?

- Why do you think so?

d. 5th week: Environmental and ethical factors affecting thought process while making career choices

The fifth week of the project focused on questions aimed to identify factors that affected us concerning the influence that the environment has on us. How ethical factors and the guidance of the environment affects us and how these change our thought processes when making career choices. The questions were the following:

1. How would you describe the ethical factors in your environment?

- What were ethical factors and culture like in your environment?

- Was there any gender discrimination in the environment you were raised in?

- Do you think you've ever been affected by these?

2. What was your economic and socio-cultural position when growing up?

- Do you think that your economic position affected your socio-cultural position in society?

- Were you affected by this and your socio-cultural position?

- Why do you think so?

- Was your economic status equal to that of your environment?

3. What were your limitations due to your socioeconomic status while growing up?

- What were the limitations that came with your socio-cultural position?

- Have these factors ever influenced your choices about hobbies and extracurricular activities?

- Have they ever changed your choices about your interests, extracurricular activities, and your attitude towards lessons?

4. What were the roles that were imposed on you when you were growing up and what were the roles you acquired?

- Why did you choose the roles you acquired yourself?

- How do you think the responsibilities and pressures that came with these roles affected your way of thinking?

5. If there were no obstacles, pressure, or challenging roles in front of you when making a career choice, would you have chosen a job other than your current profession?

- What would that profession be and why would you have chosen it?

Data Collection and Generalization

Each week's questions aimed to identify factors that affect career choices regarding each individual week's theme. While analyzing the information we gathered from the answers collected, we compared how interconnected their profession was to their answers, and asked questions such as "how do you think so?" which we defined as side questions. These questions were asked after the main question. With the side questions, we aimed to measure and identify which factors affected the subject the most. This was done by determining their significance to their thought process. The length of their answers, their general interest, and their will to answer certain questions helped identify which factor affected a subject the most. When it came to generalizing this information, we simply looked at which week's theme affected a subject the most using the methods described previously.

Evaluation of Answers

a. 1st week: Factors affecting career choice in childhood

1. What professions did you want to choose as a child?

This question aimed to identify what the participant's initial interest in the profession was like. It was used to identify what the person wanted to do before his/her thought process was influenced. Most participants gave answers that didn't correlate with their current profession; however, disregarding that factor, answers were diverse when it came to their relation to their points of interest. Participants gave answers similar to, "I wanted to be an astronaut" and "I wanted to be a musician" which didn't relate to their profession, that being a teacher. Some participants did end up choosing the career they set out to follow as a child, those who did were influenced by their childhood dreams a lot.

- Why do you think so?

Many teachers cited the reason for doing this job as meeting their "good job" criteria.

They said it was exciting, fun or that they liked the subject of that job. So, it was generally related to their points of interest at the time, disregarding any limitations or environmental factors.

2. Did you have hobbies and extracurricular activities when you were younger?

- What were they?

- Why do you think so?

Most answers were unrelated to their current jobs; however, a few answers showed relation to what kind of job they wanted as a child. Subjects who, for example, wanted to be an artist as a child, went to art class in their spare time. Or that participants who wanted to be publishers when they grew up read a lot of books and occasionally went to the library. The activities correlating with their areas of interest as a child showed us that if they hadn't had any limitations, subjects would have pursued their interests.

3. Which lessons were you most interested in?

- Why do you think that was the case?

There was a surprising connection between their lesson of interest and the type of teacher they chose to become. Most participants stated that they were interested in the subjects they are teaching now. For example, biology teachers said that they liked biology as a kid. Few participants said that

they were interested in other lessons and gave reasons as to why they couldn't follow them. This helped distinguish subjects who preferred to follow their academic interests rather than their hobbies or extracurricular activities as a child. It also helped us compare how this mindset changed over time.

- Were you more interested in your hobbies or your studies?
- Why do you think so?

Like the previous question, this question confirmed which subjects preferred hobbies and which preferred their studies. Most stated that they liked studying more, even in their childhood years. This question helped identify and not only distinguish participants, but also decide which subjects were most affected by certain factors, as some teachers were pressured into studying at a young age, or felt inclined to study in some way.

4. What job did those who raised you have?

Nearly all participants stated that their father had a regular, financially stable job while their mother worked at home as a housewife. This showed us that most subjects didn't feel inclined to replicate their parent's jobs during their childhood years. However, a few subjects did mention that their parents were teachers. Participants whose parents were teachers seemed to be highly influenced by them. Regardless of their parent's attitude toward the subject, they felt inclined to become a teacher based on their own interests. This showed us that the parent's jobs are a determining factor when it comes to making career choices.

- Did they guide you in any way in terms of choosing a career when you were younger?
- If they did, were you affected by it?
- Why do you think so?

Almost all the participants stated that they were not led by their parents when it came to making a career choice. They said that their parents encouraged them to make a career choice that made them happy. This indicated that most subjects were free to make their career choice and were perhaps vulnerable to other factors than parental pressure. However, the subjects that were limited by their parents in this regard were highly affected by them. This question helped us identify which participants were affected by other factors and which participants were limited by their thought processes during their childhood years.

5. Apart from those who raised you, was there anyone you were influenced by, perhaps you saw as a role model?

There were two general answers to this question; a subject was either affected by a teacher sharing the same or a close lesson to the profession the subject chosen in the future, or a family member who gave them their sense of motivation and ideology. Either way, almost every subject had a role model in some way. The answers showed us that role models played a significant role in making career choices, as they created a sense of motivation for the participant to follow. Whether that was being hard-working like them, or choosing the same profession as them, role models always provided some source of motivation to the participants. This further showed us that motivations coming from childhood stay present throughout the life of a person if certain limitations don't get in the way.

General Evaluation: The answers from the entirety of week one showed us that childhood and the motivations and influences that come from a young age are really important in making career choices as it's a development of one's personality and thought process. Childhood is what a person's

inner self exemplifies, what individual desires without any limitations presented on their thought processes. This week's answers proved that without limitations presented on thought processes, a participant would have or did pursue their points of interest. However, as important as childhood factors were, the development of these factors later on in life proved to affect the participants more. Childhood only served as a template for their original interests. They either grew out of them or came to ignore their previous interests due to limitations. However, participants who didn't have any limitations regarding these did pursue their dream to become teachers. Those participants were few in number and the reason for their motives came from other factors, such as a parental figure being a teacher for example. However, participants who weren't met with any significant outside influence or limitations on their thought process did still pursue their dream careers. So generally, childhood played a significant factor when it came to future career choices. It served as a template for a participant's early interests.

b. 2nd Week: Academic interests and status during high school and university

1. What were the lessons you were talented in high school and university?
 - How interested were you in the courses in which you were talented?
 - Why do you think so?
 - What was your favorite subject in high school?
 - Why do you think so?

This set of questions aimed to identify what role the participants' interests, talents, and successes during their academic lives played when it came to making their career choices. Their favorite subjects were mostly determined by factors such as their learning styles, their teachers' influences, and how they incorporated and associated the courses with the real world. While the participants with a more analytical learning style enjoyed classes such as mathematics and physics, others who had more social interests were more into psychology and sociology. There was a direct relationship between talent and interest since all participants were most talented in the courses in which they were interested, and vice versa.

2. What was your attitude towards studying?

- How long did you study and what was your studying style like?

While some participants defined themselves as very hardworking and responsible students, most said that they would only study when exams were coming up or just learned whatever they had to learn in class. A few participants, for example, even stated that they disliked studying very much as a kid and could empathize with their own students now that they've had to be the ones who have to force them into studying. Almost all participants shared that they were the ones to teach and tutor others in their friend groups. This was a very prominent factor that sparked the idea of becoming a teacher in most participants' minds.

3. How were your academic grades?

- In which courses were your grades high, and in which ones were they low?

Once again this question proves that talent and interest combined, lead to success. Whichever course the participants favored was the one they got the highest grades in. Although most were already successful students throughout their academic lives and got adequate grades, the subjects in which they had an interest definitely stood out.

4. How did your successes and failures in the lessons affect you, what did you do regarding that?

- How did your attitude towards studying change?

There were a lot of mixed answers when it came to this particular question. There was a group of participants who said that their failures motivated them to study more. Then there was the group that said that their failures caused them to drift away from the subject instead of motivating them. Their failures demoralized them and affected their self-esteem. There was also a more neutral group that said that they'd be upset but would move on quickly or wouldn't care at all and continue studying however much they used to. Success was the greatest motivator for all participants.

5. When choosing your major at university, did you decide to depend on the courses you were best at or the courses which you were most interested in?

- Why do you think you actually chose that major?
- When choosing this major, did you have the idea of pursuing a certain profession in mind?
- Had such an idea arisen yet?

It could clearly be seen that the subjects in which the participants were most interested were eventually the fields that they gravitated toward when choosing their majors. All participants defined their most interesting courses as the ones they were most talented in. Almost all of them knew what they wanted to do with their career choices at this point in their lives but it didn't go according to plan for some. A few participants had already started studying to become a teacher before university so they had made up their minds early on in life. There were also a few participants who had the ideals of working as engineers, sociologists, biologists, psychologists, etc. However due to factors such as lack of talent in particular courses, parents' influences, or simply changes in their initial plan they could not pursue their first choices.

General Evaluation: The answers from the entirety of week 2 showed us that academic success plays a big role in the long run. A person's talents are fueled by their interests. Success is the product of hard work, discipline, and talent altogether. Although, it is possible to see that even if a person's academic achievements are impeccable, external factors such as parental limitations, financial struggles, influences of friends, hobbies, and upbringing all affect a person's choices when it comes to deciding on a career path.

c. 3rd week: Hobbies and social activities in high school and university period

1. What were your hobbies and social activities in your high school and university period?

This question aimed to identify the non-academic activities that the participant attended or the hobbies and interests they had when they were going to high school or university. It was used to compare the participant's current profession to the areas of activities and hobbies that were present before the initial career period. Almost all attendants experienced some form of a hobby of interest or social activity. While most of the participants' extracurricular activities and interests were diverse in the context of their current profession, few of them described their experience from an activity or a long-time hobby as an accommodating value to their future career ideas and ideals.

- Which were the ones you were most interested in?

Participants responded to this similar to the previous question, stating the hobbies they were most interested in.

- Why do you think so?

2. How much were you considering your extracurricular activities and hobbies in high school and university period important?

In this question, participants' answers were mostly similar about them doing their activities and hobbies only in their spare time and not caring too much or too little about them. The answers that stood out were a small number of participants' caring for their activities due to their correlation with the profession they aim to achieve.

- Were you allocating more time to your classes or your extracurricular activities?

Most of the answers were similar due to the similarity of participants' school periods and their exam weeks. They tend to allocate more time to their classes when they have to study more in order to maintain their academic balance.

- How did these activities affect your tendency towards your classes?

While most of the participants' answers were positive about the activities' results in their academic career, some of them thought that the existence of the activities provided negative results like having to struggle with classes and academic effort.

- Have your hobbies and activities affected your choice in picking a department?
- How do you think so?

As one of the previous questions determined, participants having a correlation between their activities and hobbies and their future plans for a profession stated that the activities and hobbies helped them in a positive way along their way. But the majority of the answers were stating that the activities had no link to their choice.

3. How were you spending time with other people in your high school and university period?

- How would you describe your friends?

Participants were more likely to spend time with people whose lifestyles and interests were more similar to their lifestyles, and also people who would respect their decisions. Some of the answers included varied friendships that were rich in different areas and interests.

- What were their hobbies and extracurricular activities?
- Were your interests similar to theirs?

The answers to these questions were all leading to the idea of their friends having many different hobbies and activities that were not similar to their interests. This also provided diversity in opinion and areas for most of the participants.

- Were they allocating more time to their classes or their extracurricular activities?

Due to all of the participants' diversity in the type of friends, their friends' time management and time allocation for their activities varied from person to person.

4. Do you think that the people that you were spending time with affected your hobby and extracurricular activity considerations?

- Do you think you are affected by them in a way?
- How do you think so?

The participants' answers were quite similar to each other and had the same ideas. Somewhat more than half of the participants think that the people around them helped them to view a subject or an interesting activity from a different perspective and made them at least give a chance to said activity. Another half of the participants stated that their social surroundings had nothing to do with their hobbies and extracurricular activity choices.

- Did the people that you were spending time with decrease your level of interest in your hobbies and your extracurricular activities?

None of the participants thought that the people they were spending time with affected their level of interest in their hobby and extracurricular activity choice negatively in any way. Instead, nearly all of the participants stated that the people they were spending time with encouraged them to try new activities and supported them along the way in learning new things.

5. While your career planning ideals were started forming in your mind, do you think that your hobbies and extracurricular activities affected you the most? Or do you think that while in this period, you idealized the way you allocate more time and interest in these areas?

- Why do you think so?

This question aimed to determine whether they were somewhat affected by their hobby choices and extracurricular activities or if they personally identified their ideal career choices and moved accordingly. Most participants stated that even though the hobbies and extracurricular activities they had had positive impacts on their personalities and some of them widened their career field of view, they had a very low impact on the actual decisions that lead up their career choices.

General Evaluation: The collective answers from the third week shows us how a rather ‘social side’ of the participants’ education period could affect the participants’ future and present career choices and possible ideas that would lead them into the decision and choice of their current profession.

d) 4th week: Parental influence/environmental influence during career choice process

1. What kind of parenting styles did your caregivers adopt before choosing a career?

This question identified the parent’s attitude toward the participant. Answers varied a lot with this question. Some parents were described as democratic and easygoing when it came to rushing participants to fulfill their responsibilities. Some parents stated that their parents were strict, unforgiving at times but never violent. This showed us that parenting styles had left a significant influence on the participant’s minds. It also showed that any style of parenting created a template for the participant’s thought process.

- Were they disciplined or did they let you be?

Like the previous question, the answer to this question varied. Some participants felt inclined to fulfil certain roles like being responsible due to their parent’s strict parenting style while some participants were free in their choices and the roles they took. The participants whose parents were strict didn’t pursue their initial career choice and instead opted to choose a “socially acceptable” job as a result. Which yet again showed the influence of parenting on the mindset of each participant.

2. What was your attitude towards your caregivers?

This question identified how the participants reacted to their parent’s parenting style. The results showed us that all participants followed their parents’ orders with slight exceptions. These exceptions however were nothing significant as participants mentioned coming home late from concerts or sometimes sneaking out of the house. The participants who mentioned these also stated

that these were really rare occurrences. This showed us that no matter the parenting style, an individual feels inclined to listen to their parents.

- Did you respect the way they raised you, or did you go against them about it?
- Why do you think so?

This question tried to identify how participants felt regarding their parents' parenting styles. The results showed that almost all participants respected parenting styles. Every participant respected one part of their parent's parenting style whether they were strict with them or not. However, some participants did give short answers when it came to this question in specific. The same participants also gave answers suggesting their parent's suppression was the reason they couldn't pursue the career they wanted. So rather than choice, for some participants respecting parents was either out of maturity or a sense of obligation.

- Have you ever felt different or distinguished in any way when you compared your parents to your environment?

This question identified whether or not the participants felt different compared to their environment when it came to how their parents treated them. The results showed that most participants actually felt different compared to their environment. This was due to numerous reasons. Participants stated that their environment was unethical, unmodern at times and that their family respected and followed modern standards. Others stated that the people around them were being treated unfairly by their parents. This answer showed no significant relationship between participants whose parents treated them strictly. This showed that participants respected their parents because they treated them better as opposed to their environment. Therefore they felt obliged to be grateful and respected their parenting styles.

3. While guiding you, did the people who raised you want you to obey more ethical rules or act according to your own ideas and beliefs?

- How did this affect you during your career choice-making process?
- How did your way of thinking change accordingly?

This question identified whether or not their parents let the participants be free with their thoughts or made them follow ethical rules. The results showed that for all the participants it was a mix of both. Parents told participants that they should follow their dreams but also follow ethical standards. However, participants who were oppressed by their parents or identified their parent's parenting style as strict stated that their parents told them to follow ethical rules. This showed us that strict parents wanted the individual participants to follow ethical rules rather than their own ideas. Those parents let the participants be free as long as the career they wanted to pursue was considered acceptable by ethical standards.

4. Did your parents respect your ideas?

- How did this affect you?

This question aimed to identify how parents reacted to the participant's thoughts. The results show that yet again, all participants stated that their parents respected their thoughts and views. This showed no relation to those who were oppressed by their parents. This showed that the participants were shown respect by their parents which led some participants to envy and follow their parent's life philosophy.

- How close were you to those who raised you?

This question identified how participants were affected by their personal relationship with their parents. All participants stated that they were relatively close to their parents. This was correlational

with everyone respecting their parent's parenting styles. Some participants mentioned slight problems with their parents but said overall they felt close to them regardless.

- Did their behavior and judgment towards your ideas influence your affinity and behavior towards them?

This question identified the same thing as the last question but also evaluated how it changed the participants' attitudes toward their parents. The results showed that participants who were free with the choices they made were close to their parents and had no change in behavior whatsoever while participants who were oppressed by their parents mentioned how they were negatively affected by their parenting style. However, they stated that this didn't change their views on them.

5. Did you find your own choices and opinions about your hobbies and courses more important, or did you rather follow the guidance of the people who raised you when making career choices?

- Why do you think so?

This question identified whether or not there was a correlation between the parents' parenting styles and the career choices they potentially guided the participants towards. The results showed that all participants made the final decision to pursue the career they did. However, all participants were led throughout the career choice-making process in some way.

General Evaluation: In general parents seemed to be a major factor when it came to creating a template for the participants to create their mindset for making career choices. The parenting style followed affected each participant differently and changed their perception of the world. Some participants grew up looking up to the career of their parents and eventually pursuing it while others were forced to follow a different path due to their parent's ideologies. Parents that told the participants to follow ethical factors played a major factor in their career choice which seemed to be among the first restrictions presented when making a career choice. Ethical rules were taught to the participants more so by their parents as opposed to the environment.

e) 5th week: Environmental and ethical factors affecting thought process while making career choices

1. How would you describe the ethical factors in your environment?

- What was the understanding of civilization and culture in your environment? -
- Was there any gender discrimination in the environment you grew up in?
- Do you think you have ever been affected by them?

The ethical factors around them did not affect the participants much, only created their ability to make the right decisions. Although there was no clear gender discrimination, female participants thought that they would not be taken seriously in certain professions that require competition. Their understanding of civilization and culture fed their desire for justice and they learned to draw positive conclusions from bad examples.

2. What was your economic and socio-cultural position when you were growing up?

- Do you think that your economic situation affects your socio-cultural position in society?
- Were you affected by this and your sociocultural position?
- How?
- Did you economically have an equal position with other people in your environment?

Most of the participants gravitated towards branches where they can earn money and present themselves with confidence in the society. Their economic positions were average and didn't restrict them much.

3. What were the obstacles caused by your economic situation when you were growing up?
 - What were your barriers due to your sociocultural position?
 - Have these factors ever influenced your choices about hobbies and extracurricular activities?
 - How?
 - Has it ever changed your choices about course selection and your attitude towards the course?

Some participants say that their sociocultural position affected their consciousness of injustice and the willingness to help people. A participant who has chosen a fine arts department says that opportunities such as taking portfolio courses, choosing art materials and opening exhibitions were limited due to her economic situation.

4. What are the roles that were imposed on you while growing up and what are the roles you acquired yourself?
 - Why did you choose these roles?
 - How did the responsibilities and pressures that came to you with these roles affect your way of thinking?

Participants say that they were influenced by the people who were shown as role models by their family, and their communication with their friends in the school environment. One of the participants thinks that being called "the artist of the house" in the family was effective in her choice of fine arts. Another participant says that he always enjoyed sharing his knowledge and giving lectures to his friends.

5. When choosing a profession, if there were no obstacles in front of you, no pressure and forced roles, would you have chosen a job other than your current profession?
 - What would that profession be and why would you have chosen it?

There are no participants who regret their career choices, but they feel that they are not as committed to and enthusiastic about teaching as they first started. They'd like a profession where they will be more free and create something to be remembered by. One of the participants says that he is interested in music and dreams of becoming an orchestra conductor one day, but he felt as if he wasn't talented enough back in the day.

General Evaluation: The results show us that ethical rules play a significant role when it comes to making career choices. However this week largely proved that ethical factors are more so spread by parents as opposed to the environment. Few participants were directly led by the need to select an "acceptable job" when making a career choice. However few participants were exposed to the ethical rules spread by their environment. These participants were also told by their parents to follow ethical factors, however people in their environment seemed to be a role model or a source of competition for them. Seeing people achieve greatness by following ethical rules such as someone in class studying hard to pass a test and then being applauded by their classmates significantly affected the way some participants perceived their goals. They were surrounded by individuals who were liked because they were following a certain mindset. So those participants followed the same path. In conclusion, week 5 showed us that participants were exposed to their

environment but for most participants other factors were more significant when making career choices.

Conclusion and Discussion

The results varied; however, some information stayed consistent for all participants. The economical state of an individual did not appear to significantly affect career choice, as they were rather exposed to environmental influences such as ethical factors. The participants overall seemed contemptuous of things that were available to them. Nearly all participants shaped their lives and expectations depending on their environment, but specific factors in the environment rather than ethical factors seemed to either limit or influence participants. Evaluating all weeks, week 1 seemed to affect participants the least, as childhood influences only served to create a template for early ideas which were affected by other factors. Week 2 seemed to suggest that nearly all participants felt inclined to study, but this was mostly caused by environmental factors rather than their will to do so. The feeling of responsibility that created their ideologies was affected largely by other factors. However, for some participants, their interest in a certain subject led to a career choice. When it comes to week 3, participants seemed to be led by their hobbies to a lesser extent compared to their studies and overall academic performance. Hobbies largely arose from an interest in childhood, but the extent to which they pursued that interest was shown in this week. Some participants were led by their hobbies to a career path, but couldn't pursue it due to other factors. Participants who did pursue hobbies rather than the studies they were most successful with didn't end up with the job they initially dreamt of. Week 3 was also largely in the same category as week 1 as to how it affected people when it comes to making career choices. It created a template for their thought process and the path they took; however, it wasn't what determined their future jobs with few exceptions. Week 4 was one of the most influential weeks in that it evaluated how much parents affected participants from not only a career choice-making perspective but also from an ideological perspective. Their whole thought process was created off of the conditions their parents set out for them, and it wasn't just a template that created their initial understanding and perception of their surroundings, but they had a consistently more active influence in some way for nearly every participant, whether that be refusing the career choices the participants initially proposed or the participant's views on them and how highly they praised them. For example, some participants chose to pursue a career because their parents had also chosen that career, while some were influenced by their parent's ideologies and strengths and adopted their characteristics through life, like being fair or having a strong urge to study. This led participants to their eventual careers by creating their ideology in life. As mentioned before, parents were also a limiting factor when it came to choosing a specific career, as they sometimes didn't approve of a career, completely subverting some participants' dream careers. Parents seemed to affect all participants in some way, but not all of them to the same degree. Almost all parents let the participants carry out their desired jobs and let them be free when it came to making a career choice, which resulted in some participants being exposed to other factors when making career choices. Week 5 also had a significant influence on career choices. It subverted or created participants' initial understanding of what an "appropriate job" is sometimes more than parents did. Some participants were led by ethical factors and the things that were expected from an individual. Participants which were affected by this chose to pursue acceptable careers and didn't pursue other subjects of interest they might have had. However, social status and culture didn't seem to be significant factors; they

sometimes led participants to despise their environment and study harder, but they mostly affected their ideology in a way that didn't reflect on their career choices.

Generalizing data was done by determining which week's theme affected the participants the most. The results showed the following:

- 20 percent of the participants were affected the most by week 1
- 20 percent of the participants were affected the most by week 2
- 5 percent of the participants were affected the most by week 3
- 40 percent of the participants were affected the most by week 4
- 15 percent of the participants were affected the most by week 5

These results show us that week 4, parenting factors affected the participants the most when making career choices.

References

According to Splaver 1977 Personality Plays An. (2022). St. John's University. <https://www.coursehero.com/file/p4dfpqa/According-to-Splaver-1977-personality-plays-an-important-role-in-the-choosing/>.

N., Sam M.S. (Apr. 7, 2013). Career Choice. Psychology Dictionary, <https://psychologydictionary.org/career-choice/>.

Social Cognitive Career Theory. (2022). Psychology, <https://psychology.iresearchnet.com/counseling-psychology/career-counseling/social-cognitive-career-theory/#:~:text=Developed%20by%20Robert%20W.,theory%20as%20a%20unifying%20framework>.