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Environment And Opportunity Effects On Career Choice Of Undergraduate Students

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Abstract
Social Cognitive Career Theory (SCCT) links the design of career goals determination with personal intentions to improve career behaviors. Environment factors are considered as major forces in this theory. The fortitude of career goals depends on the interconnection between personal, cognitive and environment parameters. The current study examined the relations among environment, opportunity and career choice of undergraduate students of Meghalaya (N=410). The first research question proved that environment has a positive correlation with career choice. The second research question also showed that the opportunity factor is positively correlated with career choice. The results suggest that career choice of the students is influenced by the environmental factors which consists of parents, siblings, peers, role models and gender in this study and opportunities provided to them, which includes economic stability, job opportunities and socio-cultural benefits.
Keywords: *Social Cognitive Career Theory, career choice, environment, opportunity, Meghalaya India.*

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I. Introduction:

Career choice is one of the many important decisions taken in a student's life. Brown (2002) says that career choice estimates individual's abilities and values, calculating the skills and abilities required for success in a given occupation and estimating the work values which will be satisfied by the various occupational alternatives available. The students' want in their career will determine their essence of who they really are (Brochert 2002). Career choice is pivotal in adolescents' life (Ferry 2006). Individual's choice of career is influenced by several factors which included personal and cultural values, family background, career expectations and career guidance (Muraguri 2011). Some take influences from their parents or follow their siblings' footsteps (Carlos 2009).

Career anchor concept was developed by E. Schein (1990) with the purpose of gathering knowledge on the construction of values that follow an individual throughout their professional activity (Silva et. al., 2014). This concept includes eight career dimensions which are called anchors. They are Function/ Technical Competence, Managerial Competence, Autonomy/ Independence, Security/Stability, Entrepreneurship/ Creativity, Service/Dedication, Pure Challenge and Lifestyle. In most of the research studies, these dimensions are used as dependent variables to test the relations between and among the predictors of career choice of students and employees (D'Silva & Hamid 2014; Schein 1990; Schein 1996; Coetzee & Schrueder 2009; Felman & Bolino 1996).

Social Cognitive Career Theory

SCCT emerged in 1994 (Lent et. al., 1994) as a specification of (Bandura 1986) general social cognitive theory contributing to understanding of how people develop academic and career interest from the perspective of three core tenets: self-efficacy, outcome expectations and goal representations (Lent et.al., 1994; Bandura 1997; Lent 2012; Lent & Brown 2013). People like their environments, constantly change and therefore their actions and envisaged outcomes influence their attitudes and opinions and may even modify their environment (Alexander et. al., 2011).

Research Questions

1. How important are environmental factors in making students' career choices?
2. How relevant are opportunity factors in students' career choices?

II. Method

Procedure and Sample

The Universe (population) of the study includes 56 colleges in the disciplines of Arts, Commerce and Science. These institutions have been categorised into five strata viz., (i) Government Colleges (First Stratum), (ii) Private colleges under Deficit in Aid (Second Stratum), (iii) Private Colleges under Adhoc Grant in Aid (Third Stratum), (iv) Private Colleges under lump sum Grant in Aid (Fourth Stratum) and (v) Private Colleges self-financed (Fifth Stratum). The study was conducted on the final year undergraduate students to assess the path taken for their career choice.

Sample Size Estimation

The sample size was drawn using the 'Slovin Formula' for finite population.

Table 1

Number of Institutions offering undergraduate courses in Meghalaya, India (As on July 2016)

Colleges of Meghalaya	Government Colleges	Private Colleges under Deficit in Aid	Private Colleges under Adhoc Grant in Aid	Private colleges under Lumpsum Grant in Aid	Private colleges self-financed	Total
No. of Institute	5	15	7	7	22	56
No. of Student Intake	2011	6802	1122	531	2654	13,120
No. of Students estimated as per Slovin's formula	60	201	33	16	78	388
No. of Students considered as actual sample**	62	206	34	16	82	400

Source: Directorate of Education, Meghalaya. (http://megeducation.gov.in/colleges.html) www.statisticshowto.com/how-to-use-Slovi's-formula; 2- www.talkstats.com/showthread.php/23287-Slovin-s-Formula

Note: **a) Students' sample size has been estimated proportionately on the basis of proportionate sampling allocation as per students' intake per institution.

Using Slovin's formula for finite population:

$N=N/ (1+Ne^2)$

Where, n= Number of samples, N= Total population and e= Error Tolerance

This formula was invented by Michael Slovin in 1960 where the error is calculated by subtracting the confidence level from 1 to get the error. The sample size from the population of 13,120 at 95% significance (tolerance error is 5%) has been calculated as follows:

$n = 13120/ [1 + 13120 * (.05)^2]$

$n = 13120/ [1 + 13120 * 0.0025]$

$n = 388.16$ say 388

$n (I) = [N (I)/ 13120] x 388$ or 400

For the study, however, 500 questionnaire numbers were distributed to achieve a higher degree of population representativeness, taking into account the inaccuracy, incompleteness or inability to participate in the survey. Of the 410 questionnaires, 410 were tested.

Data was obtained from previous literature reviews through an unstructured questionnaire prepared from the references. The method of collecting survey data was used to gather the students' information. The questionnaire was grouped into three sections. The first segment was made up of general data. The second section of the questionnaire consisted of 26 unstructured forms of personal and institutional variables determining career choices. The third portion of the questionnaire consisted of 31 unstructured objects taken from the 8 job anchor measurements developed by Schein (1993). In Career Choice and Personal and Institutional variables, Likert Scale 5 point was used to measure phrases. As a test of reliability, Cronbach's Alpha coefficient was used in this analysis. It was found that the personal factor items consisting of 16 items were reliable as a measure of reliability analysis (0.796), reliability analysis for institutional factor items consisting of 10 items was extremely reliable (0.823) and reliability testing for career choice anchor items was also reliable (0.772).

Demographic details:

With 50.73%, there were more male students. At 48 percent, more respondents were part of the Bachelor of Arts discipline. There were more respondents from urban areas at 60.97 percent than from rural areas. With 60.48 percent, the medium of instruction is English, found to be more than the regional language.

The parental (father's) education was the same and the highest among both matriculate and graduates, at 32.43 percent. With a percentage of 39.26 percent, there were greater numbers of graduates among the mothers. With percentages of 40.24 percent and 39.51 percent respectively, fathers are more working in the business section and government section. 38 mothers were unemployed, so the average number of mothers working was 372. 40.05% of mothers do business and 39.51% of mothers serve as civil servants.

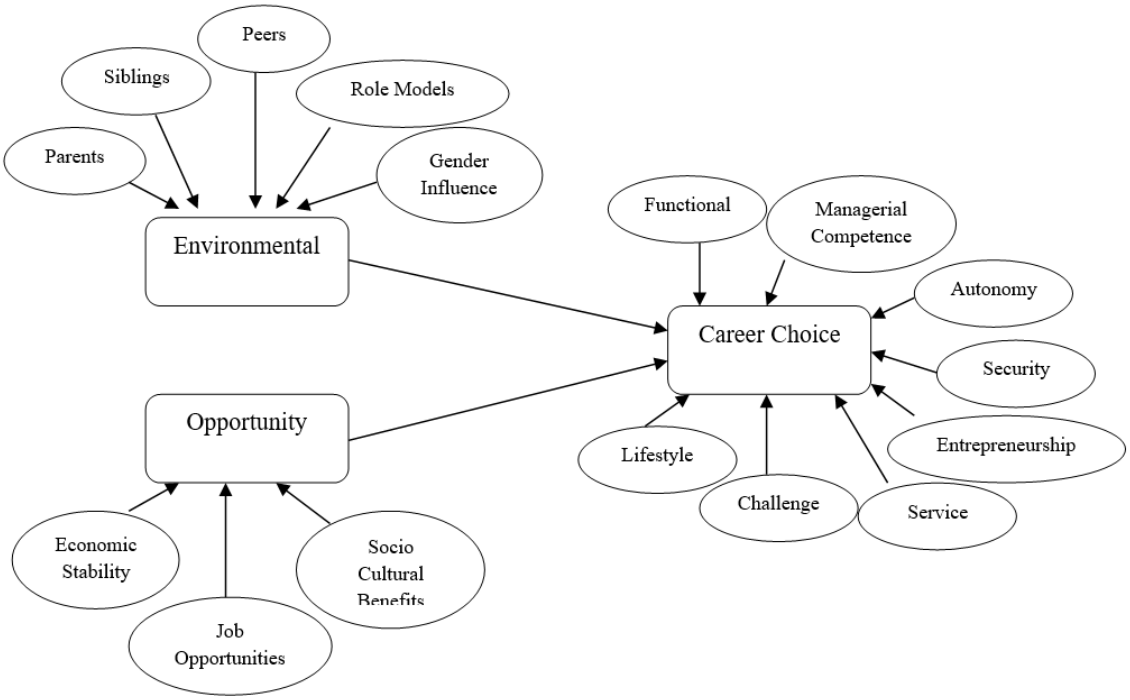


Figure No 1: Research Framework

The study attempted to define the relationship between career choice and the sub-dimensions of environmental variables that included parents, siblings, peer, role models and gender influence. The analysis also attempted to define the relationship between career choices and sub-dimensions of opportunity variables, including economic stability, job opportunities, and socio cultural benefits. The impact of sub-dimensions of environmental factors on each anchor of career choice has also been evaluated in this analysis. It also checked the impact of the sub-dimensions of opportunity variables on each career option anchor.

III. Results:

Research Question No.1: How important are environmental factors in making students ' career choices?

Mean and Standard Deviations of the variables Career Choice and sub variables of Environment

Table 3.1.: Mean and Standard Deviations of Career Choice and sub variables of Environment

	N	Minimum	Maximum	Mean	Std. Deviation
Career Choice	410	2.36	4.37	3.9274	.33368
Parents	410	2.33	4.67	3.9163	.34539
Siblings	410	2.00	5.00	3.5293	.79138
Peers	410	2.00	5.00	3.6293	.75258
Role Models	410	2.00	5.00	3.9138	.55957
Gender Influence	410	1.00	4.60	3.6254	.66952
Valid N (listwise)	410				

From the table, it can be seen that Role models and parents have the highest scores with 3.9138 and 3.9163 respectively. Peers and gender influence follows with 3.62923 and 3.6254. Finally, siblings scores at 3.5293.

Correlation of Career Choice and sub variables of Environment Factor

Table 3.1.2: Correlations Career Choice and sub variables of Environment Factor

		CC	E	E1	E2	E3	E4	E5
E1	Pearson Correlation	.861**	.183**	1				
	Sig. (2-tailed)	.000	.000					
	N	410	410	410				

E2	Pearson Correlation	.072	.614**	.094	1			
	Sig. (2-tailed)	.144	.000	.057				
	N	410	410	410	410			
E3	Pearson Correlation	.162**	.629**	.203**	.655**	1		
	Sig. (2-tailed)	.001	.000	.000	.000			
	N	410	410	410	410	410		
E4	Pearson Correlation	.144**	.291**	.124*	.273**	.255**	1	
	Sig. (2-tailed)	.004	.000	.012	.000	.000		
	N	410	410	410	410	410	410	
E5	Pearson Correlation	.064	.608**	.045	.033	.155**	-.065	1
	Sig. (2-tailed)	.193	.000	.362	.509	.002	.192	
	N	410	410	410	410	410	410	410

In the correlation table, CC is Career Choice, E is Environmental, E1is Parents, E2 is Siblings, E3 id Peers, E4 is Role Models and E5 is Gender Influence. Career Choice and parents are positively and significantly related (0.861 $p<0.005$). Career Choice and siblings are positively related but it is not significant (0.072 $p>0.005$). Career Choice and Peers are positively and significantly related (0.162 $p<0.005$). The relationship between career choice and gender influence is positive and but insignificant (0.144 $p>0.005$). Parental effects are found to be substantial in collective cultural settings (Agarwal 2008; Sawitri et al. 2014). The behaviours of socialisation agents in one's life, such as parental encouragement, family stability, status, peer control, as well as contact with other social agents such as school advisors, teachers and other educators, are interpersonal influences (Lent et al. 2010; Shin & Kelly, 2013; Cheung & Arnold, 2014; Guan et al. 2015; Kim et al. 2016). A healthy relationship with the members of the family resulting in successful contact within the family provides a critical basis for career decision-making (Sawitri, 2014; 2015; Sawitri & Creed, 2015, 2017; Kim et al. 2016). Studies have shown that cultural values have an impact on the factors that influence the career choices of youths (Mau 2000; Caldera et. al., 2003; Wambu et.al., 2017; Hui & Lent 2018;Tao et. al., 2018).

Results of Regression Analysis

Table 3.2.
Regression analysis result for Career Choice and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	0.860	33.326	0.000
Siblings	-0.006	-0.170	0.865
Peers	-0.025	-0.738	0.461
Role Models	0.047	1.771	0.077
Gender Influence	0.033	1.276	0.203
Adjusted R^2	0.742		
F	235.895		
p	0.000		

Table 3.2 shows that the Career Choice is 74.2% influenced by the sub dimensions of environmental factor. While parents, role models, and gender influence positively affects career choice, sub dimension siblings and peers negatively affects career choice.

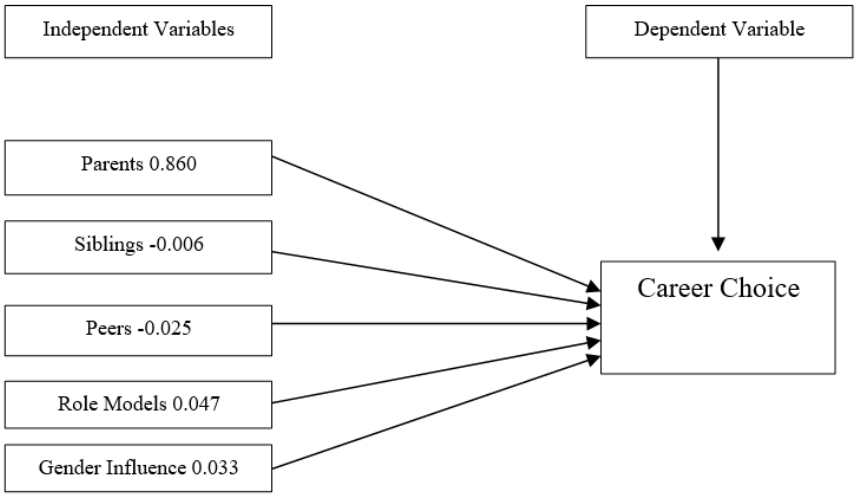


Figure 3.2. **Regression Result of Career Choice and sub dimensions of Environmental factor**

Table 3.2.2: Regression analysis result for Career Choice sub dimension "Technical" and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	**0.190**	**3.833**	**0.000**
Siblings	0.048	0.744	0.457
Peers	0.043	0.653	0.514
Role Models	-0.037	-0.733	0.464
Gender Influence	0.077	1.549	0.122
Adjusted R^2	0.043		
F	4.694		
p	0.000		

Table 3.2.2. shows that the sub dimension *"Technical"* is 4.3% influenced by sub dimensions of Environmental Factor. The sub dimension *"Technical"* is positively and significantly affected by the sub dimensions of environmental factor. The sub dimension *"Parents"* has a positive and significant affect on the sub dimension *"Technical"* of career choice. Agarwala suggested that father was seen as the most significant individual influencing the career choice of Indian Management students (Agarwala 2008). Higher career congruence with parents increased career confidence and self-efficacy (Bojuwoye & Mbanjwa 2006).

Table 3.2.3: Regression analysis result for Career Choice sub dimension "Managerial Competence" and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	**0.321**	**6.688**	**0.000**
Siblings	0.046	0.732	0.465
Peers	0.006	0.098	0.922
Role Models	0.032	0.657	0.512
Gender Influence	0.021	0.438	0.662
Adjusted R^2	0.104		
F	10.501		
P	0.000		

Table 3.2.3 shows that the sub dimension *"Managerial Competence"* is 10.4% influenced by sub dimensions of Environmental Factor. The sub dimension *"Managerial Competence"* is positively and significantly affected by the sub dimensions of environmental factor. The sub dimension *"Parents"* has a positive and significant affect on the sub dimension *"Managerial Competence"* of career choice. Parents' profession influences career choice as children from agricultural backgrounds tend to take on their parents' jobs, while from those industrialized settings have more autonomy and career decidedness (Howard et. al., 2009).

Table 3.2.4: Regression analysis result for Career Choice sub dimension "Autonomy" and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	**0.557**	**13.090**	**0.000**
Siblings	-0.049	-0.875	0.382
Peers	-0.027	-0.478	0.633
Role Models	-0.015	-0.340	0.734
Gender Influence	0.053	1.261	0.208
Adjusted R^2	0.299		
F	35.815		
P	0.000		

Table 3.2.4 shows that the sub dimension *"Autonomy"* is 29.9% influenced by sub dimensions of Environmental Factor. The sub dimension *"Autonomy"* is positively and significantly affected by the sub dimensions of environmental factor. The sub dimension *"Parents"* has a positive and significant affect on the sub dimension *"Autonomy"* of career choice. Parents' profession plays an important role in students' career decision making skills (Saleem et. al., 2015).

Table 3.2.5: Regression analysis result for Career Choice sub dimension "Security" and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	**0.350**	**7.758**	**0.000**
Siblings	0.050	0.811	0.418
Peers	-0.028	-0.443	0.658
Role Models	-0.015	-0.313	0.754
Gender Influence	0.051	1.074	0.283

Adjusted R^2	0.123		
F	12.432		
P	0.000		

Table 3.2.5 shows that the sub dimension *"Security"* is 12.3% influenced by sub dimensions of Environmental Factor. The sub dimension *"Security"* is positively and significantly affected by the sub dimensions of environmental factor. The sub dimension *"Parents"* has a positive and significant affect on the sub dimension *"Security"* of career choice. The achievement-related beliefs and behaviors of parents can have a profound influence on how children come to perceive their intellectual abilities and the value of learning and education (Eccles et. al., 2006)

Table 3.2.6: Regression analysis result for Career Choice sub dimension "Entrepreneurship" and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	**0.463**	**10.399**	**0.000**
Siblings	-0.003	-0.052	0.959
Peers	-0.019	-0.316	0.752
Role Models	**0.121**	**2.656**	**0.008**
Gender Influence	0.032	0.732	0.464
Adjusted R^2	0.231		
F	25.423		
P	0.000		

Table 3.2.6 shows that the sub dimension *"Entrepreneurship"* is 23.1% influenced by sub dimensions of Environmental Factor. The sub dimension *"Entrepreneurship"* is positively and significantly affected by the sub dimensions of environmental factor. The sub dimension *"Parents"* and "*Role Models"* has a positive and significant affect on the sub dimension *"Entrepreneurship"* of career choice. Allport (2004) observed that home has as fundamental influence on a child's learning and developmental skills. Role models can also impact on the shaping of the life of a person. Prominent individuals often recount how role models have shaped and motivated them positively in interviews and autobiographies (Lockwood, 2006; Lockwood et al. 2002; Lockwood et al. 2004).

Table 3.2.7: Regression analysis result for Career Choice sub dimension "Service" and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	**0.355**	**7.437**	**0.000**
Siblings	-0.049	-0.788	0.431
Peers	-0.006	-0.092	0.926
Role Models	-0.025	-0.504	0.615
Gender Influence	0.014	0.294	0.769
Adjusted R^2	0.114		
F	11.518		
P	0.000		

Table 3.2.7 shows that the sub dimension *"Service"* is 11.4% influenced by sub dimensions of Environmental Factor. The sub dimension *"Service"* is positively and significantly affected by the sub dimensions of environmental factor. The sub dimension *"Parents"* and has a positive and significant affect on the sub dimension *"Service"* of career choice. Parents become major interpreters of their children's knowledge about the environment and the talents of their children (Hall et. al. 1996). Parental encouragement and advice, including specific job or educational recommendations as well as experiences, can affect students' indirect job growth (Altman, 1997).

Table 3.2.8: Regression analysis result for Career Choice sub dimension "Pure Challenge" and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	**0.603**	**14.744**	**0.000**
Siblings	-0.057	-1.062	0.289
Peers	-0.020	-0.373	0.710
Role Models	0.018	0.434	0.664
Gender Influence	-0.017	-0.424	0.672
Adjusted R^2	0.351		
F	45.269		
P	0.000		

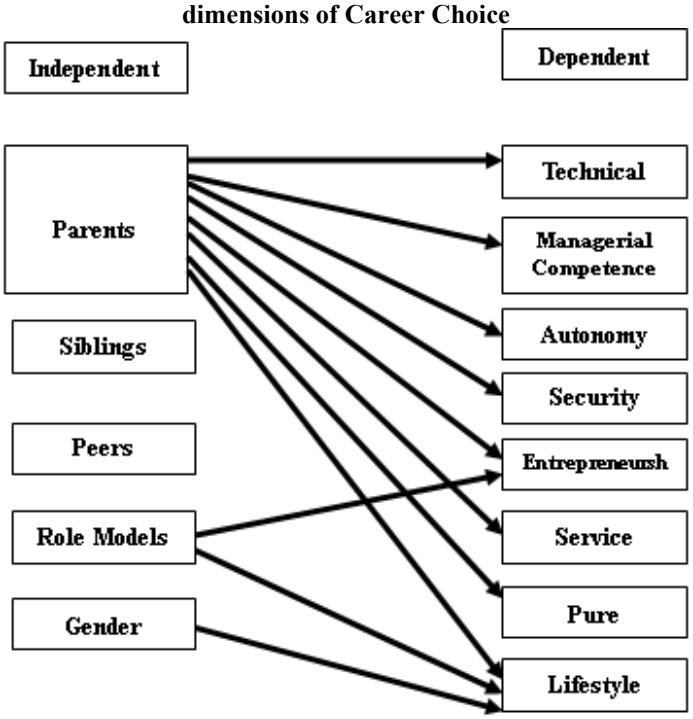
Table 3.2.8 shows that the sub dimension *"Pure Challenge"* is 35.1% influenced by sub dimensions of Environmental Factor. The sub dimension *"Pure Challenge"* is positively and significantly affected by the sub dimensions of environmental factor. The sub dimension *"Parents"* and has a positive and significant affect on the sub dimension *"Pure Challenge"* of career choice. Elements such as family, friends, the structure of values and attitudes that influence actions affect students' career choice and growth (Palos & Drobot, 2010).

Table 3.2.9: Regression analysis result for Career Choice sub dimension "Lifestyle" and sub dimensions of Environmental factor

Independent variables	B Value	t	p
Parents	**0.462**	**10.381**	**0.000**
Siblings	0.043	0.746	0.456
Peers	-0.055	-0.922	0.357
Role Models	**0.105**	**2.291**	**0.022**
Gender Influence	**-0.113**	**-2.588**	**0.011**
Adjusted R^2	0.233		
F	25.803		
P	0.000		

Table 3.2.9 shows that the sub dimension *"Lifestyle"* is 35.1% influenced by sub dimensions of Environmental Factor. The sub dimension *"Lifestyle"* is positively and significantly affected by the sub dimensions of environmental factor. The sub dimension *"Parents", "Role Models"* and "*Gender Influence"* has a positive and significant affect on the sub dimension *"Lifestyle"* of career choice. Gender disparities are due to past gender-role socialisation, existing gender-role stresses and perceptions of gender-related roles, behaviours or occupations in academic and career self-efficacy beliefs (Betz & Hackett, 1981). In addition, horizontal and vertical gender inequality characterises the under-representation of women in the predominant male presence in the sports profession (Perez-Villalaba et al. 2018). Role models can also impact on the shaping of the life of a person. Prominent individuals often recount how role models have shaped and motivated them positively in interviews and autobiographies (Lockwood, 2006; Lockwood et al. 2002; Lockwood et al. 2004). Sportsmen or women and major media figures are also idolised by kids and teenagers. Parents are often regarded by many people as role models (Haider et al. 2016; Lockwood, 2006). It is common for adolescents to follow role models that are close to themselves if they are required to make specific career decisions (Bandura, 1989; Gibson, 2004; Karunanayake & Nauta, 2004; Lockwood, 2004).

Figure No. 3.2.1: Framework and result of influence of sub dimensions of Environmental Factors on sub dimensions of Career Choice



The straight lines portray the positive and significant effect of sub dimensions of environmental factor on sub dimensions of career choice.

Research Question No. 2: How relevant are opportunity factors in students' career choices?

In the table below it can be seen that the sub dimension of Opportunity factor which influences the most on career choice is *"Job opportunities"* (3.6130), followed by *"Socio cultural benefits"* (3.5439), and lastly *"Economic stability"* (3.4793).

Table 3.3.1: Descriptive Statistics of Career Choice and sub variables of Opportunity factor

	N	Minimum	Maximum	Mean	Std. Deviation
Career Choice	410	2.36	4.37	3.9274	.33368
Economic Stability	410	2.00	5.00	3.4793	.57255
Job Opportunities	410	2.00	4.50	3.6130	.48177
Socio Cultural Benefits	410	2.00	5.00	3.5439	.58026
Valid N (listwise)	410				

Table 3.3.2: Correlations between Career Choice and sub variables of Opportunity Factor

		CC	O	O1	O2	O3
CC	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	410				
O	Pearson Correlation	.142**	1			
	Sig. (2-tailed)	.004				
	N	410	410			
O1	Pearson Correlation	.010	.130**	1		
	Sig. (2-tailed)	.839	.009			
	N	410	410	410		
O2	Pearson Correlation	.089	.058	.140**	1	
	Sig. (2-tailed)	.071	.241	.005		
	N	410	410	410	410	
O3	Pearson Correlation	.142**	1.000**	.130**	.058	1
	Sig. (2-tailed)	.004	.000	.009	.241	
	N	410	410	410	410	410

In the above table, the correlations between career choice and sub variables of opportunity factor is shown. In the table CC is career choice, O1 is economic stability, O2 job opportunities and O3 is socio cultural benefits. Career choice and economic stability is positively but insignificantly related (0.839 p>0.005). There is a positive but insignificant correlation between career choice and job opportunities (0.089 p>0.005).Career choice and socio cultural benefits are positively and significantly correlated (0.142 p<0.005). A high motivator for career decisions among Chinese migrant students in Canada (Tao et al. 2018) and Korean students (Choi & Kim, 2013) was the financial incentive. As a significant factor in determining the career choice of young people in India (Agarwala, 2008), South Africa (Bojuwoye & Mbanjwa, 2006), Croatia (Wüst & Šimić, 2017), Japan and Korea (Yamashita et al. 1999), professional reputation was an important factor. Accessibility to work is also considered a determining factor for youth career choices (Atitsogbe et al. 2018; Choi & Kim, 2013). Work security (Wüst & Šimić, 2017) was also found to be influential.

Results of Regression

Table 3.3.3: Regression analysis result for Career Choice and sub dimensions of Opportunity factor

Independent variables	**B Value**	**t**	**p**
Economic Stability	-0.020	-0.399	0.690
Job opportunities	0.084	1.697	0.091
Socio Cultural Benefits	**0.140**	**2.835**	**0.005**
Adjusted R^2	0.020		
F	3.789		
P	0.011		

Table 3.3.3 shows that the sub dimension *"Career Choice"* is 20% influenced by sub dimensions of Environmental Factor. The sub dimension *"Career Choice"* is positively and significantly affected by the sub dimensions of opportunity factor. The sub dimension *"Socio Cultural Benefits"* and has a positive and significant affect on the sub dimension *"Career Choice"* of career choice. Fouad et.al., (2016) identified that social responsibility is a driving force in the youths making their career decision.

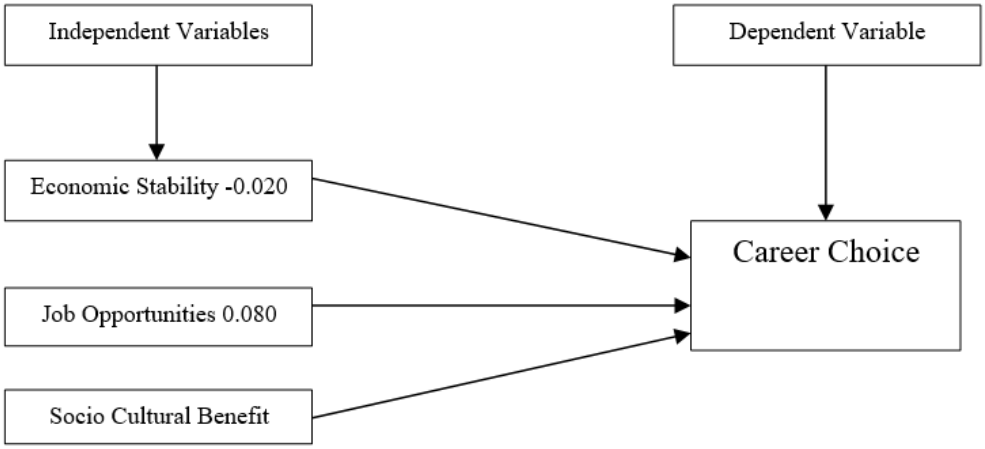


Figure 3.3: Regression Result of Career Choice and sub dimensions of Opportunity factor

Table 3.3.4: Regression analysis result for Career Choice sub dimension "Technical" and sub dimensions of Opportunity factor

Independent variables	B Value	t	p
Economic Stability	0.057	1.153	0.250
Job opportunities	**-0.102**	**-2.069**	**0.039**
Socio Cultural Benefits	**0.124**	**2.517**	**0.012**
Adjusted R^2	0.021		
F	3.891		
P	0.009		

Table 3.3.4 shows that the sub dimension *"Technical"* is 20% influenced by sub dimensions of Environmental Factor. The sub dimension *"Technical"* is positively and significantly affected by the sub dimensions of opportunity factor. The sub dimension *"Socio Cultural Benefits"* and *"Job Opportunities"* have a positive and significant affect on the sub dimension *"Technical"* of career choice. Financial remunerations was identified as the most influential extrinsic factor in career choice decision (Agarwala 2008; Wüst and Leko Šimić, 2017).

Table 3.3.5: Regression analysis result for Career Choice sub dimension "Managerial Competence" and sub dimensions of Opportunity factor

Independent variables	B Value	t	p
Economic Stability	0.000	0.009	0.993
Job opportunities	-0.053	-1.061	0.289
Socio Cultural Benefits	0.056	1.120	0.263
Adjusted R^2	-0.002		
F	0.762		
P	0.516		

Table 3.3.5 shows that the sub dimension *"Managerial Competence"* is -0.2% influenced by sub dimensions of Environmental Factor. The sub dimension *"Managerial Competence"* is positively but insignificantly affected by the sub dimensions of opportunity factor.

Table3.3.6: Regression analysis result for Career Choice sub dimension "Autonomy" and sub dimensions of Opportunity factor

Independent variables	B Value	t	p
Economic Stability	0.005	0.101	0.920
Job opportunities	-0.036	-0.733	0.464
Socio Cultural Benefits	**0.127**	**2.564**	**0.011**
Adjusted R^2	0.010		
F	2.360		
P	0.071		

Table 3.3.6 shows that the sub dimension *"Autonomy"* is 1% influenced by sub dimensions of Environmental Factor. The sub dimension *"Autonomy"* is positively but insignificantly affected by the sub dimensions of opportunity factor. The sub dimension *"Socio Cultural Benefits"* has a positive and significant affect on the sub dimension *"Technical"* of career choice. Social interest is important for human mental health (Edwards et. al., 2004; Ferguson 1984; Frutmuller 1979).

Table 3.3.7: Regression analysis result for Career Choice sub dimension "Security" and sub dimensions of Opportunity factor

Independent variables	B Value	t	p
Economic Stability	-0.040	-0.796	0.426
Job opportunities	-0.018	-0.358	0.720
Socio Cultural Benefits	0.037	0.734	0.463
Adjusted R^2	-0.004		
F	0.411		
P	0.746		

Table 3.3.7 shows that the sub dimension *"Security"* is -04% influenced by sub dimensions of opportunity Factor. The sub dimension *"Security"* is positively but insignificantly affected by the sub dimensions of environmental factor.

Table 3.3.8: Regression analysis result for Career Choice sub dimension "Entrepreneurship" and sub dimensions of Opportunity factor

Independent variables	B Value	t	p
Economic Stability	0.007	0.134	0.894
Job opportunities	0.032	0.631	0.528
Socio Cultural Benefits	0.094	1.886	0.060
Adjusted R^2	0.003		
F	1.428		
P	0.234		

Table 3.3.8 shows that the sub dimension *"Entrepreneurship"* is 03% influenced by sub dimensions of Environmental Factor. The sub dimension *"Entrepreneurship"* is positively but insignificantly affected by the sub dimensions of opportunity factor.

Table 3.3.9: Regression analysis result for Career Choice sub dimension "Service" and sub dimensions of Opportunity factor

Independent variables	B Value	t	p
Economic Stability	0.006	0.123	0.903
Job opportunities	**0.172**	**3.479**	**0.001**
Socio Cultural Benefits	0.020	0.398	0.691
Adjusted R^2	0.023		
F	4.281		
P	0.005		

Table 3.3.9 shows that the sub dimension *"Service"* is 23% influenced by sub dimensions of Environmental Factor. The sub dimension *"Service"* is positively and significantly affected by the sub dimensions of opportunity factor. The sub dimension *"Job opportunities"* affects career choice positively and significantly. Job security was reported as one of the most influential factors in career decision making (Wüst and Leko Šimić, 2017).

Table 3.3.10: Regression analysis result for Career Choice sub dimension "Pure Challenge" and sub dimensions of Opportunity factor

Independent variables	B Value	t	p
Economic Stability	-0.070	-1.403	0.162
Job opportunities	**0.164**	**3.320**	**0.001**
Socio Cultural Benefits	0.062	1.249	0.212
Adjusted R^2	0.025		
F	4.523		
P	0.004		

Table 3.3.10 shows that the sub dimension *"Pure Challenge"* is 25% influenced by sub dimensions of Environmental Factor. The sub dimension *"Pure Challenge"* is positively and significantly affected by the sub dimensions of opportunity factor. The sub dimension *"Job opportunities"* affects career choice positively and significantly. Professional prestige was identified as one of the influencing factor in the youth's career making decision (Agarwala 2008).

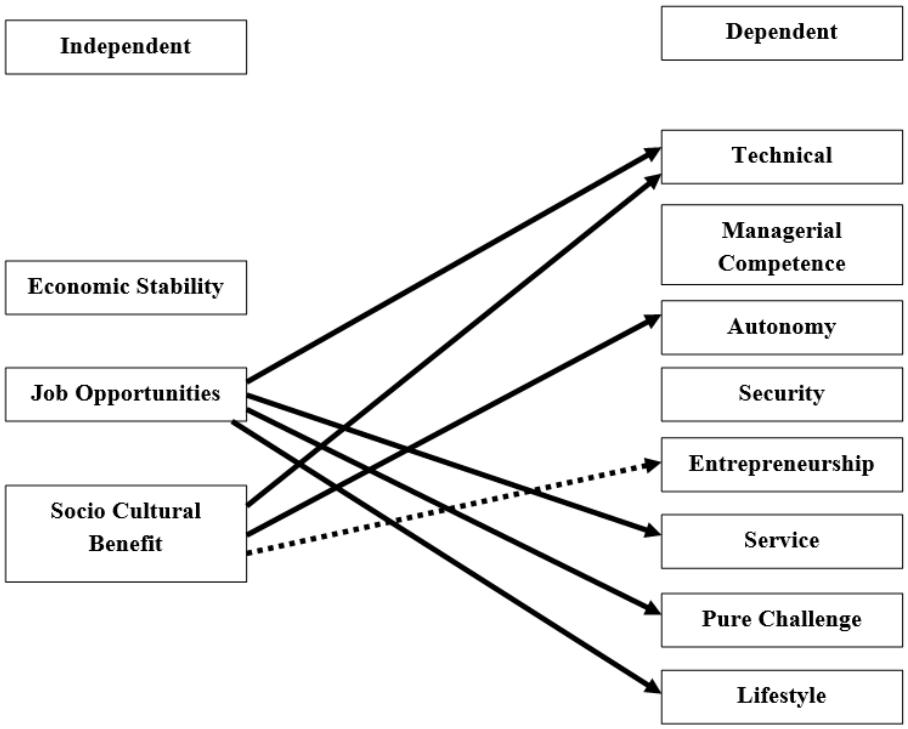
Table 3.3.11: Regression analysis result for Career Choice sub dimension "Lifestyle" and sub dimensions of Opportunity factor

Independent variables	B Value	t	p
Economic Stability	-0.044	-0.882	0.379

Job opportunities	**0.118**	**2.368**	**0.018**
Socio Cultural Benefits	0.022	0.439	0.661
Adjusted R^2	0.008		
F	2.050		
P	0.106		

Table 3.3.11 shows that the sub dimension *"Lifestyle"* is 0.8% influenced by sub dimensions of Environmental Factor. The sub dimension *"Lifestyle"* is positively and significantly affected by the sub dimensions of opportunity factor. The sub dimension *"Job opportunities"* affects career choice positively and significantly. Job accessibility is considered as one of the major factors of career choice of individuals (Atitsogbe 2018).

Figure No. 3.4: Framework and result of influence of sub dimensions of Opportunity Factors on sub dimensions of Career Choice



The straight lines portray the positive and significant effect of sub dimensions of personal factor on sub dimensions of career choice. The dotted line depict the positive and close to significant effect of the sub dimensions of personal factors on sub dimensions of career choice.

IV. Discussions

The current study examined the relationship between career choice, opportunity and environment of the undergraduate students of Meghalaya. More specifically we examined the indirect and the moderation effect of environment on the relation between opportunity and career choice.

Environment and Career Choice

Research question number 1 was to analyse the relation between environment and career choice. It was found to be positive and significant. In collective cultural settings, parental influences are found to be significant (Agarwal 2008; Sawitri et. al., 2014). Interpersonal factors are the activities of agents of socialization in one's life, such as parental support, family cohesion, status, peer influence, as well as interaction with other social agents such as school counsellors, teachers and other educators (Lent et. al., 2010; Shin & Kelly 2013; Cheung & Arnold 2014; Guan et. al., 2015; Kim et.al., 2016). Good rapport with the family members culminating in an effective communication within the family sets up a crucial laying for foundation of career decision making (Sawitri 2014; 2015; Sawitri & Creed 2015; 2017; Kim et.al., 2017). This present findings have also shown that there is a positive and significant relation between environment and career choice. It supports the literature and adds to it by proving that environment is definitely a force that plays in influencing the students on their career choice.

Opportunity and Career Choice

The research question number 2 proved that there is a positive and significant relation between opportunity and career choice. Financial remuneration was identified as the most influential extrinsic factor in career choice decision. Among youth who had a higher level of intelligence, income was considered as an important component in life (Agarwal 2008; Wüst, & Šimić 2017). Financial reward was a high motivator for career decision among Chinese migrant students in Canada (Tao et. al., 2018) and Korean students (Choi & Kim 2013). Professional prestige was as an important factor for deciding the career choice among the youths in India (Agarwal 2008), South Africa (Bijuwoye & Mbanjwa 2006) , Croatia (Wüst, & Šimić 2017), Japan and Korea (Yamashita et. al., 1999). Job accessibility is also considered as a deciding factor for career decision amongst the youth (Atitsogbe et. al., 2018; CHoi & Kim 2013). Job security was also found to be influential (Wüst, & Šimić 2017). The current study findings compliment these literatures. The study is also linked to Social Cognitive Theory by coming into conclusion that opportunities help in developing oneself and their career decision making skills.

The findings in this study add to the accolades of the environment as a powerful force in influencing the career choices of the students. Environment in this study has proved to be a true mediator when measuring the relation between opportunity and career choice.

Limitation and Future Discussions

The current must be examined in a light of number of limitations, which may offer future directions for research. While the study focused on opportunity and environment factors in measuring the preference of career choice, in recognising the preference of career choice of undergraduate students, it did not provide guidance on how to establish realistic approaches to enhance or resolve the related factors. The study has limited the sub variables of both opportunity and environment to few numbers. The researchers can add more variables under these sections for more varied results in the future. A significant portion of overall sample students belong to the Khasi, Garo, and Jaintia ethnic tribal groups in Meghalaya. This must be looked at from the background of homogeneity of the population of students belonging to a tribal set-up, considering large differences in the family background, education strata and the like. In nature, the study is cross-sectional, so it is not possible to assume causality. Future studies should be conducted using longitudinal designs in order to assess the long-term effect of personal and institutional variables affecting career choice and other career-related performance.

V. Practical Implications And Conclusions

Despite the limitations, the findings of the study carry important implications for career guidance, counselling, specifically in the areas of family interactions where both positive and negative behaviors can be influenced leading to skills and efficacy of making career choices by the undergraduate students. The results of the study demonstrated that opportunity has a significant effect on career choice but with the help of environment where family, peers, siblings, role models and gender can put stronger effect on career choice skills amongst the students. This is important to be noted, as the challenges of the world of employability changes rapidly, the elements in the environment factor can assist in students' making an effective career choices.

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