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The Relationship between Family Expectations, Interests, Future Employment Expectations, and Personal Knowledge and Chosen Major among High School Students in Tarom

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Abstract

This study aimed to determine the relationship between family expectations, personal interests, future employment expectations, and personal knowledge and chosen major among high school students in Tarom. This was applied descriptive-correlation study. The population consisted of all male and female high school students in Tarom in 2014-2015 (N=1526). Using Cochran formula and stratified random sampling method, 307 participants were selected as sample. A researcher-made questionnaire was used for collecting the data. The collected data were analyzed using SPSS Software. The validity of questionnaire was confirmed by supervisor professor, school counselors in city and province, and experts in counseling centers. Using Alpha Cronbach, the reliability of questionnaire was obtained to be 0.82. The findings showed that there was relationship between future employment expectations and personal knowledge and chosen major of high school students; however, there was no relationship between family expectations and personal interests and chosen major of high school students in Tarom.

Keywords: Major Selection, Major Selection Factors, High School Students.

1. Introduction:

The identification of factors affecting the selection of field study is necessary and important. If the field study do not be compatible with interest, taste, talent, and ability of individuals, this will lead to long-term and adverse psychological, social, and economic affects. The great number of people who are eager to enter universities, specialization of jobs, low employment opportunities, and socio-economic and psychological problems are all factors which affect unsuitable choice of major. Therefore, the alignment of interests and abilities of people with needs and resources in community is considered the main task of education and culture system (Bigdelli and Abam, 2003).

The high school period is important in terms of philosophical, biological, psychological, and social principles; it is the most important and effective period in individual and social life of people. This period has some distinctions and communities with other periods. It covers adolescence period and reaches to young period. In high school, the learning ability of students is increased and most of specific talents of young people are developed. In this phase, the new life issues such as choice of major, choice of career, family management, and tendency to a particular ideology preoccupy their mind; then, they reach to period of perceiving social, economic, political, and spiritual values. The high school prepares many groups to enter society and labor market. During this period, the individual needs of individuals are partly provided by others and adolescents and youth reach to maturity, independence, and responsibility (Council of Fundamental Change in Education System, 2007).

Today, many high school students are confused in choosing their major and career. They do not know their real abilities, have not enough information about jobs, and are not able to predict the needed jobs of society in future, and do not know which major and job to choose. They do not know whether seek their own interests and abilities, aspirations of their parents, or the recommendation of friends, counselors, and others. They do not know regular way for using in major selection. Sometimes, the majors are imposed upon them and they choose with uncertainty. The doubt remains until the phase of choosing academic major (Golami Touran Poshti, 2010).

The selection of major leads to achieving job opportunities; therefore, the study filed and job guidance are inseparable (Ghazi, 2004). In the past, human resources were not used appropriately and often critical works were not conducted by capable and knowledgeable individuals. Today, however, people are free in choosing their jobs. They may select their study filed and then their jobs according to their interests and talents. Career choice is very important in human life. The occupational problems are the problems of almost every student who want to enter labor market (Shafee Abadi, 2007).

In their study, Davis et al (2001) and Hasler et al (1999) found that educational factors such as ability played a key role in major selection of American students. In their study, Davis and his colleagues emphasized on the role of business issues and achieving to job and high income. They found that decision to enter university has economic aspects among students and most of students' motivation is achieving career goals. Also, they found that women have more tendency to enter university compared to men. Manon (1998) conducted a study to identify factors affecting decision making of final year students in high schools to pursue a higher education courses. Using factor analysis, he identified seven key factors: individual-cognitive factor (eg, interest, attitude of students towards themselves), students 'attitudes towards employment, high school students' attitudes towards

direct entry into labor market, financial benefits of college education, consumption factor in college education, student field in high school, and other significant factors.

Shafiabadi (1998) conducted a study entitled (Factors affecting performance of consultants working in high schools in Tehran). He identified the factors as: imposing major to students by a number of parents, reluctance of students to study and their major, lack of serious cooperation among teachers to complete the survey forms about students, and inadequate academic guidance criteria. Omidian (1995) conducted a study entitled (The Relationship between interest in major selection and academic performance and the relationship between these two variables and consultant opinion about academic performance before and after major selection among second grade high school students in Dezful and Ahvaz). It was found that there is a significant relationship between students' interests to major and consultant opinions about students' current majors. There was significant relationship between interest and academic performance of all students. Also, there was direct and significant relationship between academic performance before and after major selection. There was no significant relationship between academic performance after selecting major and consultant opinion.

However, high school and major selection has the utmost importance. If students successfully select their major and choose their education path according to their talents, this will impact on their job and life successes. The important point is that only talent and interest does not impact on students' major selection. There are multiple factors impact on their choice. However, these factors are not same in all regions and cities and their effects vary in different regions. Therefore, this study aims to determine the relationship between family expectations, personal interests, future employment expectations, and personal knowledge and chosen major among high school students in Tarom.

Methodology:

This was applied descriptive-correlation study. The population consisted of all male and female high school students in Tarom in 2014-2015 (N=1526). Using Cochran formula and stratified random sampling method, 307 participants were selected as sample. A researcher-made questionnaire was used for collecting the data. The collected data were analyzed using SPSS Software. The validity of questionnaire was confirmed by supervisor professor, school counselors in city and province, and experts in counseling centers. Using Alpha Cronbach, the reliability of questionnaire was obtained to be 0.82.

Findings:

First hypothesis test:

There is relationship between high school students' families' expectations and their chosen field.

The contingency table, Chi-Square Pearson coefficient, and V-Cramer and Phi tests were used to examine the relationship between predictor (independent) variable (Family expectations) and criterion (dependent) variable (major choice).

Table 1: The relationship between family expectations and major selection

Significance level	Degree of freedom	Test value	Test indices
0.230	72	80.539	Pearson chi-square coefficient
0.071	72	90.330	Likelihood ratio
0.029	1	4.788	Linear correlation
-	-	307	Number

Table 2: Phi and Cramer correlation coefficient data

Significance level	Test value	Test indices
0.230	0.512	Pearson chi-square coefficient
0.230	0.256	Cramer correlation coefficient
-	307	Number

According to findings, Pearson chi-square value was 80.539 and degree of freedom was 72; this was not significant below 0.05. Also according to Phi and V-Cramer tests, the relationship between these two variables was not significant. Therefore, it can be concluded that there is no relationship between high school students' families' expectations and chosen major.

Second hypothesis test:

There is relationship between high school students' interests and their chosen field.

The contingency table, Chi-Square Pearson coefficient, and V-Cramer and Phi tests were used to examine the relationship between predictor (independent) variable (Students' interests) and criterion (dependent) variable (major choice).

Table 3: The relationship between students' interests and major selection

Significance level	Degree of freedom	Test value	Test indices
0.058	84	80.614	Pearson chi-square coefficient
0280.028	84	91.070	Likelihood ratio
0.087	1	2.921	Linear correlation

-	-	307	Number

Table 4: Phi and Cramer correlation coefficient data

Significance level	Test value	Test indices
0.058	0.512	Phi correlation coefficient
0.058	0.256	Cramer correlation coefficient
-	307	Number

According to findings, Pearson chi-square value was 80.614 and degree of freedom was 84; this was not significant below 0.05. Also according to Phi and V-Cramer tests, the relationship between these two variables was not significant. Therefore, it can be concluded that there is no relationship between high school students' interests and chosen major.

Third hypothesis test:

There is relationship between high school students' future career expectations and their chosen field.

The contingency table, Chi-Square Pearson coefficient, and V-Cramer and Phi tests were used to examine the relationship between predictor (independent) variable (Future career expectations) and criterion (dependent) variable (major choice).

Table 5: The relationship between students' future career expectations and major selection

Significance level	Degree of freedom	Test value	Test indices
0.021	60	84.280	Pearson chi-square coefficient
0.006	60	91.117	Likelihood ratio
0.101	1	2.698	Linear correlation
-	-	307	Number

Table 6: Phi and Cramer correlation coefficient data

Significance level	Test value	Test indices
0.021	0.524	Phi correlation coefficient

0.021	0.262	Cramer correlation coefficient
-	307	Number

According to findings, Pearson chi-square value was 84.280 and degree of freedom was 60; this was significant below 0.05. Also according to Phi and V-Cramer tests, the relationship between these two variables was significant below 0.05. Therefore, it can be concluded that there is relationship between high school students' future career expectations and chosen major with 99% confidence level.

Fourth hypothesis test:

There is relationship between high school students' knowledge and their chosen field.

The contingency table, Chi-Square Pearson coefficient, and V-Cramer and Phi tests were used to examine the relationship between predictor (independent) variable (Knowledge) and criterion (dependent) variable (major choice).

Table 7: The relationship between students' knowledge and major selection

Significance level	Degree of freedom	Test value	Test indices
0.0383	76	79.028	Pearson chi-square coefficient
0.0179	76	87.163	Likelihood ratio
0.161	1	1.968	Linear correlation
-	-	307	Number

Table 8: Phi and Cramer correlation coefficient data

Significance level	Test value	Test indices
0.0507	0.383	Phi correlation coefficient
0.0254	0.383	Cramer correlation coefficient
-	307	Number

According to findings, Pearson chi-square value was 79.028 and degree of freedom was 76; this was significant below 0.05. Also according to Phi and V-Cramer tests, the relationship between these two variables was significant below 0.05. Therefore, it can be concluded that there is relationship between high school students' knowledge and chosen major with 99% confidence level.

Conclusion:

According to findings of first hypothesis, the relationship between high school students' families' expectations and major selection was not confirmed. This finding is inconsistent with findings of Becker (1988), Kiani (1990), Alidoust, Abadikhah et al (1991), Heybatollahi (1992), Nazari (1992), and Rabbani and Rabie (2011). According to findings of second hypothesis, the relationship between high school students' interests and major selection was not confirmed. This finding is consistent with findings of Nazari (1992); also, it is inconsistent with Heybatollahi (1992), Rabbani and Rabie (2011), Kiani (1990), Omidian (1995), Chaichi (1983), Alidoust, Abadikhah et al (1991), and Hellatabadi (1998). According to findings of third hypothesis, the relationship between high school students' future career expectations and major selection was confirmed. This finding is consistent with findings of Rabbani and Rabie (2011), Jerry Horne (1986), Menon (1998), Sachmn (2005), Haussler et al (1999), Hellatabadi (1998), Heybatollahi (1992), Office of primary and secondary education (1991), and office of Research and Planning (1994). According to findings of fourth hypothesis, the relationship between high school students' knowledge and major selection was confirmed. This finding is consistent with findings of Jackson (1982), Simpson (1962), Howland (1964), Kanje and Peterson (1981), Becker (1988), Dalai (2003), Alidoust and Abadikhah (1991), and Hellatabadi (1998); it is inconsistent with findings of Sarafraz and Soleimani (1979).

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