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### KEY=CAREER - MADILYNN BAILEY

**The Effect of Parental Influence on Post Secondary Career and Education Choices Made by Students Influence of Career Education on Career Choices Career Choice in Management and Entrepreneurship A Research Companion Edward Elgar Publishing** Presents an assessment of early influences on the career choice of managers and entrepreneurs, their attitudes at the start of their careers as students, and in their later employment experiences. This book also examines the influence of an MBA education on the later work and life experiences of managers and entrepreneurs.

**Factors that Influence the Career Choices of Rural Minority Students Career Decision Making Routledge** Keeping up with new developments in vocational psychology is important to both psychological practitioners and researchers. This volume is devoted to presenting and evaluating important advances in the field of career decision making, development, and maturity. More specifically, it identifies, reports, and evaluates significant contemporary developments in vocational psychology and provides both professional workers and students with an informed understanding of the progress taking place in the field. The history and theory of the assessment of career development and decision making are explored as well as advances in career planning systems. An expanded context for the study and evaluation of career development variables is also described.

**Influence of Preceptorship and Other Factors on the Education and Career Choices of Physicians Executive Summary**

**Influence of Preceptorship and Other Factors on the Education and Career Choices of Physicians Executive Summary Management Careers and Education in Shipping and Logistics Routledge** This title was first published in 2000. This investigation into why aspiring managers chose to study shipping and logistics in the UK uniquely discusses the issues which influenced their academic and career choices. It catalogues the attractions and deterrents to advanced study in an industry needing more highly skilled practitioners. Qualitative, quantitative and mapping approaches to modelling the vocational study decision are reported, along with a unique comparison of students' cognitive maps.

**Rural Education and Its Influence on the Career Choices of Rural Educated Students Understanding the Educational and Career Pathways of Engineers National Academies Press** Engineering skills and knowledge are foundational to technological innovation and development that drive long-term economic growth and help solve societal challenges. Therefore, to ensure national competitiveness and quality of life it is important to understand and to continuously adapt and improve the educational and career pathways of engineers in the United States. To gather this understanding it is necessary to study the people with the engineering skills and knowledge as well as the evolving system of institutions, policies, markets, people, and other resources that together prepare, deploy, and replenish the nation's engineering workforce. This report explores the characteristics and career choices of engineering graduates, particularly those with a BS or MS degree, who constitute the vast majority of degreed engineers, as well as the characteristics of those with non-engineering degrees who are employed as engineers in the United States. It provides insight into their educational and career pathways and related decision making, the forces that influence their decisions, and the implications for major elements of engineering education-to-workforce pathways.

**Women's Influence on Inclusion, Equity, and Diversity in STEM Fields IGI Global** Women are typically not well represented in STEM fields. These same women experience difficulties in advocacy and leadership, as well as hiring and promotion. Women of color, regardless of discipline, face this narrative daily and often throughout their entire careers. *Women's Influence on Inclusion, Equity, and Diversity in STEM Fields* seeks to critically examine the strategies that women across class and cultural groups use and the struggles they face in order to become successful in professional fields that include business, politics, science, technology, engineering, and mathematics. While highlighting topics that include higher education, workplace perceptions, and information literacy, this publication is ideal for public administrators, human resources professionals, sociologists, academicians, researchers, and students interested in gender studies, public administration, the biological sciences, psychology, computer science, and the STEM fields.

**Factors which Influence Career Choice and Future Orientations of Females: Implications for Career Education Women's Choices in Europe Influence of Gender on Education, Occupational Career and Family Development Waxmann Verlag**

**Parental Influence on the Educational and Career Decisions of Hispanic Youth Influence of Preceptorship and Other Factors on the Education and Career Choices of Physicians : Executive Summary The Influence of Resource Personnel on the Career Choices of Junior High School Students Career Choice and Development John Wiley & Sons** The fourth edition of *Career Choice and Development* brings together the most current ideas of the recognized authorities in the field of career development. This classic best-seller has been thoroughly revised and expanded to include the most influential theories of career choice and development, and it contains up-to-date information regarding the application of these theories to counseling practice. This edition contains a wide range of career development theories that explore how people develop certain traits, personalities, self-precepts, and how these developments influence career decision making. This information will challenge teachers, researchers, and those involved in fostering career development to reexamine their assumptions and practices.

**The Self-reported Influence of High School Community Service on Career Choice and Adult Community Involvement Factors Influencing Career Choice of Secondary School Students, Kenya LAP Lambert Academic Publishing** Guidance and counseling play a key role in facilitating access and progression in an individual's lifetime. In order to impart essential skills effectively and successfully to the youth, an effective secondary school education must provide good balance between academic education and skills development. Due to rapid changes in society, students require guidance and counseling to enable them make proper career choices and for acquiring the right skills for successfully adjustment in the environment. The study sought to identify factors influencing career choice among public secondary school students in Nyandarua District. It was found that peer pressure, society, parents, career guidance, and teachers greatly influence student's decisions on careers and jobs. It was also found that most students didn't have reliable information on careers and jobs placement due to absence of career instruction at school. The study also indicated that parents were among the least effective agents of career guidance.

**The Influence of Environmental Factors on Choice of Career Among Students Seashell Books** This study investigated the factors that influence students' choice of career in secondary school. Questionnaire was used to obtain data. The sample consisted of 100 students from four schools in Ijebu Ode local Government area of Ogun State, Nigeria. Data collected was analyzed using person moment correlation co-efficient. This was used purposely to test the relationship that exist between the variables. The findings revealed that factors such as family background, peer group pressure, societal valued jobs and the school environment directly influence students' choice of career. By counseling implication, secondary school students need adequate guidance from their parents and school counselors to avail them the chance of making the right career choice.

**In Pursuit of Happiness : the Influence of Perspective on High-school Students' Career Choices, and how These Choices Affect Job Satisfaction** This research examines the societal and parental perceptions of various career paths, and how these perceptions influence the educational decisions high-school students make upon graduating. Furthermore, it seeks to examine the consequences of these decisions by way of job satisfaction and resultant levels of parental satisfaction. Through an anonymous, online survey conducted on a Google Forms platform by way of the social media site Facebook, 50 participants with various backgrounds reported demographic, educational, and employment information. These responses were analyzed using a mixed methods approach that used statistical tests such as T-tests, Pearson Correlations and ANOVAS, as well as a qualitative examination of textual responses to look for patterns within the survey population. Several key findings include a lack of discrepancy in reported levels of job satisfaction between those who attended a four-year university and those who did not, a high level of parental influence over those who decided to attend college, and lower levels of parental satisfaction among those who did not attend a four-year university as compared to those who did attend. The results implicate a need for a more diversified high school curriculum that supports the development of non-college-based careers, as well as a reduction in the societal stigma associated with blue-collar work.

**Responsible Design, Implementation and Use of Information and Communication Technology 19th IFIP WG 6.11 Conference on e-Business, e-Services, and e-Society, I3E 2020, Skukuza, South Africa, April 6-8, 2020, Proceedings, Part II Springer Nature** This two-volume set constitutes the proceedings of the 19th IFIP WG 6.11 Conference on e-Business, e-Services, and e-Society, I3E 2020, held in Skukuza, South Africa, in April 2020.\* The total of 80 full and 7 short papers presented in these volumes were carefully reviewed and selected from 191 submissions. The papers are organized in the following topical sections: Part I: block chain; fourth industrial revolution; eBusiness; business processes; big data and machine learning; and ICT and education Part II: eGovernment; eHealth; security; social media; knowledge and knowledge management; ICT and gender equality and development; information systems for governance; and user experience and usability \*Due to the global COVID-19 pandemic and the consequential worldwide imposed travel restrictions and lockdown, the I3E 2020 conference event scheduled to take place in Skukuza, South Africa, was unfortunately cancelled.

**Going to College How Social, Economic, and Educational Factors Influence the Decisions Students Make JHU Press** The authors conclude with important recommendations for improving academic support, exploring various financial options, providing early encouragement—in other words, for recognizing the factors that influence students' decisions, and knowing when to pay attention to them.

**Factors that Influence Career Choice in South African Township High School Students** To collect data on students' perceptions of career choice in township high schools, barriers prohibiting students from engaging in a career of choice, students' learning and listening strategies and their general hopefulness. A significant difference was found based on gender in relation to having career options and with regard to how knowledge about careers is gained. Despite occupational deprivation, students are hopeful about the future.

**A Study of the Factors that Influence Disadvantaged Female Community College Students' Career Choices** Although the career choice decision for women is recognized as a complex process, there is little understanding about how the influencing factors affect the choices of disadvantaged women returning to community colleges. This study was concerned with understanding how certain factors influenced the career choices of this population. A random sample of 15 subjects was identified for this study from a population of 53 female students attending Umpqua Community College in Roseburg, Oregon. The data were gathered through examining the subjects' college student records, interviews and survey questionnaires. The literature suggested that six major factors may influence career choices of women. These are: the environment, the family, individual abilities, self-concept variables, vocational interests and values, and the influence of education. Factors identified in this study which may influence the career choices of disadvantaged women returning to community colleges and provided support for the literature included: high academic ability, a more tolerant and feminist attitude, a sense of independence, interest in planning for a career, and a supportive faculty. In addition, economic security was the most often discussed motivating factor; it had not been previously identified as an influencing factor. Contrary to the literature, the following factors had minor influence on career choices: success in mathematics courses, supportive parents and family, and educational role models. In addition, the absence of a familial value for education was identified. Although it did not appear to impact the subjects' career choices, it appeared to have previously created a barrier to education.

**Factors which Influence Career Choice and Future Orientation of Females Implications for Career Education Influence of Demographics on Values and Career Choice of Women in Business, Education, Nursing, and Law The Paternal Influence in the Career Choices of Post High-school Graduates The Influence of Clinical Education Experiences on Career Decisions Among Physical Therapy Students** Abstract: BACKGROUND AND PURPOSE: Most students in health care professions enter college with a firm idea of their intended job setting. The career students end up choosing, is not always what they intended on entry. While there have been studies conducted to identify factors influencing career decision among medical and nursing students, there has been insufficient research examining influences of career decisions among physical therapy students. This study plans to identify the factors that influence physical therapy students to change their career choice. The purpose of this study is to better understand how clinical education affects the choice of first job setting among physical therapy students. SUBJECTS: The target population for this study was physical therapy students. The accessible population was 27 graduates from the 2006 Springfield College Master of Science in physical therapy program. Twenty four subjects responded to the survey (89%) and were used in this study. METHODS: A survey was developed containing forced-choice, 5-point likert scale, ranking, and 2 open-ended questions. Subjects were mailed the survey in the summer of 2006 and asked to complete and return the survey in 4 weeks to the enclosed address. ANALYSES: Quantitative and qualitative analyses were conducted using descriptive statistics and coding respectively. Quantitative data were analyzed using SPSS version 14.0\* to obtain descriptive statistics and frequencies. Open-ended questions were analyzed using content analysis and coding techniques to determine common themes among subjects. RESULTS: Geographic location and opportunity of employment were ranked as having the most influence in a students' first job choice. Positive clinical education experiences were also determined to have a moderate influence overall when choosing a first job. A positive clinical experience was most influenced by the clinical instructor and the clinical setting. The central category that emerged among all subjects was employment opportunities, which correlates with the results from the quantitative analysis. CONCLUSION: This study concludes that

clinical education, while not among the top three factors in choosing first job choice, plays a moderate role in deciding on a first job. A positive clinical experience is more influential than a negative experience in choosing a first job. Based on this study, the mixed method analysis both determined geographic location and opportunity of employment to have the most influence on students' first job choice. However, caution may need to be used when generalizing the results of this study due to a small sample size.

**Resources in Education An Abstract of a Study on Institutional Influence on Student Career Choice Education and Employment The Influences on Young People's Career Decision Making in Antigua and the UK.** The thesis looks at the issue of career choice and decision-making through the eyes of young people in Antigua and in England. It provides an account of their views and attitudes in relation to various jobs and careers and the factors which have influenced these views. It asks young people about the way in which they are making their career choices and the sort of factors which influence them into making these choices. The study begins by first providing a brief overview of education and training in both countries and the way in which education is presented in both countries as being essential for economic growth. At the centre of this study is the realisation that after many years of vocational initiatives young people still appear to be reluctant to enter vocational courses and or careers. Nonetheless, from a socio/economic viewpoint, various governments over the last quarter of a century, at least, have placed much emphasis on the relationship between education and the country's economic performance. The three specific aims of the study are: To explore young peoples' employment aspirations in Antigua and the UK? To investigate young people's attitudes towards jobs and careers? To evaluate the various influences on their career choices. Since vocational education prepares individuals for gainful employment, the participants were therefore questioned about their career aspirations; particularly in terms of whether they are considering academic or vocational type courses or careers. In order to ascertain if the participants had made informed choices/decisions regarding subjects and career choices it was necessary to look at the types of information with which they are provided as well as the sources of the information. The research also questions whether the information provided is adequate and without bias. Conducted within two schools and two colleges in the North of England and two schools and a college in the Caribbean island of Antigua, the study employs the use of both Questionnaires and interviews so as to obtain a rich texture of data. However, as it seeks to give a voice to the young people themselves, it leans more towards the qualitative side of the interview data. The study reveals that the term vocational is not widely understood and attributes this to the narrow approach of careers education and guidance being provided to young people. Thus, it raises questions of how well young people are being prepared for the world of work. It however has found that young people do not make their choices based upon whether the career is a vocational or academic career. They are more concerned about the money and status which a career or job earns them and they are more likely to take advice from parents, siblings and even friends than from careers advisers.

**Career Counseling as an Environmental Support: Exploring Influences on Career Choice, Career Decision-making Self-efficacy, and Career Barriers** This study was motivated by concerns regarding the difficult academic and career choices facing today's college students as they navigate higher education and encounter career barriers along their paths. Using Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994) as a primary framework, the study sought to understand the role that individual career counseling could play as an environmental support to help students explore options, make choices, set goals, and take the necessary steps to implement their choices and persist to their goals. The research questions examined both the outcomes of participating in individual career counseling (e.g., changes in career decision-making self-efficacy and perceptions of career barriers), and the process of participation as viewed through students' perspectives (e.g., components of career counseling that students found most helpful). This study employed a quasi-experimental design using mixed methods to examine first-year college students' interpretations of individual career counseling experiences, as well as the influence of those experiences on career choices, career decision-making self-efficacy (CDMSE), and perceptions of career barriers. Employing a mixed methods approach in data collection and data analysis provided opportunities to (a) build on the primarily quantitative past research through use of preestablished and tested survey instruments to examine career intervention outcomes, (b) develop a deep understanding of students' experiences via interviews to examine the career choice process, and (c) uncover unique insights by employing the multiple lenses offered by a mixed methods approach. The study targeted first-year college students who had not selected a major or academic focus upon entrance to a large, 4-year public university. A total of 130 students persisted in the study, including 33 in the treatment group and 97 in the control group. The treatment was a structured career development intervention consisting of (a) an initial individual career counseling appointment; (b) a performance accomplishment activity related to the particular student's unique career development needs; and (c) a second individual career counseling appointment that provided support for reflection on and interpretation of the performance accomplishment activity, as well as discussion of possible next steps. Survey and interview data were collected at three times over the course of a full academic year: (a) prior to the intervention, (b) 2 to 4 weeks following the intervention, and (c) 5 to 6 months following the intervention. Data analysis considered immediate outcomes of individual career counseling participation, the influence of lag time on those outcomes, and student perceptions of what contributed to the outcomes they experienced. The main contribution of this study relates the process of individual career counseling, and the major findings are discussed from two perspectives. First, the components of career counseling that emerged as particularly influential for facilitating students' career choices are presented, including (a) resource and information delivery; (b) career counselor-client relationships that were marked by a sense of openness, flexibility, demonstrations of genuine interest and attentiveness to students' stories, and invitations to return for further assistance; and (c) student engagement in performance accomplishment activities related to making and implementing career choices. Second, the areas of the career choice process that were influenced by career counseling are discussed. Comparisons are made to the influences theorized in SCCT, with evidence uncovered that both supports the model proposed by Lent et al. (1994) and suggests potential theoretical expansions for future research. Beyond the process-oriented contributions of this study, findings are presented regarding the observed outcomes of individual career counseling, addressing both the outcomes specifically outlined within the research questions (changes in CDMSE and perceptions of career barriers) and additional insights that emerged within participant interviews, such as making progress on career choice tasks, experiencing affective changes, and motivating future help-seeking intentions and behaviors. Finally, the findings address compelling issues that were not initially central to the study, yet emerged during the data collection and analyses. These issues include (a) client readiness for seeking assistance, (b) potential spaces for career counseling to affect career barrier reduction and connections with environmental supports, and (c) limitations of individual career counseling. Study findings related to the process and outcomes of participating in individual career counseling led to suggestions of potential new theoretical connections regarding the ways in which career counselors influence students. Insights were also gained regarding the role that individual career counseling can play as an environmental support to facilitate the career choice process. Implications are offered for theory, research, and practice.

**Resources in Vocational Education Exemplary Practices in Marine Science Education A Resource for Practitioners and Researchers Springer** This edited volume is the premier book dedicated exclusively to marine science education and improving ocean literacy, aiming to showcase exemplary practices in marine science education and educational research in this field on a global scale. It informs, inspires, and provides an intellectual forum for practitioners and researchers in this particular context. Subject areas include sections on marine science education in formal, informal and community settings. This book will be useful to marine science education practitioners (e.g. formal and informal educators) and researchers (both education and science).

**The Influence of Work-based Learning Experiences on Students' Career Choice Influence on Demographics on Values and Career Choice of Women in Business, Education, Nursing, and Law Exploring Career Trajectories of Men in the Early Childhood Education and Care Workforce Why They Leave and Why They Stay Routledge** The role of men in early childhood education and care is crucial for the future of all children growing up in a gender sensitive world. Achieving greater diversity and gender balance in the workforce has proved a challenging goal, despite concerted efforts on the part of individuals, institutions, and governments around the world. Many men remain reluctant to enter the profession, and once they choose this work many leave. This book explores how men in the field make their career decisions to remain in or leave the profession. Taking a broad international perspective and exploring the role of gender in these career decisions, contributors from around the globe unpack how gender concepts influence men's career trajectories. Through their collaborative research, the team of 17 gender and early childhood researchers investigate various critical and relevant factors such as professionalisation, workplace environment, leadership, day to day interactions in the workplace, societal considerations, internal motivations, agency, masculinities, and critical moments in career decision making. Using cultural, racial, ethnic, and social class lenses to examine men's career decisions over their professional lives, the contributors' unique approach uncovers the complexity of the issue and offers evidence-based recommendations for policy both on national and local levels. These include practical suggestions to directors and managers who care about achieving a gender-mixed workforce. Accessible and enlightening, this is a unique resource for scholars, policymakers, and any others in the education community who support boosting the inclusion of men in early childhood education.

**Parental Influence Upon Career Choice as Perceived by Two-year College Women A Research Report Parental Influence on Career Choice of Canadian High School Students**