

**FACTORS AFFECTING ON STUDENTS' PREFERENCE ON CHOOSING
ACADEMIC TRACK FOR HIGHER EDUCATION**

A Mini Research

**Submitted to:
Research Committee
Kalika Multiple Campus
Pokhara-14, Kajipokhari**

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2022 December**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Pusparaj Timilsina** has prepared this Mini Research entitled **Factors Affecting on Students' Preference on Choosing Academic Track for Higher Education** under my guidance and supervision.

I recommend this mini research for acceptance.

Date: 2022/ 12/ 15

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EVALUATION AND APPROVAL

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ABSTRACT

This mini research, entitled **Factors Affecting on Students' Preference on Choosing Academic Track for Higher Education** aimed to investigate what factors may play the vital role in the process of choosing specific subject in senior high school right at the moment after completing grade 10. This study is based on both qualitative and quantitative method and data has been collected and analyzed through multimodal analysis where different factors are categorized and presented through tables, charts, graphs, etc. The findings are analyzed both in numerical and theoretical forms. The major findings of the research is that the family (57.47%) is the major agent to assist students to take decisions for choosing the subject while joining grade 11. 92.52% students were not forced but 7.4% students were forced by the parents to choose the major subjects for higher education. It is surprising that 59.19% students wish to go abroad for university level. The children joining senior high school need to be provided career guidance in choosing and handling certain decisions making with the help of the three factors such as personal, family and school factor.

This mini research consists five chapters altogether. The first chapter is about introductory part which deals with background of the study, statement of the problem, objective of the study, research question, significance of the study, delimitations of the study and operational definitions of the key words. The second chapter deals with review of related literature, review of related empirical literature and conceptual framework. Similarly, the third chapter deals with methods and procedure on the study. Likewise, the fourth chapter deals with analysis and interpretation of the study. Finally, the fifth is about findings, conclusions and recommendation.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Intelligence is often defined as our intellectual potential; something we are born with, something that can be measured, and a capacity that is difficult to change. In recent years, however, other views of intelligence have emerged. One such conception is the theory of multiple intelligences proposed by Harvard psychologist Howard Gardener (Susman, 2021). In the context of Nepal becoming one of grade 11 students, they must be ready to decide for their future, it is very important for the students of what will they choose for their higher education. There is fluctuation in number of students in various subjects in higher education coming from the past to the present scenario. Students in technical courses are increasing and theory based subjects are facing the lack of students in recent years. This research paper is the answer to the quest to find the reasons of the questions related to the fluctuations in the number of students varying from subject to subject as well as the factors motivating students to choose certain academic track for higher education.

The students joining higher education undergo various confusions while selecting specific subject for their further studies. Students who pass the tenth grade are supposed to join the subject of their interest. They are prone to come in contact with different people in the course of choosing certain subject while joining grade 11 or getting enrolled in Intermediate courses. Grade 11 is the main entry point for students to establish their future in the higher education. Higher education in Nepal starts from bachelor level but students are supposed to identify their major subject starting from grade 11. It seems that SEE graduates tend to select the certain subject while joining higher education depending on various aspects like intelligence of a person and also the interest towards that subject.

Gardener proposed that there are eight intelligences, and has suggested the possible addition of a ninth known as "existentialist intelligences." In order to capture the full range of abilities and talents that people possess, Gardner theorizes that people do not have just an intellectual capacity, but have many kinds of intelligence, including musical, interpersonal, spatial-visual, and linguistic intelligences. (Susman, 2021)

I was interested in this research because when I was in grade eleven, I could see a large number of students used to get enrolled in education and humanities faculties compared to science, management, and law or CTEVT courses. But I found the situation is just opposite these days. Further, we had very few friends who went to abroad for their university level education but now more than fifty percent students are searching for way out to get enrollment in universities in abroad. Then I thought to conduct a research on the same issue to find the reality behind those all situations. In the context of Nepal this problem is going on for a decade now, and can be speculated it continues till another decade or more.

1.2 Statement of the Problem

An individual's success depends upon the effort he/she makes to complete the desired task. People can be influenced by the various factors while they have to choose certain things in their life. Students in Nepal are supposed to choose their academic track after they complete their Secondary Education Examination at grade ten. Students choose various subjects depending on the several reasons being led by the psychological and social factors. The leading educationists and the critics believe that multiple intelligence theory of Howard Gardner can be employed while analyzing the students' mentality for joining some specific course. The critics further argue that Gardner's definition of intelligence is too broad and that his eight different "intelligences" simply represent talents, personality traits, and abilities in brief. Gardner's theory also suffers from a lack of supporting empirical research.

Students' attraction in Science, Management, Law and IT Stream seem higher whereas the students in Humanities and Education stream are found to be decreasing due to various factors. My purpose to conduct this research is to find out the factors that are affecting students' attraction on choosing the academic track after they pass SEE exam. This study has also found out the possible reasons and the issues that contribute in decreasing number of students especially in Humanities and Education, however increasing in Science and others. Moreover, the perspective of the students and the teachers' views are being taken to verify the affecting variables related to the research title.

1.3 Significance of the Study

There are some research tasks carried out in the field of choosing academic track for the higher education but I found less emphasis is given in the analysis of the

personal, social and family factors. This research work may help the colleges find out the reasons in decreasing the number of students in Social Sciences and Education in recent years. The colleges may use the research findings in solving such problems to attract more number of students in the streams that they run. Students taking part in research tasks may use this study as the reference to conduct other research tasks relate to choosing specific academic track by the students. It provides information about the students' mentality while they have to find the right academic track for their future.

1.4 Objectives of the Study

- a. To assess the elements that play important role for the students while choosing specific academic track in grade eleven.
- b. To understand students' views on choosing Science, Management, Education Humanities, Law or CTEVT courses for their higher education.

1.5 Research Questions

This study was guided by the answers of the following research questions:

- i. What are the characteristics of the students on preferring Science, Management, Education, Humanities, Law or CTEVT courses?
- ii. What are the factors affecting students' perspectives on choosing Science, Management, Education, Humanities, Law or CTEVT courses?

1.6 Delimitations of the Study

This mini research is delimited in the following criteria:

This study only includes the sample population from Kaski district including only 174 number of grade eleven students from six different campuses based in Kaski district. This study has analyzed the economic, educational, psychological, and social factors motivating the students in choosing the academic track after they finish their grade ten.

CHAPTER II

REVIEW LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Conceptual Review

The literature review is an important part of analysis that contributes valuable roles during the process of research work. The most important role of review is to generate and collect the ideas from the previous studies in the related literature as evidence to the present study. There are factors that could affect grade 10 students in choosing specific academic track in the academic when they have to join grade 11. This research implies with the factors that may affect those grade ten pass out students that help them in choosing academic track for their career. This research revealed that Nepalese students rely heavily on their family's decision-making.

Students cope by following their parents' advice. They also have to cope with an expectation of financially supporting the family upon completing their education. Studies from other Asian countries also show parents' impact is decision making of students when it comes to students' course preference. It is explained that academics should be integrated with career-focused courses so students can see practical application for the academic courses such as science, maths, management, CTEVT courses, etc.

In an online blog article by Angerman, family background is one of the major factors to examine for those who seek career guidance. When talking about "family background" issues, the extent of influence of the parents and the extended family has on the person in at focus – both at positive and negative ways. This includes the place where he grew up, the economic realities facing the family, illness, the countries of origin, among others (Angerman, 2009). So, directly or indirectly family has played the decisive role in leading the students to decide their academic track for higher education.

2.2 Theoretical Review

Gardner (2013) asserts that regardless of which subject you teach – "the arts, the sciences, history, or math" –you should present learning materials in multiple ways. Gardner goes on to point out that anything you are deeply familiar with" you can describe and convey...in several ways.

Students are found to be motivated to learn when they think that school activities are meaningful. (Brophi, 1988 in Woolfolk, 2014 p.299). Woolfolk continues by arguing:

"When Ball (1987) observed over 200 students at secondary schools, low interest in the subject itself was the most common explanation for school failure.

When students themselves were asked to explain why they succeeded, interest was the most frequent explanation" (Brophi, 1988 in Woolfolk, 2014, p.287).

There are some studies of motivation and interest for Social Sciences, but they cover only limited motivational factors. Students in campuses and universities interested in Social Sciences because these subjects could be related to themselves and how the world has influenced them. Educational systems have a strong tendency towards legitimizing the existing social and political order. It is therefore important to examine whether critical perspectives are articulated at all, and exactly what students are encouraged to criticize. (Apple M., Au W. & Ganding L.A. 2009)

Covington, M.V. Mueller, K.L. (2001) makes the observation in her dissertation from Sweden; students in schools turn away from global environmental challenges because the problems are overwhelming. There is thus an urgent need to examine more closely, what makes social sciences and other subjects less motivating to students.

In a globalized world students are interested in the big question and issues, and social sciences probably offer better opportunities to stimulate this than many other subjects do (Oia, 1995). According to Boyer (1987), "in taking a course, one of the life's major decisions is being made. A lot of time, money, and effort will be involved. The shape and excellence of the student's life may rest on the result." It is very difficult for each student to decide the course that they are going to take for their future as it may bring a long time effect in their life.

Student motivation for schooling in general seems to decrease with increasing age (Skaalvik & Skaalvi, 2009; 2011; Ministry of Education and Research, 2011; 2013). In line with this, it is natural to think that students may be less motivated in subjects and content that they see as less meaningful to their self-building project. Thus, various studies has already been conducted regarding the role of multiple intelligences in the children while they decide for some kind of specific tasks like to choose the subject of their interest for higher education. The grade-10 students are now having their choices that they may choose according to their personal interest, which is very common to take. It equips the students with the knowledge and skills to pursue a better life.

There are factors that could affect grade-10 students in choosing a strand in the academic when they become a senior high school students, there is certain connection

with the demographic profiles of the Grade-10 students. This research paper has tried to include the literature related to Howard Gardner's 'Multiple Intelligences'. In this research work various types of intelligences are presented on the basis of Howard Gardner's theory of multiple intelligences. These are as follows:

- Bodily-kinesthetic intelligence
- Interpersonal intelligence
- Logical –mathematical intelligence
- Musical intelligence
- Naturalistic intelligence
- Verbal-linguistic intelligence
- Visual –spatial intelligence
- Analytical intelligence
- Creative intelligence
- Practical intelligence

2.3 Empirical Review

This sub-section deals with the related studies, articles and reports. Literature is an important part of analysis that contributes valuable roles during the process of research work. The most important role of review is to generate and collect the ideas from the previous studies in the related literature as evidence to the present study. The reviews of some literature are as follows;

An article posted by Adecco (2015), a part of a Swiss multinational human resource consulting company of the same name, states that it is worth the increasing of employers utilizing personality and psychometric testing procedures to analyze the employee's attributes beyond qualifications. It stated in the article "choosing a job to which an individual is inherently suited – rather than just able to convince the interviewer that he/she is interested in the position – will make him/her a happier, more productive employee." From this we can derive a point that the students' career decision-making is most deeply affected by personal factor rather than the school or family factors.

2.4 Research Gap

One of the important parts of research is literature review. It gives insights knowledge of the theoretical background as well as the knowledge of similar research

and find out the gap for own research. It also helps to find out what need to be discovered out from research. To carry out this research I have also reviewed theoretical as well as empirical literature related to my research topic. This literature review included books, reports, articles, different websites, dissertation and theses. This study is different than other study because it emphasizes on students' perspectives on choosing academic track for higher education. Several recent studies shows that understanding the personality of the individual's own traits and characteristics, rather than passion, are a key to career fulfillment and success which are minutely analyzed in this paper.

Mixed method was used to conduct this research. The data were analyzed on the basis of various factors and issues that directly and indirectly affect students' motivation factors on choosing specific subjects for higher education. Howard Gardner's multiple intelligences was the major theory used here as the design of the study. Data were taken from questionnaire and analyzed quantitatively and qualitatively.

2.5 Conceptual Framework

The main function of conceptual framework is to show the relationship among the variables of the study. The conceptual framework of this proposed study is presented diagrammatically as follows:

- ❖ Description of the factors related to choosing academic track.
- ❖ Dependent Variables : -
 - Peer pressure
 - Parental interest
 - Economical background
 - Teachers' guidance
 - Job opportunity
 - Personal interest
- ❖ Independent Variables:
 - Education policy
 - Teaching and Learning methods
 - Social prestige
- ❖ Output of the overall observation and the recommendation.

METHODS AND PROCEDURE OF THE STUDY

This chapter includes design of the study, sample and sampling strategy, research tools, source of data collection procedure, data analysis and interpretation procedures.

3.1 Research Design

This research is based on descriptive research design. The researcher has used the survey method for this proposed research in the process of data collection. The data collection tools were questionnaire, interview and observation, etc. The primary data is used while conducting this research.

3.2 Study Area

This research work is conducted on students' motivation for choosing the subject that they are studying now. This research also focuses both internal and external factors of students which directly and indirectly effect on their selection of subject. The data were collected from the six different colleges in Pokhara valley including the 174 students from various subjects like science, management, law, humanities, education and CTEVT courses. I as a researcher had a direct communication and contact with those grade 11 students in their classroom after I received a permission from the concerned college.

3.3 Nature and Source of Data

Both the qualitative and quantitative data were collected through the purposive sampling method. However, each and every students of the similar section were included as the respondents while distributing questionnaire for their responses. Mostly primary data are used for completing this research work. Primary data are taken from field visit and survey sampling and secondary data is taken from concerned authorities.

3.4 Population and Sample

This research is conducted within Kaski district by taking the sample from selected colleges or high schools. The population are the students who are studying grade 11 in Kaski district. Only 174 students were selected purposively and were asked to fill up the questionnaire. This research includes the voice of students from six different colleges located in Kaski district.

3.5 Sampling Technique

The samples have been collected using purposive sampling on the basis of representation including six colleges or high schools of Kaski district. The researcher visited six colleges and collected total 174 completed questionnaire form including science, management, humanities, education, law and CTEVT courses. Various students from multiple subjects are selected to make a comparative study regarding the several factors that affect in their preference for specific academic track for higher education.

3.6 Data Collection Methods/ Research Instruments

Field visit and questionnaire were the major research instruments for data collection. The primary data were received from the questionnaire and secondary data were received from the concerned college records. While preparing the questionnaire, the researcher conducted a mini survey in a few number of students to find the relevant factors that play major role to students while choosing the specific academic track for higher education.

The questionnaire included both the open and close ended questions were also interrelated to each other. In case of difficulty in understanding, the respondents had a chance to understand the questions be explained by the researcher. Firstly, the researcher obtained a permission from the college authority to conduct his research tasks among the students of concerned colleges. Secondly, he /she explained the purpose of collection the responses and the use of outcome from the research work. Thirdly, the questionnaire forms were distributed among the students and collected once they completed. Sufficient time was allocated for the students to fill up their responses.

The validity and reliability were cross-checked by comparing their responses analyzing the overall answer that they gave. It is also noted that some students didn't even want to answer certain questions being unwilling to reveal their family and personal issues.

3.8 Ethical Consideration

The data were collected by taking the permission with the concerned college authority. The privacy of primary data received from college office and questionnaire lists from students is maintained.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

4.1 Data Analysis and Presentation

The respondents of this research were on going grade 11 students who recently joined that course. Students from various subjects like science, management, CTEVT, law, humanities and education were participated. Total 174 students were asked to fill up the questionnaire form and 47 were from science, 45 from management, 43 from CTEVT, 9 from humanities, 15 from education and 15 from law background. They were asked total 17 questions related to their study and family background and income level. All the participants were recently enrolled in grade 11 course in various subjects in the year 2022 AD. The participants are the 15-17 year old teenagers who have just started grade XI. The participants are from different six colleges and the survey was conducted within at least one section of that college so students from various streams would be represented. The received data were analyzed through both qualitative and quantitative methods. The dependent and independent variables are analyzed on basis of their relationship and the effects that they cause.

Table 1.

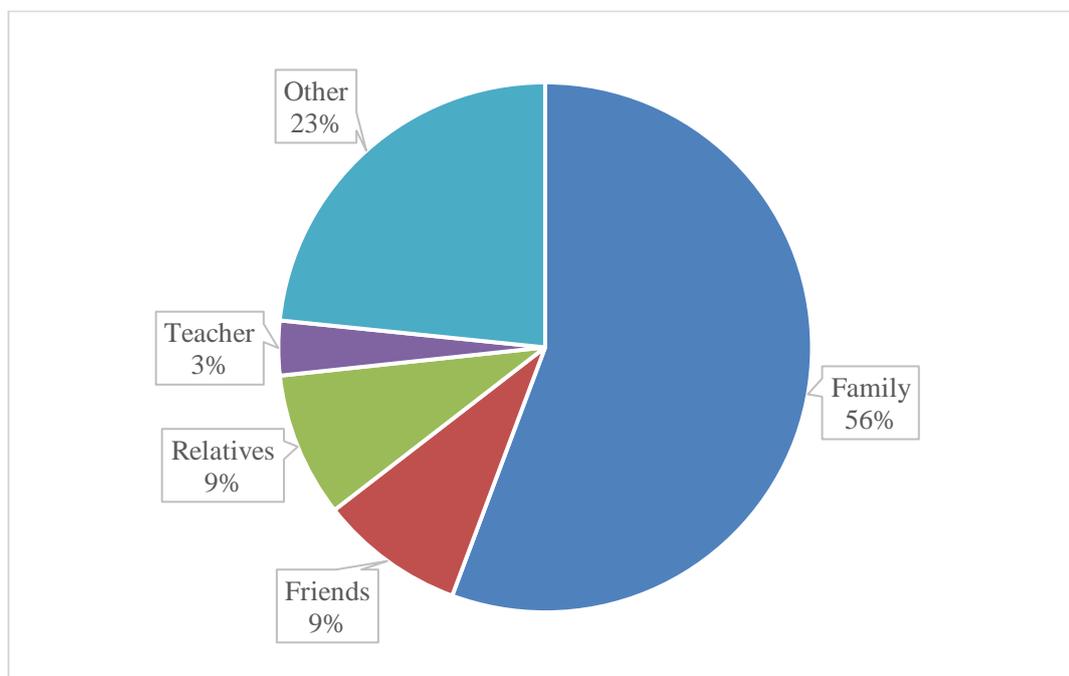
Factors that Motivated Students to Choose Academic Track in Grade 11

S N	Title	Science (47)	Management (45)	CTEVT (43)	Humanities (9)	Education (15)	Law (15)	Total (174)
1	Family	30(63.82%)	16 (35.55%)	28(65.11 %)	4(44.44%)	12(80%)	10(66.66%)	100(57.47%)
2	Friends	4(8.51%)	5(11.11%)	4(9.30%)	1(11.11%)	0	2(13.33%)	16(9.19%)
3	Relatives	2(4.25%)	0	4(9.30%)	1(11.11%)	1(6.66%)	2(13.33%)	16(9.19%)
4	Teacher	4(8.51%)	0	0	1(11.11%)	1(6.66%)	0	6(3.44%)
5	Other	7(14.89%)	24(53.33%)	7(16.27%)	2(22.22%)	1(6.66%)	1(6.66%)	42(24.13%)

The data show that out of 174 students, 100 students decided what to join being motivated from the family members i.e. 57.47%, whereas, the least motivating factor was teacher having only 3.44%. The second motivational factor was other/self which was 24.13% followed by friends and relatives 9.19% and 5.74% respectively. If

we see the individual subject, students learning science got inspired the most having 63.82% from family and the least was 4.25% from relatives. Surprisingly, no management students had been motivated from relatives or teacher, however, they were inspired by other/self (53.33%) to join management course in grade 11. Students in CTEVT courses were also inspired most by the family having 65.11% which was the highest percent as motivation factor in the above given chart.

Motivating Factors in Choosing Academic Track in Grade 11

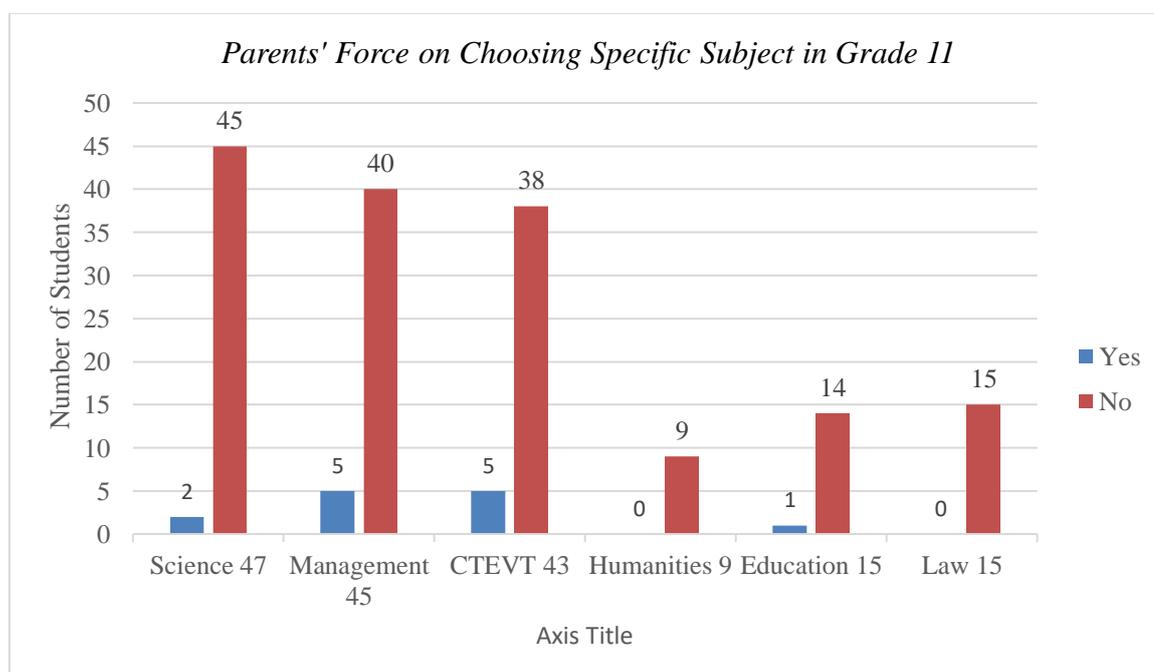


The pie-chart presents the data of how much different factors played roles on choosing the specific subject in grade eleven. Out of Total 174 respondents, the highest percent (56%) students were motivated by family whereas the least motivating factor was found (3%) is a teacher who taught them up to grade ten. Other/self-category falls in second position i.e. 23%. Surprisingly, the factors like relatives and friends both are 9% each. It shows family was the vital factor in choosing the specific subject in grade 11.

Table 2*Parents' Force on Choosing Specific Academic Track in Grade 11*

S.N.	Streams	Yes	No
1	Science (47)	2 (4.25%)	45 (95.74%)
2	Management (45)	5 (11.11%)	40 (88.88%)
3	CTEVT (43)	5 (11.62%)	38 (88.37%)
4	Humanities (9)	0 (0%)	9 (100%)
5	Education (15)	1 (6.66%)	14 (93.33%)
6	Law (15)	0 (0%)	15 (100%)
	Total (174)	13 (7.47%)	161 (92.52%)

This table presents whether the parents forced their children to choose specific subject in class 11 or not. The data show that Students who joined Humanities and Law were fully motivated to join such courses in grade 11 by themselves. However, the students studying in 1st year in CTEVT courses were forced (11.62%) the most to join that course which was followed by management students with 11.11%. Only 4.25% students responded that they were forced by the parents to join science subject in grade 11 but 6.66% students were forced to join Education faculty. Out of 174 students only 13 students were forced to join specific subject in grade 11 against their interest, whereas, 161 (92.52%) students were given priority on their personal interest on joining certain subject.



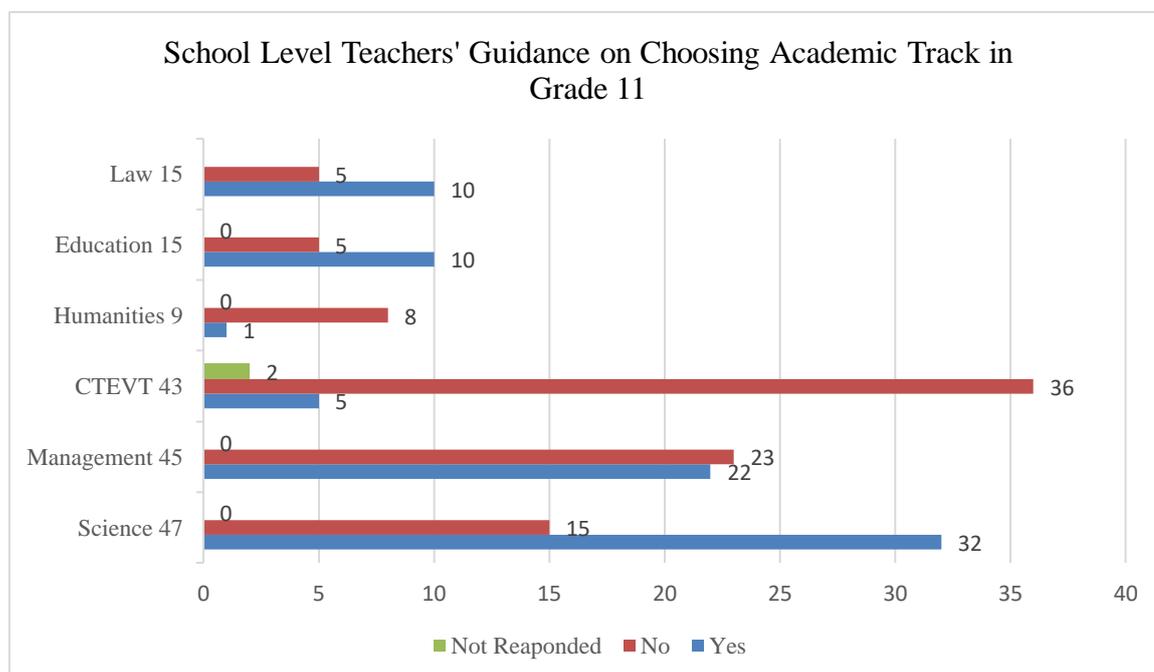
The above given table shows that students in CTEVT courses and Management are given more pressure while students in Humanities and Law are always come with their own interest.

Table 3

School Level Teachers' Guidance on Choosing Academic Track in Grade 11

S.N.	Streams	Yes	No	Not Responded
1	Science (47)	32 (68.05%)	15 (31.91%)	0 (0%)
2	Management (45)	22 (48.88%)	23 (51.11%)	0 (0%)
3	CTEVT (43)	5 (11.62%)	36 (83.72%)	2 (4.65%)
4	Humanities (9)	1 (11.11%)	8 (88.88%)	0 (0%)
5	Education (15)	10 (66.66%)	5 (33.33%)	0 (0%)
6	Law (15)	10 (66.66%)	5 (33.33%)	0 (0%)
	Total (174)	80 (45.97%)	92 (52.87%)	2 (1.14%)

The above table demonstrates the data whether students were motivated by school teachers on choosing specific subject in grade 11. The students who joined grade 11 in Science faculty responded as they were inspired much by the school teachers having the highest number 68.05% whereas only 11.11% students were motivated to join Humanities faculty being motivated by the school teacher which is the least number in comparison with other. Total 45.97% students were motivated and remaining 52.87% students decided on choosing their course in grade 11. Only 1.14% students didn't respond on the above issue.



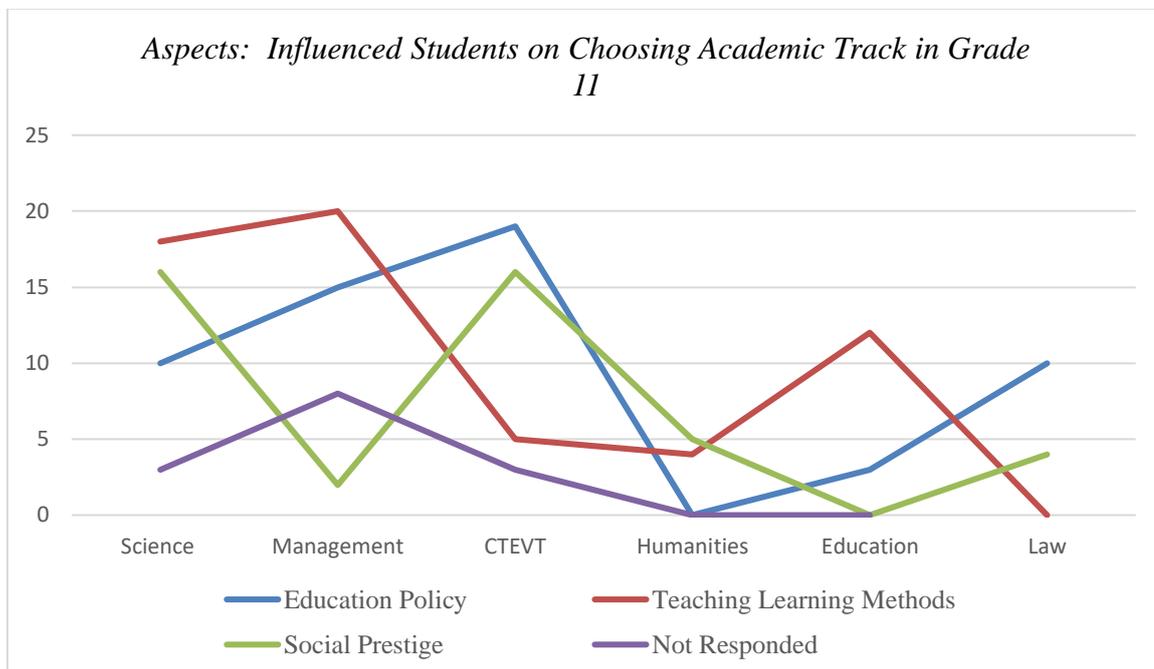
The above given table reveals the data that students studying science were guided by the school level teacher whereas very few students were motivated by the school level teacher to join Humanities and other subjects.

Table 4

Aspects: Influenced Students on Choosing Specific Academic Track in Grade 11

S.N.	Aspects of Influence	Education Policy	Teaching Learning Methods	Social Prestige	Not Responded
1	Science (47)	10 (21.27%)	18 (38.29%)	16 (34.04%)	3 (6.38%)
2	Management (45)	15 (33.33%)	20 (44.44%)	2 (4.44%)	8 (17.77%)
3	CTEVT (43)	19 (44.18%)	5 (11.62%)	16 (37.20%)	3 (6.97%)
4	Humanities (9)	0 (0%)	4 (44.44%)	5 (55.55%)	0 (0%)
5	Education (15)	3 (20.00 %)	12 (80.00%)	0 (0%)	0 (0%)
6	Law (15)	10 (6.66%)	0 (0%)	4 (33.33%)	0 (0%)
	Total (174)	57 (32.75%)	59 (33.90%)	43 (24.71%)	14 (8.04%)

According to the above table, total 33.90% students were fascinated by the teaching learning methods where the Education faculty students (80%) were really liked teaching learning method which is not preferred by Law students. Education policy was the major attraction for CTEVT students having 44.18% whereas not of the humanities students preferred this reason. Students who are studying Humanities are most likely to prefer Social prestige factor as their major attraction on joining this course. Total 8.04% students didn't respond to the asked questions.



The above given graph presents the data that teaching learning methods in education influenced the students on choosing science whereas no student was influenced by teaching learning in law. For law students education policy is the remarkable element for being influenced to join law class.

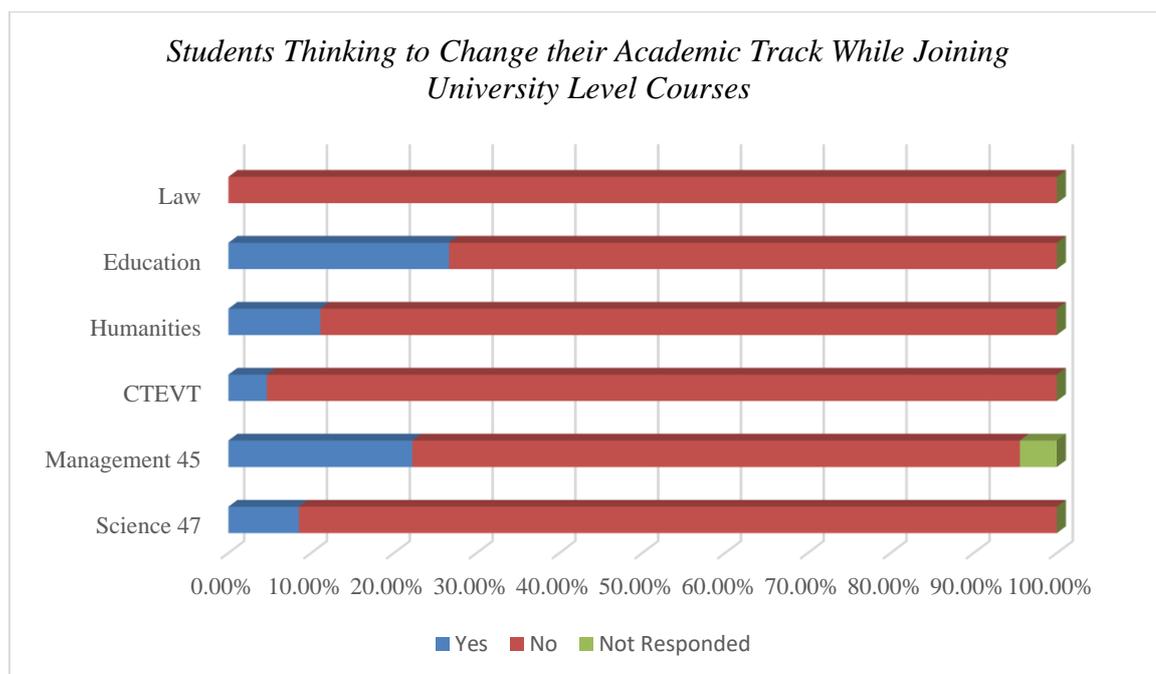
Table 5

Students' Response on Whether They Would Shift the Current Course While Joining University or Not

S.N.	Streams	Yes	No	Not Responded
1	Science (47)	4 (8.51%)	43 (91.48%)	0 (0.00%)
2	Management (45)	10 (22.22%)	33 (73.33%)	2 (4.44%)
3	CTEVT (43)	2 (4.65%)	41 (95.34%)	0 (0.00%)
4	Humanities (9)	1 (11.11%)	8 (88.88%)	0 (0.00%)
5	Education (15)	4 (26.66%)	11 (73.33%)	0 (0.00%)
6	Law (15)	0 (0.00%)	15 (100.00%)	0 (0.00%)
	Total (174)	21 (12.06%)	151 (86.78%)	2 (1.14%)

The above data present that out of 174 students only 21(12.06) students are planning to shift into another subject or course whereas 151(86.78%) students are not changing the current subject that they are enrolled now. The highest number of students in Education i.e. 26.66% are planning to shift in another course in the future, whereas, none of the students are planning to shift in another course who have already joined in Law. Large number of students (22.22%) in Management have planned to

shift in another course in the days to come. Total 1.14% students didn't respond on the asked question.



Out of 174 students in data collection process, 21 (12.06%) students want to shift their current course to another course and the responses given from them are as follows:

Science student 2:

Yes, I want to change the course in near future because I want to join Bsc. Nursing after completing this course.

Management student 2:

Yes, I want to change the course in near future, because I want to go in sports field.

CTEVT Student 2

Because there are many other simple courses which I can easily pass.

Humanities Student 2

.....no response.....

Education Student 2

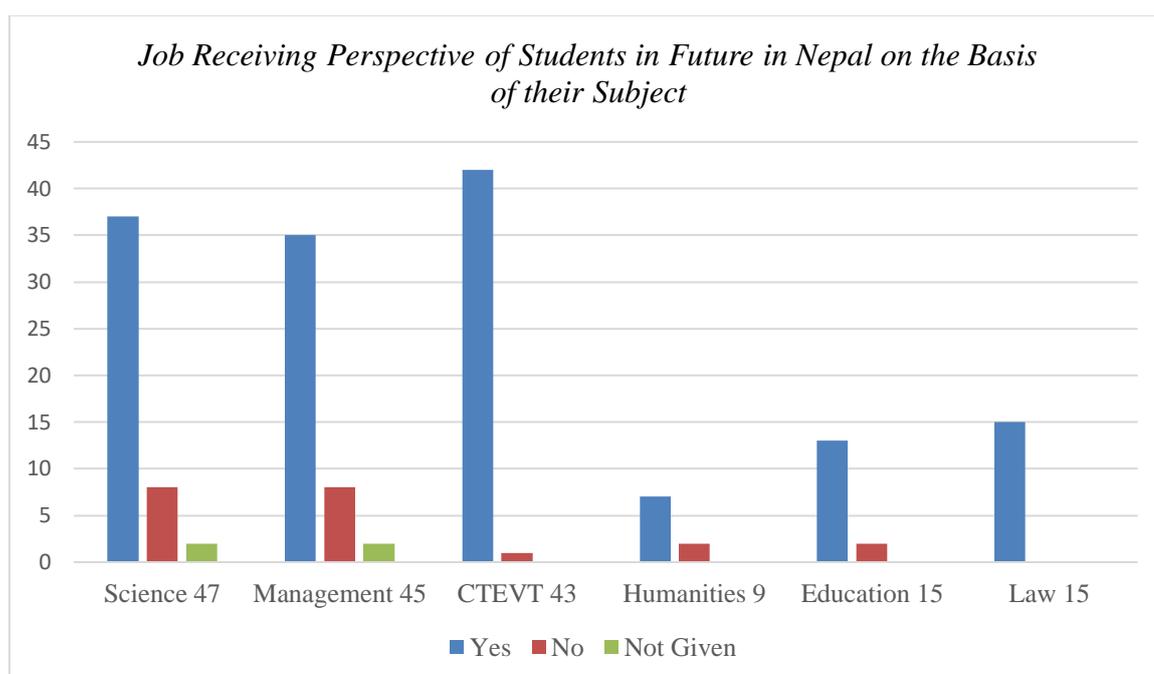
Because I can't understand the lessons in English language.

Law: No students wanted to change the course.

Table 6

Job Prospective of Students after Completing the Current Course

S.N.	Streams	Yes	No	Not Responded
1	Science (47)	37 (78.72%)	8 (17.02%)	2 (4.25%)
2	Management (45)	35 (77.77%)	8 (17.77%)	2 (4.44%)
3	CTEVT (43)	42 (79.67%)	1 (2.32%)	0 (0.00%)
4	Humanities (9)	7 (77.77%)	2 (22.22%)	0 (0.00%)
5	Education (15)	13 (86.66%)	2 (13.33%)	0 (0.00%)
6	Law (15)	15 (100.00%)	0 (0.00%)	0 (0.00%)
	Total (174)	149 (85.63%)	21 (12.06%)	4 (2.29%)

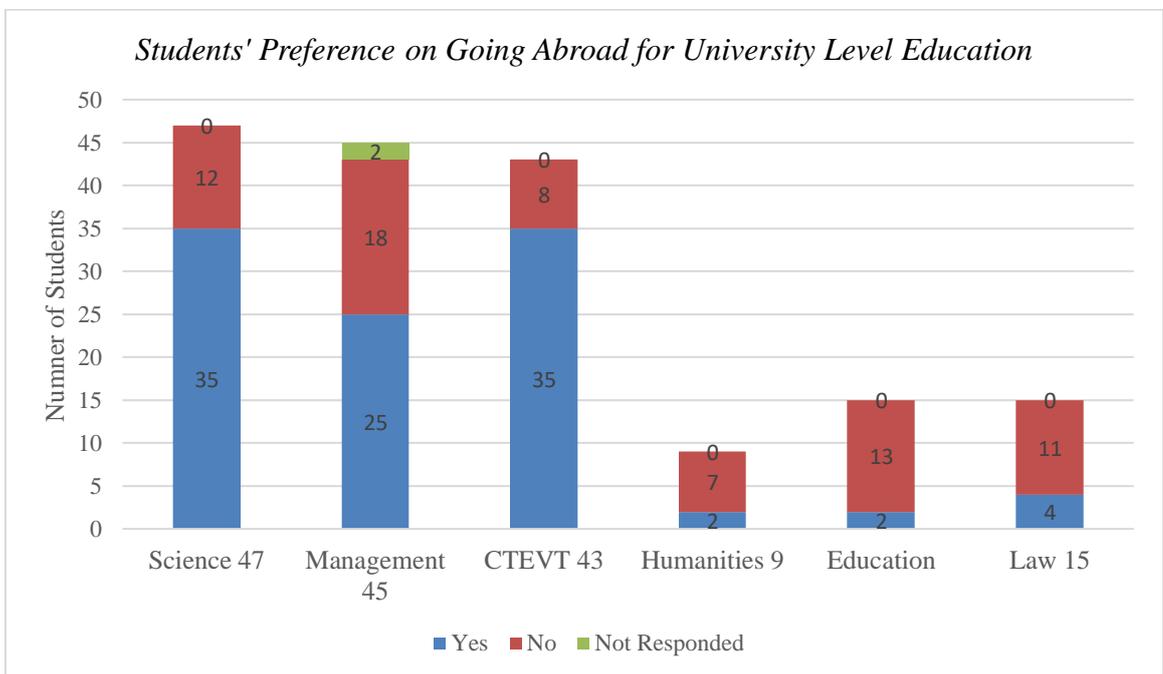


The above given table illustrates the data on students' prospective about job availability after completing their courses. Out of 174 students, total 85.63% students are hopeful to achieve job opportunity after the completion of their course whereas 12.06% are totally hopeless on getting job and 2.29% students didn't respond on the issue. 100% students studying Law are assured on easy availability of job in Nepal which is followed by Education with 86.66%. Students who are studying Humanities are less optimistic on gaining the job in Nepal where 22.22% students responded 'No' which is the highest percent in 'No' category. Total 2.29% students didn't respond on this query.

Table 7

Students' Preference on Going Abroad for University Level Education

S.N.	Streams	Yes	No	Not Responded
1	Science (47)	35 (74.46%)	12 (25.53%)	0 (0.00%)
2	Management (45)	25 (55.55%)	18 (40.00%)	2 (4.44%)
3	CTEVT (43)	35 (81.39%)	8 (18.60%)	0 (0.00%)
4	Humanities (9)	2 (22.22%)	7 (77.77%)	0 (0.00%)
5	Education (15)	2 (13.33%)	13 (86.66%)	0 (0.00%)
6	Law (15)	4 (26.66%)	11 (73.33%)	0 (0.00%)
	Total (174)	103 (59.19%)	69 (39.65%)	2 (1.14%)



The above given data show high number of students i.e. 59.19% students are planning to go to abroad for university level education whereas only 39.65% students are expected to continue their education in Nepal in the university level education.

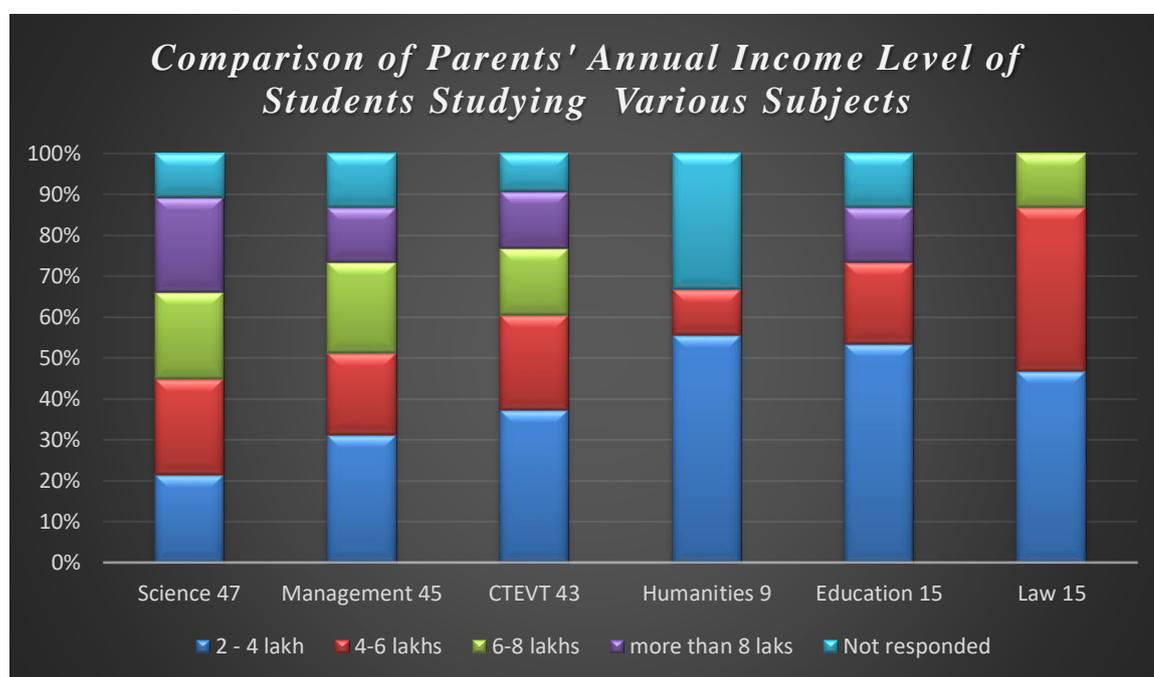
Among various subjects, the highest number of students i.e. 81.39% from CTEVT courses are intended to travel abroad for their university education. Whereas, the least i.e. 13.33% from Education faculty are planning to go abroad for university level education. The second highest students who wish to go to abroad for university level education is from science i.e. 74.46% followed by Management with 55.55% students

wishing to go abroad. Total 1.14% students didn't respond to the question on the above issue.

Table 8

Parents' Income Level of the Students Studying Various Subjects

S. N.	Annual Income →	2 – 4 lakhs	4 – 6 lakhs	6 – 8 lakhs	> 8 lakhs	Not mentioned
1	Science (47)	10 (21.27%)	11 (23.40%)	10 (21.27%)	11 (23.40%)	5 (10.63%)
2	Management (45)	14 (31.11%)	9 (20.00%)	10 (22.22%)	6 (13.33%)	6 (13.33%)
3	CTEVT (43)	16 (37.20%)	10 (23.25%)	7 (16.27%)	6 (13.95%)	4 (9.30%)
4	Humanities (9)	5 (55.55%)	1 (11.11%)	0 (0.00%)	0 (0.00%)	3 (33.33%)
5	Education (15)	8 (53.33 %)	3 (20.00%)	0 (0.00%)	2 (13.33%)	2 (13.33%)
6	Law (15)	7 (46.66%)	6 (40.00%)	2 (13.33%)	0 (0.00%)	0 (0.00%)
	Total (174)	60 (34.48%)	40 (22.98%)	29 (16.66%)	25 (14.36%)	20 (11.49%)



The above table presents the data on comparison of parents' income according to the students and the subject that they are studying. The income is categorized in different four levels starting from 2-4 lakhs, 4-6 lakhs, 6-8 lakhs and more than 8 lakhs. The data show that students studying science come from well-to-do family (23.40%) who do have more than 8 lakhs annual income. Students who are in humanities faculty represent poor economic status of their family as 53.33% students are having only 2-4 lakhs annual income in their family, whereas, none of the students

are found having more than 6 lakhs annual income in their family. The highest number 33.33% students didn't respond about their economic status which is questionable for further research. Overall, largest number of students do have 2-4 lakh annual family income i.e. 34.48%.

If we observe the profession of students' parents according to the subject that they are currently studying, we can see various results which are as follows:

Science Students:

Father: Business person, officer, army, technologist, manager, teacher, politician, INGO, foreign

Mother: Housewife, business, teacher, nurse, HA)

Management Students:

Father: Business, foreign employment, driver, teacher, politician, priest, farmer, army

Mother: Housewife, teacher, business, job, etc.

CTEVT Students:

Father: Foreign employment, business, doctor, officer, army, farmer, social worker

Mother: Housewife, business, tailoring, teacher, farming)

Humanities Students:

Father: Tailor, driver, farmer, house construction, army, foreign employment

Mother: Housewife

Education Students:

Father: Farmer, driver, teacher, army, foreign employment

Mother: Housewife, farmer, teacher

Law Students:

Father: Farmer, engineer, foreign employment

Mother: Housewife, farmer

We can summarize that most of the students' fathers' profession is business i.e. 18.39% and followed by foreign employment i.e. 14.94%. While observing mothers' profession that 43.10% are housewife and 9.19% are involved in business.

Students see both opportunities and challenges in all the subjects that they are studying. Some of the responses given by the students are as follows:

Science student 1:

I see a lots of opportunities in this field like I can be a doctor, nurse, engineer, government employee and many others. After completing this course I want to join

forestry for further education. But this course is very difficult to complete if we don't give our full time and focus.

Management Student 1:

We can get various opportunities. At first we can get knowledge about business and other organization. Also we can get various opportunities in job. We can get motivation on business and other sector like market, bank, accounting, etc. But we can face many difficulties while completing this course like difficulties to understand as well as hard numerical problem. We should give much time to understand for further success.

CTEVT Student 1:

Job opportunities, easy to go to foreign country, self-employment but complicated course.

Humanities Student 1:

We can easily go abroad, we can easily get job and if we don't get any job, we can do social work. I don't see any difficulties to complete this course.

Education Student 1:

I can become a teacher, go in public service commission, and receive knowledge, to change the society. There are problems to complete the course due to difficult curriculum, homely problems, difficult to learn in English and unable to manage time.

Law Student 1:

I am studying this course to become independent, to become a lawyer and also live with respect. But this course is not easily available everywhere and need to come from long distance to attend Law classes.

CHAPTER V

MAJOR FINDINGS AND CONCLUSION

5.1 Findings and Conclusion

Overall, the results are remarkably supportive that parental factor has significant effect on choosing what strand they will be able to decide. The findings show that majority of students are affected by school, family and personal factors. Family (57.47%) is the major agent to assist students to take decisions for choosing the subject and teacher (3.44%) is the least priority agent for motivating students on choosing subjects in higher education.

From the data analysis we conclude that 92.52% students were not forced but 7.4% students were forced by the parents to choose the major subjects for higher education. Almost 45.97% students were guided by the teacher to find the suitable course whereas 52.87% responded they did not receive any help while going for certain course in grade 11. While observing the mentality of the students to shift their current course to another course for university education, 12.06% students want to shift in another course in the near future. From the perspective of job availability, 12.68% students are not sure to get a job in Nepal after completing the course.

It is surprising that 59.19% students wish to go abroad for university level education as they think education in Nepal is not based on day to day practice and also does not help for income generation. Maximum 23.40% students from science have more than 8 lakh annual family income, but no one from humanities and law are in this category. This data shows that, most of the parents who have good income and belong to good professions motivate their children to choose science.

It can be concluded that students' career success can be best attained if the right strand suited to their personality, ability and intellect serves as their guide in taking the course for higher education.

CHAPTER VI

RECOMMENDATIONS

It is recommended that the children joining senior high school need to be provided career guidance in choosing and handling certain decisions making with the help of the three factors such as personal, family and school factor. As a student, it is not important to depend on other's decision in choosing an academic strand, so, it is recommended that students can choose wisely as they can so that they will not suffer when they become a university student. This study further recommends career counseling education to enable students make informed decisions. Students need career guidance to assist them in their choice.

CHAPTER VII

FURTHER RESEARCH PERSPECTIVES

This research work opens the door for further research on the various aspects and some of the perspectives are as follows:

- Relation between students' economic background and academic performance level
- Subject wise pass and fail percentage and the reasons behind them
- Comparison of dropout rate in public and private academic institutions
- Factors affecting the drop out students after COVID 19 in bachelor level
- ICT based learning in the post pandemic new normal classroom
- Comparison of learning outcomes in the normal class and technology based classroom

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Appendix

Questionnaire

1. Which subject are you currently studying? (Tick \surd)
i. Science () ii. Management () iii. Humanities ()
iv. Education () v. CTEVT courses ()
2. When did you join this course?
Ans:BS /AD
3. Who motivated you to choose this course? (Tick \surd)
i. Family () ii. Friends () iii. Relatives ()
iv. Teacher() v. others ()
4. Did your parents force you to choose this subject?
Yes: (.....) No: (.....)
5. Did your school level teacher guide you to choose this course?
Yes: (.....) No: (.....)
6. Which aspect influenced you more to choose this course?
i. Education policy () ii. Teaching learning methods () iii. Social
prestige()
7. What opportunities do you see in this field after completing this course?
.....
8. What difficulties do you see to complete this course?
.....
9. Are you going to shift in another subject/course in the future?
Yes.....No.....
10. (If yes in Q.9) What is the reason you want to change the course in near future?
.....
(if no in Q.9) What is the reason you want to continue the same subject in
future?
.....
11. Do you think you can get the job in your own country after completing this
course?
Yes.....NO.....
12. Do you have a plan to go to abroad country for university level education?
Yes.....No.....
13. (if yes in Q12.) Why?
.....

14. (if no in Q12.) Why not?

.....

15. What is the profession of your parents?

Father:

Mother:

16. What is the annual income level of your family?

i. 2 lakh to 4 lakh (.....)

ii. 4 lakh to 6 lakh (.....)

iii. 6 lakh to 8 lakh (.....)

iv. More than 8 lakh (.....)