Relationship of Interpersonal Factors with Adolescents Career Exploration at Higher Level

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The study examines the relationship of interpersonal factors on adolescents' career exploration at higher level, highlighting how relationships and social influences shape career-related decisions. Key interpersonal factors, including parental support, peer influence, and teacher guidance, play a significant role in motivating or hindering adolescents' engagement in career exploration activities. The study was descriptive in nature and survey method was used to collect the data from the respondent. The population of the study were consisted of (1374) adolescents from higher level, among these students 300 students were selected as sample of the study by using simple random sampling technique. The study utilized a standardized questionnaire consisting of 21 statements, employing a five-point Likert scale to collect data from adolescent students. The Cronbach's alpha value of 0.84 indicated acceptable internal consistency. A statistical package for social science (SPSS) software version 22 was used for the analysis of data. The study highlights unique challenges faced by adolescents in Kotli, including societal expectations, cultural norms, and limited career resources, which shape their decision-making processes. By emphasizing the need for a supportive and well-informed network, the study advocates for targeted interventions to enhance career awareness, skill development, and access to opportunities, ultimately empowering adolescents to make informed and confident career choices.
Keywords: Interpersonal Factors, Adolescents, Career Exploration

Introduction

The topic " relationship of Interpersonal Factors on Adolescents' Career Exploration of Students at University Level, focuses on how relationships and social interactions shape university students' career decisions during adolescence. It examines the influence of key interpersonal factors such as family, peers, Adolescents students, and mentors on students' exploration of career options.

Family expectations, peer opinions, and guidance from Adolescents students or mentors can significantly shape the direction of a student's career aspirations. The study in this context would analyze how these factors contribute to or hinder the process of career exploration, especially considering the unique cultural and social environment of Kotli, Azad Jammu and Kashmir. Understanding these influences is crucial for developing adolescents career exploration that support more informed and independent career decision-making among university students in the region. (Chen, *et al.,* 2023).

Theoretically, having Interpersonal factors is an important and "good" skill. Greater Interpersonal factors allows one to put long-term objectives ahead of immediate gratification. If you're training for a marathon, for instance, deciding to work out first thing in the morning will benefit you in the long run. However, you might be dissatisfied with your performance at the final event if you begin to oversleep and miss workouts (Chen, *et al.,* 2022).

Making more deliberate and sensible decisions is made easier when one has Interpersonal factors over their impulses. These central "life areas" consist of. Focusing on the current task and gradually advancing toward long-term objectives, career Financials: Making reasonable savings and expenditures Relationship: instead of acting, take the time to process difficult emotions and honor commitments made to friends and romantic partners. Interpersonal factors tactics or adolescents career exploration assist individuals in achieving an abstract or long-term goal rather than caving into a short-term, concrete goal. They include staying away from alluring circumstances and concentrating on your objectives (Stolarski, *et al.,* 2018).

The provision of a sense of security may encourage exploratory activity (EA) by alleviating anxiety, emotional stress, and feelings of depression and loneliness. These challenges often arise during adolescence, particularly in times of school transition and career planning (Dodd & Lester, 2021).

Interpersonal strategies refer to the mental and behavioral skills individuals use to stay motivated and achieve their goals. While these skills can initially be taught by therapists, books, or self-help resources, their practical application depends on the individual's efforts (Xie & Derakhshan, 2021).

For French youth, earning a diploma that grants access to higher education represents a pivotal stage in their academic and vocational journey. This period is often stressful as they must decide on their preferred university program and future career path. Exploring educational and vocational options serves as an adaptive strategy to manage this stress. Research indicates that strong attachments to parents or peers are associated with higher levels of self-directed and environment-directed EA in late adolescence (Giret, *et al.,* 2020).

Adolescents raised in authoritative families tend to exhibit better adjustment across various domains, while those from neglectful families show the lowest levels of adjustment. Furthermore, emphasizes the importance of understanding these familial dynamics in

shaping career exploration. Universities are increasingly focused on equipping graduates with the tools necessary to achieve career success, addressing the return on both private and public investment in education. Research in graduate employability and career development has examined the factors that either enhance or hinder graduates' success. However, limited interaction between these fields has been noted. Scholars argue that integrating insights from both domains could lead to more effective, evidence-based career education in higher learning institutions (Climent-Galarza, *et al*., 2022).

Anxiety also plays a significant role in career exploration. According to Spielberger's classical model (2022), anxiety can be categorized as either a temporary state triggered by perceived threats or as a stable personality trait that influences an individual's tendency to perceive situations as threatening. Trait anxiety reflects an individual's predisposition to experience state anxiety in stressful circumstances, regardless of situational factors. Advocates for a "person-in-context" perspective highlight the need to consider situational nuances within vocational psychology (Spytaska, 2024).

Parenting style is another factor that influences adolescents' exploration processes. Parenting styles are typically defined based on two dimensions: warmth versus hostility and control versus lack of control (Nolan, 2024).

There are numerous variations of Interpersonal factors techniques. Cognitive self-regulation, self-management methods, and behavioral Interpersonal factors training are examples of Interpersonal factors adolescents career exploration. Since Interpersonal factors suggests altering behavior solely through willpower, the term "self-management" has supplanted "Interpersonal factors" in recent years. Conversely, self-management entails recognizing the innate mechanisms influencing a specific behavior and intentionally modifying those mechanisms to bring about the intended behavioral shift (Handayani, *et al.,* 2021).

Classroom disruptions pose a serious threat to students' academic progress, a major source of stress for students, and a significant challenge to learning in schools. The behaviors of students have evolved significantly over the past 20 years, posing a serious behavioral challenge for educators in learning centers. The student's role in classroom management is to instill motivation and discipline as well as to get students involved in the learning process (Borman, *et al.,* 2019).

Failure in the teaching process will occur if the students are unable to effectively manage their class through a variety of teaching techniques. The term "classroom management" refers to the measures students take to ensure a problem-free learning environment even in the face of disruptive student behavior. The definition of this phrase is "prevention of the incidence of behaviors," which is likely the most challenging part of teaching for instructors (Zimmerman, *et al.,* 2023).

Adolescence is a critical period for career exploration, influenced by various interpersonal factors such as parental guidance, peer influence, teacher support, and societal expectations. In Kotli, Azad Jammu and Kashmir (AJK), socio-cultural norms and family expectations play a significant role in shaping adolescents' career choices. However, limited research exists on how these interpersonal factors specifically affect career exploration among adolescents in this region. This study aims to investigate the relationship of interpersonal factors on career exploration among adolescents in Kotli, AJK. It will identify the key influences shaping their career aspirations and choices, helping

educators, policymakers, and parents develop better support mechanisms for career development.

Method And Materials

The study was descriptive in nature and survey method was used to collect the data from the respondents. The population of the study were consisted of (1374) adolescents from Faculty of Social Sciences University of Kotli Azad Jammu and Kashmir. Simple random sampling technique was used for the selection of sample. Sample was selected by using Gay (2009) table. The study utilized a standardized questionnaire consisting of 21 statements, employing a five-point Likert scale to collect data from adolescent students. This instrument was designed to capture their opinions and perceptions on the variables under investigation. The questionnaire was validated by two experts from the Department of Education, University of Kotli Azad Jammu and Kashmir. The reliability of the standardized questionnaire was measured through Cronbach's alpha statistical technique using SPSS software version 22. The Cronbach's alpha value of 0.84 indicated acceptable internal consistency, confirming the instrument's reliability for further research. The researcher personally visited faculty of social sciences University of Kotli Azad Jammu and Kashmir and collected the data from the Adolescents students. A statistical package for social science (SPSS) software version 22 was used for the analysis of data. The researcher applied frequency, percentage and mean scores, Pearson Correlation and Regression for the analysis and interpretation of data.

Data Analysis

Table 01 Am Confident That I Can Explore my Career Path and Gost

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	161	36	1	1	1	4.78
Adolescents students	300	%	80.5%	18%	0.5%	0.5%	0.5%	

Table 1 indicates that 98.5% (80.5% SA+ 18%A) respondents agreed with the statement that I Am Confident That I Can Explore my career path and gost. Moreover, the mean score (M=4.78) also reflects the opinion of respondents in favor of the statement.

Table 02 Am Confident That I Can Cultivate my interests according to the career I choose.

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	84	90	20	4	2	4.26
Adolescents students	300	%	42%	45%	10%	2%	1%	

Table 2 indicates that 87% (42% SA+ 45%A) of respondents agreed with the statement that I Am Confident That I Can Cultivate my interests according to the career I choose. Moreover, the mean score (M=4.26) also reflects the opinion of respondents in favor of the statement.

Table 03 Am Confident That I Can Understand the prerequisites of different jobs.

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	98	80	12	6	4	4.33
Adolescents students	300	%	49%	40%	6%	3%	2%	

Table 3 indicates that 89% (40% SA+ 49%A) of respondents agreed with the statement that I Am Confident That I Can Understand the prerequisites of different jobs. Moreover, the mean score (M=4.33) also reflects the opinion of respondents in favor of the statement.

Table 04 I Am Confident That I Can understand the relationship between subjects that I am studying and my career path.

Sample Group			SA	A	UD	DA	SDA	Mean
Adolescents students		N F	73	97	11	15	4	4.1
	300	%	36.5%	48.5%	5.5%	7.5%	2%	

Table 4 indicates that 84.5% (36% SA+ 48.5 %A) respondents agreed with the statement that I Am Confident That I Can Understand the relationship between subjects that I am studying and my career path. Moreover, the mean score (M=4.1) also reflects the opinion of respondents in favor of the statement.

Table 05 I Am Confident That I Can Understand the relationship between the present campus life, further study, and a future career.

Sample Group			SA	A	UD	DA	SDA	Mean
Adolescents students		N F	27	23	30	70	50	2.5
	300	%	13.5%	11.5%	15%	35%	25%	

Table 5 indicates that 60% (25% SDA+ 35%DA) of respondents disagreed with the statement that I Am Confident That I Can Understand the relationship between the present campus life, further study, and a future career.Moreover, the mean score (M=2.5) also reflects the opinion of respondents not in favor of the statement.

Table 06   I Am Confident That I Can Inform others of the job that I would like and have

Sample Group			SA	A	UD	DA	SDA	Mean
Adolescents students		N F	79	94	16	6	5	4.18
	300	%	39.5%	47%	8%	3%	2.5%	

Table 6 indicates that 86.5% (39.5% SA+ 47%A) of respondents agreed with the statement that Confident That I Can Inform others of the job that I would like and have. Moreover, the mean score (M=4.18) also reflects the opinion of respondents in favor of the statement.

Table 07   My teacher is always around when I am in need.

Sample Group			SA	A	UD	DA	SDA	Mean
Adolescents students		N F	77	91	14	12	6	4.11
	300	%	38.5%	45.5%	7%	6%	3%	

Table 7 indicates that 84% (38.5% SA+ 45.5 %A) of respondents agreed with the statement that my teacher is always around when I am in need. Moreover, the mean score (M=4.11) also reflects the opinion of respondents in favor of the statement.

Table 08   I can share my joys and sorrows with my teachers

Sample Group			SA	A	UD	DA	SDA	Mean
Adolescents		N F	68	109	11	6	6	4.14

students	300	%	34%	54.5%	5.5%	3%	3%

Table 8 indicates that 88.5% (34% SA+ 54.5 %A) of respondents agreed with the statement that I can share my joys and sorrows with my teachers. Moreover, the mean score (M=4.14) also reflects the opinion of respondents in favor of the statement

Table 09 I use different tones of voice to convey the message

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	76	84	25	12	3	4.09
Adolescents students	300	%	38%	42%	12.5%	6%	1.5%	

Table 9 indicates that 80% (38% SA+ 42%A) of respondents agreed with the statement that I use different tones of voice to convey a message. Moreover, the mean score (M=4.09) also reflects the opinion of respondents in favor of the statement.

Table 10   My family really tries to help me

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	77	83	16	18	6	4.04
Adolescents students	300	%	38.5%	41.5%	8%	9%	3%	

Table 10 indicates that 80% (38.5% SA+ 41.5 %A) of respondents agreed with the statement that my family really tries to help me Moreover, the mean score (M=4.04) also reflects the opinion of respondents in favor of the statement.

Table 11 I get the emotional help and support I need from my family.

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	78	82	16	14	10	4.02
Adolescents students	300	%	39%	41%	8%	7%	5%	

Table 11 indicate that 80% (39% SA+ 41%A) respondents were agreed with the statement that I get the emotional help and support I need from my family.. Moreover, mean score (M=4.02) also reflects the opinion of respondents in favor of the statement.

Table 12   My teacher is a real source of comfort to me.

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	76	87	15	14	8	4.05
Adolescents students	300	%	38%	43.5%	7.5%	7%	4%	

Table 12 indicate that 81.5% (38% SA+ 43.5%A) respondents were agreed with the statement that my teacher is a real source of comfort to me. Moreover, mean score (M=4.05) also reflects the opinion of respondents in favor of the statement.

Table 13 I can count on my friends when things go wrong.

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	80	80	14	19	7	4.04
Adolescents students	300	%	40%	40%	7%	9.5%	3.5%	

Table 13 indicate that 80% (40% SA+ 40%A) respondents were agreed with the statement that I can count on my friends when things go wrong.. Moreover, mean score (M=4.04) also reflects the opinion of respondents in favor of the statement.

Table 14 I can talk about my problems with my family.

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	72	93	13	17	5	4.05
Adolescents students	300	%	36%	46.5%	6.5%	8.5%	2.5%	

Table 14 indicate that 82.5% (36% SA+ 46.5%A) respondents were agreed with the statement that I can talk about my problems with my family.. Moreover, mean score (M=4.05) also reflects the opinion of respondents in favor of the statement.

Table 15 I have friends with whom I can share my joys and sorrows

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	40	30	10	70	50	2.7
Adolescents students	300	%	20%	15%	5%	35%	25%	

Table 15 indicate that 72% (47% SDA+ 25%DA) respondents were disagreed with the statement that I have friends with whom I can share my joys and sorrows. Moreover, mean score (M=2.7) also reflects the opinion of respondents partially in favor of the statement.

Table 16 My teacher is a person in my life who cares about my feelings.

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	77	90	13	12	8	4.08
Adolescents students	300	%	38.5%	45%	6.5%	6%	4%	

Table 16 indicate that 83.5% (38.5% SA+ 45%A) respondents were agreed with the statement that my teacher is a person in my life who cares about my feelings. Moreover, mean score (M=4.08) also reflects the opinion of respondents in favor of the statement.

Table 17 I accept making mistakes without becoming upset/ angry

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	74	101	13	8	4	4.17
Adolescents students	300	%	37%	50.5%	6.5%	4%	2%	

Table 17 indicate that 87.5% (37% SA+ 50.5%A) respondents were agreed with the statement that I accept making mistakes without becoming upset/ angry. Moreover, mean score (M=4.17) also reflects the opinion of respondents in favor of the statement.

Table 18 My friends really try to help me

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	26	24	20	70	60	2.43
Adolescents students	300	%	13%	12%	10%	35%	30%	

Table 18 indicate that 65% (35% SDA+ 30%DA) respondents were agreed with the statement that my friends really try to help me. Moreover, mean score (M=2.43) also reflects the opinion of respondents in favor of the statement.

Table 19 My family is willing to help me make decisions.

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	71	91	18	12	8	4.03
Adolescents								

| students | | | 300 | % | 35.5% | 45.5% | 9% | 6% | 4% | |

Table 19 indicate that 81% (35.5% SA+ 45.5%A) respondents were agreed with the statement that My family is willing to help me make decisions.. Moreover, mean score (M=4.03) also reflects the opinion of respondents in favor of the statement.

Table 20 I can talk about my problem with my friend

Sample Group			SA	A	UD	DA	SDA	Mean
	N	F	74	90	15	15	6	4.06
Adolescents students	300	%	37%	45%	7.5%	7.5%	3%	

Table 20 indicate that 82% (37% SA+ 45%A) respondents were agreed with the statement that I can talk about my problem with my friend. Moreover, mean score (M=4.06) also reflects the opinion of respondents in favor of the statement of F= 3.637 and p= .014<0.05

Table 21 Correlations

Correlations

		CES	SSS
CES	Pearson Correlation	1	.972**
	Sig. (2-tailed)		.000
	N	300	300
SSS	Pearson Correlation	.972**	1
	Sig. (2-tailed)	.000	
	N	300	300

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis between Classroom Environment Scale (CES) and Student Social Support (SSS) reveals a strong positive correlation ($r = 0.972$, $p < 0.01$), indicating a significant relationship between the two variables. As the classroom environment improves, student social support tends to increase, suggesting that fostering a supportive classroom environment is crucial for promoting social support among students.

Discussion

The findings of the study reveal a generally high level of confidence among students regarding their career exploration and understanding. A significant majority (98.5%) of students expressed strong confidence in exploring their career paths, and a similarly high percentage (87%) felt confident in cultivating interests aligned with their chosen careers. These high mean scores suggest that most students have clarity about their career goals and feel motivated to pursue them. Additionally, 89% believed they understood the prerequisites of different jobs, which indicates that students are not only ambitious but also aware of the requirements to achieve their goals.

However, when it comes to connecting current academic and campus experiences with future careers, the results show a notable gap. A majority (60%) disagreed with the idea that they could understand the connection between campus life, further studies, and future careers. This finding highlights a critical area of concern where students may benefit from improved career counseling or better integration of academic learning with real-life applications. Despite this, students demonstrated good awareness of the relationship between subjects and their careers (84.5%), which shows potential that could be further developed through guided career planning.

In terms of social support, students reported strong emotional and academic support from their teachers and families. Many students (above 80%) agreed that teachers are supportive, available, and comforting, while family support was also highly valued, especially in decision-making and emotional well-being. These results emphasize the importance of both teachers and families in helping students build confidence and cope with academic and personal challenges. However, peer support showed mixed results. While 80% agreed that they could count on friends in difficult times, 72% disagreed that they had friends to share joys and sorrows with, and 65% felt their friends didn't try to help them. This suggests a weaker peer connection compared to family and teacher relationships.

The correlation analysis further strengthens the conclusion that a positive classroom environment significantly contributes to students' social support systems. The strong correlation ($r = 0.972$, $p < 0.01$) between Classroom Environment Scale (CES) and Student Social Support (SSS) shows that when students perceive their classroom as inclusive, respectful, and well-managed, they are more likely to experience emotional and social support. This underscores the role of educators in building a classroom climate that nurtures open communication, belongingness, and mutual respect. In conclusion, the findings reflect a strong foundation of self-confidence among students in areas of career planning and understanding job requirements. Teachers and families are key sources of emotional and practical support, whereas peer support remains an area for improvement. The significant positive correlation between classroom environment and social support also emphasizes the importance of nurturing school spaces that promote collaboration, care, and mutual respect. Addressing the gaps particularly in peer relationships and understanding the link between academic life and career can further strengthen students' overall readiness for future challenges.

Conclusions

The study concludes that teachers exhibit strong self-control strategies such as being well-prepared for class activities, completing tasks on time, and showing empathy towards successful students. These traits were widely acknowledged and appreciated by respondents. However, a noticeable gap was identified in teachers' ability to recognize their own emotions and those of others. This suggests that while teachers may perform well in structured and task-related responsibilities, there may be a need for professional development focused on emotional intelligence and interpersonal awareness.

Furthermore, findings highlight that adolescent students demonstrate effective communication skills, such as interpreting body language and using tone of voice appropriately. Teachers also display high energy levels and understand emotional responses like fear without mislabeling them. Yet, respondents disagreed with the idea that teachers can regulate themselves effectively when experiencing tension or emotional distress. This reflects a need to enhance teachers' emotional regulation capacities, which are essential in maintaining a balanced classroom atmosphere, especially during stressful situations.

In terms of adaptability and problem-solving, both teachers and students were viewed positively. Adolescents were seen as capable of accepting mistakes calmly, continuing efforts during challenges, and maintaining focus even in distracting situations. Teachers were acknowledged for their ability to define problems and generate possible solutions. However, they were perceived as less effective in carrying out negotiated solutions and understanding the broader impact of behavior on peers. These findings

suggest that while problem identification is a strength, follow-through and empathy may require more attention in teacher training programs.

Finally, the study found no significant differences in teachers' self-control strategies based on their qualifications or teaching experience, indicating that these traits may not necessarily develop with more credentials or years in the field. Importantly, a supportive classroom environment was found to be closely linked to student social support and career exploration. This reinforces the idea that schools should prioritize positive, inclusive, and career-oriented learning environments. By doing so, they can not only support academic success but also promote students' emotional well-being and preparedness for future careers, contributing to their overall holistic development.

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