



IRSTI 04.51.31
Scientific article

<https://doi.org/10.32523/3080-1702-2025-150-1-158-173>

Factors influencing the career preferences of high school students: a sociological analysis

A.B. Sarsenova*¹ , S.M. Duisenova² 

^{1,2} S. Asfendiyarov Kazakh National Medical University, Almaty, Kazakhstan

(E-mail: assel.sarsenova@inbox.ru, duisenova.s@kaznmu.kz)

Abstract: This article analysis the factors influencing the choice of future profession and preferences. The issue of shaping students' career preferences and their future career trajectories has become one of the pressing challenges in the context of global transformations. Erroneous decisions in this area can result in challenges in future employment within their chosen profession or even lead to unemployment.

The theoretical significance of this study lies in the theoretical analysis of the concept of students' career preferences. The practical value of the research is characterized by preparation of recommendations for school administrations and specialists interested in this issue.

The research findings reveal that while schoolchildren in grades 9 and 10 know need to choose a future profession, they do not define a clear professional trajectory until grade 11, when they make concrete and final decisions about their career choices. There are no significant differences between urban and rural schoolchildren in making career decisions; however, urban students are more likely than their rural counterparts to seek advice from career guidance centers outside of school independently. Across school types, gender, urban and rural schools, parental influence emerges as the most significant factor affecting the career preferences of schoolchildren.

Keywords: high school students, career preferences, career trajectory, career guidance, profession, career choice, factors.

Introduction

In the context of prevailing socio-economic and political transformations, there is an evident shift in the career preferences of high school students. Nevertheless, in the context of Kazakhstan, the process of training young specialists frequently fails to align with the demands of a market-based society. President Kassym-Jomart Tokayev has underscored the inadequacies in the preparation of future personnel, emphasizing the necessity to transition to a career guidance policy that is based on assessing students' abilities, which should form the foundation of the national standard for secondary education [1].

Today, there is a huge gap in the quality of education available in urban and rural schools, and therefore it is important to create equal conditions in these areas. This not only affects the quality of students' education, but also allows high school students to make an informed and reasonable choice of their future profession and determine the trajectory of further education. A systematic approach to career guidance work is a key indicator of effective future employment, ensuring youth competitiveness in the labor market. However, current educational practices often fail to meet societal and governmental demand for developing high school students in urban and rural areas, as well as in general and specialized schools, as subjects of socio-professional self-determination. This is due to a number of reasons: it is better not only to advise on the choice of a future profession, but also to use methods consisting of information technologies of various levels aimed at researching the labor market, personal abilities and opportunities of high school students. Contemporary information technologies are conspicuously absent, and traditional methodologies are employed instead.

The present study aims to analyze and identify the factors influencing the formation and transformation of the career preferences of high school students in general education and specialized schools, considering regional and gender-specific characteristics.

The value preferences of high school students are a crucial factor in determining their social activity in professional activities. These preferences often reflect fundamental changes in the labor market, the education system, and broader societal transformations. Consequently, studying value preferences among young people is paramount for contemporary economic and sociological research on the labor market.

The following *research hypotheses* are thus proposed:

1. The decisions regarding future professions are not finalized by high school students in grades 9 and 10. It is hypothesized that these decisions are made in grade 11.
2. Rural school students' primary factor influencing their career choices is their parents, while urban high school students are more influenced by resources and information obtained from the Internet.
3. Due to restricted access to relevant information about building professional pathways, rural and general education school students tend to make spontaneous decisions regarding their future professions. Conversely, urban and specialized school students' professional choices are based on their abilities and capabilities.

Literature Review

A comprehensive literature review on the subject unveils several theoretical perspectives that elucidate the formation and transformation of career preferences. One such perspective, the influential social-cognitive theory, provides a profound understanding of the formation of career preferences [2, 85]. This theory posits that a multitude of social-cognitive processes, including the perceived effectiveness of the chosen profession, expected outcomes, and awareness of barriers, shape career preferences. These factors, often influenced by demographic indicators such as gender and ethnicity, guide an individual's educational strategy and career choice trajectory, as eloquently explained by Blanco [3, 49].

Career preferences play a significant role in building correct career and educational strategies. In the scientific literature, education is frequently regarded as a primary mechanism of individual socialization, characterized by classical approaches such as structural and subjective ones. The structural approach perceives education as a conduit for attaining a specific social status within society, signifying educational strategies as harbingers of attaining a higher salary level and a prestigious status as a highly qualified professional in the future. The subjective approach, on the other hand, focuses on the individual's opportunities and interests in the educational process [4, 1682]. These approaches are crucial in understanding how students' formation of career preferences and educational strategies may be influenced by economic and personal motivations.

There are numerous factors that influence the formation of career preferences and decisions regarding future professions. Notably, Olaosebikan and Olusakin underscore the pivotal role of the family, particularly parents, in shaping students' professional preferences. The educational attainment and occupational status of parents, with mothers' influence being particularly pronounced, significantly shape students' career strategies [5]. Simpson's opinion, the family, including the "mother", has a great influence on the future professional choice of high school students [6]. Researchers Okesina and Famolu show the influence of parents on the planning of students' professional trajectories. This decision takes into account the parents' activities, position, and level of education separately [7].

Manapsal's analysis from the Philippines revealed that high school students in that country are unable to make independent decisions about their future professions. The research indicated that students rely on the support of parents, teachers, and peers when choosing career trajectories. The analysis identified various factors contributing to the students' inability to make decisions independently, the most significant of which is the lack of specific suggestions and advice in schools tailored to students' interests and abilities [8]. In a similar vein, Chinese researchers Wong et al. conducted a study among high school students in China regarding their career preferences and career choices. The results showed that the support and advice from school staff are key factors influencing students' career decisions [9].

When developing auxiliary tools in this area, it is crucial to consider gender, family socioeconomic status, and the models of urban and rural schools. In their examination of the professional preferences of high school students through a gender lens, Eyo and Edet (found that there are differences in career trajectory choices between male and female students. The

authors argue for the need to challenge entrenched gender stereotypes (e.g., girls preferring pedagogical professions and boys pursuing technical and engineering fields) and outdated views [10]. It is also important to note that today many girls are interested in professions traditionally considered male-dominated.

Blazquez et al. used a discrete model to study the factors influencing the career preferences of high school students. Based on data analysis, they found that factors such as gender, parental education level, and school type play a significant role in shaping and transforming students' career preferences. The authors concluded that gender differences influence career choices, for example, boys are more likely to choose STEM-related professions, while girls gravitate toward humanities and medical fields [11].

Kazakhstani researchers have also addressed the factors influencing the career trajectories and choices of high school students in their works. For instance, G.O. Abdikerova demonstrated that organizing meetings with individuals who have achieved significant success in specific fields not only contributes to students' socialization but also influences changes in their career preferences [12, 40]. Meanwhile, M.S. Sadyrova identified several factors affecting the professional preferences of high school students, such as high salary levels and career growth opportunities [13].

Research on high school students' career preferences is critical for making future career decisions. Kansal and Yadav proposed the implementation of the Career Preference Inventory (CPI) as a solution to this issue. This program involves several stages: first, collecting comprehensive information about the students' preferred professions, then conducting tests to assess their aptitude for those professions, followed by providing expert evaluations and recommendations. This instrument assists students in selecting future professions aligned with their interests and competencies [14].

The concepts proposed by the aforementioned authors furnish a systematic and in-depth comprehension and analysis of the factors and influences that shape the professional preferences and career choices of high school students. Feedback on the refinement or addition of further refinements or additions would be welcomed.

Materials and methods

The study was conducted between September and November 2022 among 9th, 10th, and 11th-grade students. During the research, the selected school administrators provided consent for the study to be conducted with students and supplied all necessary data. Following approval from the school administration, the study was carried out among the students. The study was conducted in classrooms at educational institutions. The research process was facilitated by school staff, who also ensured the full participation of the students. 1,093 respondents participated in the survey, including 533 boys and 557 girls. Of these, 942 were from general education schools, and 151 were from specialized schools. The respondents were selected using a stratified random sampling method. The study was conducted in the regions of Almaty, Akmola, Turkistan, and Abai, as well as in cities of national significance such as Almaty, Astana, and Shymkent.

Research Instrument: The research instrument employed was a survey, the completion of which took approximately 30 minutes. The survey consisted of three sections. The first section included questions regarding respondents' socio-demographic characteristics, including gender, the type of school attended, and the respondent's place of residence. The second section contained questions about the frequency and forms of career guidance activities conducted at school and the use of independent career counseling services outside of school. The third section focused on career preferences, changes, and factors influencing future career choices.

The objective of the present study is to explore the formation of professional preferences among high school students based on urban and rural settings, school types, and gender characteristics and to identify the factors influencing these preferences.

The study's subject is the factors determining the career preferences of high school students. The data were analyzed using SPSS software, version 21.

The research results

The research results indicate that 51.0% of male students participated in the survey, while the proportion of female students was 49.0%. 54.6% of girls and 45.4% of boys from general education schools; 71.5% of boys and 28.5% of girls from specialized schools. 36.7% of 9th-grade students, 28.5% of 10th-grade students, and 34.8% of 11th-grade students.

The vocational guidance system is aimed not only at helping students choose a profession, but also at independently "building" a professional career, doing what they love in later life, and teaching them to make responsible decisions. Consequently, it is imperative to implement systematic career guidance activities within educational institutions. In this regard, we asked high school students the question: *"Have you received career guidance at school in the past two years?"* The analysis of the responses obtained revealed that more than half of the students who participated in the survey reported that systematic career guidance activities were conducted at their schools.

A comparison of responses to this question based on school type, gender, and location revealed differences in the level of career guidance activities conducted for high school students over the past two years. Among students from general education schools, 57.2% reported that career guidance activities were conducted "several times," while this figure was higher for students from specialized schools, at 67.5%. Moreover, 7.8% of general education students indicated no such activities had been conducted, whereas only 2.7% of students from specialized schools reported the same.

In addition, systematic career guidance activities were reported in urban (57.6%) and rural (58.8%) schools over the past two years. However, 9.8% of rural school students stated that such activities had never occurred, compared to only 5% among urban school students. No significant differences were observed based on gender (see Table 1). These findings suggest that career guidance activities are more systematically and consistently conducted in specialized schools than in general education schools.

Table 1**Implementation of Career Guidance Activities Over the Past Two Years, N=1093**

Have you received career guidance at school in the past two years?	school type		gender		location	
	general education	specialized	male	female	urban	rural
Yes, several times	57,2%	67,5%	56,7%	60,5%	57,6%	58,8 %
Once or twice	35,0%	29,8%	36,2%	32,5%	37,4%	31,4%
Never	7,8%	2,7%	7,1%	7,0%	5%	9,8%
Total	100%	100%	100%	100%	100%	100%

In order to ascertain the frequency with which high school students sought career guidance and counseling independently, respondents were asked the following question: *"In the past two years, have you sought advice from external career guidance centers outside of school?"* The results demonstrated that students from specialized schools (67.5%) were more likely to utilize career guidance services compared to students from general education schools (58.6%). Among general education school students, 7.8% had never independently participated in career guidance activities, whereas this figure was significantly lower at 2.7% for specialized school students.

Regarding gender differences, nearly half of female students (46.0%) and male students (42.7%) reported that they had never independently visited career guidance centers. The proportion of female students (24.1%) and male students (26.1%) who had never sought such services independently was two times lower than those who had participated.

Differences were also observed between urban and rural school students in their use of external career guidance centers. Among urban school students, 32.9% reported independently visiting career guidance centers several times, while this figure was only 19.1% among rural school students. Furthermore, 48.5% of rural school students had never visited career guidance centers independently, compared to a significantly lower percentage of 38.9% among urban school students (see Table 2).

It is evident that urban school students are more inclined to seek systematic advice from career guidance centers in comparison to their rural counterparts. This phenomenon can be attributed to the increased accessibility of career guidance services in urban areas. Furthermore, it was determined that female and male students frequently engage in career guidance activities outside the educational environment only infrequently.

Table 2**Independent Career Guidance Outside of School Over the Past Two Years, N=1093**

In the past two years, have you independently sought advice from external career guidance centers outside school?	school type		gender		location	
	general education	specialized	male	female	urban	rural
Yes, several times	58,6%	67,5%	26,1%	24,1%	32,9%	19,1%

Once or twice	35,0%	29,8%	31,2%	30,0%	28,2%	32,4%
Never	7,8%	2,7%	42,7%	46,0%	38,9%	48,5%
Total	100%	100%	100%	100%	100%	100%

In accordance with the research questions, respondents were asked the following question to determine their decisions regarding future professional choices: *"Have you made a decision about your career choice?"*

The comparison of responses revealed differences among 9th, 10th, and 11th-grade students. While nearly half of the 9th-grade (42.5%) and 10th-grade (42.7%) students reported having made a decision, this figure was significantly higher among 11th-grade students, at 63.2%. Data analysis also showed that one in four 9th-grade (23.8%) and 10th-grade (22.4%) students had not made a decision about their future profession and indicated general uncertainty about their career paths. Among 11th-grade students, this figure was three times lower, at 7.2%.

Thus, while 9th- and 10th-grade students are aware of the need to choose a future profession, they have not yet defined their professional trajectories. They tend to make concrete and final decisions about their career choices in 11th grade, demonstrating confidence and certainty in their decisions (see Table 3).

Table 3

Decision-Making on Career Choice, N=1093

Have you made a decision about your career choice?	9th Grade	10th Grade	11th Grade
Yes	42,5%	42,7%	63,2%
Somewhat	33,7%	34,8%	29,6%
No	23,8%	22,4%	7,2%
Total	100%	100%	100%

Analysis of the responses to the question has uncovered significant differences in the decision-making process regarding future career choices based on school type. The share of general education students (56.8%) who have defined professional trajectory plans and professional choice decisions is 19.1% higher than that of special school students (37.7%). Thus, secondary school students have already made a professional choice than high school students in special schools. There are twice as many special schools' students (41.2%) who expressed uncertainty about making such a decision as secondary school student (27.6%). Furthermore, 21.1% of students from specialized schools and 15.6% from general education schools indicated that they had not yet decided on their future profession. Specialized schools, which are designed to prepare students in specific fields (e.g., natural sciences, physics-mathematics, language studies), would logically lead to more precise career decisions. However, the research results challenge this assumption, revealing that a more significant proportion of general education school students have made career decisions than their counterparts in specialized schools.

This finding, that the type of school does not determine the decision-making process regarding career choices among high school students, is a significant contribution to our understanding of career development. It informs and enlightens us, challenging preconceived notions and guiding future research in this area.

From a gender perspective, no statistically significant differences were observed among high school students in their career choices.

In response to the question, *"Have you decided on your career choice?"*, the proportion of students answering "yes" showed no notable differences between urban (60.5%) and rural (54.3%) high school students, indicating a balanced distribution. Among those who had not yet chosen a future profession, the proportion of urban school students was 8.9%, while that of rural school students was slightly higher, at 12.9% (see Table 4).

Table 4

Decision-Making on Career Choice (by school type, gender, and location), N=1093

Have you made a decision about your career choice?	school type		gender		location	
	general education	specialized	male	female	urban	rural
Yes	56,8%	37,7%	58,8%	55,3%	60,5%	54,3%
Somewhat	27,6%	41,2%	31,0%	33,0%	30,5%	32,7%
No	15,6%	21,1%	10,3%	11,7%	8,9%	12,9%
Total	100%	100%	100%	100%	100%	100%

Professional orientation helps school students choose a profession, and also teaches them how to effectively start their future professional careers. In accordance with the research objective, respondents were asked the following question: *"In what form is career guidance conducted at your school?"*. The subsequent data analysis revealed the following primary forms of career guidance activities conducted at schools, differentiated by gender: psychological counseling is provided by 40.8% of boys and 46.5% of girls, in second place by 33.6% of boys and 36.1% of girls is a questionnaire for choosing a profession. University presentations, a method that was found to be particularly effective for male students (29.3%), offer a glimpse into the potential of this method, while discussions with teachers were found to be more effective for female students (32.9%). In the second place, meetings with representatives of various professions were reported (24.1% for male students and 25.1% for female students), followed by individual counseling (21.1% for male students and 20.1% for female students).

The analysis of responses by location identified the following three forms of career guidance activities as the most prevalent: psychological testing (40.8% in urban schools and 45.6% in rural schools), testing to determine professional preferences (37.8% in urban schools and 32.5% in rural schools), and discussions with teachers (21.9% in urban schools and 32.1% in rural schools). The second tier of career guidance activities included meetings with representatives of various professions (21.7% in urban schools and 25.8% in rural schools), university presentations (29.0% in urban schools and 30.4% in rural schools), and individual counseling (20.1% in urban schools and 21.9% in rural schools).

For 13.7% of urban high school students, "visiting universities with school teachers" is considered practical. However, only 7.1% of rural school students find it beneficial, suggesting its limited relevance in rural areas. The financial costs associated with traveling to universities in cities present a significant barrier for rural students, contributing to the ineffectiveness of this activity. This underscores the practical challenges rural students face in accessing career guidance activities.

"To determine the factors influencing high school students' career choices, respondents were asked the question: *"Who has the greatest influence on your career choice?"* The results of the data analysis demonstrated that for both general education (59.4%) and specialized school students (61.4%), mothers had the most significant impact on the formation of career preferences. The influence of fathers was found to be the second most significant (37.2% for general education students and 46.1% for specialized school students), followed by information from the Internet (24.4% for general education students and 28.8% for specialized school students). Teachers were found to have minimal influence on career choice for general education students (10.3%), while the influence of grandparents was lowest among specialized school students (13.8%).

From a gender perspective, mothers were identified as the primary influencing factor for both male (58.0%) and female students (58.3%). The second most significant factor for male students was information from the Internet (44.2%), whereas for female students, it was their fathers (36.4%). Teachers had a relatively low influence on female students' career preferences (6.8%), while the impact of grandparents was least significant for male students (7.6%).

The findings reveal that mothers were identified as the most influential factor in shaping career decisions for urban (56.0%) and rural students (61.2%). Among urban high school students, the second most significant factor was information from the Internet (54.4%), while for rural students, fathers played a more significant role (41.1%). Grandparents were the least influential for both urban (7.5%) and rural high school students (13.1%) (see Table 5).

Table 5**Factors Influencing Career Preferences**

Who has the greatest influence on your career choice? (Multiple responses allowed: up to 3)	school type		gender		location	
	general education	specialized	male	female	urban	rural
Mother	59,4%	61,4%	58,0%	58,3%	56,0%	61,2%
Father	37,2%	46,1%	40,3%	36,4%	38,1%	41,1%
Grandparents	11,5%	13,8%	7,6%	11,7%	7,5%	13,1%
Teachers	10,3%	15,5%	12,5%	6,8%	12,5%	13,4%
Friends and Classmates	15,6%	19,0%	19,8%	12,2%	16,8%	20,7%
Information from the Internet	24,4%	28,8%	44,2%	19,9%	54,4%	38,7%
Other	4,4%	1,9%	4,3%	1,8%	2,1%	4,3%

*Note: It should be noted that respondents were permitted to select a maximum of three options for this question.

The subsequent analysis of the factors influencing high school students' career preferences revealed that the responses were similar across school types, genders, and locations, with parents as the primary influencing factor. However, when considering parents separately, it was evident that the mother's role was not just significant, but pivotal in shaping the career preferences of high school students.

According to the results of the study, high school students, although they are well aware of their capabilities and interests, turn to the advice of their parents when choosing a future profession. Insecure high school students are helped to choose a career by their parents, friends, etc. This reliance on external support, particularly from parents, can further compound the challenges faced by adolescents who may already exhibit a deficiency in self-assurance regarding their decision-making abilities.

Discussion

The data analyses revealed that a significant proportion of 9th-grade students lack clearly defined professional plans and demonstrate a high degree of uncertainty regarding their future careers. This may be attributed to several factors, including limited awareness of higher education institutions in their regions or significant cities, insufficient information about various professions, and other related factors.

The role of teachers in providing career guidance and facilitating the process of choosing a future profession is widely acknowledged as a significant form of assistance for students. However, the data analysis revealed that teachers have a relatively low influence on career choices among students in general education schools. This suggests that career guidance activities in general education schools are not conducted as systematically as in specialized schools.

The family, specifically the parents, plays a pivotal role in shaping their children's future career goals and professional trajectories. Students frequently encounter difficulties in selecting their desired profession from the plethora of educational programs available in the contemporary era without the consent or support of their parents [15]. However, as Pečjak and Košir note, students with a high level of self-confidence will not have problems choosing a profession. High school students with low confidence tend to determine their future professional trajectory "spontaneously" [16].

If we consider the influence of parents individually, then boys are influenced by their mother, and girls by their father. In addition, the Internet and social networks have a great influence on girls and boys. This finding underscores the significant role of mothers in shaping students' career preferences. Simpson's study also highlights the substantial role of mothers in shaping students' career preferences. The findings of this study are consistent with Simpson's conclusions, as the results of this research demonstrate that mothers have a significant impact on the majority of students when it comes to choosing a profession.

Conclusion

The identification of high school students' career preferences is crucial, as it paves the way for their higher education strategies and future profession. Despite the wealth of information

available, this issue remains a concern for specific high school student groups. An incorrect career decision could lead to challenges in securing employment in the chosen field or even unemployment, underscoring the urgency of this issue.

The findings of this study reveal a reassuring trend. While students in the 9th and 10th grades are aware of the need to choose a future profession, they have not yet fully mapped out their professional paths. However, in the 11th grade, they reach a significant milestone, gaining increased confidence and clarity in their chosen career path, leading to definitive career decisions. This progression valid at career preferences the first initial research hypothesis, providing reassurance about the students' development.

Given that specialized educational institutions offer instruction in specific disciplines, it was hypothesized that students would comprehensively understand the professions aligned with their specialization and make preliminary career decisions. However, according to the results of the study, the proportion of secondary school students (56.8%) who chose a future profession is higher than that of special school students (37.7%). This finding suggests that high school students' career decisions are not contingent on their school type. No significant differences were observed in career decision-making between urban and rural high school students, and it can also be concluded that career decisions are not made "spontaneously." Consequently, the third hypothesis was not substantiated.

However, a significant disparity emerges in the utilization of career guidance services. Students from specialized schools (67.5%) demonstrate a higher propensity to seek assistance and advice from external career guidance centers than students from general education schools (58.6%). The study further reveals that both male and female students engage in career guidance activities outside of school, albeit not systematically. Among urban school students, 32.9% independently sought advice from career guidance centers outside of school, which starkly contrasts with the 19.1% of rural school students who did so. The presence of centers for the provision of such services in cities helps urban schoolchildren in making professional decisions.

According to the results of the study, the final professional choice of students is influenced by their parents. Among these, parents dominate in determining their final professional trajectories and decisions regarding future careers. Across school type, gender, and location, parents were identified as the most influential factor in shaping high school students' professional preferences. The second most influential factor for male students was information from the Internet (44.2%), while for female students, parents remained the primary influence (36.4%). The second most significant factor for urban high school students was information from the Internet (54.4%), while for rural students, parental influence (41.1%) was more pronounced. Thus, the second research hypothesis was partially confirmed. Teachers have less influence on the professional preferences and future professional choices of schoolchildren in general education schools than in special schools.

Parents and social connections have been identified as significant and influential factors in the vocational decision-making process of young individuals. However, contemporary youth are required to develop the capacity for independent decision-making regarding their career pathways, thereby eliminating the need for external assistance. To facilitate such decision-making, it is essential that they cultivate self-confidence, direct their attention towards their interests, and give due consideration to their aptitudes.

The findings of this research have the potential to enhance the efficacy of career guidance practices within educational institutions. The insights could be beneficial for psychological counselors and school administrators in addressing the challenges high school students face when making decisions about their future education strategies.

In conclusion, to enhance the effectiveness of career guidance, schools – particularly general education schools – should develop a comprehensive and systematic counseling program. This program should begin in the 9th grade and focus on guiding students toward making informed decisions about their future professions and higher education strategies. Furthermore, there is a need to establish counseling centers in district hubs to assist rural high school students in making appropriate decisions regarding their careers and future professions.

Author Contributions

A. Sarsenova played the leading role in data collection, defining the research design, and writing the article. **S. Duisenova** contributed to writing the literature review on the research topic.

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А.Б.Сарсенова^{*1}, С.М. Дуйсенова²

^{1,2}С.Ж.Асфендияров атындағы Қазақ Ұлттық медицина университеті, Алматы, Қазақстан

**Жоғары сынып оқушыларының кәсіби қалауларына әсер ететін факторлар:
элеуметтанулық талдау**

Аңдатпа. Мақалада жоғары білім алу стратегиясының басты қадамы болып саналатын жоғары сынып оқушыларының кәсіби қалаулары мен оған әсер ететін факторлар талданады. Оқушылардың кәсіби қалаулары мен болашақ кәсіби траекторияларын құру мәселесі бүгінгі күні өзекті. Себебі, дұрыс қабылданбаған шешім олардың болашақта мамандық бойынша жұмысқа орналаспауы мен жұмыссыздыққа әкелеуі мүмкін.

Мақаланың теориялық маңыздылығын оқушылардың кәсіби қалаулары ұғымына теориялық талдау мен түрлі теориялық тұжырымдар құрайды. Зерттеудің практикалық құндылығы мектеп әкімшілігі мен осы мәселе бойынша қызығушылық танытқан мамандарға жоғары сыныптарда оқушыларға тиімді кәсіби бағдар беру жұмыстарының бағдарламасын жасау мен мониторинг жұмыстарын жүргізу үшін ұсыныстар әзірлеумен сипатталады.

Зерттеу нәтижелері 9-шы және 10-шы сыныпта жоғары сынып оқушылары болашақ мамандықты таңдау керектігін білгенімен, кәсіби траекторияларын анықтамаған, нақты және соңғы кәсіби таңдау туралы шешімдерін 11-ші сыныпта жүзеге асыратынын көрсетті. Кәсіби

таңдау туралы шешім қабылдауда қала мен ауыл мектептерінің жоғары сынып оқушылары арасында айырмашылықтар жоқ. Қалалық мектеп оқушылары ауыл мектеп оқушыларына қарағанда жүйелі түрде кәсіби бағдар беретін орталықтардың кеңестеріне өз бетінше мектептен тыс жүгінеді. Жалпы білім беретін және арнайы мектеп, ауыл және қала мектебі мен гендерлік ерекшеліктері бойынша жоғары сынып оқушыларының кәсіби қалаулары мен болашақ мамандық таңдауға ықпал ететін факторлар анықталды. Мектеп типі, гендерлік ерекшеліктер мен қала және ауыл мектептері бойынша жоғары сынып оқушыларының кәсіби қалауларына зор ықпал еткен басты фактор ол ата-ана болып табылады.

Түйін сөздер: жоғары сынып оқушылары, кәсіби қалау, кәсіби траектория, кәсіби бағдар жұмыстары, мамандық, мамандық таңдау, фактор.

А.Б.Сарсенова*¹, С.М. Дуйсенова²

^{1,2}*Казахский национальный медицинский университет имени С.Д.Асфендиярова, Алматы, Казахстан*

**Факторы, влияющие на профессиональные предпочтения старшекласников:
социологический анализ**

Аннотация. В статье анализируются факторы, влияющие на формирование профессиональных предпочтений старшекласников. Проблемы формирования профессиональных предпочтений и профессиональных траекторий школьников являются одним из наиболее актуальных проблем на сегодняшний день. Неправильное решение может привести к тому, что в будущем они могут не трудоустроиться по специальности и привести к безработице молодежи.

Теоретическую значимость статьи составляет теоретический анализ понятия «профессиональные предпочтения школьников старших классов». Практическая ценность исследования характеризуется разработкой предложений для администрации школы и заинтересованных специалистов по данному вопросу для разработки и мониторинга программы эффективной профориентационной работы учащихся в старших классах.

Результаты исследования показывают, что в 9 и 10 классах старшекласники проявляют неопределенность в выборе профессионального выбора, в 11 классе школьники старших классов принимают окончательное решение о профессиональном выборе. Различий между старшекласниками городских и сельских школ в принятии решения о профессиональном выборе не наблюдается. Городские школьники чаще, чем сельские, обращаются самостоятельно вне школы за консультацией в профориентационные центры. В статье выявлены факторы, способствующие формированию профессиональных предпочтений и выбору будущей профессии школьников старших классов средних общеобразовательных и специализированных школ с учетом гендера, школ города и села.

Родители являются основным фактором, влияющим на профессиональные предпочтения, доминирующим в определении профессиональных траекторий старшекласников в зависимости от типа школы, гендерных различий, городских и сельских школ.

Ключевые слова: старшекласники, профессиональные предпочтения, профессиональная траектория, профориентационная работа, профессия, выбор профессии, фактор.

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Information about authors:

A. Sarsenova – corresponding author, PhD, Associate Professor, Department of History of Kazakhstan and social and humanitarian disciplines, S. Asfendiyarov Kazakh National Medical University, Kazakhstan, Almaty, e-mail: assel.sarsenova@inbox.ru

S. Duisenova – Associate Professor, Department of History of Kazakhstan and social and humanitarian disciplines, S. Asfendiyarov Kazakh National Medical University, Kazakhstan, Almaty, e-mail: duisenova.s@kaznmu.kz

Авторлар туралы мәлімет:

А.Б. Сарсенова – хат-хабар авторы, PhD, Қазақстан тарихы және әлеуметтік-гуманитарлық пәндер кафедрасының қауымдастырылған профессоры, С.Ж. Асфендияров атындағы Қазақ Ұлттық медицина университеті, Қазақстан, Алматы қ., e-mail: assel.sarsenova@inbox.ru

С.М. Дуйсенова – PhD, Қазақстан тарихы және әлеуметтік-гуманитарлық пәндер кафедрасының қауымдастырылған профессоры, С.Ж. Асфендияров атындағы Қазақ Ұлттық медицина университеті, Қазақстан, Алматы қ., e-mail: duisenova.s@kaznmu.kz

Сведения об авторах:

А.Б. Сарсенова – автор-корреспондент, PhD, ассоц. профессор кафедры истории Казахстана и СГД, Казахский национальный медицинский университет имени С.Д. Асфендиярова, Казахстан, Алматы, e-mail: assel.sarsenova@inbox.ru

С.М. Дуйсенова – PhD, ассоц. профессор кафедры истории Казахстана и СГД, Казахский национальный медицинский университет имени С.Д. Асфендиярова, Казахстан, Алматы, e-mail: duisenova.s@kaznmu.kz