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Research Paper

Relationship between Social Conformity and Vocational Interests in the Indian Context with a Focus on Family Upbringing

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ABSTRACT

Social conformity and education hold an environmental influence on the individual's vocational interests. It would be a model of standardised convenience, not to reduce ambitions. This study looks at the association between social conformity and career ambitions among 134 aged 18 to 28. Using purposive and then snowball sampling through Google Forms, participants completed the Conformity Scale (Mehrabian & Stefl, 1995) and Dr. S.P. Kulshrestha's Vocational Interest Record (VIR). SPSS software was used to do statistical studies such as Pearson's correlation, and Jamovi was used to carry out independent sample t-tests. Results showed that, except in the executive, commercial, constructive, and agricultural domains, there was no significant correlation between social conformity and career goals. Commercial, constructive, and agricultural interests showed negative associations, suggesting lower interest levels with more social conformance. Executive interests, however, showed a favourable link. The impact of a patriarchal and matriarchal upbringing on social conformity was examined in further detail. The majority of respondents reported having had a patriarchal upbringing, and the results indicated little difference between societal conformity levels and family upbringing.

Keywords: *Vocational Interest, Social Conformity, Family Upbringing, Students, Education*

For decades, vocational interests have been at the forefront of study. While much empirical data was obtained and analysed, the theoretical explanation for interest as a psychological construct was overlooked. In vocational research, vocational interests have long been the most explored notion (Hackett, Lent, & Greenhaus, 1991). As a result, interest inventories are often used in career counselling across the world. However, numerous scholars have recently emphasised the limits of both the notion and assessments of occupational interests for study and practice.

The profound linkage between occupations, professional interests, one's education quality and level, and the link with social conformity shows a chain of events that frequently do not occur in chronological order, resulting in this period being associated with perplexity and obstacles to self-efficacy.

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The chance to study what one is interested in comes with a degree of privilege that often obscures the hustle of making just enough to get by, to support your family through the tangible currency of INR.

Conformity impacts professional decision-making as an environmental element. There are three characteristics of conformity (Josephine Nyamwange, 2016). The first is cohesiveness, which suggests that when selecting career choices, students prefer to associate it with the choices of their peers (Hackett, Lent, & Greenhaus, 1991). The second aspect of conformity is agreement, based on data found in deciding career choices students believe in decisions in groups (Josephine Nyamwange, 2016). Trust in groups and equality of opinion among group members due to individual dependence on groups, the greater the students' trust in group information and opinions, the more likely students are to adjust to the group (Josephine Nyamwange, 2016). Conformity behaviour by teenagers based on peer choice is a reliance produced by agreement, according to the findings of a study conducted by Lahno and Garcia (2015) titled "Peer Effect in Risk Taking: Envy or Conformity?" Individuals like the group so that the group can easily modify individual conduct; this is known as ingratiation, and it is the fundamental premise of agreement based on liking/friendship (Josephine Nyamwange, 2016). When making career decisions based on agreement, students want to be considered right by thinking and acting like a group (Baron & Byrne, 2005). According to Baron & Byrne (2005), conformity is done by someone to obtain social validation. The third aspect of conformity is obedience, which is defined as willingness to take action and obey group rules because individuals try to always be socially acceptable and avoid rejection (Baron & Byrne, 2005). In determining career choices, students are suspected to be more likely to follow group decisions to gain social acceptance because peer groups play a major role in meeting the needs of adolescents socially and emotionally (Baron & Byrne, 2005).

Individuals who identify as rural subjects appear to follow their parents' old-fashioned qualities, ideas, and philosophy more frequently. Urban kids, on the other hand, appear to be more influenced by group patterns. Although an individual may appear to be influenced by several components of tradition, inner-directed culture, and other-directed culture, Reisman's theory believes that one dominating socialising agent pervades a particular personality. E. K. Strong began researching the interests of many persons in various occupations. Members in the same profession frequently shared interests. Interest patterns are well-established by the age of 17 and remain consistent for up to 22 years.

Need for Study
Social conformity and education hold an environmental influence on the individual's vocational interests. Socioeconomic background and the gendered values with which they are brought up also exhibit environmental influence. Understanding the degree of influence each of the independent variables has on vocational interest would help not only individuals themselves in placing themselves across the network of influence but also will help career counsellors, and career coaches in providing a scientific model, with standardised qualities. This would facilitate easy understanding and realistic expectations. It would be a model of standardised convenience, not to reduce ambitions.

Objectives
The objective of this study is to find the Relationship between Social Conformity and Vocational Interest in the Indian Context with a qualitative focus on Matriarchal/Patriarchal family nurturance,

1. To measure social conformity.
2. To measure the vocational Interest and categorise it into conventional and non-conventional.
3. To find the relationship between social conformity and vocational interest.
4. The influence of Matriarchal/Patriarchal family upbringing on social conformity.

Hypothesis

The higher the social conformity, the more conventional the vocational interests of the individuals in the sample.

REVIEW OF LITERATURE

Social conformity

A type of social influence that entails a change in a person's or group's common opinion or behaviour to fit into a demographic. The modification is a reaction to perceived societal pressure or the physical presence of others (Akosah-Twumasi et al., 2018).

Conformity to analyse the vocational interests of undergraduates

A scale based primarily on items that have successfully discriminated conformers from nonconformers has been found to correlate with aptitude to a low but significant degree, to successfully discriminate undergraduates from graduates, and to relate significantly to the different postgraduate plans of undergraduates (Akosah-Twumasi et al., 2018). Graduate students' previous and current experiences have deliberately reinforced specific ways of acting and thinking, such that their status as graduate students merely reflects a professional occupational decision such as law, engineering, or business (Akosah-Twumasi et al., 2018). According to the second hypothesis, attitudes widespread among apprentice university lecturers and scholars are neither more or less predictive of creativity or independence of judgement than attitudes common among attorneys or public managers (Akosah-Twumasi et al., 2018). A set to answer items in a socially desirable way is positively related to scores indicating "conformity" on the present 30-item scale.

Social Cognitive Career Theory

Conformity to male role norms was favourably connected to Realistic and Enterprising learning experiences while being negatively related to Social learning experiences (DENİZ et al., 2014). Personal and vicarious success experiences with constructing and repairing things, as well as working outside, are historically masculine activities linked with male-dominated jobs (e.g., construction, military service) (Holland, 1997). These learning experiences, as well as the vocational interests and choices that they are likely to provide, are consistent with a general conformity to male role standards. (e.g., emotional control, self-reliance, risk-taking). Similarly, enterprising learning experiences involve triumphs in leading and convincing others, which are also congruent with certain traditionally male role norms (e.g., dominance, winning, and status-seeking) (DENİZ et al., 2014). Social learning experiences, on the other hand, that emphasise teaching and caring for others, go counter to male role standards (e.g., dominance, emotional control, self-reliance).

Conformity and career decisions

The effect of conformity of students' decision-making for their careers (Fadilla et al., 2020). The quantitative research methods are used where the samples are 136 students of class XII (Fadilla et al., 2020). Data are obtained from the Likert scale instrument and analyzed using regression analysis (Fadilla et al., 2020). The result shows there is an influence between

conformity and students' decision-making for their careers (Fadilla et al., 2020). The findings of the research are the categorization score of conformity is in the high category at 60.29%, while the variable of career decision-making is in the low category at 54.41% (Fadilla et al., 2020). Examining the effective contribution of other variables that have not yet been examined such as family social support, the role of counselling guidance and career planning, is the future scope of the arena (Fadilla et al., 2020).

Stereotyping Asian American's career decisions
Asian Americans' occupational interests are typically predominant in the Investigative and Realistic areas, and they may pursue a limited range of occupations (Gore et al., 2015). This general conception is validated by the findings of the "sparse and fragmentary" (Leong & Serafica, 1995) research on Asian Americans' career development (Gore et al., 2015).

Career choices and selections for Rural and Urban High School Seniors
The senior year of high school represents for many the transition from passive dependency to a state of conflict where the student is forced to consider decisions concerning career choices as well as other patterns of future activity (Grasmick et al., 1996).

Reisman's evaluation of the orientation of subjects according to an inner-directed and other-directed personality theory, the current rural subjects appear to follow more frequently the old-fashioned values, principles, and philosophy of their parents (Grasmick et al., 1996).

By contrast, urban youth were more directed by group trends. individual may appear to be influenced by varying aspects of tradition, inner-directed, and other-directed culture, Reisman's theory holds that one dominant socializing agent pervades a given personality. The rural sample has emerged as more inner-directed, with the subsequent choosing occupations and careers in accord with the occupations and careers of their parents. In a sense, they have rejected an interest in continuing formal education; in the same manner, their fathers and mothers have not fulfilled themselves in this way (Grasmick et al., 1996). Urban youth, on the contrary, perceived themselves as sensitive to group thinking and behavior, since they are living in an environment in which their peers deem continuing education as an important means of mobility, these youth are more concerned with college education (Grasmick et al., 1996). It does seem apparent that both peer groups and parents are influencing urban high-school seniors to advance up the educational ladder as a basis for growth toward personal self-actualization as well as mobility (Grasmick et al., 1996).

Education / Matriarchy/ patriarchy nurture
How culture impacts the career choice of the youth
Career choice is a significant issue in the developmental lives of youths because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual's adult life (Mehar & Kaur, 2015). Career-influencing factors derive from either intrinsic, extrinsic, or interpersonal dimensions (Mehar & Kaur, 2015). They referred to the intrinsic dimension as a set of interests related to a profession and its role in society (Mehar & Kaur, 2015). Extrinsic refers to the desire for social recognition and security meanwhile the interpersonal dimension is connected to the influence of others such as family, friends, and teachers (Mehar & Kaur, 2015). Intrinsic factors relate to decisions emanating from self, and the actions that follow are stimulated by interest, enjoyment, curiosity or pleasure and they include personality traits, job satisfaction, advancement in career, and learning experiences

(Ryan and Deci, 2000; Kunnen, 2013; Nyamwange, 2016). Prestigious occupations, availability of jobs and well-paying employment have also been reported to motivate youth career decision-making (Ryan and Deci, 2000). Consequently, extrinsically motivated youth may choose their career based on the fringe benefits associated with a particular profession such as financial remuneration, job security, job accessibility, and satisfaction (Ryan and Deci, 2000; Edwards and Quinter, 2011; Bakar et al., 2014). Interpersonal factors encompass the activities of agents of socialization in one's life and these include the influence of family members, teachers/educators, peers, and societal responsibilities (Mehar & Kaur, 2015). Chinese-Canadian students' focus in selecting a career was to bring honour to the family (Beynon et al., 1998). Students who are influenced by interpersonal factors highly value the opinions of family members and significant others; they therefore consult with and depend on these people and are willing to compromise their interests (Guan et al., 2015). Studies have shown that cultural values have an impact on the factors that influence the career choices of youths (Mau, 2000; Caldera et al., 2003; Wambu et al., 2017; Hui and Lent, 2018; Tao et al., 2018).

Power-Control Theory
Power-control theory, at its most abstract level, links gender differences in risk preference to patriarchal family structures (Seccombe, 1986). Power-control theory has linked historically shaped patriarchal family structures to gender-linked individual preferences for risk-taking which, in turn, produce gender differences in adolescent delinquency (Seccombe, 1986). But more recently, Grasmick, Blackwell, and Bursik (1993) report evidence suggesting the theory applies to adults and propose its extension to include gender differences in a wide variety of risk-taking behaviours, not just delinquency and crime. Differences in preference for risk, conceptualized globally rather than specifically about illegal behaviour, between males and females are contingent upon the degree of patriarchy in their family of origin (Seccombe, 1986).

Specifically, among adults who were raised in more patriarchal families, males are expected to show a higher affinity for risk than females, and this difference can be explained by gender differences in the intensity of parental control that was experienced in childhood (Seccombe, 1986). In contrast, among adults who were raised in less patriarchal families, subsequent male and female risk preferences are expected to be similar (Seccombe, 1986). Power-control theory predicts that the tendency for women to have a lower preference for risk than men will be greater among adults raised in more patriarchal families than among those raised in less patriarchal families (Seccombe, 1986). In fact, among the laffer, gender differences in risk preference should be minimal (Seccombe, 1986). This affects career choices as well in terms of the context of what is classified as risky. Women growing up in a patriarchal structure will classify choosing a non-conventional career field as risky behaviour (Seccombe, 1986).

Impact of Family of Origin on Career Development
The gender traditionality of a mother's occupation was related to the children's vocational interests, in that children had less stereotypical interests if their mothers were employed in nontraditional occupations. In contrast, Barak et al. found that other family variables, such as parents' attitudes toward women, parental employment status, and paternal occupation, did not significantly affect the traditionality of boys' or girls' vocational interests. s. Both Trice et al. (1995) and Trice and Knapp (1992) found that children's early aspirations seemed to be more similar to their mothers' occupations than their fathers'. Identification

with parents' work, however, seemed to weaken somewhat by sixth grade. Although 24% of the mothers and 29% of the fathers preferred an investigative career for their children, only 10% of the children selected investigative occupations. Furthermore, the researchers found that mothers tended to rank themselves as having the most influence on their children's career exploration and fathers also ranked themselves as being most influential. Birk and Brimline also found that parents who talked to their children about their occupational goals had children who aspired toward more gender-traditional occupations (Tang et al., 1999).

Gendered vocational aspirations among Swiss secondary school students (Hadjar & Aeschlimann, 2014).

Different patterns for boys and girls; for boys, gender-typical (male) vocational aspiration could be explained to a small extent via gender-role orientations, interest in Mathematics and gender associations of school subjects; for girls, the factors under consideration could be empirically linked to 'atypical vocational aspiration' (Hadjar & Aeschlimann, 2014). If girls are taught by a female Mathematics teacher, they perceive the subject as a bit more female and show a higher interest in this subject (Hadjar & Aeschlimann, 2014). Their likelihood of having a gender-atypical vocational aspiration is a bit higher than among girls with a male Mathematics teacher who perceives the subject as a bit less female and, thus, shows somewhat lower interest in this subject (Hadjar & Aeschlimann, 2014). Gender-role orientations are rooted in the family (Hadjar & Aeschlimann, 2014). A sensitisation towards gender stereotypes and their impact on aspirations and careers would appear to be meaningful in broadening the vocational perspectives of men and women (Hadjar & Aeschlimann, 2014).

Conceptualization of Patriarchy as what we know in bleeding into occupations, 19th century Britain

 The employment of one's children, male or female, did not seem to undermine the breadwinner pride of a man nearly to the same extent as the employment of his spouse (Pierik, 2022). A wife's husband was something of a disgrace if she had to go out to work. But this cherished domestic ideal has not always been so pervasive (Pierik, 2022).

Socio-economic class
Relationship between socioeconomic status and career aspirations of Australian School students (Gore et al., 2015)

Students who gave a certain or tentative job choice were collated, helping finding the five most frequently name occupations by gender were noted. Across all student groupings, only 11 occupations were named among the five most highly ranked (Gore et al., 2015). Listed in prestige order from low to high these were mechanics, animal trainers, defence forces, sportspersons, police officers, entertainers, engineers, school teachers, psychologists, vets, and doctors (Gore et al., 2015). Sportsperson, teacher, and vet appeared among the top five occupations for nearly every student group, with the exceptions being that sportsperson was not ranked in the top five for girls and school teacher and vet were not in the top five for boys (Gore et al., 2015). There was no overlap in the top five occupations for boys when compared with girls' top five occupational choices (Gore et al., 2015). When all variables are considered in terms of their partial contributions, student prior achievement of the analysis was most strongly related to the occupational prestige score, followed by gender and year level (Gore et al., 2015).

Relationship between Career beliefs and Socio-economic status amongst high school students in India

Significant socio-economic status differences, with the lower SES groups showing higher levels of negative career beliefs, were observed (Mitchell et al.,1979). The relevance of these findings to career psychologists who work in multicultural contexts is discussed within the framework of the Social Cognitive Theories of Career Decision Making (Mitchell et al.,1979).

The Social Learning Theory of Career Decision making examines the impact on career decision-making of such factors as genetic predisposition, environmental conditions and learning experiences (Mitchell et al.,1979).

Access to Career Information, the influence of socio-economic background

Students from higher socio-economic backgrounds are found to be more likely to access multiple forms of career information, particularly information relating to university entrance, compared to students from low-SES backgrounds (Islam, 2022). Conversely, students from lower socio-economic backgrounds are more likely to receive information on pathways to non-professional vocations (Islam, 2022). This socioeconomic divide has become more pronounced over time (Islam, 2022). Importantly, access to nonprofessional career information appears to have declined over time, while there is evidence to suggest this form of advice is more highly valued by students of low socioeconomic background relative to those of high socioeconomic background (Islam, 2022). Youth from disadvantaged backgrounds often do not get access to career guidance that meets their needs. that are misaligned, and to have lower access to formal career guidance through schools and informally through family networks (Islam, 2022). Around 70% of Year 12 students in 2008 and 2011 reported having an individual discussion with their school's career advisor (Islam, 2022).

Correlation between Vocational Interest and the Socio-Economic Status in Adolescence (Pierce-Jones, 1959)

The adolescent of a high-status background, when compared with his relatively low-status age-mate, probably can be fairly described as less interested in outdoor and mechanical activities and more strongly attracted to literary, esthetic, persuasive, and scientific pursuits. Vocational Interests are significantly, if imperfectly, related constructs; in general, both appear to be related to important cognitive, school performance, and interest variables in similar ways.

Vocational Interests and Socio-Economic Status (Haider, 2014)

Gough (3, 4) has developed two scales for measuring different aspects of socioeconomic status. Students who gave a certain or tentative job choice were collated, helping find the five most frequently named occupations by gender (Haider, 2014). One is essentially a scale that is shorter and easier to administer than the genuine, objective version (Haider, 2014). Regardless of the person's objective status, the other aims to reach out to them on their level of ambition. This study aims to address two main questions: first, how, if at all, do different interest groups differ in terms of socio-economic status, however, defined; and second, what are the relationships between the different status measures, each of which was created with a different purpose but ultimately intended to measure the same variable? All subjects completed the Strong Vocational Interest Blank as well as the two scales devised by Gough (Haider, 2014). Tests indicated homogeneous variances and analyses of variance were made

for each status measure across all interest groups (Haider, 2014). Only Occupation Level differentiated significantly among the interest groups, the study of the mean differences concerning Occupation Levels showed that those individuals with Sub-technical interests tended to have below-average Occupation level scores while those with Verbal-Linguistic interests tended to be above average on OL (Haider, 2014). Gaps indicate An individual from a high-status home might have what is for a low-status score and yet still be average or above (Haider, 2014). Similarly, another person from a low-status home might have what for him is a very high-status score and he too might be average (Haider, 2014).

Factors associated with vocational interests. (Berdie, 1943)
The group studied consisted of one hundred thirty-six men who came to the Testing Bureau of the University of Minnesota as pre-college cases in the spring and summer of 1940. A previously reported investigation revealed that students coming to the Testing Bureau that year were typical of University students based on high-school grades and scores on the American Council Examination and Cooperative English Test. Family relationships have long been recognized as basic factors in determining personality. Results suggest a close relationship between the occupations of the fathers and the expressed and measured interests of the sons. This appears most apparent in the families of skilled tradesmen having sons who are considering attending college and the families of businessmen, particularly business executives and owners. Both the father's occupation and the son's vocational interests are likely to be influenced by common factors, but many ways in which paternal occupation could influence filial interests can be mentioned. Family expectations are often determined by the level of the father's occupation, and the prestige and attraction various occupations have for sons varies with the type of home from which they come. The vocational interests of these students were not greatly influenced by the occupation of the mother before or after marriage. Women's occupations probably are not as significant determinants in their lives as the occupations of men. Students with measured interests in engineering are more likely to be of superior ability as measured by this test than students without these interests. Correlational studies have shown that the relationship between interests as measured by the Strong test and social adjustment as measured by the Minnesota Personality Scale is stable but not high.

Parental Influence on Vocational Interest Development (Crites et al., 2004)
Several theories of vocational interests suggest that, in addition to intellectual and attitudinal factors, the individual's identifications with significant others, particularly his parents, affect the likes and dislikes he develops (Strong, 1943). As Knight (1940) points out, the process by which a child achieves an identification encompasses, first, a projection of some of his characteristics onto the role model and, second, an introjection of these attributes, along with others idiosyncratic to the model, into his personality. The first, degree of identification, expresses the extent of perceived similarity between the individual and his role model: he may identify more or less with his father or mother. The second, kind of identification, represents differences in the object with which the individual identifies: he may identify with his father, mother, or both (Strong, 1943). Together, degree and kind of identification define the pattern of identification an individual establishes with his parents: Vocational Interest Patterning The Strong Vocational Interest Blank (SVIB) was used to measure interests (Strong, 1943). Patterns of interests were analyzed by a new system proposed by Stephenson (1961), which enumerates all possible combinations of scores on the SVIB profile There are low positive correlations between degrees of father and mother identification and moderate positive correlations of each with kind of identification. In other

words, the young adult male identifies with general familial patterns of attitudes and behaviour as well as the distinctive attributes and characteristics of each parent, much as Freud (1927) observed in his early writings on ego and super-ego development.

Cognitive View of Vocational Interests (Barak et al., 2004)

It is theorized that cognitive functions mediate between actual (tested) abilities, previous performance, satisfaction, and interests (Carter, 1940). The theoretical model proposes that interests are a function of this mediating process, i.e., perceived abilities, expected success, and anticipated satisfaction (Carter, 1940). The relationships between this model and other relevant theories are discussed as well as its implications to career development theory and research (Carter, 1940). Theories of interests and interest development were almost all formulated in the 193Os, 1940s and 1950s. These are classified into six major approaches (1) Interests are learned (Fryer, 1931; Strong, 1943). (2) Interests are adjustment modes (Carter, 1940). (3) Interests are an aspect of personality (Berdie, 1944; Darley, 1941, 1960; Darley & Hagenah, 1955; Holland, 1959). (4) Interests are an expression of the self-concept (Bordin, 1943; Carter, 1940; Super, 1949, 1954). (5) Interests are motives (Darley & Hagenah, 1955; Strong, 1955). (6) Interests are multiply determined. The model contains four developmental stages: (a) Differential activities and experiences; (b) Differential success and satisfaction; (c) Mediating cognitions; and (d) Differential interests. The relevant antecedent and mediating cognition, as defined in this model, consists of perceived abilities, expected success, and anticipated satisfaction (Carter, 1940).

Empirical data supports the approaches that cognitive processes mediate between the individual's input (e.g., experience, learning, inherited abilities) and his vocational-related output (e.g., interests, preferences, occupational stereotypes, work motivation).

Timeline of Vocational Interests in terms of Stability and Consistency

This presented study investigated the long-term stability of vocational interests in a sample of 409 subjects tested with the Strong-Campbell Interest Inventory (SCII; Hansen & Campbell, 1985) as college freshmen in 1974 and retested 12 years later in 1986 (SCII; Hansen & Campbell, 1985). In addition, 204 of the subjects also were tested 4 years after their freshman year (SCII; Hansen & Campbell, 1985). Interest stability was determined by computing a Pearson product-moment correlation coefficient, for each subject, between her or his test and retest SC11 profiles (SCII; Hansen & Campbell, 1985). Results indicated that (a) there was a remarkable degree of interest stability over all three-time intervals; (b) individual differences in stability also were apparent over the three intervals; (c) the stability coefficients were significantly related to self-ratings of stability, and were significantly higher than correlations based on randomly matched profiles; and (d) five methods of operationally defining stability produced somewhat different results in terms of characteristics of the coefficient distributions (M Etzel, 2021).

Vocational Interests and Basic Values

Conventional interests correlated positively with conformity, security, and tradition values and negatively with self-direction, stimulation, and universalism values (Sagiv, 2002). Enterprising interests correlated positively with power and achievement values and negatively with universalism values (Sagiv, 2002). Social interests correlated positively with benevolence values (Sagiv, 2002). Individuals whose structures of values and interests resemble the theoretical structures are likely to act on their value and interest priorities when making their career decisions (Sagiv, 2002). For example, a person with high conventional

and low artistic interests is likely to emphasize conformity values and deemphasize self-direction values (Sagiv, 2002). Relying on this pattern of interests and values, that person could choose a profession that entails conventional activities and allows for the attainment of conformity goals (i.e., clerical work, administration, or bookkeeping) (Sagiv, 2002). In contrast, individuals with incompatible interests or conflicting values are likely to find it difficult to act on their values and interests when making career decisions (Sagiv, 2002). For example, an individual who holds high conventional and artistic interests will express preferences for activities that are incompatible (e.g., both systematic and unsystematic; both original and ordinary). That person is likely to attribute high importance to conflicting value types as well values of conformity as well as self-direction (Sagiv, 2002). Vocational interests and basic values correlate systematically but moderately and therefore suggest that they may both contribute to career decisions (Sagiv, 2002).

METHODOLOGY

Operational Definition

- **Social Conformity:** A type of social influence that entails a change in a person's or group's common opinion or behaviour to fit into a demographic. The influence of societal subtitles on defining career interests
- **Conventional Vocational Interest:** Define the interests of the mainstream, including engineering (JEE), medical (NEET), bureaucracy (government service through UPSC), and BBA. Scientific - medical and technical subgroup according to the comprehensive test schedule.

Table 1. Classification of Conventional and Non- conventional vocations Conventional Non-conventional

Conventional	Non-conventional
1. Executive	1. Literacy
2. Commercial	2. Scientific
3. Constructive	3. Artistic
4. Agricultural	4. Persuasive
	5. Social

Household depends more on gender, for females it's considered conventional and for males it's considered non-conventional.

Research Design

Correlational: analyses correlations between two variables (or more) without the researcher altering or modifying any of them. In the context of taking the variables of Social Conformity and Education Level with Vocational Interests

Causal: study that looks for a cause-and-effect link between two distinct occurrences. This would happen if one of the independent variables changed, triggering changes in the dependent variable. In this context whether social conformity and education level would have an effect on one's vocational interests.

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Variables
Independent variables
- Social Conformity

Dependent variable
- Vocational Interest

With a qualitative focus on
- Patriarchal and matriarchal (demographic profile)

Population
Target: High school students, Incoming freshmen aged 18-28
Our sample size was that of 134, with 99 individuals coming from patriarchal families and the remaining 35 from matriarchal families.

Sampling method: The sampling method used was purposive sampling. We asked college students and freshers to fill out a Google form with the Conformity Scale (Mehrabian & Stefl, 1995) and the Vocational Interest Record (Kulshrestha, 2016).

Inclusion Criteria
1. Individuals aged 18-28
2. Students in university and Freshers

Exclusion Criteria
1. Individuals younger than 18 and older than 28
2. Students in high school or older than individuals in their initial jobs

Tools
1. **Conformity Scale (Mehrabian & Stefl, 1995)**
Designed to examine an individual's compliance with social norms and expectations. Conformity is the tendency of individuals to change their attitudes, beliefs, and behaviours to coincide with those of a group or society, typically as a result of pressure or influence from others. The scale is often composed of a set of statements or scenarios relating to various social contexts. Respondents are asked to rate their agreement or disagreement with each statement using a Likert-type scale ranging from strongly agree to strongly disagree.

The conformance Scale assesses various dimensions of conformance, including:
a) Compliance: This dimension measures how much people conform to societal norms and rules to win approval, avoid punishment, or receive rewards.
b) Normative Influence: Normative influence refers to the pressure to meet others' expectations to be accepted and avoid rejection or social condemnation.
c) Informational Influence: This dimension assesses the extent to which people conform because they feel others have accurate information or knowledge, which leads them to see conformity as rational or justifiable.
d) Internalisation is the process by which individuals embrace a group's beliefs, values, and customs and integrate them into their self-concept and identity.

2. **Dr. S.P. Kulshrestha's Vocational Interest Record (VIR)** is a psychometric assessment tool designed to examine an individual's interests and preferences for

different vocational or professional routes. The VIR is intended to help people make educated professional selections by recognising their areas of interest and potential skills. The examination often includes a sequence of questions or comments about various vocational fields, occupations, and activities. Respondents are asked to rate their level of interest or preference for each topic, typically using a Likert-type scale or a forced-choice style.

The dimensions it measures
1. Literacy
2. Scientific
3. Executive
4. Commercial
5. Constructive
6. Artistic
7. Agriculture
8. Persuasive
9. Social
10. Household

Procedure
The subjects were chosen based on their ability to meet the inclusion and exclusion criteria. They were briefed on the study and had to sign an informed consent form. Through purposive and then snowball sampling, Google Forms were circulated. The two tools administered through this Google form were as mentioned above i.e. Conformity Scale (Mehrabian & Stefl, 1995) and the Vocational Interest Record.

Details on patriarchal/matriarchal bringing up were collected through socio-demographic details. We achieved the final findings by scoring the data on the SPSS software.

Statistical Analysis
We conducted descriptive statistics using the SPSS software. On finding the data to be normally distributed we conducted correlation (Spearson's), independent T Test and regression to understand the relationship between the independent variable of social conformity and one's vocational interest.

RESULTS & CONCLUSION
Vocational interest is an interesting field, a lucrative field with many career consultants prescribing tests to understand aptitude, interest and the field most suited for individuals. Finding out the factors that may influence one's career choices would help make choosing their future career a lot easier.

Using the Vocational Interest Record, the categorisation of vocations spread across 10 categorisations
1. Literary
2. Scientific
3. Executive
4. Commercial
5. Constructive
6. Artistic
7. Agricultural

8. Persuasive
9. Social
10. Household

Through this study, we wanted to understand the link between social conformity and the vocational interest of individuals (senior school, college students and freshers). Our hypothesis stated, " Individuals with high social conformity have more conventional vocational interests". In this paper we also operationally defined "conventional vocational interests". Conventional and non-conventional vocational interests are as follows:

Most of the findings indicate that there wasn't a statistically significant relationship between social conformity and vocational interests, except for
1. Executive
2. Commercial
3. Constructive
4. Agricultural

Commercial, constructive and agricultural vocational interest exhibit a negative correlation, indicating that for example if one has high social conformity they are less likely to be interested in these vocations as opposed to executive vocations where they are more likely to be interested in executive vocations.

Table 2. Correlations between High, Low Social Conformity and Total Agriculture Dimension

	Low	High
Low Total Agriculture	1.00 (118)	-.185*
High Total Agriculture	-.185* (118)	1.00 (118)

*Note. * p < .05*

Table 3. Correlation between Low and High Conformity with Total Artistic Ability

	Low	High
Low Total Artistic	1.00 (118)	.040 (118)
High Total Artistic	.040 (118)	1.00 (118)

Note. Correlation coefficients represent Pearson correlations. N=118 from all correlations. p > .05 for all correlations

Table 4. Correlations between Low and High Conformity with Total Commercial Ability

	Low	High
Low Total Commercial	1.00 (118)	-.155 (118)
High Total Commercial	-.155 (118)	1.00 (118)

Note. Correlation coefficients represent Pearson correlations. N = 118 for all correlations. p > .05 for all correlations

Table 5. Correlations between Low and High Conformity with Total Constructive Ability

	Low	High
Low Total Constructive	1.00 (118)	
High Total Constructive	-.213* (118)	

*Note. * p < .05. Correlations coefficients represent Pearson correlations. N = 118 for all correlations.*

Table 6. Correlations between Low and High Total Conformity with Executive Ability

	Low	High
Low Total Executive	1.00 (118)	
High Total Executive	.176 (118)	

Note. Correlation coefficients represent Pearson correlations. N = 118 for all correlations

Table 7. Correlations between Low and High Total Conformity with Persuasive Ability

	Low	High
Low Total Persuasive	1.00 (118)	
High Total Persuasive	.031 (118)	

Note. Correlation coefficients represent Pearson correlations. N = 118 for all correlations

Table 8. Correlations between Low and High Conformity with Total Scientific Ability

	Low	High
Low Total Scientific	1.00	
High Total Scientific	.049 (118)	

Note. Correlation coefficients represent Pearson correlations. N = 118 for all correlations. p =.597 for both correlations

Table 9. Correlations between Low and High Conformity with Total Social Ability

	Low	High
Low Total Social	1.00 (118)	
High Total Social	.133 (118)	

Note. Correlation coefficients represent Pearson correlations. N = 118 for all correlations. p =.151 for both correlations

Table 10. Correlations between Low and High Conformity with Total Literacy

	Low	High
Low Total Literacy	1.00	
	(118)	
High Total Literacy	.139	
	(118)	

Note. Correlation coefficients represent Pearson correlations. N = 118 for all correlations. p =.134 for both correlations

Table 11. Correlations between Low and High Social Conformity with Total Literacy

	Low	High
Low Total Household	1.00	.118
High Total Household	.138	.118

Based on this evidence, we can conclude that, while there are some modest differences in particular skill areas between those with high and low levels of social conformity, they are not significant. It implies that social conformity may not be closely linked to these specific skills or abilities. Hence we fail to accept the alternative hypothesis.

### *Matriarchal/ Patriarchal Upbringing*

Most of the data set filled out showcased a patriarchal upbringing, on analysing equal sets of data we found very minimal difference between one's family upbringing in terms of matriarchal/patriarchal nurturance and social conformity. We received more data from individuals of patriarchal families. 99 responses were from Patriarchal families and 36 were from matriarchal ones, we took 36 responses randomly. From individuals of matriarchal upbringing, 42% indicated higher social conformity whereas for individuals of patriarchal upbringing, it was 44%. (16 out of 36). On conducting an independent sample T-test, the t-value is -0.393, and the

p-value in this instance is 0.696, relatively high (higher than the standard significance level of 0.05) hence we can conclude it is not statistically significant concluding that there is no significant relationship between social conformity and family upbringing (Matriarchal/Patriarchal).

Table 12. Independent Sample T-Test

Statistic	df	T- value	P- value
Social Conformity	132	-0.392	0.696

Fig 1. Conceptual Framework
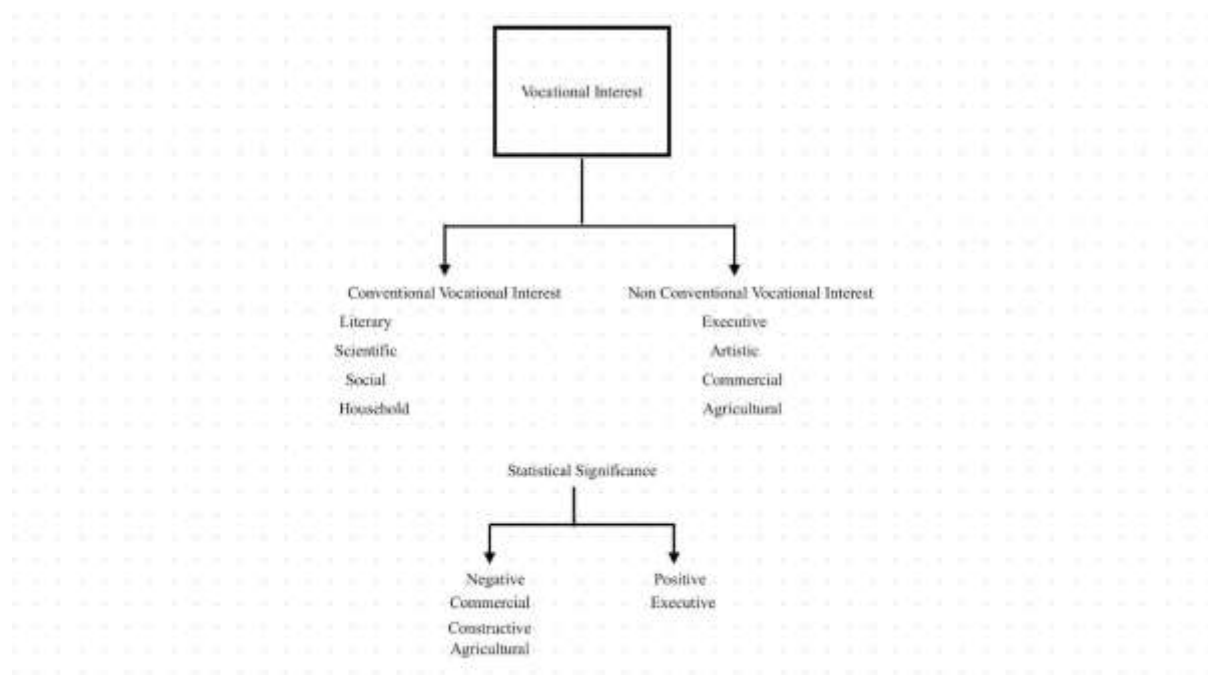
DISCUSSION

Careful participant selection, data collecting, and statistical analysis processes guaranteed methodological rigour and offered a strong basis for the interpretation of findings. The empirical evidence indicates that the initial hypothesis, which proposed a positive correlation between high social conformity and traditional career inclinations, is not statistically significant. Although several occupational categories showed some moderate connections with social conformity, the general pattern suggests that the two dimensions are not significantly aligned. Furthermore, the study evaluated the impact of a patriarchal versus matriarchal upbringing on social conformity and found no evidence of a substantial association, casting doubt on accepted notions about social behaviour and family dynamics. These results highlight the complexity of people's decision-making processes when choosing a career and demand a more thorough investigation of the various elements influencing social conformity and vocational inclinations in a larger and more diverse population.

Implications

The study's findings highlight the difficulty of making decisions on career choices, even while they challenge conventional wisdom by implying that social conformity may not have a significant impact on career preferences. Furthermore, the lack of a substantial correlation between social conformity and patriarchal/matriarchal upbringing casts doubt on widely held beliefs about the influence of family dynamics on social conduct. The study admits its limitations, such as sample size restrictions and potential biases present in self-reported data, despite its merits, which include methodological rigour and careful data analysis. The study thus highlights the need for more demographic representation and a deeper knowledge of professional decision-making processes, and it urges more research to examine the complex elements influencing social conformity and vocational preferences.

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Conflict of Interest

The author(s) declared no conflict of interest.