

Career Planning and Career Preparation of First-generation Learners who are Currently Pursuing their Studies in Shillong, East Khasi Hills District, Meghalaya

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Abstract

Present study was planned to determine career planning and career preparation of the students who are first generation learners in Shillong, East Khasi Hills District, Meghalaya. The research design adopted for this study is a descriptive study design using quantitative and qualitative research design. Under non-probability sample, purposive sampling design was adopted to facilitate a smooth selection of the target respondents. A total of 537 respondents were taken and the respondents selected for the study are the students who took Admission in the 2019 – 2020 Academic Year. Martin Luther Christian University, Shillong, East Khasi Hills District, Meghalaya. Results revealed that about sixty two percent of the respondent's parents (father) are not directly involved in any kind of professional engagement with regard to their occupation. 76% of the respondent's parents (mother) are involved in different kinds of occupations such as business, traditional occupations, farming and other kinds of livelihoods. 80% of the respondent's local guardians are involved in similar occupations as those of the respondent's parents. The above data suggest that such parents / local guardians are not able to provide relevant informational career insights and support for their children career preparation and planning. The highest medium through which the students came to know about the Programs offered by the University is through friends which is 39%. 23% others came to know about the University through references, seniors, relatives and others. It is concluded that educational institutions have a very big role to play in providing career guidance and support to the first generation learners right from the time they join the University till they graduate. The follow up of such students should be constant and their progress needs to be tracked in terms of their potentials, interest, family background, financial ability and academic growth. This has to be done sequentially as they progress from one semester to the other. (300 words)

Key Words: Career Planning, Preparation, First Generation Learners

The Constitution of India in 1949 passed Article 45 for the first time, which stressed that "The State shall endeavour to provide...free and compulsory education for all children until they complete the age of fourteen years". While there was no legislation to back this up, the Panchayati Raj Institutions (local self-governance systems) established by the 73rd / 74th Constitutional Amendments in 1992, passed a provision of education and made the responsibility of these local bodies to implement the same (Brahmanandam, 2018). However, in 2002, the 86th Constitutional Amendment made free, compulsory elementary education a Fundamental Right and in 2009, the RTE Act was then made into law (Department of Higher Education, MHRD, Government of India). While reiterating some of the important points from the RTE legislation, the RTE Act states that:

A child will not have to pay any fee or expenses of any kind such as books, school uniform, and writing materials during their elementary school.

All children will be made mandatory to elementary school.

All children should be allowed to be admitted to their age-appropriate class, despite the educational level that they are in at that point in time.

However, it also stated that it is up to each State of the country to implement and monitor this Legislation (Sources: PACS, 2016).

Swami Vivekananda (1892) described true education as a development of faculty not an accumulation of words or as training individuals. The aim of all education and all training should be man-making, life building and character making, in fact, education is the process of social engineering being influenced by social, economic and other factors. While education was recognised as a very important necessity way back in 1949, yet the efforts to implement the same has been very slow and not given due priority. A survey by Annual Status of Education Report (ASER) shows that even though the number of school-going children in rural areas is on the rise, sadly more than half of the students studying in the fifth grade are not able to read a second-grade textbook and or solve simple mathematical problems (Kaur, 2013).

Behar (2015) mentions that India still witnesses a lot of parents making efforts to send their children to school since they themselves have never been to school in their younger days. This trend is being witnessed across the country with a momentous proportion still belonging to the first-generation learner's category coming from severely disadvantaged families. The support at home for such children for education is very different and usually lesser than that for children who come from lower-middle-class families. This is why Maietta (2016) stated that, to navigate the career planning process for many students who are first-generation learners can be overwhelming.

By definition, the first-generation learners are the first individuals in their respective family lineage to receive a formal education. The first-generation learners generally belong to the socio-economically disadvantaged communities like Scheduled Castes (SCs), Scheduled Tribes (STs) and Other Backward Classes (OBCs). The ancestors of such learners have either chosen not to go to school or were deprived of education due to poverty, none availability of educational institutions in their area and other reasons (Shodhganga, n.d.). The children belonging to this category face multitude of academic challenges, psychological issues and have to adjust to new cultural settings (Awasthy & Khimani, 2015).

According to Chesterton (1924), education in every essence is the soul of a society as learning is passed on from one generation to another. Similarly, in a country like India (RTE Act, 2009), every child is promised with the right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards as prescribed by the monitoring body (MHRD, 2016). In keeping the spirits alive, the draft of the recent Education Policy of Meghalaya (2018) in its Vision states “Our vision is to make young people of the State to catch up and keep pace with the rest of the country but also to compete successfully at the international level”.

The first-generation learner faces a lot of complexities when they attend school and they are surrounded by many challenges. It requires substantially higher commitment and a lot more work (Behar, 2015). The history of formal education in Meghalaya dates back to 1842, when a Welsh Missionary, Late Rev. Thomas Jones formulated the Khasi Alphabet for the Khasis. The Garos in Meghalaya got its Alphabet in the year 1902 when the American Missionaries develop the Alphabet for them using the Roman script. On record, the Christian Missionaries were the ones who initiated modern education in Meghalaya for the Khasis, the Jaintias and the Garos. The education picked up slowly in the State with a few elementary schools starting to operate since then (Source: Department of Education, Government of Meghalaya, 2020).

Bansal (2015) opines that a well-planned career is instrumental in a happy and satisfying life. Parents who have gone through this process can help their children from making similar mistakes in selecting a career. They (parents) often want to be involved in career decision making of their children but are not sure up to what level to involve themselves in terms of providing advice (Maietta, 2016). For parents to be able to smooth the progress of their children’s career choices, one needs to be well updated on the available resources in terms of career opportunities and prospects. While this is missing in a big way, a lot of children are in fact falling victims of choices being forced by the parents on them.

The guidance from the parents in this angle may prove to be very helpful on one hand; it may also prove to be confusing for the children on the other hand. Despite the fact that the parents have gone through this process themselves, the current scenario and demands of the job market may not be the same for the children anymore. There is no denial of the fact that when children feel that they are in the right direction and are well supported by the parents and family members, they have more confidence in their ability to plan well for their careers and to choose for something that is challenging and exciting (QualifaX, 2018). Research has shown that individuals who feel competent regarding career decision-making, land up in being successful in their career choices much later in life (Keller 2004).

UNICEF Report on Progress of Children (2011) mentioned that secondary education students (adolescents of the age group 15-19) through their level of education learn to think critically which prepares them for adult civic engagement and employment. However, the parents do have a direct influence on the academic achievement of their children. This can be witnessed even with the knowledge that they have on various occupation; their career beliefs and approaches to work accompanied by the motivation to succeed. Middleton and Loughead (1993) opine that parent can have very important and positive influence with regard to career decision making of the children. However, they were also of the opinion that over-involvement in the career decision-making process can weaken parental effects, which act as a positive source of influence.

Parents serve as a major influence in their children’s career development and career decision-making (Keller 2004). The phase of career selection is taxing not only for the students but it is also taxing for the parents. The children do undergo a lot of stress when they feel that they are not getting proper guidance in relation to career planning and career decision making. Children feel the need to express and at times parents can’t understand this need and this increases the gap between a parent and the child. Therefore, the key to solving such issues is to listen to the students patiently. We need to provide the children with an atmosphere that motivates them to express better. The child may be wrong but as parents, it’s their responsibility to reason with them rather than not weighing their point of view, interest and inner desire (Bansal, 2015).

Operational Definitions

1. First-Generation Learners:

In this particular study, the first-generation learners are from households, where neither parent (nor guardian) has obtained a Bachelor’s degree. In other words, they are the first ones in their immediate family to attend college (Huber, 2020).

2. Martin Luther Christian University, Shillong, East Khasi Hills District, Meghalaya:

“Martin Luther Christian University was created by ACT No. 11 of 2005 of the Legislative Assembly of Meghalaya and received the assent of the Governor on July 6, 2005. The Government of Meghalaya issued the gazette notification on February 22, 2006. The creation of the university is in accordance with the University Grants Commission Act, 1956 under Section 2(f) and the university is empowered to grant degrees under Section 22 of the UGC Act” (Source: MLCU Website).

“The University recognises its opportunity and responsibility to contribute to the sustainable development of the region, participating in vocational education, health care, information and communication networks, agri-sciences, environmental protection, disaster education, peace studies and developmental projects. The University will collaborate, NGOs, community organisations, self – help groups and industry in the development of the community” (Source: MLCU Website).

Method

This research carried out an explanatory study design which allows the researcher to investigate in a timely manner a phenomenon, that had not been studied before, or had not been well explained previously. Its intention is to provide details where a small amount of information exists. In explanatory study design, the researcher gets a general idea and uses the research as a tool to guide him/her to issues that might be addressed in the future. Its goal is to find the why and what for an object of study (QuestionPro, 2021). The study used quantitative and qualitative research design to capture data related to parents / local guardian educational qualification and occupation in relation to career decision making and future career planning by the students. Proper sampling methods and suitable data collection tools were developed. All essential permissions were obtained and the ethical norms were sufficiently taken into consideration.

In order to be able to capture relevant data from the target population, the study area was restricted only to the students who are first generation learners perusing their higher education in Martin Luther Christian University, Shillong, East Khasi Hills District, Meghalaya. Purposive Sampling Design was adopted to facilitate a smooth selection of the target respondents. A purposive sample is a non-probability sample that is selected based on the characteristics of the populace and the purpose of the research study (Crossman, 2020).

The respondents selected for the study are the students who took Admission in the 2018 – 2019 Academic Year. The total number of students who took part in the study is 537. The data collection was done using a questionnaire. The segregation of the students belonging to first generation learners will be done after looking into the data of the parents, in particular their qualification. As mentioned above, in this study, the first-generation learners are those

respondents whose parent(s) do not have a formal degree.

Informed consent was taken from the individuals (students) who participated in the study. There was a clear instruction in the consent letter that the respondents may choose to opt-out of the study at any point of time during the research. The entry of the data was done in the SPSS Software and a descriptive analysis of data was done.

The study received ethical clearance from the University Research Ethics Committee, Martin Luther Christian University, Shillong, East Khasi Hills District, Meghalaya and Informed Consent was obtained in the written form from all the participants of the study.

Results and Discussion

Father's Occupation: Table 1 shows responses of the respondents whereby, they are asked to provide details of the occupation of their father. The data shows that 62% of the parents are involved in different kinds of occupations such as business, traditional occupations, farming and other kinds of livelihoods. The remaining 38% are serving in the government sector. In the category of ‘Others’, 20% consists of respondent’s parents who are either involved in small shops at home, or who are unemployed.

This data reveals that almost 62% of the respondent’s parents (father) are not directly involved in any kind of professional engagement with regard to their occupation. This also means to suggest that they will not be able to provide any kind of inputs / guidance to their children while pursuing higher studies in terms of career decision making, career choices and future career plans. The career aspirations of such students who are first generation learners are left to themselves to take bold decisions based on what they feel, keeping in mind that factor such as financial support from the family is available. 38% whose parents are serving in the government sector are the only category which can provide better suggestions to their children, based on their exposure, experience and expertise.

Mother's Occupation: Table 2 shows responses of the respondents whereby, they are asked to provide details of the occupation of their parents (mother). The data shows that 76% of the parents (mother) are involved in different kinds of occupations such as business, traditional occupations, farming and other kinds of livelihoods. The remaining 24% of the respondent’s parent are serving in the government sector. In the category of ‘Others’, 48% consists of respondent’s parent who are either involved in small shops at home, unemployed or those who are dependent on their husbands (housewife).

This particular data showcases a significant number of 76% of the respondent’s parent (mother) not being involved in any professional occupation, which also suggest that such parents will not be able to provide relevant career insights into their children career

preparation and planning. This may refer to mere inputs for their school assignments, assessments, school activities and or importance of education. The first-generation learners would miss day-to-day monitoring and guidance, frequent discussions on what is required in order to meet the demanding traits of the world of work and professional development. Such reinforcement places an important aspect in any child's life till he/she is grown up.

Local Guardian's Occupation: Table 3 shows responses of the respondents with regard to the occupation of their local guardian. 80% of the respondent's local guardians are involved in various kinds of occupations ranging from contractor to business, traditional occupations, farming and so on. 20% of the respondent's local guardians are serving in the government sector. It may be mentioned that 53% of the respondent's local guardians are involved in other kinds of livelihoods, unemployed or are dependent on other family members.

This data was purposely attained since the first-generation learners who cannot seek right sounding advices from their parents, tend to look around for experts to suggest better options. This tendency of seeking suggestions from opinion leaders is very much practiced till date in villages and remote areas. Opinion leaders may include a school teacher, a health practitioner from a PHC/CHC, a principal of a school, working individuals who are assumed to have better knowledge of things. However, when it comes to relocating to the city for higher studies, the references and guidance given by the local guardian plays an important role. On the other hand, if the local guardian is not able to provide that kind of guidance required for picking up a particular course or join a particular educational institution, it leaves the students at a very vulnerable situation and risk.

Educational Qualification of Father: Table 4 shows responses of the respondents with regard to the educational qualification of their parent (*father*). A total of 7% of the respondent's parent (*father*) have received formal degrees such as graduation, post-graduation upto PhD level. 18% and 16% of the respondent's parent (*father*) have completed their Higher Secondary and Secondary respectively. The remaining 59% of the respondent's parent (*father*) have not received any formal degree.

This data reflects the educational level of the respondent's father whereby a significant number 93% have not received any formal degree. In other words, the role played by the father is only limited to supporting their children financially and providing their requirements on an everyday basis. The father's guidance with regard to their career planning is very limited. Both the parent and the children have to depend on external help and assistances which make them go through a lot of complexities, both at their personal and academic lives. Career decision making at this level is made based on influence of peers,

friends and suggestions from the educational institutions and others.

Educational Qualification of Mother: Table 5 shows responses of the respondents with regard to the educational qualification of the respondent's parent (*mother*). A total of 4% of the respondent's parent (*mother*) have received a formal degree such as graduation, post-graduation upto PhD level. 18% and 24% of the respondent's parent (*mother*) have passed their Higher Secondary and Secondary respectively. The remaining 54% of the respondent's parent (*mother*) have not received any formal degree.

This data shows the educational qualification of the respondent's mother. A noteworthy number of 96% of the respondent's mother have not received any formal degree. While teenagers discuss many of their life's hardships and experiences with their mother, the one aspect that is missing here is the guidance and important career related issues which needs to be dealt with carefully. The children may receive moral support and encouragement from their mothers which perhaps may not be sufficient especially at a tender age when the kids really look up to the elders in the family, their love ones, to make them feel that they are in the right track even when it comes to choosing the right course of study.

Educational Qualification of the Local Guardian: Table 6 shows responses of the respondent's local guardian's educational qualification. A total of 18% of the respondent's local guardian have attained formal degree such as graduation, post-graduation upto PhD level. 30% and 5% of them have completed Higher Secondary and Secondary respectively. The balance 46% has not received any formal education of any kind. They have either dropped out from School or have received some kind of short-term training related to their occupation and others.

This particular data is about the respondent's educational qualification. Similar to the data of the respondent's parents, 82% of the respondent's local guardian has not received any formal degree. This means to suggest that while the students cannot turn to their parents for professional guidance with career preparation and planning, the local guardian also seem to not be able to fill this gap. The role of the local guardian here is basically to look into the student's welfare who is studying in Shillong. They however will not be in a situation to provide the right kind of information necessary during admission time and or suggest better options for the kids.

Information about MLCU Courses: Table 7 shows the medium in which the students came to know about the Program at Martin Luther Christian University, Shillong. As believed, media plays a very important role in disseminating information to its target audience; it has also helped the student's community to know about various educational institutions and the courses that they offer. Likewise, the above Table shows that a total of 27% came to know about the Programs offered by MLCU through

various media channels such as radio, television, internet and newspapers. The highest medium through which they came to know about the University is through friends which is 39%. The remaining 23% which replied 'no response' would have known about the University through some references, seniors, relatives and others.

The collection of this particular data was felt necessitated, primarily to look into the medium through which the students, belonging to the first-generation learners came to know about MLCU and the Programs offered by it. The data reflected that such students do seek a lot of information from their friends (39%), neighbours in their community and people known to them. This trend is basically based on trust, whereby the word of mouth is taken very seriously. The students belonging to this category can be seen as paving the way for themselves by seeking information relating to their career path and looking for assistances from individuals, assuming to have a better knowledge of the Programs such as, by talking to the faculty and staffs, alumni and others.

The first-generation learners received very less emotional and informational support from their parents as compared to those students whose forefathers had the privileged of education (Padgett, Johnson, & Pascarella, 2012). Aspiration is defined as 'a strong desire to achieve something high or great' (Merriam-Webster, 2020). In this study, there was an effort to look into the career aspirations of the first-generation learners. Schneider & Stevenson (1999) is of the opinion that the family and the community's social capital may be one of the important sources in raising educational aspirations of the students. This creates an environment amongst the students to believe in their ability to comprehend one's aspirations and to work towards it. The same was reflected in Table VII, whereby 45% of the students interact with their community folks (friends and neighbours) to know about the Programs offered by the University. This seems to suggest that while interaction about their career is on one hand, on the other hand, the dialogue would also imply taking into account the many factors surrounding the dos and don'ts while choosing a certain career path.

What is notable to mention is that career aspirations among students also comes from the parents. This is perhaps why Gibbons (2002); Watts & Bridges (2006) stated that parent-child relationship provides a platform to transmit the cultural norms, identity, values and practices to the children, including career related aspects. They further mentioned that parent-child relationship shapes the child's aspirations and career choices. However, this is quite worrying as the children of the first-generation learners are not able to avail this resource when it comes to knowledgeably support from parents in relation to career decision making (Table IV & V). The data in these Tables shows that the parents have not received any formal

degree and this can act as a barrier to any kind of relevant suggestions to the children.

Hill and Craft (2003) opines that the parent-child relationship is more complex and sensitive as it entails the socio-economic status of the family. They observed that based on the socio-economic level that the students come from, the emphasis on pursuing their career and parenting styles would also differ. This can be witnessed in Table I and Table II, whereby the parents are involved in various livelihoods, with no exposure to professional occupations, which can help them guide their children. Hill & Craft (2003) further mentions that disadvantaged parents (e.g., working class) may not always possess the knowledge or resources to be able to assist their children convert high aspirations into realistic achievable actions. While agreeing to this argument, Marjoribanks (2002) stated that the case may be different with economically affluent families as social capital and relationships helps plays an important role in enabling students to benefit in better career planning and decision making.

The first-generation learners arrive at educational institutions, risking academically with low reading ability, critical thinking skills and inability to pursue a rigorous curriculum, in particular for subjects like maths and science. As a result, they are less academically prepared in comparison to their peers (Onestak, n.d.). Therefore, the first-generation learners face academic, cultural and financial challenges and as such, they may require additional support in their career planning and preparation (Standlee, 2019). In Table IV and Table V, the additional support for the first-generation learners is their local guardian, when they come to pursue their studies in Shillong city. Unfortunately, the data (Table VI) shows that the local guardian are not highly educated, as 82% of them have not received any formal degree and likewise, they are not involved in any professional jobs, with only 20% engaged in government jobs.

Modood (2004) however, believes that different ethnic groups follow different patterns of socialising which give rise to different levels of motivation and formation of attitudes toward career achievement (Shah, Dwyer and Modood, 2010). In such scenarios, the support from the community is very vital. Meghalaya, being a tribal State, the community bonding is close knit and the word of mouth is still a very strong medium through which important information is passed on, portraying people's concern for the welfare of individuals. This can be referred to the information shared through peers, community folks and people known to the first-generation learners (Table VII) including information coming from media vehicles. Nevertheless, in this context, the support of the community may act as a double-edged sword as the first-generation learners are different from their peers with regard to demographic variables such as tribes, income and gender grouping

(Lohfink and Paulsen, 2005). The career information will be revolved as the same level of enthusiasm, parental involvement, aspirations and means of social mobility will be caught in the same web (Zhou, 2005).

The influence of the parents, local guardian and community further extends to the children who grew up following their footsteps. Keller (2004) stated that parents influence the knowledge they have about work and the different occupations that they are involved in. This would also include their beliefs and attitudes towards a certain occupation and most of this is learned unconsciously. While referring to the data (Table I, II and III), it reflects the involvement of the parents and the local guardian as entrepreneurs or those who comes from business families, agriculture and who are involved with local livelihoods in their respective villages. The first-generation learners are further influenced by the example that the parents set for their children which includes the values they show to their family, friends and to society and the opportunities they offer their children to learn and develop (Qualifax, 2020). This is perhaps one reason why we have children dropping out from school not because the parents cannot support their education, but primarily because their inclination has tilted towards the occupation(s) that their parents are involved in.

A study conducted by Bregman and Killen (1999), showed that adolescents value parental influence and guidance in the area of career choices. Research has shown that when students feel encouraged and supported by their parents, the confidence in their own ability is more. The adolescents feel competent regarding their career decision-making which eventually leads to satisfying career choices later in life (Keller, 2004). However, in this case, as both parents are not involved in professional employment, they are not able to guide their children to explore many options available to find the best career, leaving the kids incapable to take firm career decisions. Parents in this case can only set up examples by the livelihoods that they indulged in to support themselves and the family.

While recognizing this lacuna, which the first-generation learners are facing in terms of informational and guidance from parents and local guardian, it falls on the onus of the educational institutions to try to fill this gap. The first-generation learners face numerous difficulties such as financial resources, up-to-date information about the world of work and role models (Huber, 2020). To start with, in an effort to analyse the condition of the first-generation learners, it was found that they are more likely to attend community college, part-time school (Postsecondary National Policy Institute, 2018), some are less likely to graduate on time and some are less likely to have a mentor (Escarcha, 2018).

A pertinent finding of a study shows that the first-generation learners have poor study habits and for

better academic achievement, good study habits are essential (Pandey & Singh, 2015). Educational institutions should therefore consider the study time, the study materials provided to them and the involvement of such students in the campus, etc. Hence, the teachers have to play a greater role in directing the study pattern of such children (Pandey & Singh, 2015).

Secondly, as stated by Escarcha (2018), most of the students may not even realise that they are first generation learners, hence identifying them and organizing them into groups maybe a good move so that they can make friends and connect with each other by assigning them group work in class (Standlee, 2019). This we can know, by developing personal relationships with the students through mentorship, whereby a teacher can be allotted a section of students to interact with, on regular intervals to know their culture, their academic challenges, family background in order to be able to encourage and motivate them and eventually provide them with sound guidance. Parents of first-generation learners may be invited for interaction to encourage students to engage with parents regarding their growth and future plans (Standlee, 2019).

Educational institutions can start supporting the first-generation learners' right from the time of admissions till the time they graduate. This can be done through constant monitoring and support in all aspects. Career Services, in relation to this can play a very effective role. Campus meets, extra classes on reading and writing skills, mock interviews and making them familiar with college environment, constant professional support will help them establish good rapport and confidence, apart from internships, career fairs and other kind of exposures (Maietta, 2016).

Conclusion

In conclusion, the following points have been noted: As mentioned above, the first-generation learners are those whose parents have not received any formal degree. The findings from this study conclude that the students have not been able to consult / seek relevant informational guidance from their parents in relation to their career planning and career preparedness. The students have also not been able to discuss about their future career plans as their parents do not have such academic abilities to provide any support. This means to suggest that the students are on their own, risking any step that they take when it comes to pursuing higher education or planning for their future.

The students, who are deprived of relevant academic informational support from their parents, tend to depend on their local guardian for such support and guidance. The findings from this study shows that the local guardian is also in the same situation as majority of them are not educated have not received any formal degree.

Secondly, this study concludes that, while parents act as great motivators and source of inspiration to their

children, the occupation that the parents are involved in are mostly traditional in nature and or entrepreneurial. This leaves the first-generation learners to have knowledge and ideas related to such occupations only. Majority of the local guardians who are taking care of the student's welfare in Shillong city in which they are studying, are also involved in various occupations other than the professional ones. Hence, the exposures to professional occupations are limited and the local guardians are not able to provide them with any constructive guidance with regard to the student's future career planning.

Thirdly, it may be concluded that the information regarding the various Programs offered by the University reaches the students through the word of mouth, either through friends, community members, seniors or those familiar with the University. The students tend to pick up such Programs based on the assumption that it will fetch them a job immediately after graduating since they have obligations to support the parents / siblings. The information that the students received with regard to career planning is also based on what others in the community have done. The decision to join a certain Program in the University is more of a collective decision for the fact that it was recommended / referred by someone known to the students whom they trust.

Lastly, this study concludes that educational institutions have a very big role to play to fill in this gap. The guidance and support to the first-generation learners should be provided right from the time they approach the University while taking admission till the time they graduate. The follow up of such students should be constant and their progress needs to be tracked in terms of their potentials, their interest, family background, financial ability and academic growth. This has to be done sequentially as they progress from one semester to the other. The follow up of such students will establish a good rapport with the University as a whole, which will eventually facilitate them to better career preparedness and future career planning and decision making.

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Table 1: Father's Occupation

Details of the Father Cross Tabulation								
	Contractor	Business	Private Firm	Other Traditional Occupations	Farmer	Government Job	Others	Total number of Respondents
Total	9	128	9	7	71	202	111	537
Percentage	2%	24%	2%	1%	13%	38%	20%	100%

Table 2: Mother's Occupation

Details of the Mother Cross Tabulation								
	Contractor	Business	Private Firm	Other Traditional Occupations	Farmer	Government Job	Others	Total number of Respondents
Total	3	73	8	7	60	127	259	537
Percentage	0%	14%	1%	1%	11%	24%	48%	100%

Table 3: Local Guardian's Occupation

Details of the Local Guardian Cross Tabulation								
	Contractor	Business	Private Firm	Other Traditional Occupations	Farmer	Government Jobs	Others	Total number of respondents
Total	4	85	33	13	10	107	285	537
Percentage	0%	16%	6%	2%	2%	20%	53%	100%

Table 4: Educational Qualification of Father

Educational Qualification of Father Cross Tabulation											
	Haven't been to school	Lower Primary	Upper Primary	Secondary	Higher Secondary	Graduation	Post-Graduation	PhD	Other training	No response	Total number of respondents
Total	41	48	48	85	100	30	4	6	80	95	537
Percentage	8%	9%	9%	16%	18%	6%	0%	1%	15%	18%	100%

Table 5: Educational Qualification of Mother

Educational Qualification of Mother Cross Tabulation											
	Haven't been to school	Lower Primary	Upper Primary	Secondary	Higher Secondary	Graduation	Post-Graduation	PhD	Other training	No response	Total number of respondents
Total	37	50	69	127	95	17	2	8	92	40	537
Percentage	7%	9%	13%	24%	18%	3%	0%	1%	18%	7%	100%

Table 6: Educational Qualification of Local Guardian

Educational Qualification of Local Guardian Cross Tabulation											
	Haven't been to school	Lower Primary	Upper Primary	Secondary	Higher Secondary	Graduation	Post-Graduation	PhD	Other training	No response	Total number of respondents
Total	2	6	15	22	163	83	12	7	144	83	537
Percentage	0%	1%	3%	5%	30%	15%	2%	1%	27%	15%	100%

Table 7: Information about MLCU Courses

Medium through which you came to know about MLCU, Shillong and the Program which you have joined Cross Tabulation										
Courses	Radio	Newspapers	Friend	Neighbour	MLCU Student/Faculty/Staff	Alumni	Television (News)	Website	No response	Total
Total	2	12	211	34	17	7	81	47	126	537
Percentage	1%	2%	39%	6%	3%	1%	15%	9%	23%	100%