

# Effect of Family Environment and Time Management on Occupational Aspiration among Degree Students

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**Abstract**— The present study examines the effect of family environment and time management on occupational aspiration among degree students. Occupational aspiration is a crucial psychological factor that influences students' academic engagement, career planning, and future success. Family environment and time management competencies are considered significant determinants of students' career-related aspirations. The study adopted a descriptive survey method and employed standardized tools, namely the Time Management Competency Scale by Sansanwal and Meenakshi, the Occupational Aspiration Scale by J. S. Grewal, and the Family Environment Scale by Harpreet Bhatia. Data were collected from a sample of degree students selected through random sampling. Statistical techniques such as mean, standard deviation, Pearson's correlation, multiple regression, and mediation analysis were used. The findings revealed significant positive relationships among family environment, time management, and occupational aspiration. Further, time management was found to partially mediate the relationship between family environment and occupational aspiration. The study highlights the importance of supportive family conditions and effective time management skills in enhancing students' occupational aspirations.

**Index Terms**— Family Environment, Time Management, Occupational Aspiration, Degree Students

## I. INTRODUCTION

In the present competitive and rapidly changing socio-economic context, higher education students are required to make well-informed career decisions at an early stage. Occupational aspiration, which refers to an individual's ambition and desired level of future occupation, plays a crucial role in guiding students' academic engagement, skill development, and long-term career planning. For degree students, this period represents a critical transitional phase where

aspirations are shaped by both environmental and personal factors. (Alibašić et al., 2024; Felby & Ashwin, 2025) Among the various determinants of occupational aspiration, the family environment occupies a central position. The family acts as the primary socializing agency, influencing students' attitudes, motivation, self-confidence, and career expectations. A positive family environment characterized by emotional support, encouragement, effective communication, and structured guidance fosters higher occupational aspirations. Conversely, an unfavourable family atmosphere may limit students' confidence and restrict their career ambitions (Qadeer et al., 2024).

In addition to family influences, time management has emerged as an essential personal competency for academic and career success. Time management refers to an individual's ability to plan, organize, and allocate time effectively to achieve desired goals. Degree students who possess effective time management skills are better equipped to balance academic responsibilities, extracurricular activities, and career preparation (Amida et al., 2020; Gil-Flores et al., 2011). Such students are more likely to set realistic goals, remain focused, and develop higher occupational aspirations. Although previous studies have independently examined the influence of family environment and time management on career-related outcomes, research examining their combined effect on occupational aspiration among degree students is limited. Moreover, the mechanism through which family environment influences occupational aspiration remains under-explored (Staff et al., 2010). It is plausible that a supportive family environment enhances students' time management abilities, which in turn strengthens their occupational aspirations. However, empirical evidence supporting this mediating relationship is scarce (Bajema et al., 2002).

Therefore, the present study seeks to examine the effect of family environment and time management on occupational aspiration among degree students. It further attempts to explore the mediating role of time management in the relationship between family environment and occupational aspiration (Amida et al., 2020; Patton & Creed, 2007). By employing standardized psychological tools and appropriate statistical techniques, the study aims to provide empirical evidence on how family and personal factors interact to shape students' occupational aspirations (Mau & Bikos, 2000).

The findings of the study are expected to contribute to the existing literature in educational psychology and career development. The study may also offer valuable insights for educators, parents, and career counsellors in designing interventions that strengthen family support systems and enhance time management skills, thereby promoting higher occupational aspirations among degree students.

## II. NEED AND SIGNIFICANCE OF THE STUDY

Degree students are at a critical stage of career formation, where guidance and environmental support play a decisive role. Identifying factors influencing occupational aspiration can help educators, parents, and counsellors support students effectively. Since family environment and time management are modifiable variables, interventions can be designed to enhance these factors. The findings of the present study may assist institutions in developing career guidance programmes, parental awareness initiatives, and time management training to promote higher occupational aspirations among students.

## III. REVIEW OF RELATED LITERATURE

- Studies demonstrate a significant relationship between family environment and occupational aspirations among secondary students (Gottardo & Restiglian, 2022; Wu et al., 2025). Specifically, supportive family environments, characterized by parental aspirations and encouragement, are associated with higher occupational aspirations and positive career development (Meinam et al., 2023) (Mauraji & matuzahroh, 2024). Parental involvement provides crucial support, influencing self-efficacy and career choices (Xie et al., 2025).
- Effective time management skills are positively correlated with academic performance and overall success, which can extend to career aspirations for undergraduate students (Ahmad et al., 2024; Wolters et al., 2025). Research suggests that integrating time management training into college curricula can improve students' academic self-efficacy and learning outcomes (Wang & Syafiq, 2023). Studies emphasize that skills such as self-organization and prioritization, often developed through time management, are essential for professional performance (Álvarez et al., 2019).
- The family environment significantly influences career maturity and aspiration levels in college students (BULUT & Bacanlı, 2022; Ni et al., 2022). Family interaction patterns, including emotional closeness and structural flexibility, are linked to career development and vocational identity (Hartung et al., 2002). Furthermore, family cohesion and adaptability are shown to positively correlate with career choice self-efficacy (Jiang, 2022). Parental behavior also influences a child's career development (Pratiwi et al., 2023).
- A positive family environment can indirectly influence occupational aspirations through self-regulatory behaviors (Xu et al., 2022). Studies suggest that family climate and support contribute to the development of academic self-regulation, which in turn impacts educational and career aspirations (Martínez-López, Morán, et al., 2023; Martínez-López, Nouws, et al., 2023; Melo et al., 2025; Xu et al., 2022). Self-regulation, encompassing the ability to manage thoughts, emotions, and behaviors towards long-term goals, is considered critical for career development (Rezaiee & Kareshki, 2024).
- Research indicates a significant positive correlation between time management, academic motivation, and future occupational goals among undergraduate students (Baja, 2024; Fu et al., 2025; Peker, 2024). Effective time management is linked to increased intrinsic motivation, engagement, and the achievement of future career goals (Peker, 2024). Students who connect their current academic actions to future success and career options demonstrate higher motivation (Benson et al., 2016).

- Psychosocial variables, including family environment, stress, and self-management skills, significantly contribute to students' professional perception and occupational planning (Keleş et al., 2025; Sternszus et al., 2024; Zhang et al., 2022). Academic stress, influenced by factors like workload and peer pressure, can impact students' well-being and academic success (Alam et al., 2025; Jeyapalan & Blair, 2024; Lane et al., 2020; Popa-Velea et al., 2021). Furthermore, psychosocial factors shape identity development, which is central to career development (Burluson et al., 2021; Sarraf-Yazdi et al., 2021; Sternszus et al., 2024; Vautero & Silva, 2022). Self-management techniques are effective in enhancing students' awareness and abilities in career planning (Pinto & Taveira, 2013).

The review of literature indicates that family environment and time management independently influence occupational aspiration. However, limited studies have examined time management as a mediating variable between family environment and occupational aspiration among degree students. The present study attempts to fill this gap.

#### IV. OBJECTIVES OF THE STUDY

1. To study the levels of family environment, time management, and occupational aspiration among degree students.
2. To examine the relationship between family environment and occupational aspiration.
3. To find out the relationship between time management and occupational aspiration.
4. To determine the predictive effect of family environment and time management on occupational aspiration.
5. To examine the mediating role of time management between family environment and occupational aspiration.

#### V. HYPOTHESES OF THE STUDY

1. There is no significant relationship between family environment and occupational aspiration among degree students.
2. There is no significant relationship between time management and occupational aspiration among degree students.

3. Family environment and time management do not significantly predict occupational aspiration.
4. Time management does not mediate the relationship between family environment and occupational aspiration.

### VI. METHODOLOGY

#### Research Design and Sample

The study employed a descriptive survey method. The sample consisted of 200-degree students selected from various degree colleges of Davangere District, Karnataka and using a random sampling technique.

#### Tools Used

- Time Management Competency Scale by Sansanwal and Meenakshi
- Occupational Aspiration Scale by J. S. Grewal
- Family Environment Scale by Harpreet Bhatia

#### Statistical Techniques

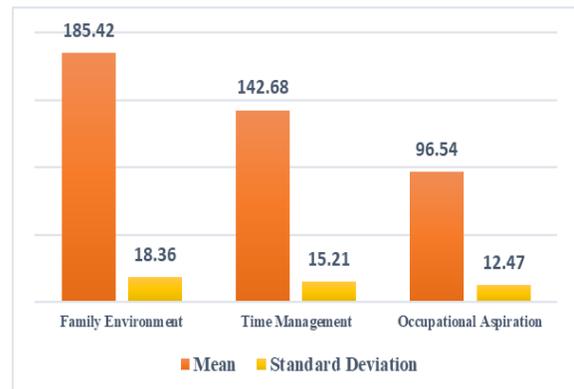
Mean, standard deviation, Pearson's product-moment correlation, multiple regression analysis, and mediation analysis were used.

#### Analysis and Interpretation

The results of the study are presented and interpreted in accordance with the stated objectives and hypotheses.

Table 1: Descriptive Statistics of Family Environment, Time Management, and Occupational Aspiration

Variables	N	Mean	Standard Deviation
Family Environment	200	185.42	18.36
Time Management	200	142.68	15.21
Occupational Aspiration	200	96.54	12.47



Objective 1: To study the level of family environment, time management, and occupational aspiration among degree students.

The descriptive analysis revealed that the mean scores of family environment, time management, and occupational aspiration were found to be at a moderate to high level among degree students. This indicates that the majority of degree students experience a reasonably supportive family environment, possess adequate time management skills, and hold moderately high occupational aspirations (Table 1). These results suggest that students are generally exposed to favourable psychosocial and personal conditions that support their career development.

Table 2: Relationship between Family Environment and Occupational Aspiration

Variables	N	r	Sig. (2-tailed)
Family Environment & Occupational Aspiration	200	0.52**	0.001

Significant at 0.01 level

Objective 2: To examine the relationship between family environment and occupational aspiration among degree students.

Related Hypothesis (H<sub>1</sub>): There is no significant relationship between family environment and occupational aspiration among degree students.

The Pearson's correlation analysis showed a significant positive correlation between family environment and occupational aspiration ( $r = 0.52, p < 0.01$ ) (Table 2). The result indicates that degree students who experience a positive and supportive family environment tend to exhibit higher occupational aspirations. Family factors such as encouragement, emotional support, and structured home atmosphere appear to enhance students' confidence and ambition toward future careers. Since the obtained correlation value is significant, the null hypothesis (H<sub>1</sub>) is rejected.

Table 3: Relationship between Time Management and Occupational Aspiration

Variables	N	r	Sig. (2-tailed)
Time Management & Occupational Aspiration	200	0.46**	0.001

Significant at 0.01 level

Objective 3: To find out the relationship between time management and occupational aspiration among degree students.

Related Hypothesis (H<sub>2</sub>): There is no significant relationship between time management and occupational aspiration among degree students.

A significant positive correlation was found between time management and occupational aspiration ( $r = 0.46, p < 0.01$ ) (Table 3). This result suggests that students with better time management skills are more likely to set higher occupational goals. Effective planning, prioritization, and efficient use of time help students remain focused on long-term career objectives, thereby strengthening occupational aspiration. As the relationship is statistically significant, the null hypothesis (H<sub>2</sub>) is rejected.

Table 4: Multiple Regression Analysis Predicting Occupational Aspiration

Predictor Variables	B	Std. Error	$\beta$	t	Sig.
Family Environment	0.38	0.06	0.41	6.33	0.001
Time Management	0.29	0.07	0.32	4.14	0.001

$R = 0.61, R^2 = 0.37, F = 57.62, p < 0.01$

Objective 4: To determine the predictive effect of family environment and time management on occupational aspiration among degree students.

Related Hypothesis (H<sub>3</sub>): Family environment and time management do not significantly predict occupational aspiration among degree students.

Multiple regression analysis revealed that family environment and time management jointly predicted occupational aspiration significantly ( $R = 0.61, R^2 = 0.37, F = 57.62, p < 0.01$ ) (Table 4). Both predictors were found to be statistically significant. The results indicate that family environment and time management together explain 37% of the variance in occupational aspiration. This shows that both family-related and personal self-management factors play a substantial role in shaping students' career ambitions. Family environment emerged as a stronger predictor, followed by time management. Since the regression model is significant, the null hypothesis (H<sub>3</sub>) is rejected.

Table 5: Mediation Analysis: Time Management as a Mediator between Family Environment and Occupational Aspiration

Path	$\beta$	t	Sig.
Family Environment → Occupational Aspiration (Total Effect)	0.52	8.12	0.001
Family Environment → Time Management	0.48	7.05	0.001
Time Management → Occupational Aspiration	0.46	6.78	0.001
Family Environment → Occupational Aspiration (Direct Effect)	0.34	5.21	0.001

Objective 5: To examine the mediating role of time management in the relationship between family environment and occupational aspiration.

Related Hypothesis (H<sub>4</sub>): Time management does not mediate the relationship between family environment and occupational aspiration among degree students.

The family environment was a significant predictor of occupational aspiration (total effect). The familial context was a key predictor of time management (Table 5). Time management was a strong predictor of occupational aspiration. Upon the incorporation of time management into the model, the direct influence of the home environment on occupational aspiration diminished however remained statistically significant. These findings indicate that time management partially mediates the relationship between family environment and occupational aspiration. A positive family environment enhances students' time management abilities, which in turn strengthens their occupational aspirations. However, family environment continues to exert a direct influence on occupational aspiration even after accounting for time management. As mediation is established, the null hypothesis (H<sub>4</sub>) is rejected.

#### VII. MAJOR FINDINGS OF THE STUDY

1. Degree students were found to possess moderate to high levels of family environment, time management skills, and occupational aspiration.
2. A significant positive relationship was found between family environment and occupational aspiration among degree students.
3. Time management was found to be positively and significantly related to occupational aspiration.

4. Family environment and time management together significantly predicted occupational aspiration, explaining a substantial portion of variance.
5. Family environment emerged as a stronger predictor of occupational aspiration compared to time management.
6. Time management was found to partially mediate the relationship between family environment and occupational aspiration, indicating that a supportive family environment enhances time management skills, which in turn strengthens occupational aspirations.

#### VIII. EDUCATIONAL IMPLICATIONS

1. Parents should be sensitized about the importance of providing emotional support, encouragement, and a structured home environment to enhance students' occupational aspirations.
2. Colleges and universities should organize workshops, seminars, and skill-development programmes focused on improving students' time management competencies.
3. Career guidance services should address both family-related factors and personal self-management skills while assisting students in career planning.
4. Teachers should encourage goal setting, planning, and self-discipline among students to promote higher occupational aspirations.
5. Educational institutions may design integrated interventions involving parents, teachers, and counsellors to foster a supportive environment for students' career development.

#### IX. LIMITATIONS OF THE STUDY

1. The study was limited to degree students, and therefore the findings may not be generalized to students at other educational levels.
2. The sample size and geographical area were limited, which may restrict the generalizability of the results.
3. Only family environment and time management were considered as predictors, while other influential variables such as motivation, self-efficacy, and socio-economic status were not included.

## X. DIRECTIONS FOR FUTURE RESEARCH

1. Future studies may include larger and more diverse samples from different regions to enhance generalizability.
2. Longitudinal studies may be conducted to examine changes in occupational aspiration over time.
3. Additional psychological variables such as achievement motivation, self-efficacy, stress, and emotional intelligence may be included in future research.
4. Experimental or intervention-based studies may be undertaken to assess the effectiveness of time management training programmes on occupational aspiration.
5. Advanced statistical techniques may be employed to explore complex relationships among variables.

## XI. CONCLUSION

The study examined the influence of family environment and time management on occupational aspiration among degree students. The findings revealed that both variables significantly contribute to students' occupational aspirations, with family environment emerging as a stronger predictor. Effective time management was also found to play a partial mediating role in the relationship between family environment and occupational aspiration. These results highlight the importance of supportive family conditions and the development of time management skills in enhancing students' career aspirations. Educational interventions focusing on family support and self-management competencies may therefore contribute meaningfully to students' occupational development.

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