

## **Career Decision-Making: The Interplay between Reason and Intuition in Frank Parsons's Model for Senior High School Students**

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### **Abstract**

This systematic literature review delves into the intricate dynamics of career decision-making for senior high school students within the framework of Frank Parsons's model. The findings unveil a nuanced interplay between reason and intuition, challenging conventional dichotomies and highlighting the coexistence of these cognitive processes. Contextual factors, encompassing socio-economic background, cultural norms, and educational environments, emerge as pivotal influencers shaping the roles of reason and intuition in decision-making. Additionally, the study identifies the developmental stage of high school students as a crucial determinant, emphasizing the evolution from intuitive exploration to reasoned decision-making. Significantly, the research underscores the pressing need for adaptive career guidance models. While Parsons's model remains foundational, its limitations in addressing the contemporary job market and diverse student needs necessitate a shift towards flexible and dynamic approaches. Integrating both rational and intuitive elements into career guidance programs is deemed essential for better preparing high school students to navigate the complexities of modern career decision-making. This study contributes valuable insights to the field, advocating for a holistic and adaptive approach that aligns with the multifaceted nature of career choices faced by senior high school students.

*Keywords:* Career decision-making, Frank Parsons's model, Senior high school students, Reason, Intuition

## **Introduction**

Career decision-making is a critical aspect of an individual's life, particularly for senior high school students who stand at the crossroads of academic pursuits and future professional endeavors. Frank Parsons, a pioneering figure in the field of vocational guidance, laid the groundwork for systematic career decision-making through his influential model (Parsons, 1909). Parsons emphasized the significance of rationality in career choices, urging individuals to assess their skills, interests, and values systematically. However, as the landscape of career choices evolves, it becomes essential to explore the interplay between reason and intuition in Parsons's model, especially in the context of senior high school students.

Parsons's model, developed in the early 20th century, established the foundation for modern career guidance theories. His approach emphasized the systematic assessment of individual traits and the alignment of these traits with suitable occupations (Kappia, 2006). Parsons's work formed the basis for subsequent models and theories such as Holland's RIASEC model and Super's life-span, life-space theory. Despite the enduring influence of Parsons's rational approach, recent research suggests a growing acknowledgment of the role of intuition in career decision-making.

Research conducted by Hennessy and Yip (2021) highlights the limitations of a purely rational approach and underscores the importance of considering intuitive processes in career decision-making. The dynamic nature of the job market, coupled with the increasing emphasis on soft skills and adaptability, has led scholars to question the exclusive reliance on rationality in career decisions. As such, there is a need to reexamine Parsons's model in light of contemporary perspectives that recognize the role of intuition as a complementary factor in decision-making.

This study aims to investigate the interplay between reason and intuition in the context of Frank Parsons's model, focusing specifically on senior high school students. By delving into the experiences of this demographic group, the research seeks to provide nuanced insights into how reason and intuition converge or diverge in the career decision-making process. The findings of this study are expected to contribute to the ongoing discourse on career guidance and inform the development of more comprehensive and adaptive models that align with the multifaceted nature of contemporary career choices.

## **Literature Review**

Frank Parsons's model, developed in the early 20th century, has long been considered a cornerstone in the field of vocational guidance (Parsons, 1909). The model emphasized a rational approach, urging individuals to assess their aptitudes, interests, and values systematically. Parsons laid the groundwork for subsequent career development theories, influencing scholars such as Donald Super and John Holland (Storck, 2004). While Parsons's model has been widely

adopted, the changing dynamics of the job market and advancements in psychological research have prompted a reevaluation of the exclusive reliance on rationality in career decision-making.

### **The Role of Reason in Career Decision-Making**

Parsons's model underscores the importance of reason in making informed career choices. By systematically evaluating one's abilities, preferences, and values, individuals can align their skills with suitable occupations. The structured nature of Parsons's model has been instrumental in providing a framework for career counselors and educators (Kidd, 2007). However, the evolving nature of the job market demands a reconsideration of the emphasis on rationality alone.

Research by Murtagh (2011) supports the continued relevance of rational decision-making processes in career development. They argue that a well-informed decision-making process, grounded in careful self-assessment and exploration of career options, is crucial for long-term satisfaction and success. This perspective aligns with Parsons's original emphasis on systematic assessment.

### **Recognizing the Role of Intuition**

Over the years, scholars have increasingly recognized the limitations of a purely rational approach to career decision-making. Soutanian (2023) introduced the concept of happenstance, emphasizing the importance of unplanned events and intuitive decisions in shaping one's career trajectory. This perspective challenges the deterministic nature of Parsons's model, suggesting that chance encounters and intuitive choices play a significant role in career development.

Intuition, defined as the ability to understand or know something without the need for conscious reasoning, has gained attention in career psychology (Baldacchino, et al., 2023). Julmi (2019) argue that intuition can serve as a valuable complement to rational decision-making processes. They propose that intuition may be particularly relevant in situations where individuals face uncertainty or ambiguity.

As the complexities of the modern job market continue to evolve, there is a growing consensus that career decision-making models should adopt a more comprehensive approach. Selin, et al. (2023) argue for an integrated model that combines both rational and intuitive processes. They suggest that such an approach can better account for the dynamic and unpredictable nature of career development.

Super's life-span, life-space theory also acknowledges the importance of both reason and intuition in career decision-making (Yao, et al., 2020). Super proposes that individuals navigate through various life roles and make career decisions based on both rational planning and subjective experiences. This perspective aligns with the idea that a balanced approach, considering both reason and intuition, is essential for effective career decision-making (Kilg, et al., 2023).

### **The Relevance to Senior High School Students**

Senior high school students represent a crucial demographic in the career decision-making process. As these individuals transition from formal education to the workforce or higher education, the decisions they make can significantly impact their future trajectories. Sepulveda-

Escobar and Morrison (2020) emphasize the importance of providing comprehensive career guidance to high school students, taking into account their developmental stage and the unique challenges they face.

The exploration of career options during high school is often a mix of rational assessments and intuitive responses to new information and experiences. In this context, understanding how reason and intuition interact in Parsons's model becomes particularly relevant. High school students may encounter situations where they need to rely on both systematic analysis and intuitive judgments to navigate the complexities of career decision-making.

While existing literature provides valuable insights into the individual roles of reason and intuition in career decision-making, there is a notable gap in understanding how these elements interplay within the context of Frank Parsons's model, especially for senior high school students. This study aims to address this gap by investigating the dynamics between reason and intuition in the application of Parsons's model and exploring how these dynamics may shape the career decisions of high school students.

The literature on career decision-making reflects a dynamic interplay between reason and intuition. Frank Parsons's model, with its emphasis on systematic assessment, has laid a strong foundation for understanding and guiding career choices. However, as scholarship has evolved, there is an increasing recognition of the need for a more comprehensive approach that integrates both rational and intuitive processes. The proposed study seeks to contribute to this evolving discourse by examining how reason and intuition interact in the application of Parsons's model specifically for senior high school students, shedding light on the nuanced dynamics that influence their career decisions.

## **Methodology**

The methodology employed for this study involved a systematic literature review to comprehensively investigate and analyze the existing body of research on the interplay between reason and intuition in the context of Frank Parsons's model for senior high school students. The systematic review process followed a series of well-defined steps to ensure rigor, transparency, and reproducibility.

A systematic and exhaustive search of relevant literature was conducted across various academic databases, including but not limited to PubMed, PsycINFO, ERIC, and Google Scholar. The search terms included combinations of keywords such as "Frank Parsons's model," "career decision-making," "reason," "intuition," and "high school students." Boolean operators (AND, OR) were used to refine search queries, ensuring the inclusion of pertinent studies.

In order to maintain the relevance and quality of the selected literature, explicit inclusion and exclusion criteria were established. Studies included in the review were required to focus on the interplay between reason and intuition within the context of Frank Parsons's model, with a specific emphasis on senior high school students. Articles not meeting these criteria or lacking empirical evidence were excluded.

The initial screening process involved reviewing titles and abstracts to determine the relevance of each identified study. Subsequently, full texts of potentially relevant articles were thoroughly examined to assess their eligibility based on the inclusion and exclusion criteria.

A systematic approach was employed to extract relevant data from the selected studies. Data extraction included key information such as the author(s), publication year, research design, sample characteristics, and major findings related to the interplay between reason and intuition in the application of Frank Parsons's model for senior high school students.

Quality assessment of the selected studies was conducted to evaluate the methodological rigor and credibility of the research. Established tools, such as the Joanna Briggs Institute Critical Appraisal Checklist for Analytical Cross-Sectional Studies, were utilized to assess the quality of quantitative studies. Qualitative studies were evaluated using criteria appropriate to their research design.

The synthesized data from the selected studies were subjected to a thematic analysis to identify recurring patterns, trends, and contradictions. The synthesis process aimed to draw meaningful conclusions regarding the interplay between reason and intuition in the application of Frank Parsons's model for senior high school students.

Given that this study involved a systematic review of existing literature, ethical approval was not required. However, ethical considerations were upheld by ensuring that all selected studies had undergone appropriate ethical review processes, as indicated in their respective publications.

## **Findings and Discussion**

### **Coexistence of Reason and Intuition in Career Decision-Making**

The systematic review consistently highlighted the coexistence of reason and intuition as fundamental elements in the career decision-making process for senior high school students within the framework of Frank Parsons's model (Parsons, 1909). Contrary to a perception of a dichotomy between rational and intuitive approaches, the findings underscored the dynamic interaction of these cognitive processes. Parsons's model, rooted in a systematic and rational assessment of individual traits, does not exclude the role of intuition. Instead, it was evident that high school students, while engaging in reasoned analysis of their skills and interests, also drew upon intuitive responses to situational factors and personal experiences in navigating career choices (Kilag, et al., 2023).

As students transition from adolescence to young adulthood, they grapple with the complexity of aligning their emerging self-identities with potential career paths. The concurrent utilization of both reason and intuition allows for a more holistic decision-making process, enabling individuals to consider not only their skill sets and interests but also to respond intuitively to the evolving dynamics of the job market and personal aspirations (Argyropoulou & Kaliris, 2018).

Contextual factors emerged as pivotal influences shaping the roles of reason and intuition in senior high school students' career decision-making processes. The literature indicated that external influences, including socio-economic background, cultural norms, and the educational

environment, played a crucial role in determining the balance between reason and intuition (Kilag, et al., 2023). For instance, students from different socio-economic backgrounds may rely on intuitive responses to navigate the financial aspects of career choices, while cultural norms may shape the perceived importance of aligning with familial expectations.

These contextual factors act as guiding forces that impact the relative emphasis placed on reasoned analysis versus intuitive decision-making. Understanding the nuanced interplay between these external factors and cognitive processes is essential for designing effective career guidance interventions that cater to the diverse needs of high school students.

The review emphasized the influence of the developmental stage of senior high school students on their decision-making strategies. As students progress through high school, they undergo cognitive and emotional development, impacting their ability to integrate reason and intuition effectively. Early stages of high school may be characterized by a more intuitive approach, driven by the exploration of personal interests and inclinations. However, as students mature, there is a noticeable shift towards a greater capacity for reasoned decision-making, grounded in a deeper understanding of their skills and the demands of potential careers (Argyropoulou & Kaliris, 2018).

Recognizing the developmental trajectory of decision-making strategies is imperative for tailoring career guidance interventions to align with students' evolving cognitive capacities. Early interventions may focus on fostering self-awareness and intuitive exploration, while later stages can emphasize structured assessments and reasoned decision-making strategies.

The synthesis of findings underscores the pressing need for adaptive career guidance models that acknowledge and accommodate the interplay between reason and intuition. While Frank Parsons's model continues to provide a valuable foundation, the evolving nature of the job market and the diverse needs of high school students call for a more flexible and dynamic approach (Super, 1990). The findings advocate for the integration of both rational and intuitive elements into career guidance programs to better prepare senior high school students for the complexities of contemporary career decision-making.

An adaptive approach recognizes the individuality of students and the variability in their decision-making processes. Career guidance programs should offer a spectrum of tools and resources that cater to both reasoned analysis and intuitive exploration, facilitating a more comprehensive and personalized decision-making experience (Kilag, et al., 2023). This adaptive model aligns with the dynamic nature of career trajectories and ensures that high school students are equipped with the skills and insights needed for successful and satisfying career choices.

The systematic literature review provides robust evidence supporting the coexistence of reason and intuition in the career decision-making process for senior high school students. Understanding the interplay between these cognitive processes, acknowledging the impact of contextual factors, recognizing developmental trajectories, and advocating for adaptive career guidance models collectively contribute to a nuanced and comprehensive framework for enhancing career counseling interventions in high schools. These findings offer valuable insights

for educators, counselors, and policymakers aiming to optimize career guidance strategies for the diverse needs of senior high school students.

### **Contextual Factors Shaping the Role of Reason and Intuition:**

The systematic literature review brought to the forefront the pivotal role of contextual factors in shaping the intricate dance between reason and intuition within the realm of career decision-making. The findings underscored that external influences, encompassing socio-economic background, cultural norms, and educational environments, wielded substantial influence in determining the delicate balance between reason and intuition (Deliu, 2020).

Within the socio-economic spectrum, disparities were evident in how individuals navigated the interplay of reason and intuition. For example, students from economically disadvantaged backgrounds might find themselves intuitively drawn to career paths that promise financial stability, relying on their instincts to navigate economic constraints (Huerta, et al., 2022). In contrast, their more affluent counterparts may have the luxury of placing a greater emphasis on reasoned analysis, considering a broader array of options unencumbered by immediate financial concerns.

Cultural norms emerged as another influential factor, shaping individuals' perceptions of the importance of reason and intuition in decision-making. In cultures valuing familial expectations and traditions, the decision-making process tended to be more influenced by intuitive responses, aligning with cultural norms and expectations (Kilag, et al., 2023). Conversely, in cultures that place a premium on individual autonomy and exploration, reason might play a more dominant role in career decision-making.

Educational environments further contributed to the contextual mosaic. The review highlighted that the nature of the educational setting could either bolster a reliance on reason through structured career guidance programs or encourage intuitive exploration through open-ended, experiential learning approaches (Gudeta, 2022). High schools offering comprehensive career counseling services may inadvertently guide students toward reasoned decision-making, while those with a more exploratory curriculum might foster a climate conducive to intuitive responses.

The interplay between these contextual factors introduced a dynamic element into the decision-making process. Certain contexts, by virtue of their socio-economic dynamics, cultural values, and educational philosophies, nurtured a greater reliance on reasoned analysis. In contrast, other contexts provided fertile ground for the blossoming of intuitive approaches to career decision-making. This nuanced understanding of contextual influences is essential for educators and counselors seeking to tailor guidance interventions that resonate with the diverse needs of high school students.

This intricate relationship between reason and intuition by unveiling the profound impact of contextual factors. The socio-economic background, cultural norms, and educational environments collaboratively sculpt the decision-making landscape, influencing the balance between reason and intuition. Acknowledging and understanding these contextual nuances are imperative for devising effective and culturally sensitive career guidance strategies, ensuring that

interventions resonate with the diverse tapestry of senior high school students' experiences and aspirations.

### **Developmental Stage and Decision-Making Strategies:**

The systematic literature review unveiled a significant finding pertaining to the influence of developmental stages on decision-making strategies among senior high school students. As students traverse the high school journey, the literature consistently pointed to the transformative impact of cognitive and emotional development, molding their ability to integrate reason and intuition in the decision-making process (Abubakar, et al., 2019).

The early stages of high school emerged as a period marked by a more intuitive approach to decision-making. During this phase, students, often in the process of self-discovery, tend to rely on intuition to explore personal interests and inclinations. The exploration of potential career paths is often guided by a sense of curiosity and a desire to understand one's own preferences and aspirations. Intuitive decision-making during these initial stages allows students to navigate the myriad possibilities before them without feeling constrained by predefined goals.

As high school students progress through their academic journey, the literature suggested a noteworthy shift toward a greater capacity for reasoned decision-making in later stages. The maturation of cognitive faculties and the accumulation of educational experiences contribute to a more structured and analytical approach. During this phase, students exhibit an enhanced ability to assess their skills, interests, and values systematically. The incorporation of reason becomes more prominent as they weigh the long-term implications of their career choices against their evolving self-awareness.

Understanding these developmental nuances holds paramount importance for tailoring effective career guidance interventions. Early interventions may benefit from acknowledging and encouraging intuitive exploration, allowing students the freedom to discover their passions. In contrast, interventions in later stages can strategically emphasize structured assessments and reasoned decision-making strategies, aligning with the students' enhanced cognitive capacities (Laureiro-Martínez and Brusoni, 2020).

The dynamic nature of decision-making strategies throughout the high school years. Recognizing the developmental trajectory allows educators and career counselors to fine-tune their interventions to meet students where they are in their cognitive and emotional development. By aligning career guidance strategies with the evolving capacities of high school students, practitioners can provide more targeted and impactful support, ultimately aiding students in making informed and personally resonant career decisions.

### **Need for Adaptive Career Guidance Models:**

The synthesis of findings from the systematic literature review resoundingly highlights the imperative need for adaptive career guidance models that adeptly acknowledge and accommodate the nuanced interplay between reason and intuition in the decision-making processes of senior high school students. While Frank Parsons's model has served as a foundational framework, the evolving dynamics of the job market and the diverse array of needs

among high school students necessitate a departure from rigid models toward more flexible and dynamic approaches (Robertson, 2022).

Frank Parsons's model, designed in the early 20th century, provided a structured and rational foundation for career decision-making. However, the contemporary landscape of careers is marked by unprecedented changes, including the rise of gig economies, rapid technological advancements, and a greater emphasis on soft skills (Kilag, et al., 2023). In light of these transformations, the findings underscore the inadequacy of a one-size-fits-all model and emphasize the necessity of adaptability.

The diverse needs of high school students further underscore the call for adaptability in career guidance models. Students enter high school with distinct backgrounds, aspirations, and developmental trajectories. An adaptive model recognizes this diversity, acknowledging that different students may benefit from varying degrees of structure and intuitive exploration (Laureiro-Martínez and Brusoni, 2018). By embracing a flexible approach, career guidance programs can cater to the individualized needs of students, ensuring that interventions resonate with their unique attributes and circumstances.

The findings emphasize the importance of integrating both rational and intuitive elements into career guidance programs. This integration aligns with the multifaceted nature of contemporary career decision-making. Students benefit from structured assessments that help them understand their skills and interests, while simultaneously having the space to explore intuitively, responding to the dynamic and unpredictable aspects of the job market (Kilag, et al., 2023).

The call for adaptability resonates not only with the evolving job market but also with the diverse needs and developmental stages of high school students. Recognizing the limitations of traditional models and embracing a more fluid and integrated approach ensures that senior high school students are better equipped to navigate the complexities of modern career decision-making, leading to more informed and satisfying career choices.

The systematic literature review illuminates a nuanced understanding of the interplay between reason and intuition within the context of Frank Parsons's model for senior high school students. The findings underscore the coexistence of these cognitive processes, the influence of contextual factors, the developmental trajectory of decision-making strategies, and the necessity for adaptive career guidance models that account for the dynamic nature of the career decision-making process. These insights contribute to the ongoing discourse on effective career counseling and provide valuable implications for practitioners and policymakers seeking to enhance the quality of career guidance interventions for high school students.

## **Conclusion**

This systematic literature review has provided comprehensive insights into the interplay between reason and intuition within the context of Frank Parsons's model for senior high school students. The findings underscore the dynamic nature of career decision-making, emphasizing the coexistence of reason and intuition as influential factors in shaping the trajectory of students' vocational journeys.

The coexistence of reason and intuition emerged as a central theme, challenging any dichotomous view of these cognitive processes. Instead, the review revealed that high school students navigate the complex terrain of career choices by synergizing reasoned analysis of their skills and interests with intuitive responses to situational factors and personal experiences. This nuanced understanding contributes to a more holistic perspective on decision-making processes.

Contextual factors, including socio-economic background, cultural norms, and educational environments, were identified as crucial influencers shaping the roles of reason and intuition. The recognition of these contextual nuances is vital for designing culturally sensitive and effective career guidance interventions that resonate with the diverse needs of high school students.

The developmental stage of high school students emerged as a key determinant in decision-making strategies. The early stages often involve intuitive exploration driven by self-discovery, while later stages exhibit a greater capacity for reasoned decision-making. This developmental trajectory underscores the importance of tailoring interventions to align with the evolving cognitive capacities of students.

Moreover, the study highlighted the pressing need for adaptive career guidance models. Frank Parsons's model, while foundational, was deemed insufficient in addressing the contemporary complexities of the job market and the diverse needs of high school students. The call for adaptability emphasizes the necessity of integrating both rational and intuitive elements into career guidance programs, providing students with a more flexible and dynamic approach that aligns with the multifaceted nature of modern career decision-making.

This research contributes to the ongoing discourse on effective career counseling interventions for senior high school students. The findings advocate for a holistic and adaptive approach that acknowledges the coexistence of reason and intuition, considers contextual factors, recognizes developmental nuances, and responds to the evolving landscape of the job market. By embracing these insights, educators, counselors, and policymakers can better equip high school students with the skills and guidance needed for informed and personally meaningful career choices.

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