A Retrospective study: ‘What informs the occupational choice of Adolescents?’

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The impact of the transition from primary to secondary school on occupational choice in adolescents: A Retrospective study

Abstract

Background: Occupational choice has received little attention in research, with most research conducted thus far focusing on disadvantaged individuals. Literature indicates that the transition from primary to secondary school is a pivotal period in an adolescent’s life, and as adolescence can be a time where mental health issues become prominent, the importance of choosing meaningful and purposeful occupations cannot be underrated.

Objective: This study retrospectively explored what informs the occupational choice of young adolescents, during the critical transition from primary to secondary school. It gained in-depth data from the perspective of older adolescents who reflected on their occupational choices made during this transition.

Method: Semi-structured, photo elicited interviews were conducted with 5 participants exploring the constraints and sovereignty informing occupational choice. A broad qualitative approach was used, guided by a social constructivist and critical theory paradigm. Data was analysed using NVIVO and Braun and Clarkes (2006) stages of thematic analysis.

Findings: Occupational choices are not autonomous and are contextually governed, as presented by 3 emerged themes: the person as an enabler and barrier to occupational choices, environmental contexts and the circle of influence surrounding individual’s lives.

Conclusion: The findings highlight the role of contextual factors involved in occupational choice, providing insight into the external and internal nature of the decision-making processes with adolescents during a significant transition. Choices appear to have been made not only through personal interests, but necessitated actions to survive new peer and societal expectations, which have an implication on practice.
Introduction
Occupational choice refers to a person choosing an occupation based upon person and environmental changes (Creek and Lougher 2011). It is underpinned by occupational justice, a belief that everyone has the right to participate in diverse occupations (Durocher et al 2014). 10 - 20% of children and adolescents have mental health difficulties globally (Kieling et al 2011). Adolescents encounter many challenges in life including the transition from primary to secondary school (Rae, 2014), which is associated with a dynamic set of changes involving mental wellbeing (Phillipson and Ku 2014), educational attainment (West et al 2010) and social adaptation (Mackenzie et al 2012). This study explores what informs adolescent’s occupational choice and redirects occupational justice as being an underlining facet in the ability to engage in person-driven choices. The empirical themes emerged may address future implications for practice, ensuring adolescents have the choice to maintain healthy and meaningful occupations during challenging transitions.

Occupational Choice and justice
Decisions involving occupation are developed through a transactional relationship between a person, community and their environmental context (Galvaan 2010). Research into adolescents’ occupational choices, are largely focused on physical activity (Knowles et al 2013), and career choice (Jones 2010), with limited research referring to broader occupations. Occupational choice is governed by a multitude of external factors including the environmental context and political and structural frameworks (Townsend and Polatajko 2007). Such influences, in conjunction with cognitive and physical development, are identified as risk and protective factors for either positive or negative experiences in adolescence (Lerner and Steinberg 2004). Theorists argue that each person has innate occupational capacities and needs, which rightfully can be exercised in order to support wellbeing (Durocher et al 2014). Social barriers, preventing occupational justice, may be a factor informing adolescent choices, as social adjustment is associated with the transition (Mackenzie et al 2012).

Adolescence and the Transition from primary to secondary school
Adolescence is an important and vulnerable developmental stage, and considered a time when risky decision-making can occur (Defoe et al 2015). The transition from primary to secondary can be difficult for adolescents as there are many adjustments, including social,
educational and behavioural (Rae 2014). Transition, a shift from one setting to another, incorporates a physical repositioning and psychological readjustment (Tobell 2014). A longitudinal study found five identifying factors influencing the transition outcome, including friends and self-esteem, routines, personal interest, parents and curriculum continuity (Evangelou et al 2008), which is reflected in the findings of this study.

Current Research
Research indicates that social factors and emotions play a significant role in the decision making process of adolescents (Blakemore and Robbins 2012). A qualitative study on occupational choice in marginalised South African adolescents, supported literature on the significant impact of the social environment on an adolescent (Galvaan 2015). Similar to the study, a qualitative study by Gallagher et al (2015) pertaining to occupational choice in a disadvantaged Irish community, found that choices are made out of a necessity driven by expectations enforced by society. This highlights the limited disparity between cultural contexts in relation to occupational choice. Gallagher et al (2015) found that lower income and disadvantaged communities regarded choice as a weapon to increase their social standing, and were perceived as limited due to their surrounding context. The current study did not focus on socioeconomic background but acknowledges it as a factor potentially influencing occupational choice.

Although the research highlighted has provided valuable insight into adolescents’ occupational choices, it is specific to marginalised/disadvantaged groups. This retrospective study aims to understand what informs adolescent’s occupational choice after the transition from primary to secondary school.

Methodology
Design
This qualitative research study explores the lived experiences of adolescents and what informs their occupational choice during the transition into secondary school. A social constructivist and critical theory paradigm guided the study. Critical theory explores the power relations between society and factors, such as gender and ethnicity (Asghar 2013). It aims to acknowledge an injustice within society, highlighting differing approaches to overcome problems (Asghar 2013). From a social constructivist perspective, civilisation is
socially constructed (Alvesson and Skoldberg 2009) and it is through experiences in the social world that reality is formed (Berger and Luckmann 2011). This study follows a broad qualitative approach, guided by such paradigms, as they relate to societal injustices preventing engagement in meaningful occupations. Although methodological theories guide research, no singular theory can truly delve into the meaning of thoughts (Avis 2003), thus highlighting the justification for no singular approach to understanding occupational choice.

**Participants**

5 participants were recruited (as shown in table 1.2). A retrospective method was used as older adolescents have a stronger level of independent thinking and are less prone to external influences guiding their answers (Gardner and Steinberg 2005).

**Table 1.2: Participant Information**

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Age</th>
<th>Gender</th>
<th>Home Dwelling</th>
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<tbody>
<tr>
<td>1. Nikki</td>
<td>18</td>
<td>Female</td>
<td>Rural</td>
</tr>
<tr>
<td>2. Maggie</td>
<td>19</td>
<td>Female</td>
<td>Urban</td>
</tr>
<tr>
<td>3. Andrew</td>
<td>19</td>
<td>Male</td>
<td>Suburban</td>
</tr>
<tr>
<td>4. Evie</td>
<td>18</td>
<td>Female</td>
<td>Rural</td>
</tr>
<tr>
<td>5. Niamh</td>
<td>18</td>
<td>Female</td>
<td>Rural</td>
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Participants were recruited via snowball sampling. It is dependent on differing social networks and refers to the researcher gaining access to participants through other informants (Noy 2008). In this case, the interviewees were a convenience sample recruited through other interviewees. This was completed through the researcher’s acquaintance, who had a friend whose daughter met the inclusion criteria (refer to table 1.1).

**Table 1: Inclusion Criteria**

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<tr>
<td>1.</td>
<td>To be 18-19 years of age</td>
</tr>
<tr>
<td>2.</td>
<td>To be fluent in verbal English</td>
</tr>
<tr>
<td>3.</td>
<td>To have experienced the transition from primary to secondary school</td>
</tr>
<tr>
<td>4.</td>
<td>To be represent middle class society</td>
</tr>
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**Data Collection**

Semi-structured, photo elicited interviews were conducted. Semi-structured interviews are generally the sole form of data collection in qualitative research (DiCi-cco et al 2006). These
interviews followed an interview guide which were based upon 15 photos representing adolescents’ potential occupations, and provided by the principle researcher. They used open-ended questions, increasing flexibility, and enabled further exploration of the topic (Qu and Dumay 2011). Photo elicitation was used with the 15 photos to create a medium for discussion (Wang 2006) and encouraged recall among participants. Participants were informed verbally and visually, regarding the purpose of the study, and signed a consent form preceding this (Hammersley and Traianou 2012). Participants were informed prior to commencing of the time frame of the interview (Walker 2007). Interviews ranged from 14 to 32 minutes. Dates and times of the interviews were arranged in advance and conducted in the home of the participants, in rooms with minimal background noise.

**Data Analysis**

Manual and computer assisted methods of analysis were used, as such efforts can increase rigour and the quality of results (Welsh 2002). The interviews were audio recorded, transcribed verbatim and entered into a protected word document, which was transferred into NVIVO 10 software for analysis. The recordings were destroyed once the data was transcribed to protect the anonymity and confidentiality of the participants. Thematic analysis was used, following guidelines from Braun and Clarkes 6 stage analysis to identify emerging themes. It is a supported and structured analysis tool which facilitated an in-depth extraction of the data (Braun and Clarke 2006).

**Trustworthiness**

Strategies to maintain credibility, transferability and dependability (Pitney and Parker 2009), which facilitate validity and reliability, were implemented by different methods including debriefing sessions with the project supervisor which reduced flaws within the study (Shenton 2004). Improved tactics to safeguard the information contained from participants was facilitated by giving participants the opportunity to withdraw from the study (Shenton 2004). Reflexivity was used by the researcher to re-evaluate the progress of the study (Shenton 2004) and reduce researcher bias or personal interpretation of the data transcribed (Morrow 2005). Reflexive strategies used were reflective notes and supervision at both an academic and peer level.
Ethical Considerations

An ethics proposal was drawn and accepted by the University’s ethics board. Considerations were derived from the ‘The Economic and Social Research council’ (Hammersley and Traianou 2012) and included:

1. Transparency, quality and integrity.
2. Participants made an informed decision to commit to the study by reading an information sheet provided prior to agreement.
3. Confidentiality and anonymity were maintained as removing identifying data and allocating pseudonyms (Walker 2007).
4. Participants were informed that they could withdraw at any time, ensuring their safety and consent was maintained throughout the process.

(Hammersley and Traianou 2012)

Findings

Findings from the 5 interviews highlight that occupational choice is not an autonomous decision and is both constrained and enabled by social, environmental and personal context. Three salient themes emerged from the data analysed, which captured the transitional influences impacting occupational choices; the person as an enabler and barrier to engagement in meaningful choices, environmental contexts impacting decision-making, and the circle of influence guiding occupational choice, all of which are in line with previous research.

Figure 2.1: Emerging themes from data analysed
The person: enabler or barrier to engagement in meaningful choices?

This study identified the person in the form of attributes, preferences and growth, as a factor which presented as a barrier or enabler for engaging in occupational choice. In terms of personal attributes, information from the participant’s reflected that those who presented as outgoing and confident in personality had a tendency to make more informed and person driven choices. Such positive enabling attributes promoted autonomous decision-making in terms of choosing an occupation based upon own preferences.

“I would have been very outgoing and been... kind of... okay with talking to the wall... I did things that I wanted to do...” (Maggie).

Maggie further discusses her shift in confidence from primary to secondary school as altering from a state lacking “inhibitions” to increased self-consciousness, as she didn’t “really have that kind of bravery to walk up and do something like that so it’s a slower process to make friends in secondary school”. This drove Maggie to make less person driven choices, and more socially accepted ones. Those who had no significant difficulty during the transition, also recognised that personal factors and attributes, dictated how you survived and the level of choice you had.

“...the more quieter people tended to wanted to fit in and be cool, so didn’t want to do something even if it was a sport that might have pulled their attention their way” (Nikki).

Adolescents who were more ‘reserved’, ‘shy’ and ‘quiet’ had a tendency to choose occupations dictated by the perspective of those in their immediate surroundings.

Participants acknowledge that personal preference is a significant area of acknowledgement. Previous experience or having a known interest in a particular occupation lent itself to occupational choice as an enabler, as people chose occupations that represented a form of familiarity in a state of evolving change.

“I didn’t stray far from what I knew obviously...” (Andrew)

A lack of previous experience regarding school subjects was demonstrated as having an effect on subject choice at secondary school level, which may have implications beyond the transition from primary to secondary school, possibly effecting eligibility to college courses and employment prospects.
A Retrospective study: ‘What informs the occupational choice of Adolescents?’

“If people were given more in primary school they may have a better understanding of things in first year and not be ... put off by subjects coz they haven’t tried them before...” Niamh

As participants transitioned into 1st year, many noted the change and growth in themselves as emerging into a more mature, independent person. The increased sense of independence and freedom enabled the participants and increased occupational choice, as it reduced restrictions and constraints.

“In first year ya seem more grown...mature... you were given more freedom to kind of do things...I think you grow up very quickly” (Niamh)

Environmental context impacting upon decision-making

Concepts of a constrained versus unrestricted environment were described and identified as salient factors in inhibiting or enabling occupational choice. The school environment, representing, both the physical space, and the change in structure, was expressed by participants as both a barrier and enabler to occupational choice. The availability of resources coincided with the school you attended and significantly impacted the decision-making process.

“In secondary school there was just constant opportunities to do different things because sports as kind of one thing, but then you had science fairs...whereas in primary school ya wouldn’t have that kind of stuff” (Maggie).

However, in Evie’s secondary school, she was more limited in her selection of choices in relation to sports. For example, the football team was more directed towards ‘the older girls’ as opposed to her age, and it was an occupation which she wanted to be present in “100%”. Niamh described a similar circumstance in relation to the physical environment, and how it was responsible for impinging upon her choices, as it placed restrictions on the ability to engage in previously meaningful occupations.

“...in primary school you’d always be out and you’d always be playing... in secondary school there just wasn’t anywhere to go to play...” (Niamh)

The unfamiliar environment reduced engagement in familiar occupations, creating an ‘uncomfortable’ and ‘anxious’ atmosphere and feeling amongst some participants.
The structured environment in first year was not graded sufficiently, and left participants unprepared, decreasing their available time to participate in chosen occupations

“Usually in primary school you would do your homework on Friday and have the weekend off, whereas you would just have a pile of homework to do in first year” (Maggie)

The disconnect from teachers created by the change in school structure was not well received, as some participants felt their teacher was unmotivated which transferred onto the student as well.

“…different school, different teacher...it all makes a difference like...if your teachers crap and isn’t into it ... then how are you supposed to get into it?” (Evie)

The home environment, in terms of location, determined the direction in which choices were led. Living in an area surrounded by a green environment encouraged positive choices, which largely centred on exercise, or sporting occupations and socialisation.

“it was all green around me, still is, so I suppose I made use of it and spent time outside instead of behind a computer” (Nikki).

For Andrew, whose environment was in a more suburban setting, he still related his environment to meaningful occupations with respect to socialising with friends “…up to the estate. We’d just walk up there and meet and that”.

**Circle of influences guiding occupational choice**

A common theme highlighted throughout the interviews, was the inner and outer circle of influences which had direct impacts upon occupational choice. In primary school, all participants expressed their parents as influential/governing bodies, which impacted their ability to engage and choose favoured occupations, as their dependency linked with permission. However, in first year this changed and parents became more open to their children’s concept of independent occupational choice, as in the case of Nikki.

“In 6th class I’m not sure I would have been allowed by my parents…but then in first year I was allowed to go ...to town with my friends, at the weekends and go shopping... (join) facebook” (Nikki).
There was a shift in influence in first year from parents to *peer influences*. The impact of peers in terms of classmates and friends was a focal point in all interviews and was a defining element for engagement in either positive or negative occupations.

“Peer pressure and friends are big factors... ya can see it like...in school ya can see people just doing things to fit in and not drag attention to yourself that will make ya stick out like a sore thumb...” (Maggie).

The combination of the pressure from the change during the transition and the increased peer pressure in first year was particularly relevant for Evie, who was the only participant who went to a mixed secondary school, before moving schools to an all-girls school. Evie argues that there was increased pressure from friends and classmates to maintain a certain image which affected her significantly, as it occupied her time and directed her choices to be solely image led.

“I just wasn’t me and I was freaking out like...wanting to look a certain way all the time... being angry and upset over things if it didn't look right”

Evie’s occupational choices seemed to be motivated by trying to avoid persecution and negative outcomes among friends, rather than being intrinsically motivated. Therefore, it created an environment that decreased personal development and self-esteem.

“In first year I was just so concerned with everyone else ya know? ...it was so stupid... it ruined it like...I was too much thinking of what everyone else thought that I suffered from it” (Evie).

Although other participants did not experience the extent of pressure from friends and classmates, they acknowledged it as an area of difficulty and some even witnessed it amongst other students.

“people getting pushed into doing things or getting eh...picked on like.. it kinda depends on how ya start school I suppose...” (Andrew).

*Societal influence* was also an impacting force in regards to occupational choice. The concept of “following the trends” was identified amongst participants as a key area influencing their decisions to engage in occupations such as sports, shopping, or image focused occupations.

“I suppose just following the norm at the time...sounds kind of bad when I look at it like that” (Nikki).
The trends presented in society would have filtered down and been promoted as the popular thing to do amongst peers, therefore, interlinking society with friends.

“...I suppose the whole like trends of clothes and being like 'ohhh they're wearing that so I'm wearing that', and ya would try and wear the same clothes” (Maggie).

Discussion

This study provides insight into the experiences of adolescents during a critical transition, and the governing factors influencing their occupational choices. It highlights that occupational choice is not an autonomous decision, and through an occupational justice perspective, occupational choice is defined by internal and external factors, which appear to be informed by a need to fulfil personal and societal expectations. Findings from the study are supported by Erickson’s identity vs role confusion life stage theory, which asserts that adolescence is a stage in which individuals strive to find their role and identity within society, which may direct them on different occupational pathways (McLean and Syed 2014).

The theme of ‘the person as an enabler and a barrier to occupational choice’ is reflective of the core principles of occupational therapy, centralising the person as an active participant in their own lives and choices (Creek and Lougher 2011). Adolescent’s choices are perceived as being directly impacted by individual differences, largely associated with personality factors and personal development, which is accompanied by the transition (Hanewald 2013) and have a significant impact upon choices and the decision making process (Appelt et al 2011). Adolescents in the current study made either safe or risky occupational choices based upon their character and personality, which had direct repercussions on their mental and physical wellbeing and, for Evie and Andrew, their educational attainment. This may account for the increase in body dissatisfaction among adolescents (Bucchianeri et al 2013). The findings correlate with a review conducted over a 10 year period, which denotes that decision-making among adolescents is a complex and multifaceted process involving personal capacity, experience, and the ability to self-regulate emotional responses (Albert and Steinberg 2011).
The *environmental context, impacting the decision making process*, is interwoven in many models of practice supporting the current findings and demonstrating the inherent role the environment plays in facilitating or preventing engagement in occupations (Duncan 2011). Through an occupational justice perspective, the current study represents the role of the environment in marginalising choices and creating an injustice and barrier to engagement (Durocher *et al* 2014), due to limited resources, increased time constraints, reductions in green spaces, and lack of teacher involvement/familiarity, subsequent of the transition. This notion is supported by a longitudinal study which found significant environmental differences in primary school compared to secondary school (Harrison *et al* 2016), which disrupts previously learned behaviours (Ding 2008). The disparity between teachers and their level of input was found to be a salient concept of self-motivation by participants in acting as a barrier to positive choices. Teacher’s level of input is fundamental in the ongoing facilitation of a positive learning environment and students who feel supported experience positive mental wellbeing, choosing safer occupations supporting educational attainment (Bru *et al* 2010).

Adolescents particularly found a connection between the physical environment and physical activities. Although participants were middle class, and lived in advantaged areas, their choices were easily decreased due to a lack of resources following the transition regarding the physical location, which coincides with Gallagher *et al* (2015). Therefore, adolescents can encounter environmental barriers in all pathways of life, which needs to be considered not just in respect to disadvantaged areas. A systematic review concerning physical activity and the school environment, found that not only facility provision and resources are key motivators, but perceived encouragement through the respective lens of the children is key to physically active choices (Ridgers *et al* 2012). The importance of location was further supported by a study which found that those who lived in rural, green areas, like the participants, had an increase in physical activity, while those in busier more commercial areas displayed more sedentary behaviour, indicating how the environment is a predictor of occupational choices (Rodriguez *et al* 2011).

The study outcome predominately pertains to adolescent’s *circle of influence*, relating to family, peers, friends and the wider community, as strong predictors of occupational choice. The findings suggest that there appears to be an innate need to form decisions in
parallel with those in their inner and outer circle. This appears congruent with current research on occupational choice and the need to maintain connections with friends as having an instrumental effect on occupational choice (Gallagher et al 2015). In fact, when comparing this study to Gallagher et al (2015), the most similar research on occupational choice, adolescent girls from very different socio-economic backgrounds have very similar representations of occupations and influences in terms of status, and image. This suggests that we need to remove ourselves from the immediate environment, and be cognisant of outside influences, and why young girls feel the need to create a hierarchy based upon body image and status, rather than self-worth and character. This hierarchy and pressure is a long withstanding issue as adjustment difficulties to both the school and ‘peer social system’ have become an increased occurrence (West et al 2010).

There was one outlier who had major difficulties during the transition and noted that peer pressure was dominant among both her peers and friends, which heavily influenced her choices negatively. This is solidified by Pratt and Georges (2005) study which confirmed an underlying tension and conflict within female friendships. The current study suggests that there is a greater weight on preserving a certain level of image, particularly evidenced by Evie, whose choices were solely image led, in order to reach and maintain societal and peer expectations, indicated as being a consequence of a co-educational system. However, the concept of single-sex versus coeducational schools does not report significant differences in research, as indicated by a meta-analysis (Pahlke et al 2015). Although, regarding victimisation, studies which were analysed illustrated a higher percentage of victimisation in coeducational schools among girls, in comparison to single sex schools, which coincides with the difficulties expressed by Evie, and acknowledged by all other adolescents.

**Limitations**

The study aimed to recruit 6-8 participants, however, 5 were recruited. A larger sample size would have increased the diversity of the participants, as those recruited were all outgoing and with similar socio-economic and cultural backgrounds (Marshall et al 2013), which is not reflective of a true representative sample. Attempts were made to gain access to more participants via those already consented, however, this was unsuccessful, suggesting the snowball method of recruitment was a limitation.
The interviews were disjointed at times, however, this may have been due to the interviewer’s lack of experience at qualitative research, which may have impacted the results negatively. The study was retrospective and recall at times was difficult for the participants, however, as the interviews were photo elicited, this enabled the participants at it encouraged active reflection.

Member checking could have been conducted to improve the quality of the data, ensuring rigour of the study (Houghton et al 2013). However, the project was limited by time constraints reducing the opportunity to facilitate such methods.

**Implications for future research**

The results of the current student must be interpreted with caution due to the limitations presented. Future research should be conducted with a larger and broader sample size, through a different recruitment process, such as gaining access to a youth organisation or school, to gain in-depth data from a true representative sample. This would be inclusive of a broader spectrum of adolescents, which have different socio-economic class, cultural contexts and backgrounds, as this would allow for a comparison to be made within research, increasing generalisability and transferability (Marshall et al 2013).

From an occupational justice perspective, it would be interesting to look specifically at co-educational schools, as it greatly impacted Evies’ mental wellbeing. There is limited research into the connection between co-educational schools and body-image, particularly body dissatisfaction, which has significant implications for self-esteem, depression and eating disorders, as indicated by a longitudinal study of 882 adolescents (Ferreiro et al 2014). Further research into the impact of co-educational schools on occupational choice, specifically during the transition from primary to secondary school, may inform society of whether such school formats is detrimental to occupational choice and act as a barrier to health.

**Implications for occupational therapy**

This research provides key areas of consideration for occupational therapists working with adolescents to look beyond the person, to more extrinsic influences. Occupational therapists need to promote proactive rather than reactive strategies during times of transition (Doll and Cummings 2007), to tackle barriers to adolescents’ occupational
choice. A systematic review and meta-analysis reported that mindfulness based school interventions can improve psychological well-being and resilience to stress (Zenner et al 2014). This may reduce the negative repercussions associated with disengagement in desired occupations, reducing reported adolescent mental health difficulties and increased constraints on adolescent services such as CAMHS. The National Institute of Mental Health has started funding research into proactive strategies to promote preventive measures, rather than curative ones (Glisson and Schoenwald 2005, US Department of Health 2005).

Occupational therapy is a diverse profession which not only focuses on physical interventions, but they also have a political element and an obligation to help instil policy (Pollard and Kronenberg 2008), which is a pre-emptive measure supporting its principle foundations. Therefore, occupational therapists should advocate for adolescents in school policies regarding the curriculum, to allow for the necessitated time to support the wellbeing of adolescents, through therapeutic occupations in the presence of challenging transitions (Canadian Occupational Therapy Association 2008).

**Conclusion**

Literature relating to the Model of Human Occupation argues, that occupational choice involves making a decision which has a fundamental impact upon a persons’ life (Kielhofner 2008). Adolescents face many challenges, including the transition from primary to secondary school, which can have a direct impact on the choices they make (Rae, 2014). This research explores what informs the occupational choice of adolescents during the transition from primary to secondary school. A broad qualitative approach, utilising semi-structured, photo elicited interviews was used to gain in-depth experiences (Wang 2006).

Findings suggest that occupational choice is not an autonomous decision, and is facilitated through a means of maintaining connections and expectations with influencing life figures (Gallagher et al 2015). Other themes that emerged include the person as both an enabler and barrier for meaningful choices and the environmental context impacting upon decision-making regarding occupations. Occupational justice is interlinked with choice and to facilitate independent choices, injustices must be confronted with more than the disadvantaged populations (Gallagher et al 2015, Galvaan 2015). Knowledge of factors which may inhibit or promote engagement in
meaningful occupations, will lend itself to current literature, promoting the importance of occupational choice in leading a balanced, and healthy life.
References


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