



INTERNATIONAL JOURNAL OF TRENDS IN EMERGING RESEARCH AND DEVELOPMENT

INTERNATIONAL JOURNAL OF TRENDS IN EMERGING RESEARCH AND DEVELOPMENT

Volume 2; Issue 3; 2024; Page No. 190-194

Received: 05-03-2024

Accepted: 13-04-2024

A study on assessment of career awareness of higher secondary school students

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Abstract

One of the most significant decisions in a person's life is their profession choice. One of the core facets of human growth is career development, which is also seen as a significant part of psychosocial development. How one spends their time, what skills and values they embrace, who they choose as friends and life partners, where they live, and the kind of family life they choose are all greatly influenced by their profession choice. Even though choosing a career is so crucial, our teens and young adults frequently make these decisions without any consideration, planning, or assistance. India has a lot of human capital, yet its human development is lacking. The rate at which job possibilities are being created has not kept up with India's rapid expansion. Youth and the government have two main concerns: underemployment and unemployment. The nation needs to put more effort into developing courses that meet the needs of industry, align course content with India's development needs, and give students job and life skills. One of the most significant decisions a person must make during adolescence is their career. Both the individual and society at large benefit from it. Choosing a career is a difficult process. Finding a career that one could succeed at comes after first understanding oneself in relation to work. Choosing a career does not start with choosing a career. One of the pillars of professional development theory is the professional Decision Making Self Efficacy (CDMSE) construct. Two emerging trends have led to increased attention to CDMSE in the field of vocational psychology: the number of high school and college students experiencing vocational indecision has been rising, and most university Counseling Centers' clientele consists largely of undecided students seeking career guidance.

Keywords: Decision making self-efficacy, career awareness, higher secondary school students

Introduction

The Indian educational system and its methods of operation were unable to fully account for the realities on the ground regarding career choices. Depending on the level of social prestige, poor decisions are frequently made. Due to their poor occupational performance, many students are unable to generate appropriate societal rewards from their work. Numerous studies demonstrate that a student's success in their profession is significantly influenced by the amount and caliber of career knowledge they possess during their adolescence. According to the literature currently available on Indian students' career choices, there is less indication that the students' choices at this point are realistic and psychologically sound. In India, parents and students place a great deal of emphasis on their children's cognitive development.

One of the most significant decisions in a person's life is their profession choice. One of the core facets of human growth is career development, which is also seen as a significant part of psychosocial development. How one spends their time, what skills and values they embrace, who they choose as friends and life partners, where they live, and the kind of family life they choose are all greatly influenced by their profession choice. Even though choosing a career is so crucial, our teens and young adults frequently make these decisions without any consideration, planning, or assistance. The Indian educational system and its methods of operation were unable to fully account for the realities on the ground regarding career choices. Depending on the level of social prestige, poor decisions are frequently made. Due to their poor occupational performance, many students are unable to generate appropriate societal rewards from their work.

Numerous studies demonstrate that a student's success in their profession is significantly influenced by the amount and caliber of career knowledge they possess during their adolescence. According to the literature currently available on Indian students' career choices, there is less indication that the students' choices at this point are realistic and psychologically sound. In India, parents and students place a great deal of emphasis on their children's cognitive development.

According to research on career counseling, the great majority of students enter some of the most popular occupations without fully comprehending the nature of those careers or whether they are suitable for their chosen field of work. The organization and operation of educational systems around the world have undergone significant change as a result of globalization. Most systems create or implement new operational strategies to maximize their performance. Selecting the right individual for a career is a fundamental prerequisite for this.

The process of choosing a career is known as career decision making, and it describes the decisions a person makes. It is a multifaceted process including elements of philosophy, psychology, the environment, and the individual. Finding individual distinctions and the different aspects that go into a person's job decision-making process is helpful. It also gives a clear awareness of how these elements affect his or her choices and professional decisions.

Historically, compared to other curricular areas, career counseling at the higher secondary level has received little funding and focus. Since adolescence is a crucial period for self-discovery and future planning, asking students about their priorities and how professional education and guidance should be presented could help them accept and act upon the advice given by career educators. Students' learning and lives outside of school are inextricably linked to changes in their personal lives; shifts in gender roles, family dynamics, or perceived employment prospects have a significant influence on how students view and react to the resources offered by the school. People don't live in a vacuum, and their social network shapes their decisions and career paths (Patton & McMahon, 2006) ^[1].

Research Methodology

This study looks at how well a career guidance package works to improve higher secondary school students' career decision making self-efficacy (CDMSE). Therefore, Survey cum the investigation was conducted using the experimental approach.

A survey is an effort to gather information from people in a population to ascertain the population's current state about one or more factors. Higher secondary school students' career awareness and CDMSE were evaluated in this study using the survey approach. The results of the survey were also utilized to determine whether the current degree of career awareness among students in higher secondary school differed considerably depending on their gender, class 10 medium, management type, class 10 stream, subject combination, category, and region.

To ascertain whether the created career guidance package improved the CDMSE of students in higher secondary schools, an experimental approach was required. As a result,

the survey-cum-experimental method was used to perform the study.

Design Selected

The researcher used the "Pre-test – Post test – Non – Equivalent Group Design" in this investigation. Since it is administratively challenging for the researcher to set up equivalent groups for the experiment without interfering with the classrooms' natural environments, intact groups—which are often non-equated—were chosen for the study. The Analysis of Co-variance (ANCOVA) technique was used to statistically equate these non-equated classroom groupings. The two groups used in this study were the Experimental Group, which received the career guidance package, and the Control Group, which received the career guidance programs and services currently in place.

Variables of the study

Conditions or traits that the experiment modifies, regulates, or observes are known as variables. The conditions or traits that the researcher controls or modifies in an effort to determine their connection to observable events are known as independent variables. The independent variables in this study are the Career Guidance Package and currently offered Career Guidance Programs and Services. The conditions or traits that arise, vanish, or alter as the researcher adds, subtracts, or modifies the independent variable are known as the dependent variables. The dependent variable in this study is career decision making self-efficacy (CDMSE).

Career awareness test

The researcher created and standardized a career awareness test to gauge higher secondary school students' current knowledge of a variety of topics related to higher education and careers. Below are the specifics of the process that went into creating the scale.

Planning and preparation of career awareness test

The researcher started by reading books and other publications that explained the concepts and theories of occupational information, higher education, and vocational guidance. The researcher also cited the Vocational Information Inventory by Gangadevi (2008) ^[1] and other current instruments for evaluating career awareness. In addition to the supervising instructor, other subject-matter experts were consulted, and their recommendations were taken into account. Eight elements of career awareness—qualification, job description, entry exam, field of education, location of the premier institution, extension of abbreviations, length of course, and specialization of the premier school—were chosen.

Scheffe's Test Of Post-Hoc Comparison: This is used to determine whether the adjusted mean scores following ANOVA Analysis differ significantly from one another.

Analysis of Co-Variance-ANCOVA

One element After adjusting for the pretest score as a covariate, ANCOVA is used to examine the Career Guidance Package's relative effectiveness (both overall and by dimension).

Results and Discussion

This research paper examined the current state of career awareness among higher secondary school students overall and in relation to subgroups based on gender, class 10 medium, management type, class 10 stream, topic combination, category, and region. The instrument utilized

for this purpose was a career awareness test. A sample of 503 upper secondary school Students was given the tool, with subsamples being fairly represented. Following the collection, scoring, and tabulation of the replies, the mean and standard deviation were determined. Table-1 provides the specifics of the aforementioned statistics.

Table 1: Assessment of Career Awareness of Higher Secondary School Students

Group		N	Mean	SD
Total		503	16.25	7.05
Gender	Boys	160	15.31	6.17
	Girls	343	16.70	7.23
Medium of class 10	Telugu	291	15.71	7.38
	English	212	17.00	6.23
Type of management	Government	252	17.00	7.62
	Aided	251	15.62	6.15
Stream of class 10	State	453	16.28	7.05
	CBSE	36	16.40	5.74
	ICSE	14	15.00	6.62
Subject combination	Science	225	17.60	7.22
	Commerce	170	15.10	5.82
	Humanities	108	15.75	7.66
Category	General	150	16.20	6.65
	OBC	281	16.16	6.74
	SC/ST/OEC	72	16.73	8.28
Region	South Telangana	115	24.30	7.87
	Middle Telangana	204	14.15	5.07
	North Telangana	184	13.57	3.85

It is evident from Table 2 that the sample's average career awareness exam score is 16.25. A score of three is the lowest possible and 28 is the highest. All groups, with the exception of the kids, had mean scores below the scale average. This demonstrates unequivocally that Students in higher secondary schools currently have below-average levels of career awareness.

The career awareness test was used to determine the level of career awareness among HSS students. Q1, Q2, and Q3 scores were determined and based on

According to this criterion, the overall student body and subsamples' career knowledge was divided into three categories: high, average, and low. The classification can be seen in Table-2.

Table 2: Categorisation of Higher secondary school students in the basis of Carrer Awareness.

Group	N	High	Average	Low
Total	503	55 (10.8%)	246 (49%)	c
Boys	160	15 (9.3)	73 (45.5%)	72 (45.2%)
Girls	343	29 (11.5%)	129 (50.7%)	96 (37.8%)
Telugu	291	34 (11.7%)	117 (40.1%)	140 (48.2%)
English	212	21 (9.7%)	130 (61.2 %)	62 (29.1%)
Government	252	37 (14.5%)	120 (47.7%)	95 (37.8%)
Aided	251	18 (7.2%)	126 (50.3%)	107 (42.5%)
State	453	50 (11%)	220 (48.6%)	183 (40.4%)
CBSE	36	3 (6.9 %)	22 (61.1%)	11 (31.9%)
ICSE	14	2 (14.3%)	4 (32.1%)	8 (53.6%)
Science	225	32 (14%)	116 (51.7%)	77 (34.3%)
Commerce	170	12 (5.3 %)	114 (50.7%)	99 (44%)
Humanities	108	14 (13%)	44 (40.7%)	50 (46.3%)
General	150	16 (11%)	74 (49.3%)	60 (39.7%)
OBC	281	26 (9.2%)	144 (51.3%)	111 (39.5%)
SC/ST/OEC	72	12(16.8%)	28(39.2%)	31 (44%)
South Telangana	115	51 (44.1 %)	58(50.2%)	7 (5.7%)
Middle Telangana	204	3 (1.5 %)	102 (49.8%)	99 (48.7%)
North Telangana	184	1 (0.5%)	87 (47.5%)	96 (52%)

The scores are somewhat scattered from the central value, according to the group standard deviations. This demonstrates that within the groups, there exist individual disparities.

40.2% of higher secondary school students (202) have poor career awareness, 10.8% have strong career awareness (55), and 49% have average career awareness (246) when looking at the entire sample. With the exception of South Telangana

kids, all groupings show comparable outcomes. 44.1% of South Telangana Students are classified as having a high level of career awareness. Less than 17% of Students in all other subgroups have a higher level of career awareness. According to the results, most Students in higher secondary schools have a low to average level of career awareness.

Conclusion

Higher secondary school Students have a poor level of awareness regarding professional and higher education prospects. Students' career awareness varies greatly depending on their gender, class 10 study medium, school administration style, subject combination, and geography. However, there is no discernible variation in the career awareness of students who belong to different categories and studied in different streams. Girls are better than boys, students in government schools are better than students in aided schools, students in English-medium class 10 are better than those in Telugu-medium class 10, students in science are better than those in commerce and the humanities, and students from south Telangana are better than those from middle and northern Telangana in terms of career awareness.

- Students in higher secondary schools currently have an average CDMSE.
- For higher secondary school Students to gain the necessary Career Decision Making Self-Efficacy, the current career advice programs and services are insufficient.
- The study's primary goal was to create a career counseling package that would improve higher secondary school students' CDMSE. Ten sessions totaling 120 minutes each are included in the package that was created. The package includes a variety of exercises, worksheets, resources, and methods. An experimental investigation is used to examine the package's efficacy.
- According to the analysis, students in higher secondary schools who were exposed to the prepared Career Guidance Package had a much higher CDMSE than those who were exposed to the current programs and services for career guidance. It can be said that CDMSE was greatly improved by the experience and education gained from the Career Guidance package.
- Why Students in higher secondary schools who receive the prepared Career advising Package are far more effective at investigating who they are than those who receive the current programs and services for career advising. The experience and knowledge gained from the Career Guidance package improved self-efficacy for self-discovery, it can be inferred.
- Compared to students exposed to current career guidance programs and services, higher secondary school Students exposed to the prepared Career Guidance Package exhibit significantly higher self-efficacy for acquiring occupational information. We can conclude that the Career Guidance package improved self-efficacy in obtaining vocational information through experience and education.
- Compared to students exposed to current career guidance programs and services, higher secondary school students exposed to the prepared Career

Guidance Package exhibit considerably higher levels of self-efficacy for goal selection. The experience and education gained from the Career Guidance package improved self-efficacy for choosing goals, it can be concluded.

- Compared to students exposed to current career guidance programs and services, higher secondary school Students exposed to the prepared Career Guidance Package exhibit considerably higher levels of self-efficacy for planning. Thus, experience and education gained from the Career Guidance package improved planning self-efficacy.
- Compared to students exposed to current career guidance programs and services, higher secondary school students exposed to the prepared Career Guidance Package exhibit considerably higher levels of self-efficacy for problem solving. The experience and education gained from the Career Guidance package improved the participants' ability to solve problems on their own.

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