PREDICTORS OF CAREER PLANNING AMONG SENIOR SECONDARY SCHOOL STUDENTS

Dr. Neelam Kumari
Assistant Professor
Chamba Millennium B.Ed College, Chamba (HP)
INDIA

ABSTRACT: Present research has been done to study the predictors of career planning among senior secondary school students. The predictors used to determine career planning in this study are self-esteem, academic achievement and vocational aspirations. A Sample of 1000 adolescents studying in senior secondary schools was selected through multistage sampling. Adapted version of Career Maturity Inventory by Gupta (1989) was used to study career planning. Career Maturity Inventory consists of six components i.e. Attitude, Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving. So its Planning component was used to measure the career planning of senior secondary school students. Self-Esteem Inventory by Prasad and Thakur (1977) was used for measuring the self-esteem of senior secondary school students. Marks obtained by students in the tenth grade examinations conducted by H.P Board of School Education Dharamshala were considered as their academic achievement. To measure the vocational aspirations of adolescents the vocational aspirations scale was construct by researcher herself. Multiple Regression analysis was applied to find the contribution of self-esteem, academic achievement and vocational aspirations in prediction of career planning of senior secondary school students. The findings of the study revealed that jointly self-esteem, academic achievement and vocational aspirations significantly predicts the career planning among senior secondary school students.

Key words: career planning, self-esteem, academic achievement, vocational aspirations, senior secondary school students.

INTRODUCTION

Career planning is the deliberate process through which someone becomes aware of his/her personal skills, interests, knowledge, motivations, and other characteristics; acquires Information about opportunities and choices; identifies career-related goals; and establishes Thus, reveals that career planning deals with determination of career-related goals which focuses one about the skill, ability, knowledge, and job market requirement and alternatives. Career planning is similarly like roadmap to build up their career goals to achieve. Career planning help them to develop the required skill and knowledge by undergoing training which construct self-confidence about their future also involves deciding the roadmap to accomplish the career. Career planning not only builds confidence among individuals but also mould them to take greater responsibility for their self-development (Dik, Sargent & Steger, 2008). In many research studies they have proved and found that career planning is the primary level of an individual’s success for searching job (Swain, 1984; Fondas & Stewart, 1994).

Career planning is an important and necessary part of education system and in any country the goals of the education system is also related with the economic growth, industrial and agricultural expansion, resources available and manpower required. The career planning is always considered to be part at senior secondary stage and the students are made to think of their future at this time. The choice of career is based on the specialisation chosen by the student during the higher secondary education in schools. Career planning is related to the all-round development of the students in academic, personal, social and career fronts.

Self-esteem is a term used in psychology to reflect a person’s overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem has been described as the judgement that we make about our own worth and the feeling associated with those judgements. Self-esteem encompasses belief and emotions such as despair, pride and shame. Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. Self-esteem is a disposition that a person has which represents their judgments of their own worthiness. Academic achievement of pupils refers to the knowledge attained and skills developed in school subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or numbers based on pupil’s performance.

Vocational aspirations refer to decision made by a student on his/her future work, occupation or career or profession. Vocational aspirations are attitudes of likes and dislikes towards things and attitudes of vocational significance. These attitudes influence the life adjustments in general and vocational adjustments in particular, which in turn lead to satisfaction with one’s life and a person engaged in a vocation, not directly or indirectly satisfying his/her needs, dispositions, fail to fulfill the vocational expectations. Vocational aspirations are for young or older adults to either start a new career or enter a new vocational career that they have never done. Vocational aspirations of the students are the prospective vocational choices of the student which they intended to adopt in future.

REVIEW OF RELATED LITERATURE
Patton et al. (2004) studied gender differences for optimism, self-esteem, expectations and goals in predicting career planning and exploration in adolescents. Sample consisted of 467 Australian high school students (242 females and 225 males). Optimism, self-esteem, career expectations, career goals, career planning and career exploration scales were administered for data collection. The results of the study revealed that females demonstrated significantly higher levels of career exploration than males. For females, career planning was meaningfully associated with career exploration and career goals, career goals were associated with optimism and optimism was associated with self-esteem. For males, career planning was associated with career exploration and career goals, career exploration was associated with career goals and career goals was associated with career expectations.

Hargrove, et al. (2005) studied family interaction patterns, career planning attitudes and vocational identity of high school adolescents. The sample consisted of 48 males and 75 females from 9th grade to 12th grade. Results of the study revealed that the quality of family relationships (i.e., degree to which family members are encouraged to express feelings and problems) played a small, yet significant role in predicting career planning attitudes of adolescents.

Witko, et al. (2005) studied the career planning of senior high school students. This study used the Comprehensive Career Needs Survey to assess the career planning needs of 2360 senior high school students in Southern Alberta, Canada. Study examined how senior high school students perceived the relevance of career planning, who they felt comfortable approaching for help with career planning and what help they would like during their career planning. Results indicated that career planning is important to high school students and they were likely to approach their parents first for help with career planning. Students in grades 10th to 12th indicated that specific information regarding courses, post-secondary information and careers would be helpful. Grade 12th students also expressed a desire for improved career counselling and increased work experience.

Spurk, et al. (2015) conducted an interventional study on fostering networking behaviour, career planning & optimism and subjective career success. This study involved a quasi-experimental pre-post intervention with two interventions and two control groups. Sample consisted of 81 research associates. Participants of the first intervention group received networking training; participants of the second intervention group received the same networking training plus individual career coaching. Participants of both intervention groups were female. Participants of the control groups (i.e., male vs. female group) did not participate in any intervention. The mean differences from pre-test to post-test revealed an increase in career planning and career optimism within the networking plus career coaching intervention group that was indirectly positively related to changes in subjective career success. And the networking group training alone and in combination with the career coaching showed no effectiveness in fostering networking behaviour.

Joachim et al. (2016) examined perfectionism and positive career planning attitudes in students. The main objective of the study was to investigate whether perfectionism (self-oriented, other-oriented and socially prescribed) predicted students’ positive career planning attitudes (career adaptability, career optimism and perceived knowledge of the job market) or not. Sample consisted of 177 university students. Results from multiple regressions showed that perfectionism explained 8–12% variance in career planning attitudes with (a) self-oriented perfectionism positively predicting career adaptability and career optimism, (b) other-oriented perfectionism positively predicting perceived knowledge, and (c) socially prescribed perfectionism negatively predicting career adaptability.

NEED AND SIGNIFICANCE OF STUDY

Adolescent age is the right age for career decisions. Selecting a good career makes us satisfied and happy for entire life. Students should select career in such a way that they find something of their choice for life. Career decision is not about past or present, it is about future. Student should ideally prepare a plan for the future taking help of parents, relatives, counsellors, experts and teachers. Student should predict the skills that will be in demand in the future. Student should prepare for those skills that will be in demand in the future. Career is that in which one prepare him/herself for the coming years and acquiring skills, knowledge and attitude for achieving success in the years to come. Student should take training for entering into a new sector, which is yet to open up and student should ideally will be the pioneer in that sector. With every generation, technologies and trends are changing. Student should require new capabilities as per the changing circumstances. Thus it is important to prepare for the changing time. Try to predict the future and prepare yourself for such sectors, which are going to be in demand in the years to come. The salaries and pay packages depend on demand and supply. Demand and supply scenario keep changing and therefore student should not choose a career just for today because it is in demand at present. Students should not select career just for today but for future perspective also, so for this planning is necessary. Student should ideally can also prepare, plan out and make a great career. This is the crucial stage when 10+1 student comes out of the world of fantasies and begins to exercise his choice of work according to his aptitude, attitude, abilities, interest etc. This is the stage when proper career planning leads to happiness and success in future. If immature and unplanned career decisions are taken then this would ultimately increase the wastage of human resources and would burden the Indian economy.

OBJECTIVES OF THE STUDY

To study the role of self-esteem, academic achievement and vocational aspirations in prediction of career-planning among senior secondary school students.

HYPOTHESIS OF THE STUDY

For females, career planning was meaningfully associated with career exploration and career goals, career goals were associated with optimism and optimism was associated with self-esteem. For males, career planning was associated with career exploration and career goals, career exploration was associated with career goals and career goals was associated with career expectations.
Self-esteem, academic achievement and vocational aspirations do not predict significantly the career planning of senior secondary school students.

RESEARCH METHODOLOGY

The present study is descriptive in nature and survey method had been used. All the students senior secondary school students, who were studying at standard XI in government and private senior secondary schools of Himachal Pradesh, constitute the population of the study. In this study, multistage random sampling technique has been used to draw appropriate representative sample from the population. In the first stage 12 districts of H.P are arranged in chronological order on the basis of their literacy rate. After that 12 district of Himachal Pradesh are divided into four strata having three districts in each stratum. From each stratum, one district is selected using simple random sampling technique. In this way, researcher selects four districts for her study. From these four selected districts, out of total senior secondary school (government and private), 10% schools are selected randomly. Lastly from the selected senior secondary, schools 15-20 students of class 11th are selected through systematic random sampling technique. Approximately 1000 11th class adolescents of government and private senior secondary schools of H.P constitute the sample.

TOOLS USED

Adapted version of Career Maturity Inventory by Gupta (1989) was used to measure career planning of senior secondary school students. Career Maturity Inventory consists of six components i.e. Attitude, Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving. So its Planning component was used to measure the career planning of senior secondary school students. Self-Esteem Inventory by Prasad and Thakur (1977) was used for measuring the self-esteem of senior secondary school students. Marks obtained by students in tenth grade examinations conducted by H.P Board of School Education Dharamshala were considered as their academic achievement. To measure the vocational aspirations of adolescents the vocational aspirations scale was construct by researcher herself.

FINDINGS OF THE STUDY

Multiple regression analysis was used to study the role of these three variables in prediction the career planning among senior secondary school students. The regression results discussed below:

<table>
<thead>
<tr>
<th>Variables</th>
<th>R²</th>
<th>F</th>
<th>B</th>
<th>SE</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career planning</td>
<td>.017</td>
<td>5.746</td>
<td>.003</td>
<td>.001</td>
<td>.083</td>
<td>2.647</td>
<td>.01</td>
</tr>
<tr>
<td>Self-esteem</td>
<td></td>
<td></td>
<td>.001</td>
<td>.001</td>
<td>.055</td>
<td>1.716</td>
<td>NS</td>
</tr>
<tr>
<td>Academic achievement</td>
<td></td>
<td></td>
<td>.022</td>
<td>.010</td>
<td>.074</td>
<td>2.314</td>
<td>.05</td>
</tr>
<tr>
<td>Vocational aspirations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from the table 1.1 the F-value is 5.746, which is significant at.05 level of significance and self-esteem, had a regression coefficient of.083; the corresponding t-value is 2.647 which is significant at.01 level of significance. Academic achievement had a regression coefficient of.055; the corresponding t-value is 1.716, which was not significant even at.05 level of significance, which shows no significant relationship with career planning of senior secondary school students. Further, the vocational aspirations had a regression coefficient of.074; the corresponding t-value is 2.314 which is significant at.05 level of significance. It shows that self-esteem and vocational aspirations individually are the significant predictors of career planning competence, but academic achievement individually do not predict significantly the career planning competence of senior secondary school students. Further, it is evident from the table 1.1 the value of R² is.017, which implies that self-esteem, academic achievement and vocational aspirations jointly contributes 1.7% towards career planning of senior secondary school students. Hence the hypothesis “Self-esteem, academic achievement and vocational aspirations do not predict significantly the career planning of senior secondary school students.”, was partially rejected.

DISCUSSION OF THE RESULTS

The results of the analysis of data showed that the career planning of senior secondary school students was determined to a considerable extent by self-esteem, academic achievement and vocational aspirations. That is, self-esteem, academic achievement and vocational aspirations were significant predictors of career planning. The results of the study affirm the role of self-esteem,
academic achievement and vocational aspirations in the determination of career planning competence of senior secondary school students.

REFERENCES


