



SECONDARY SCHOOL STUDENT'S AWARENESS OF CAREER OPTIONS: A STUDY

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Abstract

Education, at the present time, is in a state of rapid change due to information technology and advancement of education system. This change, carried out here with decorum, there with startling lack of ceremony, leaves few of us unaffected. Educational Institutions are changing in style, in organization and in relationship to the nearby communities by community engagement and other awareness programmes. The students are changing, particularly in their earlier maturity, and what is taught in the schools and the methods of its teaching are changing more rapidly and now following the NEP-2020 guidelines too. In no quarter has there been more progress than in the career awareness and guidance sector in Indian scenario where students are having several career awareness and guidance sources.

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Youth who are most likely to think about their future careers and believe that they have a variety of career options having high self-esteem and able to understand and evaluate complex career information, they have families that help them learn about career choices and support their efforts in school and outside, to prepare for a career. But some students have difficulty seeing a connection between what they learn in school and how they behave there, and their future careers. Students who are not with a guidance counselor may not know that what they need to do, and which course they should take in order to take their plans for the future reality. As a result, some students who expected to go to college do not take the courses necessary for college enrolment. In choice of a career is still taken to be a static event in the ongoing life activities of a person and no attention what so ever is paid to the preceding or subsequent events or experience. In fact, an individual's attitudes towards work and other competencies required for decision making such as knowledge of self and world of work and planning and problem solving capabilities

develop gradually over a period of time specially form childhood through adolescence. These attitudes competencies a great influence on decision taken at higher stages of schooling i.e., XI and XII which have significant from the point of view of educational and vocational planning.

If we look upon the studies in the area of career options and its awareness there is several studies are available like Small (1953) studied the occupational choices of adolescents, Stephenson (1957) studied the realism of occupational choice and Werts (1968) compared father's occupations with son's career choice. He made his study on eight thousand first year college students and suggested that certain groups of occupation (physical sciences, social sciences, medicine) are inherited. Creason and Schilson (1970) concluded in his study that sixth graders express occupational preferences higher than their father's occupational levels. Holland (1972), reported in his study that the choice of an occupation is an expression of personality and that members of an occupation share similar

personality characteristics. Six types of orientation and for environment realistic, investigative, social conventional, enterprising artistic-were proposed by Holland. Olive (1973) studied the vocational preferences, Healy (1973) studied the relation of esteem to occupational choice and to determine whether persons from different social classes made occupational choices based on present or future congruence. Wilson (1982), Courtland (1985), Lauver and Jones (1991) studied the career choices made in different ways.

In recent studies Scheid, Mary Gibson (2005) studied “Career exchange: Trading in corporate career for new options”. The main finding of this study was choosing a new career at midlife is more than making a career change- it is a significant life-changing transition and one of the key elements of a midlife career transition is self-reflection and influenced by unplanned events. Kenny, Maureen E. and Bledsoe, Meredith (2005) revealed in their study that support from family, teachers and friends, and peer group beliefs about school contributed significantly to the explanation of the four dimensions of career adaptability, school identification, perception of educational barriers, career outcome expectations and career planning. Crews Moodey, E. (2006) found that achieving more of the career competencies at a high degree of achievement will lead to a higher degree of maturity. This finding also provides evidence of the need for comprehensive career counseling programs in grade k-12. The finding also provides evidence of the importance of other methods outside of career interventions helping students achieve a high degree of career maturity. Benjamin, Amanda Joy (2006) studied “Grown-ups have career: discourses of career and adulthood in four urban Vancouver high schools”. The findings revealed that the prominent discourses in the British Columbia CAPP (Career and Personal Planning) the career education curriculum and how

these discourses reproduced and resisted ideological and hegemonic understandings of career and adulthood. Carroll, Catherine and Brayfield (2007) in their study on First year Law students revealed interesting differences in women’s and men’s long-term, but not short-term, career ambitions: notably women had lower expectations for their career trajectories than did men. Work and family concerns also played a role in women’s perception of possible career paths and were defined by both women and men as potential barriers to their careers.

In India Ram Kumar (1970) studied “Vocational preferences of college students, Segal, U.A. (1988) studied Career choice correlates: An Indian perspective, Javed, A.K. (1990) studied “A critical study of the vocational interest of the students of Arts, Science, and Commerce studying at graduation level in senior colleges in the rural areas”, Akhilesh, K.B.(1991) studied “Vocational choice patterns of urban adolescents: A case study” and Sandeep Tiwari (1999) worked on “Study of student’s occupational preferences in relation to their parent’s expectation and manpower need of the society”.

Research Questions:

1. In the mind of investigator many questions arise that the curriculum of different boards are helpful in awareness of career options or not?
2. Is there a difference of curriculum of the different boards affect differently on the awareness of career options?

To answer above questions this study was proposed under the title “*A study of Awareness of Career Options of Secondary School Students.*”

Objectives of the study:

1. To find out the difference of awareness of career options among students exposed to U.P. Board and CBSE Board curriculum.
2. To find out the sex difference in awareness of career

options of students exposed to U.P. Board and CBSE Board curriculum.

Hypotheses of the study:

For the purpose of the study the following null hypotheses were formulated-

1. There is no significant difference in awareness of career options among students exposed to U.P. Board and CBSE Board curriculum.
2. There is no significant sex difference in awareness of career options among students exposed to U.P. Board and CBSE Board curriculum.

Operational definition of Awareness of career options:

Awareness of career options introduces students to knowledge of the broad range of career opportunities available to them.

Delimitations:

1. Only the students of U.P. & C.B.S.E. Board of

Varanasi district included in this study.

2. Socio-economic status, intelligence, institution, parent's education etc. we're not treated as variables in this study due to lack of time and other resources.
3. Awareness of career options of students has been measured by only a Scale.

Methodology of the study:

Considering the demand and nature of the investigation researcher followed the "Field Descriptive Survey" method of research.

The population of the present study included all XIth class students exposed to U.P. Board and CBSE Board curriculum and a representative sample of two hundred students was selected by the cluster sampling method. They have been studying in four schools situated in Varanasi city.

Table-1 Board wise breaks up of the sample

S.No.	Board	No. of schools	No. of students		Total
			Boys	Girls	
1.	U.P. Board	2	50	50	100
2.	C.B.S.E. Board	2	50	50	100

Tool Used: To measure the awareness of career options of secondary school students "Awareness of Career Options Scale" was used developed by researcher herself.

Collection of Data, Scoring and Statistics used: The tool was administered by distributing the questionnaire among XIth class students of four schools on two hundred students. Students have been instructed to write the name of sub-groups below the major occupational groups in serial numbers of ten maximum

Table-2 showing the percentage of the awareness of the career options of the students in different categories or fields:

S.No.	Categories (name) of Career Options	Awareness %
1.	Administrative and Executive	39.4
2.	Engineering and Technical Services	46.2

at given place. An example was also cited on the research tool. Raw scores were tabulated and percentage calculated.

Data analysis and interpretation:

In the following table the overall awareness of students of both boards is calculated and presented the percentage of the awareness of each career option found in the boys and girls of the two different boards of school education.

S.No.	Categories (name) of Career Options	Awareness %
3.	Medical Occupations	52.2
4.	Management Services	24.4
5.	Legal Career (Career in law)	26.8
6.	Social Scientists and related workers	01.4
7.	Transport Services	06.8
8.	Creative Artists	20.8
9.	Writing and Journalism/Authors Media	21.4
10.	Professional workers	00.2
11.	Accounts, Auditors and Probationary Officers	14.6
12.	Historians, Archeologists, Political Scientists and related works	00.0
13.	Mass Communications	17.8
14.	Clerical and related worker	06.8
15.	Sports Career	43.0
16.	Teaching Career	37.0
17.	Textile and Leather workers	16.6
18.	Scientific Research/Physical Scientist	02.6
19.	Skilled Workers	07.6
20.	Food and Beverage Processors	03.8
21.	Sales Workers	06.4
22.	Technicians	03.0
23.	Industrial and related workers	03.6
24.	Designing	14.2
25.	Agriculture, Animal Husbandry, Forestry-Managers/officers/workers	13.0
26.	Defense and Protective Services	30.4
27.	Computers Related Career	16.8
28.	Village officials	21.8
29.	Composing and Performing Artists	29.0
30.	Miscellaneous Career Options	17.4

Above table shows that the students having maximum awareness about career related to medical field getting 52.2% awareness and then at the second position engineering field with 46.2% and sports career with 43% awareness and the others lesser than that in a sequence. It shows that due to the lack of much

awareness of new possibilities of careers of new era our students are following the traditional trained of medical and engineering. They do not know about the other professional works which can be easily achieved in today's cut throat competition and become their career. We can give top ten most popular and aware career options of this study as follows:

Table-3 showing the Ranking according to percentage of the awareness of the career options of the students in different categories or fields:

Place Achieved	Categories (name) of Career Options	Awareness %
I	Medical Occupations	52.2
II	Engineering and Technical Services	46.2
III	Sports Career	43.0
IV	Administrative and Executive	39.4
V	Teaching Career	37.0
VI	Defense and Protective Services	30.4
VII	Composing and Performing Artists	29.0
VIII	Legal Career (Career in law)	26.8
IX	Management Services	24.4
X	Village officials	21.8

In this study it is found that some students know the name of qualifying examination but don't know the particular name of related career option. Many of them were confused about the category in which the particular career option belongs. In some cases students named the creative and performing artists not the related career option they know because they have heard about the related person but not know the career option's name.

Table-4 Showing difference of awareness of career options among students exposed to U.P. board and C.B.S.E Board.

S. No.	Group Compared	N	%
1.	U.P. Board	100	55.25
2.	C.B.S.E Board	100	62.70

Observation of the table shows that the obtained % value of U.P. Board students is 55.25 and C.B.S.E. board student % value is 62.70. As the obtained % value of C.B.S.E. board student is greater than the obtained % value of U.P. Board students, the direction of difference is in favour of C.B.S.E. Board. It means that the students exposed to C.B.S.E. Board have more awareness of career options than their counterparts the students exposed to U.P. Board Board.

Table-5 Showing sex difference of awareness of career options among students exposed to U.P. board and C.B.S.E. Board curriculum.

S.No.	Group Compared	N	%
1.	Boys	100	67.23
2.	Girls	100	59.05

Observation of the table shows that the obtained % value of boys is 67.23 and obtained % value of girls is 59.05. As the obtained % value of Boys is greater than the obtained % value of girls, the direction of difference is in favour of boys. It means that the boys have more awareness of career options than their counterpart girl students.

Finding of the study: The main findings of the study were as follows:

1. The hypothesis made for the first objective of the study stands rejected as the finding revealed that there is difference in awareness of career options of students exposed to U.P. Board and C.B.S.E. Board curriculum.

The main reason behind this finding may be that the investigator observed that the environment of the class as for as concerned with discipline, attention curiosity kind of tendency which is the sign of positive attitude was found more in C.B.S.E. Board students and this may be the cause of their having more awareness of career options.

2. The hypothesis made for the second objective of the study stands rejected as the finding revealed that there is sex difference in awareness of career options of students exposed to U.P. Board and C.B.S.E. Board curriculum.

The main reason behind this finding may be that the investigator observed that the boys showed rationality as they were seeking for knowledge and asked many questions critically and curiously, where girls do not showed this kind of attitude. This activeness, rationality and curiosity on the part of the boys may be the cause of their having more awareness of career options.

Conclusion:

Young people today grownup in a working world of extra-ordinary complexity. Some are bombarded with irrelevant information, others have none at all. As a result many choose jobs with which they are dissatisfied, and cause themselves frustration and their employers expense but in other hand there is parents, other family members like brother, sister, uncle, aunt, grand parents, school teacher, principal, classmates, ordinary lessons, extra-curricular discussion groups, community like family friend neighbors, celebrities as well as Media like T.V. broadcasts,, Newspapers, magagenes, Radio, Internet, Mobile sms, Posters/Hordings on road, Movies etc., career conventions, visits to places of work and actual work experiences are the boon for the youth for their career awareness and information related with career options. Career awareness and Career awareness related activities at the secondary school level helps to expand student understanding of the world of work by identifying available career options and specific occupations within them, developing respect of scientific thinking and attitude, locating and reaching information about specific career.

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