

Career Attitude and Career Competence of Higher Secondary School Students

Dr. K.P. Meera¹, Jumana. M. K²

Associate professor Department of Education University of Calicut
Junior Research Fellow Department of Education University of Calicut

Abstract: Career growth demands an attitude shift in order to see beyond the obvious choice of advancement. Major aim of this study is to find out the level of career maturity of higher secondary school students. Career maturity has been conceived and constructed to measure the maturity of career attitudes and career competencies, that are critical in realistic career decision making. Survey method was used for this study and the study was conducted on a representative sample of 265 higher secondary school students of Malappuram district in Kerala. For collecting valuable and adequate data, career attitude scale and career competence test (Meera & Jumana, 2014) was used. For analyzing the data correlational analysis and test of significance of difference between mean (t-test) are used. It is found that career maturity of the Std XII students is at average level. The career attitude of students showed positive relationship with career competence. And in sub sample wise analysis it was found that sex and locale have no influence on both career attitude and career competence of the student. But in the case of subject of study (Science & Arts) considerable difference was found.

Keywords: Career Attitude, Career Competence

I. Introduction

In an article "Counselling Services in Indian Institution : Need and Challenges", (Unnithan 1986) it is described that policy makers gradually give less importance to introduction of guidance and Counselling in Indian institutions. In a it is described that majority of schools in Mumbai do not have counsellors on their staff. Child guidance and counselling services in schools are unstructured and happen on irregular basis.

Every young person needs the opportunity for transition successfully from school to further learning and work. Schools must provide high quality, school wide, integrated, culturally responsive career education to enable students to achieve their potential and be positive contributors to the community and the nation as a whole. As one of the main objectives of education is to prepare an individual for a better living, it is very important to have career awareness among secondary and higher secondary school students. In this crucial period of career transition an individual should have career awareness to choose a career for himself or herself.

The process of vocational development denoting psychological, sociological, cultural and economic ingredients across time results in outcomes which are effective in vocational behavior. The review of literature reveals the influence of age, race, ethnicity, locus of control and socio- economic status, features of work and gender on career maturity. So the investigators intended to study the level of career attitude and career competence of higher secondary school students of Malappuram District on general and sub-sample basis.

Need and significance of the study

Success of life depends on the way we live. Much of it depends on what guidance we could have for this purpose. It is our path and pace sector in life. It is required at every stage of human development, from birth to death. It may be defined as the assistance or help that we need to enable us to make appropriate choices, plans, and adjustment in life. So it is education. It is not a part of education.

A huge number of education institutions are established in India. There is great concerns for improving entire education system. But studies show that problem of secondary and higher secondary education are increased. Lack of definite aim of education, indiscipline among students, drop outs, incompetent and dissatisfied teachers, lack of administration, lack of coordination and lack of proper guidance are some of the prevailing problems among secondary and higher secondary school education.

Career development is important in each and every schools because career services are necessary for effective transition system. It is noted that career management skills are an essential literacy alongside other literacies for successful transition in to and from education, training and work.

The research findings on sex difference in career development are always conflicting and incomplete. The older studies reported difference in attitudes, values and preferences seem to reflect sex roles which are the result of the process of socialisation (Irin 1992). More recent studies reveal either no difference in vocational maturity or differences which tend to be more positively associated with the female sex (Jessy Thoams, 2004).

So the need of investigating whether there is any difference between boys and girls in career maturity is essential. Kumar (1979) found that residential background does not influence the self concept and vocational attitude of the student. Sindhu (1985) also found no difference between urban and rural on their career maturity. Yadav (1970) found that intellectually bright and economically advantageous students select science and commerce streams and poorer ones to arts group and in turn their vocational preference were by and large, in true with their courses of study. Gaur (1987) found out that both non scheduled caste and scheduled caste are same in their career maturity level but, urban group performed better with regard to the overall career maturity test than their rural counter parts. Over a period of one year scheduled caste boys showed significant improvement with regard to their career maturity. This reveals there is no difference between scheduled caste and non scheduled caste on their career maturity.

Going through all these theoretical frame works and literature reviews the investigator felt the need of studying both the career attitude level and career competency level of higher secondary school students.

Objectives of the study

- To find out whether students' career attitude is significantly related to their career competency.
- To find out whether Boys and Girls differ significantly in their career attitude.
- To find out whether Boys and Girls differ significantly in their career competencies.
- To find out whether Urban and Rural students differ significantly in their career attitude.
- To find out whether Urban and Rural students differ significantly in their career competence.
- To find out whether Science and Arts students differ significantly in their career attitudes
- To find out whether Science and Arts students differ significantly in their career competence.

Hypotheses of the study

- Students career attitude is significantly related to their career competency.
- Boys and girls significantly differ in their career attitude.
- Boys and girls significantly differ in their career competencies.
- Urban and rural students significantly differ in their career attitude.
- Urban and rural students significantly differ in their career competencies.
- Science and arts students significantly differ in their career attitude.
- Science and arts students significantly differ in their career competencies.

II. Methodology of the study

Sample

The present study was conducted on a representative sample of 265 higher secondary school students of Malappuram district, Kerala. Proper representations were given to the relevant sub-sample categories such as gender, locale and subject of study. The stratified random sampling was followed taking each and every school as a stratum.

Tool used for the study

The tools used for the study were career attitude scale (Meera and Jumana 2014) and Career Competency Test (Meera and Jumana 2014).

The attitude scale elicits the feelings, the subjective reaction, the disposition that the individual has towards making a career choice while entering the world of work. Major five dimensions fixed and surveyed by the scale are decisiveness, involvement, independence, orientation and compromise in career decision making.

The career competence test measures the cognitive variables in choosing an occupation. It includes students job related capabilities, (strength and weaknesses) awareness about the world of work, matching personal characteristics to occupational requirements, foresight in planning for a career and effectiveness in dealing with the problems. There are five major dimensions fixed for the test they are: Self appraisal, occupational information, goal selection, planning and problem solving.

Statistical Techniques used

Collected data were analysed and interpreted, the major technique used for analysing and interpreting data are correlation analysis and test of significance of difference between mean. (t-test)**Analysis and results**

The scored data were analysed and the result obtained is given below:

Table -I
Correlation between Career Attitude and Career Competence of the Total Sample

Sl. No.	Variables	N	R	Test of significance	level of significance
1	Career attitude	265	0.325	5.561	0.01
2	Career competence	265			

The hypothesis that students career attitudes significantly related to their career competence was tested by correlating the career attitude and career competence scores of 265 higher secondary school students. The obtained correlation 0.325 shows positive relationship between these two scores, the positive correlation clearly indicates that students having high scores in career attitude will have high score in career competence. The t' value is 5.561 which is significant at 0.01 level. So it is concluded that there is significant relationship between career attitude and career competence.

Table -2
Level of Difference between Career Attitude Score of the Boys and Girls

Sl. No.	Sex	N	mean	SD	CR Value	level of significance
1	Boys	123	31.12	5.53	2.0699	NS
2	Girls	142	29.73	5.49		

Table 2 examines the mean scores, mean difference and level of significance of the difference for boys and girls on the career attitude score. The mean score of boys (31.12) and girls (29.73) show that they do not differ in their career attitude. The critical ratio 2.0699 is not significant at 0.01 level.

Table -3
Career Competence Score of the Boys And Girls

Sl. No.	Sex	N	mean	SD	CR Value	level of significance
1	Boys	123	34.78	7.95	2.08	NS
2	Girls	142	36.86	8.26		

The mean scores of boys (34.78) and girls (36.86) show that they do not differ in the career competence. The scores of these two groups do not show much difference. The critical ratio 2.08 is not significant at 0.01 level.

Table -4
Career Attitude Score of Urban and Rural Students

Sl. No.	Locale	N	mean	SD	Career value	level of significance
1	Urban	150	30.58	5.46	0.7634	NS
2	Rural	115	30.07	5.64		

The mean scores of urban students (30.58) and rural students (30.07) show that they do not differ in their career attitudes. The critical ratio 0.7634 is not significant at 0.01 level. Therefore there is no considerable difference in the career attitude of urban and rural students.

Table -5
Career Competence Scores of Urban and Rural Students

Sl. No.	Locale	N	mean	SD	CRvalue	level of significance
1	Urban	150	36.88	8.10	2.3418	NS
2	Rural	115	34.57	8.08		

The mean score of urban students (36.88) and rural students (34.57) show that they do not differ in career competence. The critical ratio 2.3418 is not significant at 0.01 level. Therefore there is no considerable difference in career competence of rural and urban students.

Table -6
Career Attitude
Scores of The Science and Arts Students

Sl. No.	Subject	N	mean	SD	Critical Ratio	level of significance
1	Science	142	32.49	5.13	7.2723	0.01
2	Arts	123	27.94	4.98		

The mean scores of science students (32.49) and arts students (27.94) show that there is a difference in their career attitude. The critical ratio 7.2723 is significant at 0.01 level of significance. The calculated value is greater than the table value. So the Science and Arts students have considerable difference in their career attitudes.

Table -7
Level of Significance For Career
Competence Scores of the Science and Arts Students

Sl. No.	Subject	N	mean	SD	CR Value	level of significance
1	Science	142	39.09	7.38	7.4897	0.01
2	Arts	123	32.22	7.47		

The mean scores of science students (39.09) and arts students (32.22) show that there is a difference in their career attitude. The critical ratio 7.4897 is significant at 0.01 any level. The calculated value is greater than the table value. So the Science and Arts students have considerable difference in their career competences.

III. Discussion Of The Result

The research findings regarding Career Maturity are very complicated always. A lot of studies reported difference in attitudes, values and preferences which are discussed alone. More recent studies on Career Maturity or differences which tend to be more positively associated with the female sex. Here the investigation found there is no significant difference between boys and girls both in the case of Career Attitude and Career Competence. But in the case of total sample there is a significant correlation between Career Competence and Career Attitude. And in the case of Urban and Rural students also there is no significant difference in their Career Attitude and Competence. The studies of Siddhu and Onkarjot (1985) also showed no difference between urban and rural on their Career Maturity.

Yadav (1970) found that intellectually brighter and economically sound students went to science and commerce streams and poorer ones to arts groups and in turn their vocational preference also wide and varied. Hence the present study investigator found significant different between science and arts students in their career attitude and career competence.

Finally it is revealed that sex and locality are not a determinant factor of students career attitude and competence. Only the course which they selected (whether science or arts) has an effect on their career attitude and career competence. Science students are having favourable career attitude than arts students.

Educational implications

Major suggestions and implications of the study in education in particular are:

- ❖ Compulsory career education should be provided in all secondary and higher secondary schools
- ❖ Measures for enhancing level of career attitude and career competence of students should be adopted in the curriculum.
- ❖ Career awareness and career planning workshop and events should be arranged in schools.
- ❖ There should be separate career counsellors in every higher secondary schools to meet the problem of students.
- ❖ Opportunities to students should be provided to develop in them some general attitudes and creative thinking skills important for career decision making, by conducting debates, seminar, workshop etc.
- ❖ Science group students show high career attitude and competence than arts group students. So they should be given adequate exposure for solving their career problems.

IV. Conclusion

We know that today millions of young boys and girls are in need of help in making career plans and solving career related problems. Selection of occupation is a process spanning a considerable number of years usually from late childhood to early adult hood. Supper E. Donald (1957) has proposed that vocational development is "One aspect of individual development". Nowadays the need of career counselling in higher secondary schools is very essential. The future of a child is decided by proper career counselling and to inculcate career maturity is the responsibility of every teachers. In this study itself it was found that career maturity of higher secondary level is generally at average level. But it is clear from the study that there is no sex influence on career attitude of the students. And also today's world proved that sex is not a determining factor of students' career competence. Students belonging to urban and rural settings showed no difference in their career attitudes and career competence. But in the case of subject of study (Science and arts) considerable difference in their career attitudes and career competence was found.

Reference

- [1]. Kochar S.K, (1984) Educational and Vocational Guidance in Secondary School, New Delhi, Sterling.
- [2]. Rao. V.K., (1999) Vocational Education, New Delhi: Rajat Publications Ball Ben (1984) Career Counsling in Practice London: The Falmer press.
- [3]. Crites. O, John (1974) "Career Development Process: A Model of Vocational Maturity", Vocational Guidance and Human Development. Edited by Herr. L. Edwin, Boston: Houghton Mifflin Company.
- [4]. Nirmal Gupta (1992) Career Maturity Inventory Agra: National Psychological Corporation.
- [5]. Super E (1971) Vocational Choice – Background Facts, The Encyclopedia of Education, Vol.9, Lee C. Deighton (ed) New York: The Mac million Company and the Free Press.