

**CAREER DECISION MAKING AMONG SENIOR  
SECONDARY SCHOOL STUDENTS OF JAMMU  
DISTRICT**



**CLUSTER  
UNIVERSITY  
OF JAMMU**

**A  
DISSERTATION SUBMITTED TO THE CLUSTER  
UNIVERSITY OF JAMMU IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF  
MASTER OF EDUCATION (M.Ed)**

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## **DECLARATION**

I hereby declare that project entitled “**CAREER DECISION MAKING AMONG SENIOR SECONDARY SCHOOL STUDENTS OF JAMMU DISTRICT**” submitted by me for partial completion of the award of the degree of master of education to **Cluster University of Jammu** is my original work and has not been submitted earlier to any other institution for requirement of any course of study.

**Signature**

## **CERTIFICATE**

This is to certify that **Kajal Sharma**, student of M.Ed. bearing University Roll No. **21051070007** has completed her Dissertation entitled, "**CAREER DECISION MAKING AMONG SENIOR SECONDARY SCHOOL STUDENTS OF JAMMU DISTRICT**" under my supervision and guidance. The dissertation is ready for submission to the Govt. College of Education, Canal Road, Jammu in partial fulfillment of the requirement for the degree of Master of Education.

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Kajal Sharma  
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# CHAPTER-1

## INTRODUCTION

Career may be defined as the progress and actions taken by a person throughout a Lifetime, specially related to that person's occupations. Career is often composed of the jobs Held, titles earned and work accomplished over a long period of time, rather than just referring to One's position. Dictionary com defines career as an occupation or profession, especially one Requiring special training, followed as one's lifework. It also defines career as a person's Progress or general course of action through a phase of life, as in some profession or Undertaking. Career could also be defined as the sum total of life experiences including paid and Unpaid work, community, volunteer and family activities. Microsoft Encarta defines career as Somebody's progress in a chosen profession or during that person's working life, or the general Path of progress taken by somebody (Brand, Jennie, E. 2006).Career Development, a major aspect of human development, is the process through which An individual's work identity is formed. It spans one's entire lifetime. Which career an individual chooses depends upon lot many factors and is not an easy task. These factors include family Environment, economic, social and psychological factors. Learning is affected by so many aspects like family environment, heredity, school and College environment and family back ground etc. one of the most crucial in this self-efficacy Where high level of career decision making can be attained. Positive career decision making Always leads to high level of decidedness among individuals whereas adverse carrier decision Making will have adverse effect on indecision. Individuals self-efficacy can be judged from his Carrier decision making. More the opportunities provided increase the self-efficacy level among Individual after successful accomplishment of task. Whereas a series of failure in accomplishing The tasks tends to lower life the self-efficacy of individual therefore while giving task to an Individual it is important to have knowledge about individual interest. Education is providing Through a set of instructions to attend predefined with help of various tools. It dispels ignorance and boosts moral values of the individuals. It is only wealth which cannot be robbed. It builds character, provides strength of mind and increases knowledge.



The traditional concept of career is concerned with progression of an ordered hierarchy within an organization or profession . The term career was associated with paid employment and referred to a single occupation. In today's world of work the term career is seen as a continuous process of learning and development. It is the interaction of work roles and other life roles over a person's lifespan including both paid and unpaid work in an individual's life. People create career patterns as they make decisions about education, work, family and other life roles. Career is defined by the Oxford English Dictionary as an individual's course progress through life (or a distinct portion of life). It is usually considered to pertain to remunerative work (and sometimes also formal education).

**Career planning** is a necessary process to be followed after a career choose is made. It involves gathering information about training institutions. In addition, it is important that a person is to be prepared for the changing aspect of the world of work.

## **1.1 MEANING OF CAREER**

The dictionary defines 'Career' as an occupation or profession, especially one requiring special training, followed as one's life work. It is also defined as a person's progress or general course of action through life or through a phase of life, as in some profession or undertaking. The term career is very complex. It concerns a person's progression through a series of jobs over his/her lifetime. Education and unpaid work experiences such as internships, volunteering and explorations are included in it. Such a definition of career includes career development, career choice, career advancements and career transitions. Careers can take on many different forms. A successful career is only possible when one makes careful and thoughtful career decisions based on self -reflection. According to Wikipedia, 'A career is an individual's metaphorical journey through learning, work and other aspects of life.' A career is a means of self -expression that reflects one's values and therefore one's identity (*G. Davis & Rimm, 1998*). Ideally a person must choose a career which matches his/ her personality and the person should be passionate about the career he/she is pursuing. But, this hardly ever happens in reality. This is an idealistic situation and not a realistic one. With a structured career planning and development it

may be possible in majority of the cases to integrate the personality with the occupation of the person and enjoy a blissful life.

## **1.2 MEANING OF CAREER DECISION MAKING**

The term career decision making has been defined as the process by which a person choose his/her career. Career decision -making is a complicated procedure by which the decision maker is required to process information about themselves and information about the world of work (Jepson, 1984). Career decision making is the process by which an individual's actual education and career alternative are chosen. Career decision-making is a forceful and continuing procedure where information of self, ethics, interest, personality, economic needs, bodily work requirement or limits as well as the effect of earlier period experience, innovative information in life condition and surroundings occur and cooperate important part. Choose one's career choice depends on what he/she wants to do. It involves not individual judgment, but a big numeral of decisions more than extensive period of time. It is not an simple mission outstanding difficult and solution quality of the humanity of job. Therefore, a person existence could be seen as a series of career decision brilliant individual alignment an model well among personality and employment (Borden, 1984).Scientific studies show that there are four essential steps an individual follows while choosing a career. They are abbreviated as **ACIP**, like “a Sip” of tea.

**A**“ stands for alternatives. When making an important decision look at all the available choices.

**C**“ stands for consequences. Once you have narrowed down your choices to those that look best, weigh the pros and cons of each.

**I**“ stands for Information. Search for new information about each option you are considering.

**P**“ means Plan. Make detailed plans for

- How will carry out your decision
- What you will do if one of the negative consequences that you thought of under C“ occur.

In making decisions the person must way alternatives, many of which involve future events that are difficult to predict. Decision making situations are

frequently categorized in a continuous ranging from certainty so the three conditions are:-

- Certainly
- Risk
- Uncertainty

**Certainly:** - Under conditions of certainty, we know our objective and have accurate, measurable, reliable information about the outcome of each alternative we are considering.

**Risk:** - Risk occurs wherever we cannot predict an alternatives outcome with certainty but we do have enough information to predict probability it will lead to the desired state

**Uncertainty:** - Under conditions of uncertainty, little is known about the alternatives or their outcomes. Uncertainty arises from two possible sources. First person may face external conditions that are partially or entirely beyond their control and second equally important, the person may not have access to key information.

Many decisions involve some element of risk where it is necessary to compare possible benefits with potential costs and then decides on the best course of action. Decision provides direction for the things to happen instead of just letting them happen. It refers to the process of selecting one course of action from a number of possible alternatives in meeting a particular situation.

To choose a right career in accordance with his/her abilities, potentialities, skills, cognitive structuring, interest patterns, values system and personality dispositions. Therefore, one should be serious while planning and selecting a career because this provides the base of individual's life long career and his social recognition. Career planning is very essential for the peaceful living and quality of life.

### **1.2.1 Categories of Career Decision-Making**

Here, it would be pertinent to mention some levels or categories of decisionmaking.

These are:-

- Decided
- Tentative

- Undecided

**Decided:** The dictionary meaning of decided is definite i.e. having no doubt about a choice. Whereas decisiveness means the extent to which an individual is definite about making a career choice. Lancaster, Rudolph, Perkins, and Patten (1999) found that decided students have tendency to present themselves as having less difficulty in decision making than undecided students. Weinberg and Muchinsky (1992) clustered 390 college students into four groups on the basis of decidedness and student's concerns: confident decided, anxious undecided, concerned decided and indifferent undecided.

**Tentative:** The dictionary meaning of tentative, stresses as one not having sure knowledge, subject to change or hesitant as the characteristics of being tentative or uncertain. The condition of being in doubt or lack of certainty is defined as uncertainty.

**Undecided:** An individual who is undecided means he is not yet determined or settled or not having reached a decision. Indecision represents an individual's inability to make a particular decision at a required time, whereas, indecisiveness represents characteristic which the individual display frequently in the course of making required decisions.

### **Career Decision-Making Steps**

Making a career decision, or any decision for that matter, can be very easy or very difficult depending on the amount of information you have about your choices. In choosing your career path it is important to think about many factors. Use the steps below to guide your through your career decision making process.

#### **Step One: Identify the Decision to be Made**

Before you begin gathering information, it is important that you have a clear understanding of what it is you are trying to decide. Some decisions you might be facing could include:

- Should I have pursued a college or university education?
- What should my major be?
- Do I want to be a full-time or part-time student?
- How soon do I want to transfer to university?
- What do I want to do when I finish my education?

### **Step Two: Know Yourself (Raise Consciousness)**

To make an informed career decision and prior to any exploration of the world of work, it is important to have a good understanding of your own personal attributes. Think about some of these questions; **Interests:**

- What do I enjoy doing?
- What activities do I enjoy the most?
- What kinds of people would I like to work with?
- What kind of job settings would I most enjoy?

#### **Skills:**

- What can I do best?
- What are my strengths and weaknesses?
- What are my strongest skills and abilities?
- What skills do I want to use on the job?
- What skills would I like to acquire?

#### **Values:**

- What kinds of things are important to me in a career?
- In what ways must I be challenged and rewarded on the job?
- What types of work environments would make me happy?

### **Step Three: Identifying Options and Gathering Information (Explore Options)**

To continue gathering information and researching careers, you will need to start identifying your options. Some things to think about are:

- At this point in my life, what choices do I have?
- Do I have a strong interest in specific careers?
- What other types of careers should I be considering?
- What information do I already have about my career preferences?
- How can I get more information and access more resources about the career(s) I am interested in?

### **Step Four: Evaluate Options that will Solve the Problem.**

After completing your research, you are now ready to evaluate each of the options you have been exploring.

- Identify the pros and cons of each option.
- Identify the values and needs that are being satisfied by each option.

- Identify the risks involved with each alternative.
- Vision the probable future consequences of selecting each option.

#### **Step Five: Select One of the Options**

Based on the information you have gathered and analyzed, you should now be able to choose one of the Career options and start creating a plan of action.

#### **1.2.2 DECISION MAKING PROCESS**

You can see different types of this process in reality, but generally they all have the same purpose – effective and efficient decision that will bring results to your business. The most common used approaching in decision making process is according the following steps:

- **Discover the problem** - distraction. The process of decision making starts with a problem or some type of distraction between what the individual desire and what is the current situation.
- **Analyze the problem** - When the individual finds the possible problem for which solution is required then he/she can start with the analysis of already defined problems.
- **Define possible solutions-** In this step the individual brainstorming all the possible solutions for a given problem, or problem he/she want to solve with that solutions.
- **Analyze all possible solutions** - Analyze brainstorming session the individual is left with many possible solutions to solve the problem so here the individual will need to analyze all the possible solution order to rang them to make a decision what will be implement.

**5 Select the best solution for application.** Here the individual will take a decision by selection the best solution for many proposed options for a given problem

**Decision-making skills** are developed through the aid of the following seven Components: firstly, recognizing the need to make decisions; secondly, evaluation of self And goal setting; thirdly, finding alternatives; fourthly, weighing alternatives; fifthly, Choosing alternatives with the highest value; sixthly, going into action; and seventhly, Experiencing the consequences. Langley (1989) asserts that the task of acquiring these Skills entails the individual's ability to make a planned and informed career decision. The person

evaluates himself/herself in terms of his/her developmental stage and sets a Goal aimed at making a career choice (MacKenzie, 1996). The person then weighs up Alternative choices, makes a value related choice and has the opportunity of re-evaluating the choice.

### **1.2.3 FACTORS AFFECTING CAREER DECISION MAKING**

Other People and Other Factors may influence your career direction. Examples may include family, partners, friends; as well as financial situations, or life roles.

**1. Career Curiosities** - Career Curiosities refers to your career ideas. They can be specific occupations such as Television and Radio Reporter; activities such as working with children; or pursuing a further education program.

**2. Inspired Exploration** - Inspired Exploration refers to a process of exploring the world around you in order to clarify your career direction. This may include assessing your thoughts and feelings in relation to career decision making, as well as exploring opportunities around you. If you would like guidance in this process, you may book a 20-minute Career Counselling appointment where you will have the opportunity to meet one-on-one with a Career Counsellor.

**3. Taking Action** - Taking Action refers to gaining more information or insight into a career you are curious about. This may include applying for a volunteer position or talking to professionals who may work in your field of interest. Once you have made a decision regarding your career direction, it may also include having your resumé reviewed or attending an Interview Practice Session.

**4. Opportunities** - Opportunities are learning experiences created by you that assist you in moving forward in a meaningful career direction. For example, obtaining an internship or entry level position within your field of interest; or applying to graduate studies.

**5. Thoughts and Feelings** - Your thoughts and feelings give you insight into the direction that you may wish to pursue in your future career. By considering your thoughts and feelings you can begin to better understand your next step(s) in moving towards your career goals.

### **1.2.4 Three Types of Career Decision-Making Difficulty**

Several factors can contribute to decision-making difficulties among job seekers. Often Indecision occurs during the early stages of the career decision-

making process, particularly for college students who may have difficulty making a decision due to :-

- lack of readiness.
- lack of information.
- inconsistent information (Gati, Krausz, & Osipow, 1996).

**a) Lack of Readiness** :- Lack of readiness is the only career decision-making category to take place prior to beginning the decision making process (Gati, Krausz & Osipow, 1996). This category includes three subcategories that may prove as obstacles to a student's willingness or readiness to begin the career decisionmaking process:

- lack of motivation to begin the process.
- general indecisiveness regarding all decisions.
- dysfunctional beliefs or irrational expectations (Nevo, 1987) regarding the process (Gati, Saka & Krausz, 2001).
- **Lack of Information**:-Lack of information is an area of difficulty occurring during the Career decision-making process (Gati, Krausz & Osipow, 1996). This category includes four Subcategories pertaining to lack of information about: a) self, b) occupations, c) career Alternatives, and d) ways to obtain additional information about self or occupations (Gati, Saka & Krausz, 2001).
- **Inconsistent Information**. Like the above-mentioned categories, inconsistent Information is also an area of difficulty occurring during the career decision-making process (Gati, Krausz & Osipow, 1996). A student may experience difficulty relating to inconsistent Information from one of three subcategories:
  - Unreliable information.
  - Internal conflicts.
  - External conflicts (Gati, Saka & Krausz, 2001) all of which vary based on individualized experiences and background.

### **1.3 CAREER DEVELOPMENT**

Career development is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine and influence the nature and significance of work throughout the life span (Sears, 1982,



p.139).Brown and Brooks (1990b) described career development as being, for most people a life long process of getting ready to choose, choosing, and typically continuing to make choices from among the many occupations available in our society . The concept of career development was first advanced by Ginsberg, Ginsburg, Axelrod. and Hernia(1951) felt that occupational choice is developmental process that occurs over a number of years. Their original theory, which assumed that the process was completed in early adulthood, was later revised to recognize occupational choice as a life long process of decision making (Ginsberg, 1972, 1984).Career development is the process of managing life, learning and work over the lifespan. Career development is a developmental learning process that evolves throughout our lives (McDaniel's & Geysers, 1992). Schmidt (2001) defined career development as an involvement in the life-long process of exploring and investigating self, interests and career resources. A number of authors have identified the social and cultural shifts which have an impact on work life (Amundson, 2005; Savakis. 2000a; Story, 2000). As such the notion of career development is also undergoing a significant paradigm shift (Hurting 2002; Jarvis, 2002) from talking about career development to development through work and other life roles. The inseparability of work and life and the ongoing interrelationships between career and life has been recognized. Wolfe and Kolb (1980) presented a still relevant definition of career development. Career development involves one's whole life, not just occupation. As such, it concerns the whole person.. more than that; it concerns him or her in the ever-changing contexts of his or her life. The environmental pressures and constraints, the bonds that tie him or her to significant others, responsibilities towards children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with. In these terms, career development and personal development converges self and circumstances-evolving, changing, unfolding in mutual interaction-constitute the focus and drama of career development. (Wolf & Kolb, 1980, pp. 1-2).

#### **1.4 ISSUES IN CAREER DEVELOPMENT**

Not everyone has the same resources to start with. Although education situation is different everywhere. Even with good grades or clear plans. From lower

education levels, financial difficulties may become a problem that prevents individuals from proceeding with their plans. People with disabilities or other impairments are in an inferior position compared to average people to begin with. Working life has changed as technology develops quickly and recognition of skills is getting more common, which are not necessarily bad things. However, jobs like these where continuous development is necessary are not considered secure anymore since the already known skills and knowledge need to be improved continuously. Personal skills can be developed through learning, but an overall lack of the skills that are looked upon nowadays – such as communication skills, problem-solving, or leadership skills – can hinder personal career development. (Kapur 2018.)

## **1.5 CAREER DEVELOPMENT PROCESS**

The career development process begins with identifying personal career needs and goals. That starts with self-knowledge and understanding which are going to be discussed further in chapter three. Next comes exploring the career options and opportunities, followed by integrating career needs to the opportunities as well as defining clear goals for education and career. Knowing what are the options will be helpful in decision making, as it is difficult to try to make a decision without a clear vision of what the goal could possibly be. Making plans with a definite, clear goal in mind will motivate a whole lot differently than unclear, vague goals. Once the goal is set and there is a clear plan on how to achieve that goal, it is time to take action, build up a network, get experience, and work towards the goal. (Shaito 2019, 9.) - **Myths about Career Planning & Decision-making.**

1. **Choosing a career is easy** -Choosing a career is very complex, and it takes quality time. Career development involves learning about oneself, learning about occupations and associated training programs, then bridging these pieces of information for planning and decision-making.
2. **Money is the key to happiness** -Wages may be important, but they are not the only factor you should consider nor perhaps the most important factor you should consider when choosing a career. High wages are not linked to occupational satisfaction, according to the most current research findings<sup>1</sup>. For most people, enjoying their work tasks, feeling skilled and

recognized for a job well done, and having positive Coworkers are seen as much more important factors than money. Considering wages is Important, but don't let wages drive your selection process.

3. **You will learn to hate your hobby if it becomes your career-** Marcia Sinetar wrote an inspiring book entitled, *Do What You Love, the Money Will Follow*.

In this book, she observes that you are likelier to be successful if you work in a field you care About than if you just punch a timecard. It makes good sense to choose a field related to what You enjoy doing and do well. You are likely quite skilled in several aspects of your hobby, and Those skills may transfer nicely to a new career field.

4. **“Careers of the Future” should guide my choice-Occupational outlook-** information can help inform you about fields that interest you, but don't let Outlook information guide your choice. Forecasts are typically based on valid data and formulas, But sometimes the economy changes rapidly and unexpectedly, as ours did following the events Of 9/11. Just because the outlook for an occupation looks good, it doesn't mean that the Occupation is right for you. Consider your interests, skills and other preferences first.
5. **Others know better than I what career would be best for me-**A career counselor, family member, or friend should not tell you what occupation is best for you. Others can provide you with insights into yourself and the workforce, and they can provide you With assistance in making choices, but ultimately, the decision must be your own.

## **1.6 SIGNIFICANCE OF THE STUDY**

Decisions pertaining to choice of ones career have a vital influence on the wellbeing of student, social acceptance, health and bear lifelong consequences. At the same time as some individual decide their career decision without difficulty on the other hand, various others individual faces complexity before incoming the actual decision-making procedure or during it. These complexity can sometime results in attempt to move the accountability for creation the decision to somebody as well, postponing the decision or refraining from making it, in other cases complexity may lead to a less-than most select

decision-making procedure and accordingly to a less-than-optimal choice. The negative consequences may particularly affect students.

### **1.7 STATEMENT OF THE PROBLEM**

**“Career Decision Making Among Senior Secondary School Students of Jammu district”.**

### **1.8 OPERATIONAL DEFINITIONS OF TERMS USED:-**

- **Career Decision-Making:-** Operationally career decision-making is defined as the process of making informed career choices based on one’s personal experiences.
- **Senior Secondary School Students:-** Secondary School students are students of class 9th to 12th. These are those students who are passing through the period of adolescence, which is the most important period of human’s life. In the present study only students who were studying in class 11th were taken.

### **1.9 OBJECTIVES OF THE STUDY**

1. To find out significant differences in career decision making of senior secondary school students belonging to different gender (boys and girls).
2. To find out significant difference in the career decision making of senior secondary school students belonging to different type of institutions (govt. and private).
3. To find the interactional effect of gender (boys and girls) and type of institutions (govt. and private) among senior secondary school students when career decision making scores are taken as dependent variable.

### **1.10 HYPOTHESES OF THE STUDY**

1. There is no significant differences in career decision making of senior secondary school students belonging to different gender (boys and girls).
2. There is no significant difference in the career decision making of senior secondary school students belonging to different type of institutions (govt. and private).
3. There is no significant difference in the interactional effect of gender (boys and girls) and type of institutions (govt. and private) among senior secondary school students when career decision making scores are taken as dependent variable.

### **1.11 DELIMITATIONS OF THE STUDY**

- The Present study was confined to Jammu district only.
- The study was confined to senior secondary students of Jammu district only.
- The study was confined to government schools and private schools of Jammu district only.

## **CHAPTER - 2**

### **REVIEW OF RELATED LITERATURE**

Before taking up any specific research project in the development of a discipline, the investigator must be thoroughly familiar with previous theory and practice. A review of related literature is one of essential steps for the conduct of research study. It enables the researcher to work out the finer details of his / her research problem. It helps to save time and resources. It is one of the important aspects of a research project “Particularly all human knowledge can be found in books and libraries new with each generations recorded knowledge of the past”.

The “Review of Literature” consists of two words i.e. ‘Review’ and ‘Literature’ the term review means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that his/her study would be an addition to this field. In research methodology the term ‘Literature’ means the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. The task of review of related literature is highly creative and tedious because researcher has to synthesize ; the available knowledge of the field in a unique way to provide the rationales for his/her study.

Education is such a field about which investigator has to have up-to-date information about all the researches, which have been conducted till present and also those, which are under process, the objectives behind survey of related literature is to have through and deep understanding of the topic and also the areas which are left untouched. Related study also enables the investigator to do research on any more related problems and suggestions for further research.

It is very valuable task for an investigator to have a comprehensive survey of what already has been done on the problem and its related studies. “Survey of related literature avoids the risk of duplication, provides details which are valuable in formulating in the problem and contributes to the general scholarship of the investigator” “the orientation provided by a survey or the

related research is helpful in making a straight forward statement of need for investigation avoiding two extremes of apologetic attitudes and exaggerated claims”.

**Scott and Wetherner (1932) states**, “Review of related study may serve to avoid unnecessary duplications and may help to make progress towards the solution of the new problem”.

**John W. Best**, “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start with each generation, man builds upon the accumulated and recorded knowledge of the past. He constant adding to the vast store of knowledge makes possible progress in all areas of the human endeavour.”

**According to Water R. Borg**, “The literature in any field form the foundation of knowledge upon which all future work will be built.”

It is through the review of related studies that would develop an insight and interest of the investigator. Due to the non availability of the literature and shortage of time, the investigator could not collect more studies. In the present investigation, the investigator visited departmental library, university library and on internet site.

The general purpose of the review is to hold the research work for a thorough understanding and insight into the work already done and area left untouched or unexplained. Review of related literature is one of the most important steps in the planning of any research study.

**Xin-Hai , et al., (2023)** results showed that both career values and career decision self-efficacy had significant positive effects on career decisions. Moreover, both career decision self-efficacy and career goals played a mediating role. The results demonstrate the applicability of the Career Self-Management Model conceptual framework to the study of career decision-making among college students attending higher education institutions.

**Kassahun, et al., (2022)** finding also indicated that career decision making had a significant negative relationship with perceived socio economic factors and academic interest/ability ( $r = -.179, -.256, n = 293, p < .05$ ). Based on the study, several recommendations were made. The study recommended the

training of parents, peers and teachers to enhance students' career decision. It was also recommended that only trained career guidance teachers be allowed to teach career guidance. Lastly, the study also recommended a career guidance model to assist in helping students deciding suitable careers.

**Okafor and Akpochafo (2022)** study revealed that there is no significant relationship between self-esteem and career decision-making difficulties among secondary school students; that there is no significant moderating impact of age and gender in the relationship between self-esteem and career decision-making difficulties among secondary school students. The study recommended that more studies should be carried out to explore the reason why no significant relationship was found between self-esteem and career decision-making difficulties among secondary school students in Delta North Senatorial District.

**Singh & Alberti (2020)** study that produced in-depth findings on changing career preferences, a subject described poorly within the literature. Career preferences of medical students were found to change for a variety of reasons within three broad themes of the 'influence of medical school', 'perceived suitability to specialty' and 'belonging and fitting in'. The first two themes are already described in an existing model of medical career decision-making. However, the exclusion of this study's third theme from the existing model led to the formation of an updated version to incorporate this. Career preference remains a dynamic, complex and ever-evolving phenomenon, influenced by an intricate interplay of internal and external factors. Medical career decision-making is an important field of work if we are to ensure that medical schools are producing an appropriate workforce to meet the present and future demands of our healthcare system.

**Saleem, et al., (2018)** examine study is aimed to evaluate student's perception about career choices, research interests and leadership attitudes towards pharmacy profession and factors involved in the selection. A cross-sectional survey was conducted at seven different schools of pharmacy in Lahore, Pakistan. The questionnaire used in this study was designed from previous studies conducted in different countries. A total of 720 questionnaires were distributed among the fourth and final year pharmacy students, out of



which 562 were returned with the response rate of 78.0%. Majority of the students (30.1%) considered Clinical pharmacist as the best career option and 18.1% students believed that personal interest was the prime reason for the selection of their profession. A large proportion of students (75.6%) believed that leader should take charge of the organization. The participants of the age of 22-23 years were strongly agreed that leader is responsible for controlling the whole group or organization than other age groups (56.0%,  $p < 0.05$ ). Female respondents were in higher agreement that they were interested in a research study than male respondents (66.5% vs. 33.5%,  $p = 0.028$ ). The participants wanted to serve their career as a clinical pharmacist upon graduation. Different leadership establishment programs should be conducted to develop hierarchical and leadership skills among students.

**Mbagwu and Ajaegbu (2016)** found that teenagers whose parents from high educational background are most consistent and do not have much difficulties in making a career choice when compared with those whose parents have low educational background. Also, majority of teenagers whose parents had high educational background and made more of professional career choices while whose parents had low educational background made more of business career choices. He finally concluded that there is significant relationship between parent's educational background and choice of career.

**Koech (2016)** reported that the mentors advice has the least influence on career choice. The choice of career is most influenced by parents, friends and counsellors; however variations occur from one population to other. He also reported that rural students tend to seek help from parents more than urban students and parents play major role than teachers in the career choice of students.

**Ramachandram and Asma (2015)** concluded that personal interests and family influence of the students significantly influence students' career choice.

**James and Denis (2015)** found that students choose to study agriculture because of the job opportunities or benefits in agriculture, due to family

background or due to their parents' advice. He also found that more than half of the students came from rural areas and had a farming background.

**Braza and Guillo (2015)** found that the socio- demographic characteristics of students such as sex, parent's educational attainment and family income show significant relationship with career choice of students. He also found that majority of the students belong to rural background and majority of the respondents are eldest son/ daughter with 3-5 numbers of siblings in families and majority of the students are average in academics and they look up their parents as their role models.

**Eremie (2014)** findings revealed that there were significant differences among male and female secondary school students in their career preferences in terms of prestige of profession, gender parity, and parental influence. It also concluded that gender parity has significant influence on the career preference among male and female students. It also concluded that parents have high influence on both male and female students and the study revealed that the parental influence was even higher on male than female students.

**Shakya and Singh (2013)** concluded that irrespective of sex, science and technology and education are most preferred careers while Agriculture and defence are the least preferred careers among students. He further concluded that sex of the student influences the career preferences of students and changes with time.

**Rocca (2013)** found that based on the grade point averages, agriculture colleges are receiving the students with good high school GPA's. He also found that most of the students possess average OGPA. Therefore, he finally concluded that students who enter agriculture generally have the ability to excel in their selected areas of agriculture.

**Pathak & Rahman (2013)** conducted study on career preferences of undergraduate students in relation to their sex, rural urban inhabitation and level of media exposure. The findings revealed existence of significant difference between male and female as well as between rural and urban undergraduate students in certain areas of career. The study further showed significant relationship between level of media exposure and some areas of career

preference of undergraduate students. The result, in this way will go a long to help parents, teachers, government, counsellors, and media personnel to use their human and material resources in planning and implementing policies to direct students in the path most suitable to them.

**Olamide and Olawaiye (2013)** observed that the students' career is influenced by many factors such as poor academic performance, poor choice of subjects and lack of financial support from their family to get their required training that would qualify them for the jobs of their choice. On the other hand he also found that students do not feel environmental factors are important, they did not show outright disregard for them. He found that there is some interest, just not significant interest. Students always believe and listen to the people around them, and that those people are going to have similar ideas, not significant ideas.

**Njeri (2013)** concluded that family factors such as parental advice and uncles and aunts advice had a great influence on career preferences of students. Parent's career and sibling's career had the least influence on career preference. He also concluded that role models have a significant influence on career preference among undergraduate students followed by mentor's advice.

**Fizer (2013)** concluded that the most influential factor of career preference was the family and the next highest factor when choosing a major was a career that is personally rewarded. He also stated that there is a significant relationship between students who grew up on a rural and students who plan to have a career in production agriculture.

**Munyingi (2012)** concluded that academic factors such as students interest in particular subjects, students' performance, and availability of various courses affects career choices among female students. It can also be concluded that socio cultural factors such as kind of society a female student lives and interacts with, students gender, occupational status and educational level of parents and cultural background of a female student affects their career preference. He further concluded that economic factors such as economic status of one's family and pressure from family for financial support influence the career preferences among students. He finally concluded that student's

characteristics such as student's interest in particular subjects, student's mental abilities, student's personality influences career preferences among female students.

**Gaikwad et al. (2012)** in their study on career preferences and attitude towards the rural health services among the graduating interns of a medical college in Bangalore rural reported that all the interns were aspiring for post-graduation seats; not a single intern wanted to Practice with MBBS degree; only 33 interns (44.00%) would like to serve in rural areas; whereas only 7 (9.33%) interns wanted to settle permanently in rural areas and serve rural people. Thus, the authors concluded that the attitude of interns towards the rural service is not favourable. The foregoing account of the review of related literature has made the researcher clear that although a number of research studies have so far been conducted on career preferences, still there is lacking of some areas specially related to Media Exposure.

**Bakshi (2012)** reported that youth career preferences were largely classspecific and also gender-specific. Youth influence on career choice was highest for self, followed by mother, father and teachers. He found that "self and family" and "self, family and teachers" combinations were important influences on career preference.

**Shumba and Naong (2012)** concluded that the family, the ability of learner self to identify his/her preferred career choice and teachers are the significant factors that influence the career choice of students. He also found that low family income is the most common impediment towards career choice.

**Muraguri (2011)** stated that individuals' choice of career is influenced by multiple factors like personality, interest, self-concept, cultural identity, role model, social support and available resources such as information and finance. He states that most people are influenced by careers that their parents favour, others follow the careers that educational choices have opened for them, some choose to follow their passion, while others choose the career that give high income.

**Herren and Robertson (2011)** observed that students' choice of career was affected mostly by their friends, parents, teachers and alumni. He also

observed that the people affecting a student's career choice provides more insight about the career field including the factors such as how big of a salary it offers, how fast a student can advance, or the benefits that come with that job field.

**Watson (2010)** found that majority of the students choose social type occupations followed by investigative type occupations, while boys mostly choose investigative type and girls more to social type occupations. He also reported that vast majority of students choose high status occupations.

## **CHAPTER- 3**

### **METHODS AND PROCEDURE**

Methodology has to be the most important aspect towards any study methods that are most important in a research process. They describe the various steps of the plan to be adopted in solving a research problem. Methodology used in any investigation in fact determines its testing. In research, there are numerous methods and procedures to be applied such as historical method, experimental method, Survey method and case study method. Out of these methods the survey method was selected which was most appropriate to the project or problem under investigation. The present study aims to study the relationship between scientific interest and mental imagery among higher secondary school students. Once the problem has been selected & identified the next step is the collection of data. The collection of data is of paramount importance in the conduct of research. The nature of data depends mostly upon the type of tool and technique used by researchers for collecting the data It is necessary to adopt or evolve systematic procedures to collect essential data Relevant data, adequate in quality and quantity should be collected.

Research design is the blueprint of the procedures that enables the researcher to test hypotheses by reaching valid conclusions about the relationship between dependent and independent variables It is a plan, structure and strategy of research prepared to obtain answers to research questions and to control variance. Before doing the study the researcher has fixed the topic and area because it provides the entire draft of the scheme of research starting from writing a hypothesis there operational implications to the final analysis of the data. The structure of the research is more specific as it provides the outline, the scheme, the paradigm of the operation of the variables without a plan of the study no scientific study is possible. Plan and procedure constitute a significant part of a research A well thought out plan of action in advance, followed by a systematic execution brings fruitful results. Finally it also concludes

determining the techniques how the data will be analysed and conclusions reached a The order of discussion of the

Procedure is as under:-

1. Population
2. Selection of Sample
3. Variables Studied
4. Selection of tool
5. Administration of tool
6. Scoring of tool
7. Statistical techniques employed

### **3.1 POPULATION**

The population for the study consisted of senior secondary students of Jammu district and a representative sample from the population was selected by the investigator.

### **3.2 SELECTION OF SAMPLE**

Sampling is the fundamental and basic vital essence of research. Sampling generally refers to the process of selecting a small part of specimen of something in order to determine some qualities or characteristics of the whole. It is very easy to understand the investigator can never collect the data about the whole population in any investigation. One has to selected group of individual who could present the whole population and form the basis for making reference for certain population facts. This is known as sampling.

The sampling has great utility in research. The size of the sample varies form study, methods and nature of population, It is easier, less time consuming and economical to deal with a sample than the whole population. In fact good sample minimizes the error of estimation

A sample was a sample proportion of the population selected for observation and analysis. The sample of the present study consists of 200 secondary school students.(100 male and 100 female). Studying in government and private schools of jammu district. The list of the schools and number of students selected for the present study are given in table 3.1.

**Table3.1 : Number of students selected from different schools.**

S.No	Name of the school	Boys	Girls	Total
1.	Govt. Hr. Sec. School, Paloura.	10	10	20
2.	Govt.Girls Hr. sec School, Bishnah	-	20	20
3.	Govt.Sri Ranbir Hr. Sec school, Jammu.	20	-	20
4.	Govt.Girls Hr. Sec school, Satwari	-	20	20
5.	Saraswati Institute of Research & studies, Bishnah.	10	10	20
6.	Naveen Vidya Mandir high secondary school, Paloura.	10	10	20
7.	Govt. Boys higher secondary school, Jammu- cant	20	-	20
8.	Govt. Girls higher secondary school, Kachi Chawni.	-	20	20
9.	Rajesh Public School, Bishnah.	10	10	20
10.	Govt.Boys Hr. Sec School, Bishnah.	20	-	20
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>

### **3.3 VARIABLES STUDIED**

In the present study there are two independent variables and one dependent variable which are to be studied:-

**Independent Variables:-** -

**Gender:-** Male and Female

**Type of Institutions:-** Government and private

**Dependent Variable:-** Career decision making inventory scores.

### **3.4 SELECTION OF THE TOOL**

Following tool used in the study:

- 1.The Career Decision Making Inventory (CDM; Singh, 1999).



## **DESCRIPTION OF CAREER DECISION MAKING INVENTORY**

The Career Decision Making Inventory (CDMI) is an 18 items self-report measure to Assess the career decidedness and career indecision. It consists of career decidedness scale (5 Items) and career indecision scale (13 items). The test items are printed in reusable booklet Designed to be used with a separate answer sheet, respondents are asked to circle the three Options i.e. exactly like me, somewhat like me and not all like me, on the basis of how closely the items describes them.

- **Decidedness Scale:-** Decidedness scale provides a measure of the degrees of Decidedness in having made a decision about career. To obtain the raw scores for decidedness Scale ratings of items 1 through 5 are added.
- **Indecision Scale:-** It is a measure of career indecision. Total ratings for items 6 Through 18 added and thus raw scores are obtained for the indecision scale.

## **RELIABILITY**

The test-retest reliability coefficient for career decidedness scale and career indecision Scale were found to be 0.97 and 0.94 respectively.

## **VALIDITY**

The criterion related with career decision scale (Osipow, 1986) yielded significantly Coefficient of correlation of 0.69 and 0.59 for career decidedness scale and career indecision scale respectively.

## **3.5 ADMINISTRATION OF TOOL**

After deciding the sample and tools to be used the next step was how to administer the tool to collect the desired data from senior secondary school students . The investigator first took the permission from the head of the institution and personally visited the schools for collection of data . Personal presence of the investigator would satisfy the curiosity of the students and also the purpose of the study could be explained to the students in order to ensure reliable responses copies of career decisions making inventory questionnaires were supplied to the students simultaneously. After supplying the copies / tools each students was asked to tick one of the three possibilities of career decisions making scale.

### 3.6 SCORING OF TOOL

Scoring of responses in the career decision making Inventory

EXACTLY LIKE ME	3
SOMEWHAT LIKE ME	2
NOT AT ALL LIKE ME	1

The scores of each respondent were calculated by adding the score values of responses given against the statement in the scale.

**3.7 SELECTION OF STATISTICAL TECHNIQUE** In the present investigation, the investigator employed the following Statistical techniques:-

- a) Two Way ANOVA (2x2) analysis of variance was applied by the investigator to see the effect of main factor gender and type of institutions on the career decision making of senior secondary school students.

## CHAPTER – 4

### ANALYSIS AND INTERPRETATION OF DATA

One of the most important steps in any research project is the organization of analysis and interpretation of data. The tabulated data has no meaning unless it is analysed and interpreted by some suitable statistical technique so as to arrive at significant conclusion.

Analysis of data means studying the tabulated data in order to determine inherent facts or meanings. It involves the breaking up of the complex factors into simpler parts and putting them together for the purpose of interpretation. The interpretation of data helps the investigator to analyse the same problem or the related problem with appropriate statistical techniques without wasting their labour. After the collection of data, it must be analyzed properly so as to draw proper inferences. It must be carefully edited, systematically analyzed, intelligently interpreted and rationally concluded.

The purpose of interpretation is essentially to know – what do the results show? What do they mean? What is their significance etc. So the interpretation is considered to be the most important step in the total procedure of research.

#### 4.1 ASSUMPTIONS OF ANALYSIS OF VARIANCE

Analysis of variance (ANOVA) is a powerful statistical technique or tool used to test the homogeneity of several means. It was developed by R.A. Fisher, an English Statistician in 1920's who is also considered to be the father of modern statistics. It is an economical method of testing significant difference between the means of two groups. In its simplest form, the analysis of variance is used to test the significance of the differences between two or more groups. According to Fisher, "Analysis of variance (ANOVA) is the separation of variance ascribable to our group of causes from variance ascribable to other groups."

Following are the important assumptions of Analysis of variance : -

- 1) **Independence of Groups:-** It is assumed that the groups selected should be made up of randomly selected subjects and are independent.

- 2) **Homogeneity of variance :-** It is assumed that the population from which groups have been selected have equal variances. In symbols, it is presented as,

$$\sigma^2_1 = \sigma^2_2 \dots\dots\dots \sigma^2_k$$

- 3) **Normality of Distribution :-** The sample selected from the population should have normal distribution.
- 4) **Additivity :-** It has been stated that the total variance is obtained due to sum of two or other sources of variances i.e. variations.

#### 4.2 ADVANTAGES OF ANALYSIS OF VARIANCE

Following are the advantages of ANOVA :-

- 1) Analysis of variance helps to compare all the groups or any number of comparison in a single test.
- 2) It is time saving and also involves less risk of errors i.e. when we reject the null hypothesis at small variance to be significant at .05 level.
- 3) The results obtained through analysis of variance is understandable and interpretable.
- 4) It is a powerful statistical technique for testing significance of mean difference.
- 5) The analysis of variance is useful when there are more than two groups to be compared for testing significance of mean difference.

#### 4.3 SELECTION OF THE STATISTICAL TECHNIQUE OF ANALYSIS

In the present investigation the investigator selected one statistical technique i.e. ANOVA. In ANOVA investigator studied the main effect of independent variables over dependent variable

In view of these consideration, the technique of two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

#### 4.4 ANALYSIS OF VARIANCE

In the present study, the two – way analysis of variance technique is applied to the data of attitude scores with the factorial design as 2x2 factorial matrices with career decision as criterion, which was studied in relation to different gender and type of institutions.

## 4.5 GENERAL COMPUTATIONAL STEPS FOR COMPUTATION OF TWO WAY ANOVA

Following are the general computational steps employed in two way ANOVA

Step I. Correction or C =  $\frac{(\sum X_T)^2}{N_T}$

Step II. Sum of squares for total (SS<sub>T</sub>)

$$SS_T = \sum X_T^2 - C$$

Step III. Sum of squares for A (SS<sub>A</sub>)

$$SS_A = \frac{(\sum A_1)^2}{NA_1} + \frac{(\sum A_2)^2}{NA_2} - C$$

Step IV. Sum of squares for B (SS<sub>B</sub>)

$$SS_B = \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{NB_2} - C$$

Step V. Sum of squares for Between cells (SS<sub>Bet. cells</sub>)

$$SS_{\text{Bet. cells}} = \frac{(\sum A_1 B_1)^2}{N_1} + \frac{(\sum A_1 B_2)^2}{N_2} + \frac{(\sum A_2 B_1)^2}{N_3} + \frac{(\sum A_2 B_2)^2}{N_4} - C$$

Step VI. Sum of squares for Interaction (SS<sub>AxB</sub>)

$$SS_{AxB} = SS_{\text{Bet}} - (SS_A + SS_B)$$

Step VII. Sum of squares for within (SS<sub>W</sub>)

$$SS_W = SS_T - SS_{\text{Bet. cells}}$$

### Summary of two – way ANOVA

Sources of variance	SS	DF	MS	F	Level of Significance
A ( Columns )					
B (Rows)					
AxB ( Columns & Rows)					
Within					

### COMPUTATION OF TWO WAY ANOVA

In this study, the researcher was interested to study the differences in the career decision making among students.

**Table 4.1 Showing scores of career decision making in relation to Gender and type of institutions**

	Gender		
	Boys (A <sub>1</sub> )	Girls (A <sub>2</sub> )	
<b>Govt.(B<sub>1</sub>)</b>	52	50	
	54	51	
	49	48	
	39	45	
	43	51	
	48	45	
	47	48	
	49	49	
	51	49	
	42	43	
	$\Sigma A_1 B_1 = 474$	$\Sigma A_2 B_1 = 479$	$\Sigma B_1 = 953$
<b>Private (B<sub>2</sub>)</b>	37	41	
	47	43	
	39	44	
	38	39	
	42	52	
	45	38	
	32	41	
	42	35	
	41	43	
	39	36	
	$\Sigma A_1 B_2 = 402$	$\Sigma A_2 B_2 = 412$	$\Sigma B_2 = 814$
	$\Sigma A_1 = 876$	$\Sigma A_2 = 891$	$\Sigma X_T = 1767$ $N_T = 40$

Table 4.2 Showing the squares of scores given in table.

Type of Institutions	GENDER		
	Boys ( $A_1^2$ )	Girls ( $A_2^2$ )	
<b>(B<sub>1</sub>)<sup>2</sup> Govt.</b>	2704	2500	
	2916	2601	
	2401	2304	
	1521	2025	
	1849	2601	
	2304	2025	
	2209	2304	
	2401	2401	
	2601	2401	
	1764	1849	
<b>(B<sub>2</sub>)<sup>2</sup> Private</b>	1369	1681	
	2209	1849	
	1521	1936	
	1444	1521	
	1764	2704	
	2025	1444	
	1024	1681	
	1764	1225	
	1681	1849	
	1521	1296	
$X^2$	38,992	40197	$\Sigma X_T^2 = 79189$

Step I. Correction or  $C = \frac{(\Sigma X_T)^2}{N_T}$

$$= \frac{(1767)^2}{40}$$

$$= \frac{3122289}{40}$$

$$= 78057.22$$

Step II. Sum of squares for Total (SS<sub>T</sub>)

$$SS_T = \sum X^2_T - C \text{ or } \sum X^2_T - \frac{(\sum X_T)^2}{N_T}$$

$$SS_T = 79189 - 78057.22$$

$$SS_T = 1131.78$$

Step III. Sum of squares for A (SS<sub>A</sub>)

$$\begin{aligned} SS_A &= \frac{(\sum A_1)^2}{N} + \frac{(\sum A_2)^2}{N} - C \\ &= \frac{(876)^2}{20} + \frac{(891)^2}{20} - 78057.22 \\ &= \frac{767376}{20} + \frac{793881}{20} - 78057.22 \\ &= 38368.8 + 39694.05 - 78057.22 \\ &= 78062.85 - 78057.22 \end{aligned}$$

$$SS_A = 5.63$$

Step IV. Sum of squares for B (SS<sub>B</sub>)

$$\begin{aligned} SS_B &= \frac{(\sum B_1)^2}{N} + \frac{(\sum B_2)^2}{N} - C \\ &= \frac{(953)^2}{20} + \frac{(814)^2}{20} - C \\ &= \frac{908209}{20} + \frac{662596}{20} - 78057.22 \\ &= 45410.45 + 33129.8 - 78057.22 \\ &= 78540.25 - 78057.22 \end{aligned}$$

$$SS_B = 483.03$$

Step V. Sum of squares for Between cells (SS<sub>Bet.cells</sub>)

$$\begin{aligned} SS_{\text{Bet.cells}} &= \frac{(\sum A_1 B_1)^2}{N} + \frac{(\sum A_1 B_2)^2}{N} + \frac{(\sum A_2 B_1)^2}{N} + \frac{(\sum A_2 B_2)^2}{N} - C \\ &= \frac{(474)^2}{10} + \frac{(479)^2}{10} + \frac{(402)^2}{10} + \frac{(412)^2}{10} - C \\ &= \frac{224676}{10} + \frac{229441}{10} + \frac{161604}{10} + \frac{169744}{10} - 78057.22 \\ &= 22467.6 + 22944.1 + 16160.4 + 16974.4 - 78057.22 \end{aligned}$$



$$= 78546.5 - 78057.22$$

$$SS_{\text{Bet.. cells}} = 489.28$$

Step VI. Sum of squares for interaction ( $SS_{A \times B}$ )

$$SS_{A \times B} = SS_{\text{Bet.. cells}} - (SS_A + SS_B)$$

$$= 489.28 - 5.63 - 483.03$$

$$SS_{A \times B} = 0.62$$

Step VII. Sum of square for within ( $SS_W$ )

$$SS_W = SS_T - SS_{\text{Bet.. cells}}$$

$$= 1131.78 - 489.28$$

$$= 642.5$$

**Table 4.3 : Showing the summary of two-way Analysis of Variance**

Source of variance	SS	Df	MS	F	Level of Significance
A Gender i.e. (Boys & Girls)	5.63	1	5.63	0.31	Not significant
B Type of Institution (Govt. & Private)	483.03	1	483.03	27.07	Significant*
AxB	0.62	1	0.62	0.03	Not significant
Within	642.5	36	17.84		

\* at .01 level of significance

F-ratio for the factor A Gender i.e. (Boys and Girls) came out to be 0.31 and table value for significance are 1.98 and 2.62 at .05 and .01 level of significance against df 1 and 36. It means that there is no significant difference in career decision making among senior secondary school students belonging to different gender (boys and girls). Hence hypothesis 1 stating that there is no significant difference in career decision making among senior secondary school students belonging to different gender (boys and girls) is accepted..

The F-ratio for the factor B (Type of institutions i.e. Govt. and Private) came out to be 27.07 which is significant. It means that there is significant difference in the career decision making among senior secondary school

students belonging to different type of institutions (govt. and private). Hence hypothesis 2 stating that there is no significant difference in the career decision making among senior secondary school students belonging to different type of institutions (govt. and private) is rejected.

The F-ratio for interaction (AxB) has been found to be 0.03 which is less than the table value 1.98 and 2.62 against df 1 and 36 level of significance. It indicates that under joint influence there is no difference in the career decision making among senior secondary school students. Hence, hypothesis 3 stating that there is no significant difference in the career decision making among senior secondary school students under joint influence of gender (boys and girls) and type of institutions (i.e. govt. and private) is accepted.

## **CHAPTER - 5**

### **CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

#### **5.1 CONCLUSIONS**

1. There is no significant differences in career decision making of senior secondary school students belonging to different gender (boys and girls).
2. Significant difference in the career decision making of senior secondary school students belonging to different type of institutions (govt. and private).
3. No significant difference in the interactional effect of gender (boys and girls) and type of institutions (govt. and private) among senior secondary school students when career decision making scores are taken as dependent variable.

#### **5.2 EDUCATIONAL IMPLICATIONS**

- 1) Vocational and Educational guidance should be given to the students so that they choose their vocation according to their interest areas.
- 2) Meritorious students should be given an opportunity to get free education so that they don't have to leave education which they can do on getting jobs in defence.
- 3) Students should be made aware of job preferences abroad and in other parts of India so that they don't have to rely on state jobs and central jobs only. Therefore, appropriate awareness or Guidance programmes should be conducted.
- 4) Students must be motivated for higher education.
- 5) Vocational subjects can also be introduced in the curriculum for developing awareness among them.
- 6) Vocational programmes should also be arranged time to time to make students vocationally stable.
- 7) Guidance of parents, teachers and elders also play an important role so they themselves should be made aware of vocations choices.

- 8) This study will also help the educational and financial authorities to invest their money in the vocation in which students have shown much interest.

### **5.3 SUGGESTIONS FOR FURTHER RESEARCH**

1. The present study was restricted to Jammu district only so research can be done in other parts of the state and country also.
2. The present study collected data from students of senior secondary school students only.
3. More comprehensive study can be performed by taking samples from different age groups.
4. A sample of 200 students was taken in the study under investigation. Same study can be done on a large sample with more variables.
5. Other variables like locality, stream and socio economic factors can also be considered for further studies.

# SUMMARY

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## **TOPIC : CAREER DECISION MAKING AMONG SENIOR SECONDARY SCHOOL STUDENTS OF JAMMU DISTRICT**

### **A) INTRODUCTION**

Career may be defined as the progress and actions taken by a person throughout a Lifetime, specially related to that person's occupations. Career is often composed of the jobs Held, titles earned and work accomplished over a long period of time, rather than just referring to One's position. Dictionary com defines career as an occupation or profession, especially one Requiring special training, followed as one's lifework. It also defines career as a person's Progress or general course of action through a phase of life, as in some profession or Undertaking. Career could also be defined as the sum total of life experiences including paid and Unpaid work, community, volunteer and family activities. Microsoft Encarta defines career as Somebody's progress in a chosen profession or during that person's working life, or the general Path of progress taken by somebody (Brand, Jennie, E. 2006). Career Development, a major aspect of human development, is the process through which An individual's work identity is formed. It spans one's entire lifetime. Which career an individual chooses depends upon lot many factors and is not an easy task. These factors include family Environment, economic, social and psychological factors. Learning is affected by so many aspects like family environment, heredity, school and College environment and family back ground etc. one of the most crucial in this self-efficacy Where high level of career decision making can be attained. Positive career decision making Always leads to high level of decidedness among individuals whereas adverse carrier decision Making will have adverse effect on indecision. Individuals self-efficacy can be judged from his Carrier

decision making. More the opportunities provided increase the self-efficacy level among Individual after successful accomplishment of task. Whereas a series of failure in accomplishing The tasks tends to lower life the self-efficacy of individual therefore while giving task to an Individual it is important to have knowledge about individual interest. Education is providing Through a set of instructions to attend predefined with help of various tools. It dispels ignorance and boosts moral values of the individuals. It is only wealth which cannot be robbed. It builds character, provides strength of mind and increases knowledge. The traditional concept of career is concerned with progression of an ordered hierarchy within an organization or profession . The term career was associated with paid employment and referred to a single occupation. In today's world of work the term career is seen as a continuous process of learning and development. It is the interaction of work roles and other life roles over a person's lifespan including both paid and unpaid work in an individual's life. People create career patterns as they make decisions about education, work, family and other life roles. Career is defined by the Oxford English Dictionary as an individual's course progress through life (or a distinct portion of life). It is usually considered to pertain to remunerative work (and sometimes also formal education).

## **B) MEANING OF CAREER DECISION MAKING**

The term career decision making has been defined as the process by which a person choose his/her career. Career decision -making is a complicated procedure by which the decision maker is required to process information about themselves and information about the world of work (Jepson, 1984). Career decision making is the process by which an individual's actual education and career alternative are chosen. Career decision-making is a forceful and continuing procedure where information of self, ethics, interest, personality, economic needs, bodily work requirement or limits as well as the effect of earlier period experience, innovative information in life condition and surroundings occur and cooperate important part. Choose one's career choice depends on what he/she wants to do. It involves not individual judgment, but a big numeral of decisions more than extensive period of time. It is not an simple mission outstanding difficult and solution quality of the humanity of job.

Therefore, a person existence could be seen as a series of career decision brilliant individual alignment an model well among personality and employment (Borden, 1984).Scientific studies show that there are four essential steps an individual follows while choosing a career. They are abbreviated as ACIP, like “a Sip” of tea.

### **C) SIGNIFICANCE OF THE STUDY**

Decisions pertaining to choice of ones career have a vital influence on the wellbeing of student, social acceptance, health and bear lifelong consequences. At the same time as some individual decide their career decision without difficulty on the other hand, various others individual faces complexity before incoming the actual decision-making procedure or during it. These complexity can sometime results in attempt to move the accountability for creation the decision to somebody as well, postponing the decision or refraining from making it, in other cases complexity may lead to a less-than most select decision-making procedure and accordingly to a lessthan-optimal choice. The negative consequences may particularly affect students.

### **D) STATEMENT OF THE PROBLEM**

**“Career Decision Making Among Senior Secondary School Students of Jammu district”.**

### **E) OPERATIONAL DEFINITIONS OF TERMS USED:-**

- **Career Decision-Making:-** Operationally career decision-making is defined as the process of making informed career choices based on one’s personal experiences.
- **Senior Secondary School Students:-** Secondary School students are students of class 9th to 12th.These are those students who are passing through the period of adolescence, which is the most important period of human’s life. In the present study only students who were studying in class 11th were taken.

### **F) OBJECTIVES OF THE STUDY**

1. To find out significant differences in career decision making of senior secondary school students belonging to different gender (boys and girls).

2. To find out significant difference in the career decision making of senior secondary school students belonging to different type of institutions (govt. and private).
3. To find the interactional effect of gender (boys and girls) and type of institutions (govt. and private) among senior secondary school students when career decision making scores are taken as dependent variable.

### **G) HYPOTHESES OF THE STUDY**

1. There is no significant differences in career decision making of senior secondary school students belonging to different gender (boys and girls).
2. There is no significant difference in the career decision making of senior secondary school students belonging to different type of institutions (govt. and private).
3. There is no significant difference in the interactional effect of gender (boys and girls) and type of institutions (govt. and private) among senior secondary school students when career decision making scores are taken as dependent variable.

### **H) DELIMITATIONS OF THE STUDY**

- The Present study was confined to Jammu district only.
- The study was confined to Senior secondary students of Jammu district only.
- The study was confined to government schools and private schools of Jammu district only.

### **I) POPULATION**

The population for the study consisted of senior secondary students of Jammu district and a representative sample from the population was selected by the investigator.

### **J) SELECTION OF SAMPLE**

Sampling is the fundamental and basic vital essence of research. Sampling generally refers to the process of selecting a small part of specimen of something in order to determine some qualities or characteristics of the whole. It is very easy to understand the investigator can never collect the data about the



whole population in any investigation. One has to selected group of individual who could present the whole population and form the basis for making reference for certain population facts. This is known as sampling.

The sampling has great utility in research. The size of the sample varies form study, methods and nature of population, It is easier, less time consuming and economical to deal with a sample than the whole population. In fact good sample minimizes the error of estimation

A sample was a sample proportion of the population selected for observation and analysis. The sample of the present study consists of 200 secondary school students.(100 male and 100 female). Studying in government and private schools of jammu district.

### **K) VARIABLES STUDIED**

In the present study there are two independent variables and one dependent variable which are to be studied:-

**Independent Variables:-** -

**Gender:-** Male and Female

**-Type of Institutions:-** Government and private

**Dependent Variable:-** Career decision making inventory scores.

### **L) SELECTION OF THE TOOLS**

Following tool used in the study:

1. The Career Decision Making Inventory (CDM; Singh, 1999).

#### **DESCRIPTION OF CAREER DECISION MAKING INVENTORY**

The Career Decision Making Inventory (CDMI) is an 18 items self-report measure to Assess the career decidedness and career indecision. It consists of career decidedness scale (5 Items) and career indecision scale (13 items). The test items are printed in reusable booklet Designed to be used with a separate answer sheet, respondents are asked to circle the three Options i.e. exactly like me, somewhat like me and not all like me, on the basis of how closely the items describes them.

- **Decidedness Scale:-** Decidedness scale provides a measure of the degrees of Decidedness in having made a decision about career. To obtain the raw scores for decidedness Scale ratings of items1 through 5 are added.

- **Indecision Scale:-** It is a measure of career indecision. Total ratings for items 6 Through 18 added and thus raw scores are obtained for the indecision scale.

### **RELIABILITY**

The test-retest reliability coefficient for career decidedness scale and career indecision Scale were found to be 0.97 and 0.94 respectively.

### **VALIDITY**

The criterion related with career decision scale (Osipow, 1986) yielded significantly Coefficient of correlation of 0.69 and 0.59 for career decidedness scale and career indecision scale respectively.

### **M) ADMINISTRATION OF TOOL**

After deciding the sample and tools to be used the next step was how to administer the tool to collect the desired data from senior secondary school students . The investigator first took the permission from the head of the institution and personally visited the schools for collection of data . Personal presence of the investigator would satisfy the curiosity of the students and also the purpose of the study could be explained to the students in order to ensure reliable responses copies of career decisions making inventory questionnaires were supplied to the students simultaneously . After supplying the copies / tools each students was asked to tick one of the three possibilities of career decisions making scale.

### **N) SCORING OF TOOL**

Scoring of responses in the career decision making Inventory

<b>EXACTLY LIKE ME</b>	<b>3</b>
<b>SOMEWHAT LIKE ME</b>	<b>2</b>
<b>NOT AT ALL LIKE ME</b>	<b>1</b>

The scores of each respondent were calculated by adding the score values of responses given against the statement in the scale.

### **O) SELECTION OF STATISTICAL TECHNIQUE**

In the present investigation, the investigator employed the following Statistical techniques:-

- a) Two Way ANOVA (2x2) analysis of variance was applied by the investigator to see the effect of main factor gender and type of institutions on the career decision making of senior secondary school students.

**P) ANALYSIS AND INTERPRETATION OF DATA**

**Table A : Showing the summary of two-way Analysis of variance**

Source of variance	SS	Df	MS	F	Level of Significance
A Gender i.e. (Boys & Girls)	5.63	1	5.63	0.31	Not significant
B Type of Institution (Govt. & Private)	483.03	1	483.03	27.07	Significant*
AxB	0.62	1	0.62	0.03	Not significant
Within	642.5	36	17.84		

\* at .01 level of significance

F-ratio for the factor A Gender i.e. (Boys and Girls) came out to be 0.31 and table value for significance are 1.98 and 2.62 at .05 and .01 level of significance against df 1 and 36. It means that there is no significant difference in career decision making among senior secondary school students belonging to different gender (boys and girls). Hence hypothesis 1 stating that there is no significant difference in career decision making among senior secondary school students belonging to different gender (boys and girls) is accepted.

The F-ratio for the factor B (Type of institutions i.e. Govt. and Private) came out to be 27.07 which is significant. It means that there is significant difference in the career decision making among senior secondary school students belonging to different type of institutions (govt. and private). Hence hypothesis 2 stating that there is no significant difference in the career decision making among senior secondary school students belonging to different type of institutions (govt. and private) is rejected.

The F-ratio for interaction (AxB) has been found to be 0.03 which is less than the table value 1.98 and 2.62 against df 1 and 36 level of significance. It indicates that under joint influence there is no difference in the career

decision making among senior secondary school students. Hence, hypothesis 3 stating that there is no significant difference in the career decision making among senior secondary school students under joint influence of gender (boys and girls) and type of institutions (i.e. govt. and private) is accepted.

### **Q) CONCLUSIONS**

1. There is no significant differences in career decision making of senior secondary school students belonging to different gender (boys and girls).
2. Significant difference in the career decision making of senior secondary school students belonging to different type of institutions (govt. and private).
3. No significant difference in the interactional effect of gender (boys and girls) and type of institutions (govt. and private) among senior secondary school students when career decision making scores are taken as dependent variable.

### **R) EDUCATIONAL IMPLICATIONS**

- 1) Vocational and Educational guidance should be given to the students so that they choose their vocation according to their interest areas.
- 2) Meritorious students should be given an opportunity to get free education so that they don't have to leave education which they can do on getting jobs in defence.
- 3) Students should be made aware of job preferences abroad and in other parts of India so that they don't have to rely on state jobs and central jobs only. Therefore, appropriate awareness or Guidance programmes should be conducted.
- 4) Students must be motivated for higher education.
- 5) Vocational subjects can also be introduced in the curriculum for developing awareness among them.
- 6) Vocational programmes should also be arranged time to time to make students vocationally stable.
- 7) Guidance of parents, teachers and elders also play an important role so they themselves should be made aware of vocations choices.

- 8) This study will also help the educational and financial authorities to invest their money in the vocation in which students have shown much interest.

### **S) SUGGESTIONS FOR FURTHER RESEARCH**

1. The present study was restricted to Jammu district only so research can be done in other parts of the state and country also.
2. The present study collected data from students of senior secondary school students only.
3. More comprehensive study can be performed by taking samples from different age groups.
4. A sample of 200 students was taken in the study under investigation. Same study can be done on a large sample with more variables.
5. Other variables like locality, stream and socio economic factors can also be considered for further studies.

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## Appendix –A

 <small>T.M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</small> <b>Dr. Kirandeep Singh (Chandigarh)</b>	<b>Consumable Booklet of CDMS-KS (English Version)</b>
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<b>Please fill in the following informations :</b>		<b>Date</b> <input type="text"/>
Name _____		
Father's Name _____		
Date of Birth _____	Sex : Male <input type="checkbox"/>	Female <input type="checkbox"/>
Class (XI / XII) _____ Optional Subject/Stream _____		
Board : State Board <input type="checkbox"/>	CBSE <input type="checkbox"/>	
Area : Urban <input type="checkbox"/>	Rural <input type="checkbox"/>	
School _____		

<b>INSTRUCTIONS</b>
<p>On the following pages there are 18 statements related to Career Plans. Read each statement carefully and decide your response, how does it describe you on the three points, viz., <b>Exactly Like Me, Somewhat Like Me or Not at all Like Me</b>, and put a <input checked="" type="checkbox"/> mark in the appropriate box which describes you the best.</p> <p>Please give your response on all the 18 statements.</p> <p style="text-align: right;"><i>Your responses will be kept confidential.</i></p>

### Scoring Table

Sr. No.	Dimension	Percentile	Interpretation
1.	CDS		
2.	CIS		
<b>Total</b>			

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Sr. No.	STATEMENTS	Exactly Like Me	Somewhat Like Me	Not at all Like Me	Score
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**PART - A-CDS**

1. I have decided the subjects and the career, I wish to pursue.

2. I am very confident about my decision.

3. I know how to implement my choice.

4. The career of my choice will provide me with the opportunity to do exactly what I want to do.

5. I want to be absolutely certain that my choice is the right one.

Total Score Part A

Sr. No.	STATEMENTS	Exactly Like Me	Somewhat Like Me	Not at all Like Me	Score
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**PART - B-CIS**

6. I do not know in what way the subjects I am studying (art/science/commerce/vocational) in school will help in choosing a career.
7. Everybody has suggested me something or the other, therefore I am confused to make a choice.
8. I know I will have to take up a job eventually, but none of the careers I know about appeal to me.
9. I have no experience to make a career decision right now.
10. I am aware of my interests, but I am not certain whether they are related to my career plans.
11. I am not certain about the requirements, if I want to become a .....
12. I know I have the ability to do well, but it is hard for me to decide finally about a career.

Sr. No.	STATEMENTS	Exactly Like Me	Somewhat Like Me	Not at all Like Me	Score
	13. I am not worried about choosing an occupation, until I have finished my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	14. I cannot understand how some people can be certain about their decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	15. I do not see any point in planning about my future job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	16. I am pursuing this stream because I did not get admission in the stream of my choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	17. I keep changing my occupational choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	18. I would like to be a ....., but I would definitely be going against the wishes of someone who is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<b>Total Score Part B</b>					<input type="text"/>

## Appendix – B

### Raw scores of male and female

S.No.	Males	Females
1.	50	27
2.	38	47
3.	39	50
4.	49	53
5.	33	36
6.	45	39
7.	52	43
8.	36	50
9.	51	35
10.	40	39
11.	54	43
12.	43	47
13.	47	46
14.	42	48
15.	38	29
16.	38	38
17.	39	39
18.	30	38
19.	41	39
20.	39	52

21.	30	51
22.	34	52
23.	45	50
24.	44	49
25.	41	39
26.	38	33
27.	52	43
28.	31	39
29.	33	36
30.	47	29
31.	30	34
32.	34	44
33.	48	52
34.	39	29
35.	37	38
36.	40	27
37.	36	35
38.	31	29
39.	29	36
40.	26	28
41.	54	39
42.	29	43
43.	27	41



44.	39	39
45.	26	43
46.	29	49
47.	46	39
48.	43	49
49.	27	43
50.	38	49
51.	35	52
52.	28	32
53.	54	29
54.	22	30
55.	38	45
56.	47	33
57.	39	35
58.	33	31
59.	39	38
60.	36	36
61.	44	39
62.	51	43
63.	52	40
64.	53	29
65.	50	51
66.	48	39

67.	53	33
68.	42	34
69.	45	35
70.	40	39
71.	41	48
72.	30	45
73.	39	50
74.	38	34
75.	29	38
76.	47	36
77.	45	34
78.	36	29
79.	31	36
80.	48	36
81.	34	29
82.	34	32
83.	38	41
84.	39	29
85.	54	39
86.	34	43
87.	48	29
88.	46	45
89.	46	51

90.	32	29
91.	35	33
92.	33	50
93.	47	44
94.	34	49
95.	34	43
96.	33	34
97.	45	52
98.	35	39
99.	42	49
100.	41	39