

**CAREER AWARENESS OF STUDENTS AT SECONDARY SCHOOLS OF ODISHA****Rasmirekha Sethy, Ph.D.***Assistant Professor, RIE, Bhubaneswar-751022***Abstract**

The objective of this paper is to examine the level of career awareness of students at secondary level. Survey method was used on 200 secondary school students selected from four secondary schools of Khordha District, Odisha. Self developed questionnaire based on different careers was used as tool for collection of data. The study reveals that the level of career awareness of boys and girls is moderate and very few students have high level of career awareness. The study suggested that career talk and class talk must be organised in school for creating awareness among secondary school students. Further it is recommended that all counsellors must be appointed in all secondary schools on regular basis.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

Education is the most treasured asset of fundamental importance to the individual and society. It is not only a process essential to the achievement of personal goals and individual aspirations but it is a means through which societal development can be brought about. education performs three major functions i.e., the 'developmental function' by providing opportunities to individuals to develop their unique qualities, the 'differential function' by providing variety of experiences so as to cater to varied needs, abilities and interests of individuals and lastly, the 'integrated function' which stipulates for cultural integration of pupils by developing in them a common core of shared beliefs, attitudes and values.

Secondary education serves as a link between the elementary and higher education, and plays a very important role in this respect. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. It is a gateway for

prosperity, for transforming the economy and establishing social justice in any country .It opens the world of work to the youth of the country and contributes to socio economic development of the community. Children future can depend a lot on the type of education she/he receives at the secondary level. Apart from grounding the roots of education of a child, secondary education is instrumental in shaping and directing the child to a bright future.

Guidance and counselling services play an integral part in the overall student services department of any secondary school. The aims of guidance and counselling programs in schools are to assist individuals to develop the ability to understand them, to solve their own problems, and to make appropriate adjustments to their environment. Major guidance services include student appraisal, information giving, placement and follow-up, and counselling. Guidance and counselling refers to a helping concept and relationship in which specific skills and techniques are used to make students competent, creative, realistic and able to make responsible decisions. The guidance and counselling program is an integral part of a school's total educational program; it is developmental by design, focusing on needs, interests, and issues related to various stages of student growth. Educational and career counselling has become increasingly important over the last decades for students, parents and teachers. It relates to the interests and inclinations of students and the decisions they take for their future careers. One of the functions of education is to provide opportunities for each student to reach his full potential in the areas of educational, vocational, personal, and emotional development.

Many young people experience problems in their career development. These include a lack of knowledge of their own aptitudes and interests, a lack of realism, indecision, inflexibility and, an unwillingness to change, a lack of occupational information, problem-solving skills, and gender stereotypes. Thus, career guidance is vital in assisting young people who have the usual problems experienced in career development. Careers guidance is a process that aims to provide individuals a clearer understanding of themselves and their potential for future career development. Career guidance and counselling appeared in the early part of the 20th century, due to the increasing industrialization particularly careers guidance helps people to clarify their goals for the future, assess their career development needs at different points in their life; to understand the actual process of choosing a career; take appropriate measures to implement these objectives. "Career guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers". Career guidance is embedded in different contexts such as in schools, universities, training

institutions, public employment services and workplaces. Activities may take various forms, individual or group based, face-to-face or at a distance. Career guidance can be complemented with career education, which may tackle issues such as self awareness in relation to others and employment, the exploration of job opportunities, the development of career decision-making, and the application of knowledge and skills. Career guidance enables students and individuals to use the knowledge and skills they would have acquired and developed within a particular setting, to make the best possible decisions about learning and work. It can be delivered through different media, such as printed literature, counselling interviews, group interviews, career management learning, ICT-based information and assessment tools and taster programmes. Career guidance is provided both to individual students and in group settings. Face-to-face guidance is the predominant mode of delivery guidance and counselling services.

Career is very important in an individual's life. It is essential for students to develop career awareness during high school years. They are struggling in adolescent stage and their career choice fluctuates. Lack of proper information indirectly promotes unemployment among youths. They are in confusion which career they choose. They require right career information to increase their career awareness as we know that Career awareness is an essential life skill that allows people to become more self-reliant and able to cope with rapidly changing labour markets as well as maintain a healthy balance between work and life roles. By developing career awareness, students can play an active role in planning their careers.

Rationale of the Study

Career is an extremely important part of an individual's life. In fact, students think of career at secondary level as it is the stage where preparation for career starts. Hence proper guidance should be made available to all students so that career awareness can be generated which is the basis for career decision is making. Realizing the significance of career, many studies have been conducted in India and Abroad. Some of these are discussed in following paragraph:

Olando, K. O. and Odera, P. et. (2014) stated that there was positive correlation between effective guidance and counseling services and promotion of positive adolescent self concept. **Owino, J. and Odera, F. Y. (2014)** found that 76% of responded teachers use referrals, 70% of teachers use group guidance & counselling, 78% of teachers use individual guidance and counselling, and 58% of teachers were not confidential on pupils' information. **Nkala, P. P. (2014)** viewed that most of the students are ignorant of the existence of

guidance and counselling programme services which could be the major cause of high rates of delinquency, truancy, alcohol and drug abuse and teenage pregnancies. **Alemu, Y.** (2013) found that the school community had poor awareness about the presence of guidance and counselling services at their schools. Male students' utilization of the services was significantly higher than their female counterparts. **Gauta, D. M.** (2012) stated that counselling services in secondary schools had high levels impact on students' social and emotional adjustments. Rural schools indicated high level of impact of guidance and counselling services where female students expressed higher level of social and emotional adjustment. **Khattak, M. A. and Ain, Q. U. L.** (2012) says that all the respondents favoured introducing guidance and counselling services in schools. Moreover, they also indicated the need of properly trained teachers for inculcating counselling and guidance services in schools. **Mikaye, O. D.** (2012) found that guidance and counselling services were offered in the schools and 82.4% of the principals considered it important but lacked the necessary material and literature support. The character formation is achieved through intense formal and informal programmes for guidance and counselling. **Lazarus, Kelechi U. and I .C.** (2011) says that as part of career development, vocational rehabilitation is a way of helping persons with special needs to overcome the disabling conditions involved with disabilities. **Akeredolu, S. A.** (2011) found that vocational guidance significantly influenced vocational aspirations of the students. **Bozgyeyikli, H. and Hamurcu, Habib** (2009) showed that there was a significant relationship between career decision making self-efficacy and career maturity with socioeconomic status. **Eyo, Joshua and Esuong** (2009) viewed that students' attitude towards guidance and counselling services were significantly positive; that gender and school location significantly influenced students' attitude towards guidance services the results further revealed that there are significant differences between attitude of male and female students in rural and urban schools towards guidance and counselling services. **Samoei, W.K.** (2008) found that guidance and counselling was minimally used in the management of student discipline in secondary schools. Punishments especially physical punishment, corporal punishment and suspension/calling parents were used as a disciplinary method. **Njeri, P. N.** (2007) found that students were aware of the role and importance of career counselling in their schools, there was poor academic performance among students. Guidance and counselling programme has a positive impact on the academic performance of students. **Kesici** (2007) viewed that school guidance services and counsellors should frequently present introductory information to students about variety of professions. **Mbwale, S. V.** (2004) says that career guidance should be deemed as a necessity and not as a luxury

for the benefit of the youth. Schools, students, parents, government, public and private sectors should recognize the importance of career guidance and education.

From the above studies we came to know that career awareness, decision making career guidance is very much essential for the secondary school students as it is the stage where students realized that they have to do something to make their future bright. But the question here is how and when they will start thinking about it. There are so many studies conducted about career maturity, parents' involvement, school climate but Investigator found that there is need to aware students from the very beginning according to his capabilities, potentialities and interest. Hence the present study is relevant.

Statement of the Problem

The statement of the problem for this study is sated as “Career Awareness of Students at Secondary Schools of Odisha”

Objectives

1. To study the career awareness level of secondary school students.
2. To compare career awareness level of secondary school students in relation to type of schools, gender and parental education.
3. To find out the role of school in providing career information to students.

Methodology

The survey method was used for conducting this study. The population of the study is comprised of all secondary school students of the Khordha District of Odisha. The investigator has selected two state government schools affiliated to Board of Secondary Education, Cuttack and two private schools affiliated to CBSE as sample. The investigator used questionnaire to know the career awareness level of students. The questions were prepared by going through different areas of career like defence, medical, banking, engineering etc. to know their awareness regarding different career. The collected data were analyzed by using percentage and accordingly interpretation was made.

Analysis and Interpretation

The data were analyzed and interpreted as per the objectives of the study. The investigator analyzed the data objective wise by using frequency and percentage.

Career Awareness of Boys and Girls

The investigator examined the career awareness of secondary school students with reference to sex. For this, data were collected from students by using questionnaire, which is presented in terms of frequency and percentage.

Table-1: Career Awareness of Boys and Girls

Level of Career Awareness	Boys (N & %)	Girls (N & %)	Total (N & %)
High	8 (8)	8(8)	16(8)
Average	75(75)	67(67)	142(71)
Low	17(17)	25(25)	42(21)
Total	100	100	200

Table 1 indicates that only 8% of secondary school students have high career awareness, 71% of students have moderate awareness and 21% of students have low awareness. Further, the table also indicates that both boys and girls have similar level of high career awareness. The table also depicts the moderate career awareness of 75% of boys and 67% of girls and low career awareness of 17% and 25% respectively. The career awareness of students is graphically presented in figure -1.

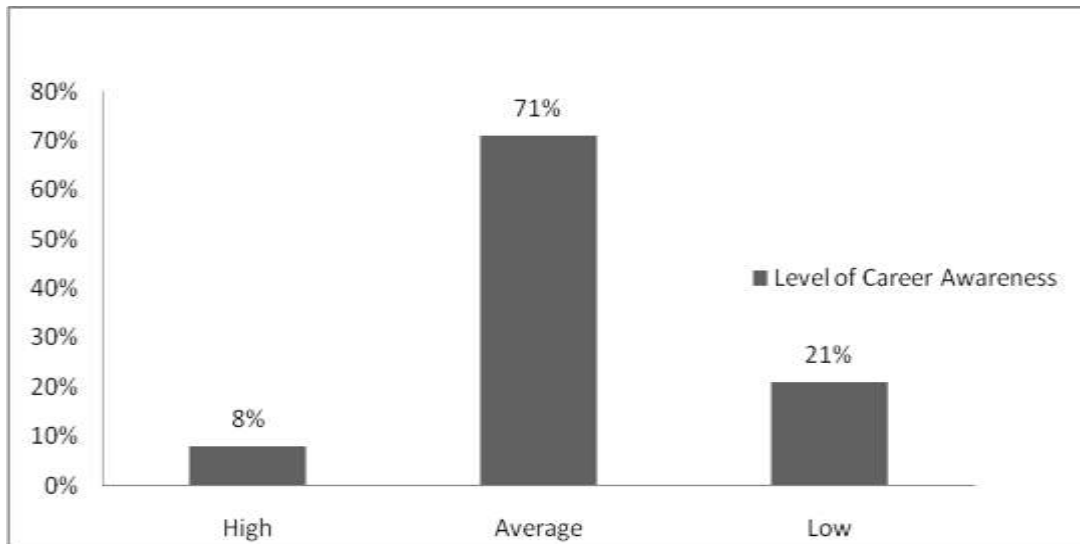


Fig.1. Career Awareness Level of Total Students

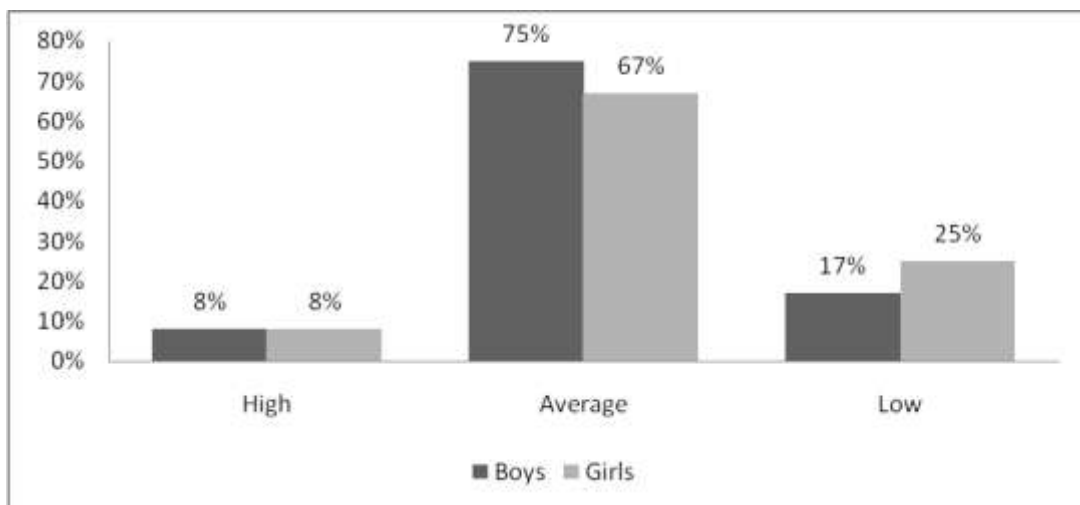


Fig.2 Career Awareness Level of Boys and Girls

From the above discussion, it can be concluded that the career awareness is not satisfactory among high awareness group but among average group career awareness level is satisfactory.

Further, the investigator compares the career awareness of boys and girls students by using t test, which is given in the table 2.

Table-2: t-test for boys and girls on career awareness

Group	N	Mean	SD	df	t	Sig.
Boys	100	19.36	4.213	198	1.439	0.152
Girls	100	18.50	4.235			

The table 2 indicates that total number of boys and girls in which the mean of boys is 19.36 and girls mean is 18.50. The SD of boys is 4.213 and of girls is 4.235 and degree of freedom of both is 198. The calculated t value is 1.439, which is not significant at 0.05 levels. Hence it can be concluded that there is no significant difference in the means of boys and girls career awareness. In other words, both boys and girls have similar level of career awareness.

Career Awareness Level of Students in Relation to Type of School

The second objective of the study is to compare the career awareness level of students of both CBSE and State Board School.

Table-3: Career awareness level of students in relation to type of school

School	High (N & %)	Average (N & %)	Low (N & %)
CBSE	11 (11)	61 (61)	28 (28)
State Board	5 (5)	81 (81)	14 (14)
Total	16(8)	142 (71)	42(21)

Table 3 indicates in CBSE schools 11% of students have high career awareness level, 61% of students have average career awareness level while 28% of students have low career awareness level. It is also revealed from the table that instate board schools 5% of students have high career awareness level, 81% of students have average career awareness level while 14% of students have low career awareness level.

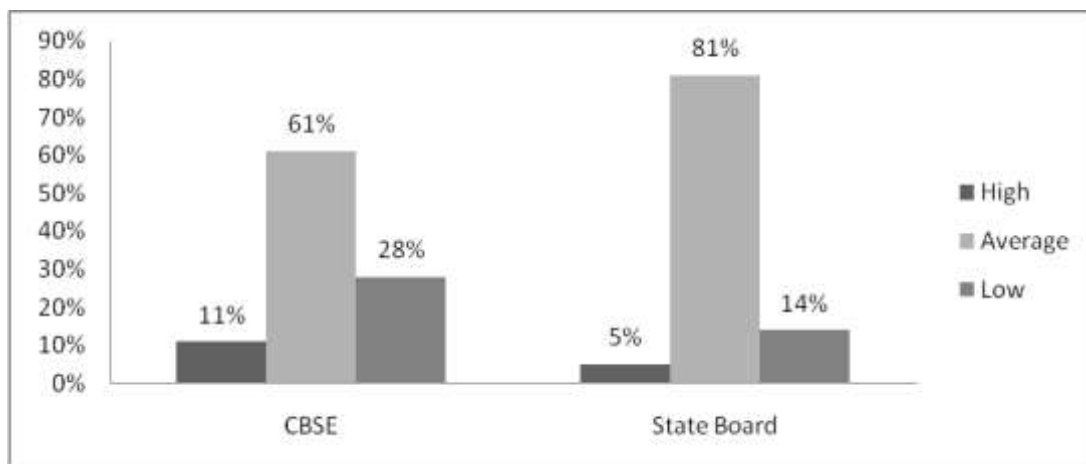


Fig. 3 Career Awareness of Students in Relation to School

Career Awareness of Students with Reference to Parents Profession

The investigator examined the career awareness of secondary school students with reference to their parents profession. For this, data were collected from students by using questionnaire, which is presented in terms of frequency and percentage.

Table-4: Career awareness of students with reference to parents profession

Level of Awareness	Govt. sector (N & %)	Pvt. Sector (N & %)	Total (N & %)
High	7 (9.85)	9 (6.97)	16 (8)
Average	42 (59.15)	100(77.51)	142 (71)
Low	22 (30.98)	26 (20.15)	42(21)
Total	71	129	200

Table 4 indicates the career awareness of students with reference to their parents profession. It has been clearly seen that total high awareness level is 8% among the students of both Govt. and Pvt. sector employee, 71% moderate among the students of both Govt. and Pvt. sector employee and 21% low career awareness among the students of both Govt. and Pvt. sector employee. Further the table depicts that 9.85% of the students having parent profession in govt. sector have high career awareness level, 59.15% having average career awareness level and 30.98% have low career awareness level. It is also revealed from the table that 6.97% of students having parent profession in govt. sector have high career awareness level, 77.51% having average career awareness level and 20.15% have low career awareness level. This is graphically presented in fig. 4.

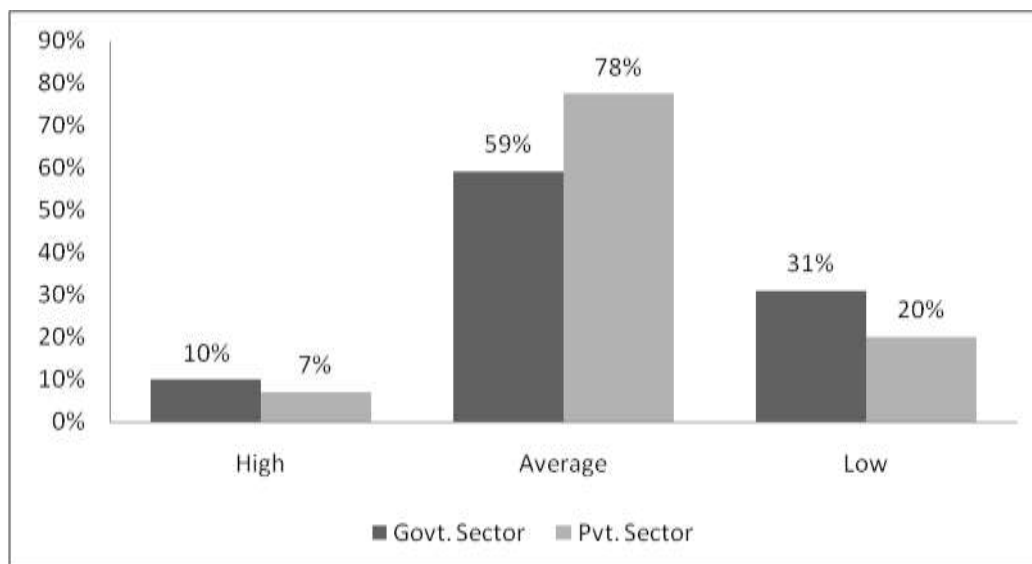


Fig. 4 Career Awareness Level of Students of both Govt. and Pvt. sector

Career Awareness of Students in Relation to their Fathers Qualification

The investigator examined the career awareness of secondary school students with reference to their father’s qualification. For this, data were collected from students by using questionnaire, which is presented in terms of frequency and percentage.

Table-5: Career awareness of students in relation to their fathers qualification

Category	High Awareness (N & %)	Average Awareness (N & %)	Low Awareness (N & %)
Student with Fathers Qualification(PG)	4 (23.52)	10 (58.82)	3 (17.64)
Student with Fathers Qualification(Graduation)	4 (6.77)	39 (66.10)	16 (27.11)
Students with Fathers Qualification(Inter-Matric)	6 (5.71)	77 (73.33)	22 (20.95)
Student with Fathers Qualification(Below Matric)	2 (10.52)	15 (78.97)	2 (10.52)
Total	16 (8)	141 (70.5)	43 (21.5)

Table 5 indicates the career awareness of students in relation to their fathers qualification. It is clearly indicated in table that only 23.52% students are highly aware whose fathers qualification is PG and 58.82% of students are average aware about that and 17.64% of students have low awareness. Further table depicts the high, average and low career awareness of students i.e 6.77%, 66.10% and 27.11% respectively. Again the table shows the high awareness of students whose fathers qualification is inter-matric is 5.71%, moderate is 73.33% and low is 20.95% and again whose fathers qualification is below matric has 10.52% high, 78.97% moderate and 10.52% low career awareness. This is graphically presented in fig. 5.

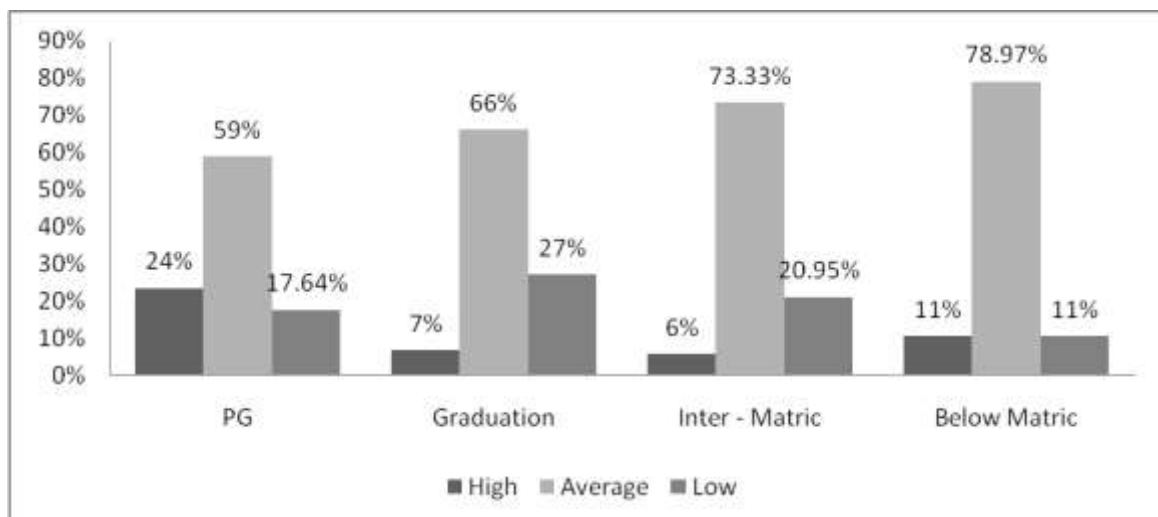


Fig. 5 Career Awareness Level of Students with Reference to their Fathers Qualification
 Further, the investigator compares the career awareness of students in relation to their fathers qualification by using t test, which is given in the table-6.

Table-6: F test on career awareness of students in relation to their fathers qualification

	Sum of Square	Df	Mean Square	F	Sig
Total					
Between Group	133.890	3	44.630		
Within Group	3437.130	196	17.536	2.545	0.57

The table 6 indicates the sum of squares between the group is 133.890 whose degree of freedom and mean square is 3 and 44.630 respectively whereas sum of square within group is 3437.130 whose df is 196 and mean square is 17.536. The calculated F value is 2.545 and significance value is 0.57 which is not significant at 0.05 levels.

Career Awareness of Students in Relation to their Mothers Qualification

The investigator examined the career awareness of secondary school students with reference to their mothers qualification. For this, data were collected from students by using questionnaire, which is presented in terms of frequency and percentage.

Table-7: Career awareness of students in relation to their mothers qualification

Category	High Awareness (Above 25)	Average Awareness (16-24)	Low Awareness (Below16)
Students with Mothers Qualification (PG)	1 (14.28)	5 (71.42)	1 (14.28)
Students with Mothers Qualification (Graduation)	3 (10.71)	18 (64.28)	7 (25)
Students with Mothers Qualification (Inter-Matric)	7 (8.33)	56 (66.66)	21 (25)
Students with Mothers Qualification(Below matric)	4 (4.93)	63(77.77)	15(18.51)
Total	15 (7.5)	144 (72)	44 (22)

Table 7 depicts career awareness level of students in relation to their mothers qualification. Mother whose qualification is PG they have high career awareness of 14.28% in their

students and average is 71.42% and low is 14.28% low career awareness. Students with mothers qualification Graduation has high career awareness is 10.71% moderate is 64.28% and low is 25%. Students mother whose qualification is inter- matric has high career awareness of 8.33%, moderate is 66.66% and low is 21%. Mother whose qualification is below matric has high awareness of 4.93%, moderate of 77.77% and 18.51% low career awareness. This is graphically represented in fig.6.

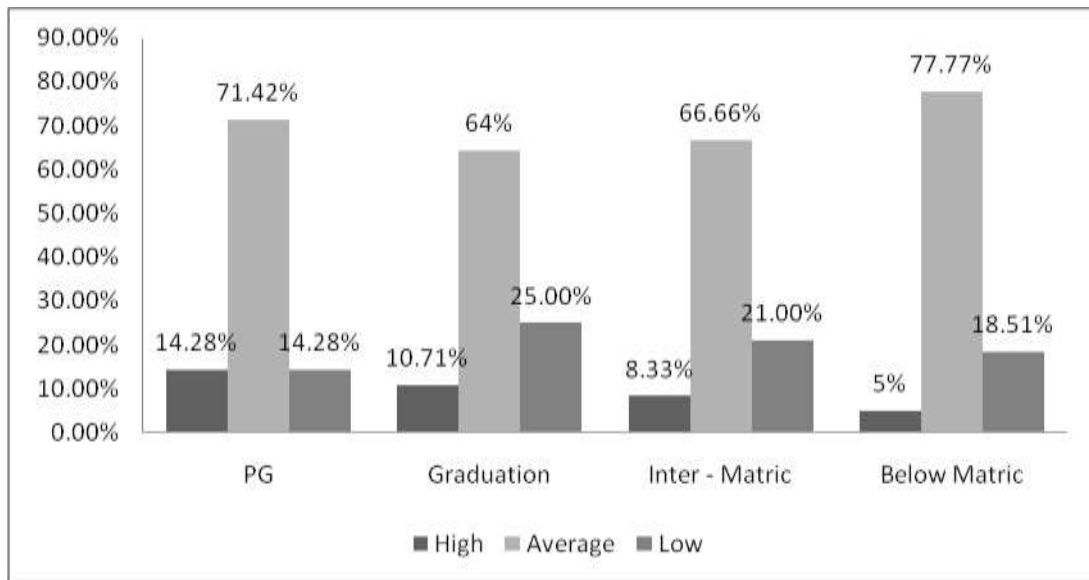


Fig. 6 Career Awareness Level of Students with Reference to their Mothers Qualification

Further, the investigator compares the career awareness of students in relation to their mother’s qualification by using t test, which is given in the table 7.

Table-8: F- test on Career Awareness of Students in Relation to their Mothers Qualification

Total	Sum of square	df	Mean Square	of F	Sig
Between Groups	13.498	3	4.499	0.248	0.863
Within Groups	3557.522	196	18.151		

The table 8 indicates the sum of squares between the group is 13.498 whose degree of freedom and mean square is 3 and 4.499 respectively whereas sum of square within group is 3557.522 whose df is 196 and mean square is 18.151. The calculated F value is 2.248 and significance value is 0.863 which is not significant at 0.05 level

Major Findings

- Out of 200 students, 8% of students have high career awareness level, 71% of students have average career awareness level while 21% of students have low awareness.
- In boys, 8% having high, 75% having average and 17% have low career awareness level. In girls. 8% having high, 67% having average and 25% have low career awareness level
- In CBSE schools, 11% of students have high career awareness level, 61% of students have average career awareness level while 28% of students have low career awareness level. In State board schools 5% of students have high career awareness level, 81% of students have average career awareness level while 14% of students have low career awareness level.
- Students whose father having Govt job having high (9.85%) career awareness level in compare to the students (6.97%) whose father having Pvt. job. Qualification of mother also influences the career awareness among the students. 14.28% of students have high career awareness level whose father have Post graduate while only 10.71% of students have high career awareness level whose father having graduation degree.

Educational Implications

The present study indicates that the overall career awareness level of boys and girls at secondary level is not satisfactory. Hence students at secondary level must be oriented from time to time so that they can clear about their future career and take decision independently. Career talk on different careers must be organised by school authority for developing career awareness of students specially for class-X and XII as they are going out of school and will make career decision for future. The best person to provide career guidance to students is teachers and career counsellor. Hence all secondary school teachers must be oriented in providing career information to students. Further, all school must appoint regular counsellor for students. Parents must help students in providing career related information available in different media.

Conclusion

This study uncovers the truth that we have to make concerted all-round effort to make our students fit enough to play the vital role in nation building through the right choice of career. The myth that our school students do not have any problems or all that is needed to set

everything right is good teaching or that service as guidance and counselling are frivolous addition to higher secondary education stand exploded today.

References

- Alemu, Y.(2013).** *Assessment of the provisions of guidance and counselling services in secondary schools of east harerge zone Ethiopia .Middle Eastern and African Journal of Research.*
- Akeredolu, S.A . (2011).** *Influence of counselling on career preference among secondary school students in Ekiti state , Nigeria. Journal of Sociology, Psychology, and Anthropology in Practice.*
- Bozgyeyikli,H and Hamurcu, H.(2009).** *Career decision making self- efficacy career maturity and socio economic status with Turkish youth. Georgian Electronic Scientific Journal: Education Science and Psychology.*
- Eyo, Joshua and Esuong (2009).** *The attitude of secondary school students towards guidance and counselling services. Educational Journal of Counselling, vol.3.*
- Gauta, D.M. (2012).** *Impact Of Guidance And Counselling Services on Students of Social and Emotional Adjustment in Public Urban and Rural Secondary Schools in Naukuru and Uasin Gishu Countries, Keniya, Department of Psychology Counselling and Educational Foundation, Egerton University. International Journal of Science and Research.*
- Kesici (2007).** *Middle school students guidance and counselling needs. Educational Science Theory and Practice.*
- Khattak, M.A.and Ain.Q.U.L. (2012).** *Need of guidance and counselling services in private girls secondary school in peshawar city. City University Research Journal.*
- Lazarus,Kelechi U.and I.C.(2011).** *The role of guidance and counsellor in career development of adolescents and young adults with special needs. British Journal of Arts and Social Science.*
- Mikaye,O.D. (2012).** *Guidance and counselling on students discipline in public secondary schools in Kabondo division, Kenya. Journal of Education and Practice.*
- Mbwale, S.V.(2004).** *A career choice: A challenge for high school students. European Scientific Journal.*
- Nkala, P.P. (2014).** *An assessment of guidance and counselling programmes in secondary school of Mzilikazi district in Bulawayo Metropolitan Province. IOSR Journal of Humanities and Social Science. .*
- Njeri, P.N.(2007).** *The influence of guidance and counselling programme on academic performance of selected public secondary school students : A case bahati, nakuru district. International Journal of Academic Research in Progressive Education and Development.*
- Owino,J and Odera, F.Y.(2014)** *Guidance and counselling practices by teachers in primary schools in Kisumu West sub county, Kenya. International Journal of Academic Research and Reflection. ISSN: 2309-0405, Vol .2.*
- Olando, K.O. and Odera, .P.et(2014).** *Effectiveness of guidance and counselling services on adolescents self concept in khwisero district kakamega country. International Journal of Human Resource Studies.*