

International Journal of Arts, Humanities and Social Studies



ISSN Print: 2664-8652
ISSN Online: 2664-8660
Impact Factor: RJIF 8
IJAHS 2023; 5(1): 107-110
www.socialstudiesjournal.com
Received: 28-04-2023
Accepted: 29-05-2023

Dr. Neelam Kumari
Assistant Professor, Chamba
Millennium B.Ed College,
Chamba, Himachal Pradesh,
India

Contributory role of self-esteem, academic achievement and vocational aspirations in prediction of career attitude

Dr. Neelam Kumari

DOI: <https://doi.org/10.33545/26648652.2023.v5.i1b.54>

Abstract

In the present study an attempt has been made to study the contributory role of self-esteem, academic achievement and vocational aspirations in determining the career attitude of senior secondary school students. A Sample of 1000 adolescents studying in senior secondary schools was selected through multistage sampling. For measuring the Career Attitude, an Adapted version of the Career Maturity Inventory by Gupta (1989) was used. Career Maturity Inventory provides two types of measures: The Attitude Scale and the Competence Test. So its Attitude Scale was used to measure the career attitude of senior secondary school students. Self-Esteem Inventory by Prasad and Thakur (1977) was used for measuring the self-esteem of senior secondary school students. Marks obtained by students in tenth-grade examinations conducted by H.P Board of School Education Dharamshala were considered as their academic achievement. Multiple Regression analysis was applied to find the contribution of self-esteem, academic achievement and vocational aspirations in the prediction of career attitudes of senior secondary school students. The findings of the study revealed that self-esteem academic achievement and vocational aspirations were the significant predictors of career attitude of senior secondary school students.

Keywords: Career attitude, self-esteem, academic achievement, vocational aspirations, senior secondary school students

Introduction

In the present scenario, the importance of career education and career guidance programs has been recognized for secondary and senior secondary students, especially in the context of recent changes in the Indian education system which aims to bridge the gap between education and life by making education more work-oriented. It enables individuals to be realistic and competent to cope effectively with career development tasks and prepares them for the world of work. Nowadays the term career seems often to be associated with upward mobility, advancement or getting on via a series of related jobs.

Super (1967) ^[14] defines career as the course of events which constitutes life; the sequence of occupations and other life roles which combines to express one's commitments to work in his or her total pattern of self-development; the series of remunerated and non-remunerated positions occupied by a person from adolescence through retirement, of which occupation is only one; includes work-related roles such as those of student, employee, and pensioner together with complementary vocational, familial and civic roles. Career exists only as people pursue them; they are person-centred.

Super (1983) ^[15] defines a career as a sequence of positions occupied by a person throughout his or her pre-occupational, occupational and post-occupational life. In a broader sense, Super includes non-occupational or rather complementary or alternate roles such as homemaker and citizen. Leeman (1984) ^[8] states that the terms career has been widely misused in blurring the meaning of the words such as occupation, vocation, job and profession. Though these terms are used interchangeably, still they differ in their meaning.

Attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations to which it is related. In common terms, attitude is a hypothetical construct that represents an individual's degree of liking or dislike of an item.

Corresponding Author:
Dr. Neelam Kumari
Assistant Professor, Chamba
Millennium B.Ed College,
Chamba, Himachal Pradesh,
India

Career attitude is an individual's preference for pursuing specific work-related patterns. Career attitude elicits the feelings, the subjective reactions, the dispositions that the individual has toward making a career choice and entering the world of work.

Self-esteem is a term used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem has been described as the judgement that we make about our worth and the feeling associated with those judgements. Self-esteem encompasses beliefs and emotions such as despair, pride and shame. Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. Self-esteem is a disposition that a person has which represents their judgments of their own worthiness.

Academic achievement of pupils refers to the knowledge attained and skills developed in school subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or numbers based on pupil's performance.

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

Review of related literature

Chaturvedi and Khanna (2005) ^[1] studied the career attitude of boys and girls of Hindi medium and English medium higher secondary schools. The results revealed that Hindi medium boys and girls were better than English medium boys and girls with regard to their career attitude, whereas boys of both mediums were found to be better than girls of both the medium with regard to their career attitude.

Janeiro, *et al.* (2010) ^[4] conducted a study on career coping styles and career attitudes of secondary school students. The types of difficulties associated with career attitudes were studied using Super's model of career maturity (1990) in a group of 620 Portuguese students from grades 9 and 12. Results of the study revealed that the adaptive style showed more committed career attitudes and the other three styles superficial, insecure and pessimistic showed lower levels of career attitude.

Lee, *et al.* (2010) ^[7] conducted a study on family systems as predictors of career attitude maturity for Korean high school students. This study examined the relationships between family systems and high school students' career development. A total of 634 high school students participated in this study. Overall, results showed that family adaptability and family cohesion were significant predictors of tenth graders' career attitude maturity. The

effects of parents' educational backgrounds on career attitude maturity were negligible. However, the relationships were inconsistent across gender. For female students, family cohesion was a more influential predictor of career attitude maturity than family adaptability, while the opposite pattern was observed for male students.

Need and significance of the study

Career decision starts taking shape at 10+1 stage of adolescence. At the time of entry into a senior secondary stage, which is a stage of diversity of curriculum the adolescent has to select particular stream of studies: science, commerce, arts or vocational subjects. Even though career development is a lifelong process and does not remain static in the life of a progressive individual, still an adolescent is expected to make appropriate career choices. The choice of a career especially among diverse options is usually a herculean task and is very important in life (Osipow, 1983) ^[11]. These career choices determine the future role of an individual in the world of work. Career mature person having positive self-esteem and high vocational aspirations at this stage not only leads to personal growth but also facilitates making the best use of nation's human resources. In the ever-changing world, adolescents require continuous support and external assistance to choose their career according to the self-esteem and vocational aspirations they possess to acquire and transform the same into practical commodities for better living. Therefore, the need for appropriate guidance and counselling makes it imperative for educational planners, teachers and counsellors to manipulate factors and forces that affect the career attitudes of senior secondary school students. Lack of proper guidance services may lead adolescents to opt for mismatched career options, which may further lead to frustration among students.

The career choice is influenced by attitude of an individual. Along with this, other factors like wide subject choices, multiplicity of courses after tenth-grade examination, adolescent developmental changes, expectations of parents and society, conflict regarding selection of one's career all tend to bewilder the students. According to the recommendations of National Policy on Education (1986) ^[10], school curriculum has been diversified into academic and vocational streams after the tenth. The proper career attitude, at this stage, forms the base for future success of the students in their world of work.

This is the crucial stage when 10+1 student comes out of the world of fantasies and begins to exercise his choice of work according to his aptitude, attitude, abilities, interests etc. This is the stage when students face unsaid pressure from their parents while selecting their courses and sometimes this leads them to the wrong path. The stage after tenth-grade examination leads students to cross roads, which provides an opportunity for them to choose and proceed in the wrong as well as in the right direction equally. If immature and unplanned career decisions are taken then this would ultimately increase the wastage of human resources and would burden the Indian economy.

Objectives of the study

To study the contributory role of self-esteem, academic achievement and vocational aspirations in determining the career attitude of senior secondary school students.

Hypothesis of the Study

Self-esteem, academic achievement and vocational aspirations do not contribute significantly in determining the career attitude of senior secondary school students.

Research Methodology

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

government and private senior secondary schools of H.P. constitute the sample.

Tools used

For measuring the Career Attitude, Adapted version of Career Maturity Inventory by Gupta (1989) [12] was used. Career Maturity Inventory provides two types of measures: The Attitude Scale and the Competence Test. So its Attitude Scale was used to measure the career attitude of senior secondary school students. Self-Esteem Inventory by Prasad and Thakur (1977) [12] was used for measuring the self-esteem of senior secondary school students. Marks obtained by students in tenth-grade examinations conducted by H.P Board of School Education Dharamshala were considered as their academic achievement. To measure the vocational aspirations of senior secondary school students, the vocational aspirations scale was constructed by researcher herself.

Results of the study

Multiple regression analysis was applied to determine at what extent self-esteem, academic achievement and vocational aspirations predict the career attitude of senior secondary school students. The regression results are discussed below:

Table 1: Summary of Multiple Regression Analysis to Predict the Career Attitude Using Self-Esteem, Academic Achievement and Vocational Aspirations of Senior Secondary School Students

Variables R^2 F	B	SE	Beta	t	Sig.
	Unstandardized	Coefficients	Standardized	Coefficients	
Career					
Attitude	.052	18.201			
Self-esteem	.018	.003	.174	5.630	.01
Academic achievement	.005	.002	.072	2.288	.05
Vocational aspirations	.096	.026	.115	3.671	.01

R=.228, Adjusted R square =.049

Table 1.1 shows that the value of F is 18.201 which is accepted at .01 level of significance and self-esteem had a regression coefficient of .174; the corresponding t-value is 5.630 which is significant at .01 level of significance. Academic achievement had a regression coefficient of .072; the corresponding t-value is 2.288, which is significant at .05 level of significance. And the vocational aspirations had a regression coefficient of .115; the t-value is 3.671 which is again significant at .01 level of significance. It shows that self-esteem, academic achievement and vocational aspirations are significant predictors of the career attitude of senior secondary school students. Further, it is evident from Table 1.1 the value of R^2 is .052, which implies that self-esteem, academic achievement and vocational aspirations contribute 5.2% of the variance in career attitude of senior secondary school students. Hence the hypothesis "Self-esteem, academic achievement and vocational aspirations do not contribute significantly in determining the career attitude of senior secondary school students", was rejected.

Discussion of the results

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

study affirm the role of self-esteem, academic achievement and vocational aspirations in the determination of career attitude of senior secondary school students.

References

1. Chaturvedi S, Khanna S. A comparative study of career attitude of boys and girls of Hindi medium higher secondary school students. *Journal of Educational Research*. 2005;24(2):5-12.
2. Gupta N. Indian adaptation of Career Maturity Inventory (CMI). Originally prepared by John O' Crites. Agra: National Psychological Corporation; c1989.
3. Hasan B. Career Maturity of Indian Adolescents as a Function of Self-Concept, Vocational Aspiration and Gender. *Journal of the Indian Academy of Applied Psychology*. 2006;32(2):127-134.
4. Janeiro Isabel, Marques N, Jose Ferreira. Career coping styles: Differences in career attitudes among secondary school students. *International Journal for Educational and Vocational Guidance*. 2010;10(1):35-48.
5. Kaur J. Career maturity in relation to intelligence, self-esteem and academic achievement of senior secondary students. Unpublished Ph.D. thesis, Chandigarh: Panjab University; c2002.
6. Koul Lokesh. *Methodology of Educational Research*. Noida. Vikas Publishing House Pvt. Ltd.; c2013.

7. Lee Sang Kil, Yi, Hyun Sook. Family systems as predictors of career attitude maturity for Korean high school students. *Asia Pacific Education Review*. 2010;11(2):141-150.
8. Leeman J. Strictly speaking vocationally. *Vocational Guidance Quarterly*. 1984;32(4):260.
9. Nair V. Study of career maturity and vocational interests on relation to sex and academic achievement, (Unpublished Ph.D.). Rani Durgawati Vishwavidyalaya, Jabalpur; c2004.
10. National Policy on Education. Government of India. Ministry of Human Resources Development. New Delhi: Department of Education; c1986.
11. Osipow SH. Theories of career development (3rd Edition). Englewood Cliffs, NJ: Prentice Hall; c1983.
12. Prasad MS, Thakur GP. Self-Esteem Inventory Psychological Research cell, Agra; c1977.
13. Prasad MS, Thakur GP. Self-Esteem Inventory Psychological Research cell, Agra; c1977.
14. Super DE. *The Psychology of Careers* New York: Harper and Row; c1967.
15. Super DE. History and development of vocational psychology: a person perspective. In Swadesh, M. (1999): *Career development in India: Theory, research and development*. Vikas Publishing House Pvt. Ltd. 576, Masjid road, Jangpura, New Delhi; c1983.
16. Super DE. A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed.), San Francisco: Jossey-Bass; c1990. p. 197-261.