

CAREER DECISION MAKING ABILITY OF HIGHER SECONDARY STUDENTS

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Abstract

Career decisions are an important part of a student's life, and it is critical that they have the appropriate skills and information to make educated decisions about their future. The investigators aimed to assess the level of professional choice making capacity of higher secondary students in relation to gender, main topic, and region. For this study, a survey technique research design was used. Participants were chosen using one of many basic random selection procedures. The study's sample comprises of 190 high school students studying in Sankararan kovil taluk throughout the 2022-2023 academic year. In this study, data was gathered using the professional choice making ability scale. To analyse the data, the T-test and one-way analysis of variance (ANOVA) were used. According to the findings, the student's level of professional choice making competence is moderate in relation to gender, major subject, and location. There were no significant disparities in gender among higher secondary pupils. However, this study discovered that arts major students outperform scientific and vocational major students in terms of professional choice making skills. It was also shown that urban students outperform rural pupils in terms of professional choice making skills. Based on the findings, the study's implications are examined.

Keywords: *Career Decision Making Ability, Higher Secondary Students*

Introduction

A career is a broad notion that encompasses and affects an individual's whole life, beginning with youth. A profession decision is a vital responsibility for teenagers during their developmental phases (Super, 1990). Career decision-making entails a series of interconnected steps, such as gathering information and deciding a career choice, obtaining an education, and then finding work after finishing an education programme. Inadequate knowledge on the appropriate career path, on the other hand, may lead to career indecision (Sampson et al., 2004). Adolescents who are unsure about their professional path should have access to specialised skills, competences, and social support networks to help them make an informed decision (Duru, 2022). The capacity to make knowledgeable and well-thought-out judgements about one's job path is referred to as career decision making skill. It entails assessing several career alternatives, taking into account one's own preferences, beliefs, abilities, and objectives, and making a selection that matches with one's interests and aspirations. Effective profession choices need self-awareness, investigation, analysis, and critical thinking abilities. It is a constant process in which individuals must adapt and make changes to their job trajectories as they obtain new experiences, information, and abilities. A great capacity to make career decisions may lead to increased work satisfaction, financial security, and general well-being in one's professional life. The capacity to make career decisions is critical for school kids since it impacts their future success and well-being. Schools play an important role in developing this talent by offering career counselling, exposing students to many career choices, and encouraging critical thinking and problem-solving abilities. We can guarantee that students make educated career options that correspond with their

interests, talents, and beliefs by providing them with the appropriate tools and resources. This will lead to a meaningful and successful career.

Need and Significance of the Study

Career choice making is an important skill for school children since it lays the groundwork for their future professional careers. Choosing the correct job route for students may be a difficult undertaking, since it can have a big influence on their future chances and general well-being. since a result, it is critical for students to improve their career decision-making skills early on, since this will allow them to make educated decisions about their future and guarantee that they are on the correct track to reaching their goals. One of the most important advantages of strengthening professional decision-making skills is that it provides pupils with a feeling of direction and purpose. Students are more inspired to strive towards their objectives and take the required actions to accomplish them when they have a clear picture of what they want to achieve professionally. Students may follow their hobbies and interests while simultaneously making a beneficial influence on the world, which can lead to a sense of fulfilment and happiness.

Career decision making skill helps kids acquire confidence and resilience in addition to offering a feeling of direction and purpose. Students who are secure in their job choices are more inclined to take chances and embrace opportunities that present themselves. As students learn from their experiences and become more resilient in the face of obstacles, this can lead to greater personal and professional progress. Furthermore, increasing career decision-making skills can benefit students' financial security and general well-being. When students pick a professional path that matches their interests and talents, they are more likely to flourish and earn a good living. This can give individuals financial security and stability, allowing them to live comfortably and pursue their personal and professional objectives. As a result, the investigator conducts research on the ability of higher secondary pupils to make professional decisions.

Objectives of the Study

The researcher has set the following goals for the current investigation.

- Determine the ability of higher secondary pupils to make professional decisions.
- Determine whether there is a substantial difference in professional decision-making skills between male and female higher secondary students.
- Determine whether there is a substantial difference in professional decision-making skills among arts, science, and vocational major higher secondary students.
- Determine whether there is a substantial difference in professional decision-making abilities between urban and rural high school pupils.

Null Hypotheses

- There is no substantial difference in professional decision-making skills between male and female higher secondary pupils.
- There is no substantial difference in professional decision-making abilities between arts, science, and vocational major higher secondary students.
- There is no substantial difference in professional decision-making abilities between urban and rural high school pupils

Methodology

For the current study, the researcher employed the survey approach. The investigator collected data using "The career decision making ability scale," which consisted of 32 statements and was created and

verified by Rajalakshmi (investigator) and Anandaraj (Research supervisor) in 2022. The population for the research covers all upper secondary students in sankaran kovil taluk, Tamil Nadu, who attend government, aided, and private institutions. The investigator chose 190 high school kids as a sample from the population using a basic random selection approach. Mean, Standard Deviation, 't' test, and 'F' test were used to analyse the data.

Analysis of the Data

The data were statistically processed, yielding conclusions that may meet the requirements of the study's objectives.

Table 1 Level of Career Decision Making Ability of Higher Secondary Students with Respect to Gender, Major Subject and Locality of the Students

Variable			Low	Moderate	High
Gender	Male	No	20	59	19
		%	20.4	60.2	19.4
	Female	No	19	51	22
		%	20.7	55.4	23.9
Major subject	Arts	No	13	25	26
		%	20.3	39.1	40.6
	Science	No	11	52	15
		%	14.1	66.7	19.2
	Vocational	No	15	33	0
		%	31.2	68.8	0.0
Locality of the student	Urban	No	20	67	30
		%	17.1	57.3	25.6
	Rural	No	19	43	11
		%	26.0	58.9	15.1

According to the above data, 20.4% of male higher secondary students have a poor degree of professional choice making capacity, 60.2% have a moderate level, and 19.4% have a high level. 20.7% of female higher secondary students have a poor degree of professional choice making skill, 55.4% have a moderate level, and 23.9% have a high level.

According to the above data, 20.4% of male higher secondary students have a poor degree of professional choice making capacity, 60.2% have a moderate level, and 19.4% have a high level. 20.7% of female higher secondary students have a poor degree of professional choice making skill, 55.4% have a moderate level, and 23.9% have a high level.

17.1% of urban students have a poor degree of professional choice making skill, 57.3% have a moderate level, and 25.6% have a high level. 26.0% of rural students have a poor degree of professional choice making capacity, 58.9% have a moderate level, and 15.1% have a high level.

Ho1: There is no substantial difference in professional decision-making skills between male and female higher secondary pupils.

Table 2 Difference between Male and Female Higher Secondary Students in their Career Decision Making Ability

Gender	N	Mean	SD	Calculated 't' value	Remarks
Male	98	121.78	18.980	1.830	NS
Female	92	126.88	19.441		

(at 5% level of significance the table value of 't' is 1.97, NS - Not Significant)

According to the above data, there is no substantial difference in professional choice making skills between male and female higher secondary students.

Ho2: There is no substantial difference in professional choice making skills between arts, science, and vocational major higher secondary students.

Table 3 Difference among Arts, Science and Vocational Major Higher Secondary Students in their Career Decision Making Ability

Source of Variation	Sum of Squares	Degrees of freedom	Variance estimated	Calculated 'F' value	Remarks
Between	10927.170	2	5463.585	17.129	S
Within	59648.204	187	318.974		

(at 5% level of significance, for (2,187) df the table value of 'F' is 3.02, S -Significant)

According to the following data, there is a considerable disparity in career choice making skill among arts, science, and vocational major higher secondary students.

According to the Tukey test results, arts major students (mean = 130.67) outperform science major (mean = 126.81) and vocational major (mean = 111.52) students in their ability to make professional decisions.

Ho 3: There is no substantial difference in professional decision-making abilities between urban and rural high school pupils.

Table 4 Difference between Urban and Rural Area Higher Secondary Students in their Career Decision Making Ability

Medium of Instruction	N	Mean	SD	Calculated 't' value	Remarks
Tamil	117	126.62	18.755	2.141	S
English	73	120.44	19.739		

(at 5% level of significance the table value of 't' is 1.97, S -Significant)

According to the following data, there is a considerable disparity in professional choice making abilities between urban and rural higher secondary pupils. When comparing the mean scores of urban and rural students, urban students (mean=126.62) outperform rural students (mean=120.44) in their ability to make career decisions.

Findings of the Study

The study's findings are as follows:

- Higher secondary students' professional decision-making capacity is determined to be modest, regardless of gender, main subject, or location.

- There is no statistically significant difference in professional decision-making skills between male and female higher secondary pupils.
- Those majoring in the arts outperform those majoring in science and vocational studies in terms of career choice making.
- Those in urban areas make better career decisions than those in rural areas.

Educational Implications

The significance of school pupils' capacity to choose professional decisions cannot be emphasised. Students can obtain a sense of direction, confidence and resilience, financial security, and overall well-being by practising this vital skill early on. As a result, it is critical for schools and educational institutions to provide career counselling and counselling services in order to assist students in making educated decisions about their future and setting them on the route to accomplishing their objectives. The scientists discovered that arts major students make better job decisions than science major and vocational major students in this study. This might be because arts students are enthusiastic about their chosen sector and see their job as a means to have a good effect on the world. This feeling of purpose and meaning can assist arts students in making educated career selections that are consistent with their beliefs and objectives. This study also discovered that students in urban areas make better job decisions than those in rural areas. This might be because urban students have a more diversified selection of job options, with a large array of sectors and organisations based in cities. This exposes urban kids to a broader range of employment options, allowing them to make better educated career choices.

According to the findings of this study, educational institutions should give students with opportunity to explore several career pathways through internships, job shadowing, and mentorship programmes. This can help students develop a better grasp of various vocations as well as the skills and certifications necessary for each. To summarise, increasing students' professional decision-making capacity necessitates a multimodal strategy that encompasses career exploration, counselling and counselling, self-reflection and goal-setting, soft skills development, exposure to entrepreneurship, and technology utilisation. Schools and educational institutions may assist students make better informed career selections and set them on the path to attaining their objectives by applying these tactics.

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