

The Impact of Guidance and Counselling Services on Occupational Aspirations of Adolescents of Secondary Schools

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Abstract

The present study has been conducted to find out the impact of 'Guidance & Counselling services' and 'Occupational Aspirations' of adolescents of secondary schools of Delhi. A self-made Occupational Aspirations questionnaire and a module for Guidance and Counseling services were used to find the impact. Reliability and validity of both the tools were calculated by the investigator. The result showed positive impact of Counselling and Guidance services on the Occupational Aspirations of the secondary school adolescents. For the sample for the study, the investigator selected 9th Class of a secondary school of Directorate of Education, Delhi. Investigator selected two sections of 9th Class. Each section has 45 students (both boys and girls). One section was selected as the 'experimental group' and another was selected as a 'control group'. Thus, 90 students were selected for the study. The procedure and treatment included conducting of seventeen sessions with an average of five sessions of 40–45 minutes per week.

Results and Discussions – Experiments that apply the same kind of treatment can apply a test or measurement in two places: before the treatment, which is a Pre-test and after the treatment, which is a Post-test.

Introduction

The modern academic era is very complex, technological advancement has also positively influenced the complications. The decision-making ability of the adolescents influence positively or adversely on the academic, vocational, personal as well as occupational aspects at school level. In the present scenario, it seems most of the school going adolescents are diffident and dissatisfied with the selection of their academic stream and the corresponding occupations. Guidance and Counselling play an effective role in helping the adolescents for making right selection and taking decision to overcome these types of problems. To deal with these types of problems there is need of Guidance and Counselling services at school level.

Conceptual Framework of Occupational Aspiration

The very concept of occupation came into picture with the introduction of formal employability of certified people as skilled work force. In the wise choice of any vocation, the following three factors play an important role:

- (i) A clear understanding of self – aptitudes, abilities, interests, ambitions, resources, limitations and their causes.
- (ii) Knowledge of the requirements, conditions of success, advantages, and disadvantages, compensation, opportunities and prospects in different lines of work.
- (iii) True reasoning on the relations of these two groups of facts (Parsons, 1909)

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Parsons (1909) gave three components of career choice, which may be called:

1. **Self-knowledge** – It includes the inquiry related to the method for helping adolescents acquiring self-knowledge through the development of measures of traits and factors (Patterson & Darley, 1936; Williamson, 1939). It includes interest measures, such as the Kuder Preference Relord (1946) and the strong vocational interest (Strog, 1943); abilities' measures; such as the differential aptitude test .(Bennet, Seashore, & Wesman 1981)
2. **Occupational knowledge** – The second inquiry is about occupational classification system which was developed to facilitate the storage and retrieval of information about the nature and characteristics of occupation. Modern classification system includes: Standard Occupational Classification Manual (V.S. Department of Commerce, 1980). Dictionary of Titles (Vocational Standard. Department of Labour, Employment Services, 1977) and Dictionary of Hall and Occupational Codes. (Fredson & Holland, 1989).
3. **Career decision making** – According to this, self-knowledge and occupational knowledge, to arrive at an occupational choice which may be viewed as a third line of career development inquiry. Parsons identified this as “true reasoning from a cognitive perspective”.

Early career decision theories included Janis & Mam (1977), Gelatt (1962, 1989), Kartz (1963, 1969), and Miller – Tiedman (1977) each of which formulated career decision model that may be described in overarching five steps

Sequence:

- (i) Define the problem
- (ii) Understand its causes
- (iii) Formulate possible alternative
- (iv) Prioritize the alternative and arrive at a first choice.
- (v) Implement the solution and evaluate the outcomes. (Peterson, Sampson & Reardon, 1991)

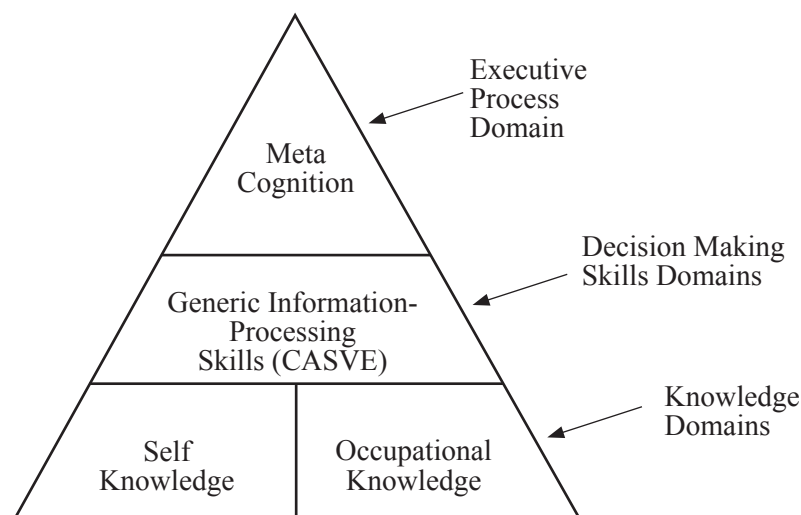


Figure 1. Pyramid of information processing domain in career decision making. (Source: From Career and Services: A cognition approach by G.W. Peterson, J.P. Sampson, and R.C. Reasdon.)

CASVE – Decision- making skills

C – Communication (Identifying a gap)

A – Analysis (Interrelating problem components)

S – Synthesis (Creating likely alternatives)

V – Valuing (Prioritizing alternatives)

E – Execution (forming means – ends strategies)

- The five stages of the CASVE cycle of Information processing skills are used in career decision making.

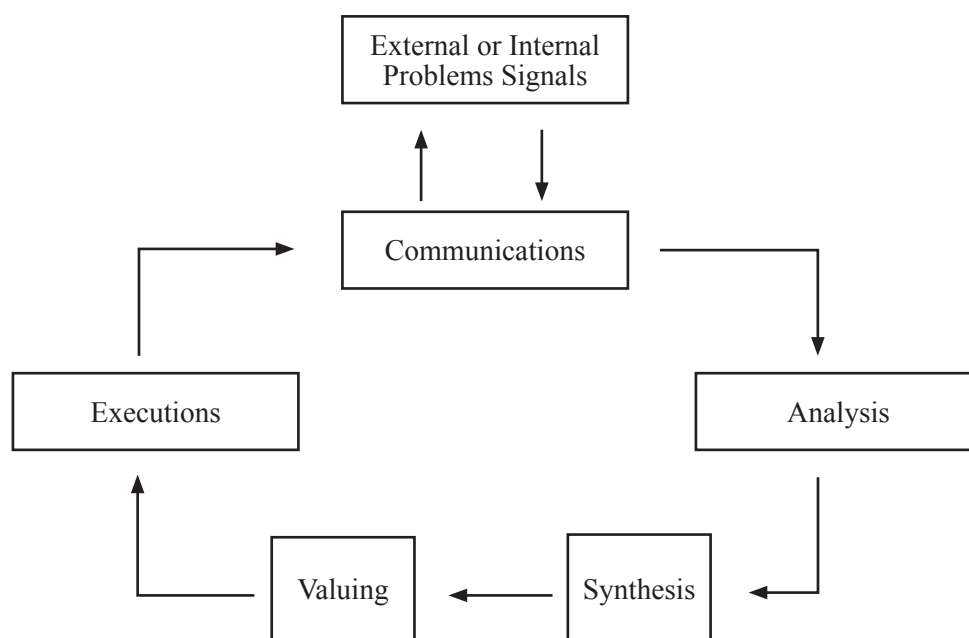


Figure 2. Five stages of the CASVE Cycle (*Source:* From Career Development and Services: A cognitive approach by G.W. Peterson, J.P. Sampson, and R.C. Readon)

Review of Related Literature

Letha & Najma (2012) in the study “Career Aspirations and Adolescents”, the objectives were (i)To study the career aspirations of senior secondary students,(ii) To study the difference between boys and girls in their perception of career aspirations,(iii) To find if any difference exists in the career aspirations among students according to the type of school, and (iv) To study the perceived parental influence of senior secondary students. The findings were (i) The scores indicated that Class XI students belonging to Private, Government, Central and Government- Aided schools of New Delhi had high career aspirations. The mean score for career aspirations was highest in Private schools (89.18) closely followed by Central schools (89.00) and then by Aided schools (88.82). Among the four types of schools, the mean score was comparatively less in Government schools (84.48). The high scores show that Class XI students had thought about their future

and were very ambitious. They had strong vocational preferences and were optimistic about their future. The respondents had set high goals and they were confident of making wise decisions in subject selection. Career aspirations of students at senior secondary level differed with respect to the type of school. As indicated by the Chi-Square value of (19.13), the ambition of students regarding the career they would like to pursue in future, their anxieties, their expectations etc. varied depending on the type of schools where they studied, and the difference is not attributable to fluctuations of sampling. No Significant difference between boys and girls could be noticed with respect to career aspirations. Gender did not account for variations in career aspirations. Girls and boys studying in Class XI had similar views regarding their future career. Their eagerness to achieve a particular rank, fame or position was not distinct from one another. The differences in scores of boys and girls may be due to chance.

Kisilu, Kimani and Kombo (2012) studied “Factors influencing occupational aspirations among girls in secondary schools in Nairobi region – Kenya”. The objectives were (i) To investigate the factors that influence occupational aspirations among girls in secondary schools in Nairobi region of Kenya, (ii) To investigate the factors which influence the occupational aspirations of girls in secondary schools, and (iii) To suggest strategies to enhance positive occupational aspirations among girls in secondary schools. Findings of the study: (i) There is need to engage on enhancing occupational aspirations for girls in secondary schools, (ii) The fact that the factors that affect the aspirations negatively lie mainly on schools, homes, and the students’ personality, meaning that something not only can be done but that it needs to be done urgently, and (iii) The strategies that the study identified for remedy are practical, especially the provision of relevant information, role models, career advisors and deliberately encouraging the girls to take sciences and also to boost their self-esteem.

Josephine (2012) studied that occupational aspirations of girls were influenced by academic performance in, that the occupational success was associated with high academic performance. There is need for high academic achievement if one aspires to join the prestigious occupations.

Puhan et.al. (2014) conducted their study with an aim to explore the aggression, aspiration of adolescents studying in different types of high schools and to determine the relationship between aggression and aspiration of these adolescents. The study included 300 male and 300 female high school students as sample. They all were selected through stratified random sampling from Govt. and Private high schools. Results show that the adolescents studying in different school do not differ significantly in the matter of their aggression and aspiration. There is positive relationship between aggression and aspiration in adolescent girls of Government schools and adolescent boys of private schools.

Jennifer Gore et al (2015) in the paper, studied socio economic status and the career aspirations of Australian school students. Testing enduring assumption found that Australian Government, targets for higher education participation, had produced a flurry of activity focused on raising the aspirations of students from low SES background. In this paper researcher tested the key assumptions underpinning much of this activity that students from low SES backgrounds, hold lower career aspiration. Fewer differences were found by year level and by SES than expected,. 85 demonstrated that some conventional understanding about the relationship of age and SES to career aspiration is unfounded.

M Kaur (2012) , conducted a study on occupational aspiration as a variant of modernization and SES : A study of women professionals in Punjab -- and concluded that there exists a significant difference in

occupational aspirations between male and female Secondary School teachers, working in various Govt schools. It is quite evident from the results that occupational aspiration is found more in case of urban women in comparison to rural women.

Nwachuku (2000): Career counselling is concerned with subject combination for career aspirations, career choice and career crystallization. It also helps towards knowing job requirement, and all other aspects concerned with the world of work, labour force and productivity while Ugbe, Undiandeye, Bisiong (2005) defined it as an aspect of counselling that is concerned with choice of subject in relation to aptitude, training and adjustment to occupation.

Denga (1990) agreed that career counselling, especially at the junior secondary school level, is an exploration stage where students are aware of occupational classification and explore key occupational areas as well as assess their abilities and interest in relation to occupational areas in question.

Research gap

The review of literature on the variables Counselling & Guidance and Occupational Aspiration, leads to conclude that:

- Research on Occupational Aspirations reveal that the factors like social background, intelligence, school achievement, peer group experiences, place of residence, race, sex, socio-economic status etc. have been observed as determiners of Occupational Aspiration of students. In some researches, parental education and mother's occupational status have also been observed as determining factors of Occupational Aspiration.
- While research on Counselling & Guidance and Occupational Aspirations over the last few decades have been undoubtedly prolific, it has been relatively shy of the impact study of Counselling & Guidance on Occupational Aspirations of secondary school students.

Though innumerable research have been conducted in the field of Occupational Aspirations and academic achievement, but the problem/ impact of Counselling & Guidance on Occupational Aspirations of secondary school adolescents is still unexplored. Thus, proper investigations are needed to throw light on this topic.

Relationship between Occupational Aspiration and Guidance and Counselling

Adolescence is considered as an ideal stage to study and aspirations towards aiming at occupational preferences begin at the secondary stage. Many changes occur during this stage that strongly influence the formation of occupational aspiration and preferences. Moreover, aspiration is a psychological factor, which operates and generates the feeling of success and failure.

Rojewski (2005) emphasized that "Aspirations represent individual goals given in ideal conditions, while interests reflect an individual's emotional disposition toward particular career options" (p. 132). At this stage, if adolescents could not take proper decision related to their occupational choices, then he/she would be unsuccessful or vice-versa. In this competitive era, adolescents are known as successful or unsuccessful, on the basis of the occupation selected by them, so the Guidance and Counselling help effectively in the decision making of choosing the right occupation at the right time, which is necessary to achieve success and better life.

The various factors affecting the occupational choice by the adolescents at school level have been concluded from various research studies in India as well as abroad. These factors include student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004), socio-economic status (SES), parent's education level, parental profession, language, income and religious affiliations (Ballatine, 1993). These factors play an important role in choosing the occupation at school level. If adolescents select an occupation without considering these factors, it may create a problem or confusion for them in future. In this regard, Guidance and Counselling may become a milestone for the career of the adolescents. Therefore, Guidance and Counselling perform an effective role in selecting any occupation of secondary school adolescents.

Factors affecting of Occupational Aspiration of Students

Pennamma (1991) in her study titled "Patterns of Occupational Choices of Secondary School Pupils and School Leavers" aim at studying the patterns of occupational choice of secondary school pupils and school leavers. She found that the school pupils and school leavers differ in their choice of ideal, preferred and actual occupation for total sample as well as for different sub-samples such as boys-girls, urban-rural pupils, etc.

Rawat (1991) in his study titled "A Comparatively Study of General Mental Ability, Occupational Aspirations and Interest-Patterns of Non-Tribal and Tribal (Bhotia tribe) Secondary School Student of Pithoragarh District in Relation on their Educational Achievement" studied, the general mental ability, occupational aspirations, and interest-patterns of non-tribal and tribal (Bhotia tribe) secondary school student of Pithoragarh district in relation to their educational achievement. He found that there are no significant differences in general mental ability, occupational aspirations and educational achievements of tribal boys and girls, but tribal boys are better in mechanical and commercial interests and verbal, numerical and logical ability than tribal girls. The tribal high-occupational aspirants were found to be least interested in aesthetic senses and tribal low-occupational aspirants were found better in verbal and numerical ability.

Krishan Lal (2014) in his study titled "Career Maturity in Relation to Level of Aspiration in Adolescents" has formulated the objectives (i) To study career maturity in male adolescents. (ii) To study career maturity in female adolescents. (iii) To compare the career maturity between male and female adolescents. He found that (i) More of the female adolescents fall in the category of high-level vocational maturity, (ii) More of the male adolescents fall in a category of average level of vocational maturity, and (iii) More of the male adolescents fall in a category of low- level vocational maturity. Further analysis of diagram shows that most of the male adolescents had higher vocational understanding, decisiveness in vocational choices and high vocational aspirations. More of the students believe in altruism, i.e.- principle of helping other people. Male students showed more independence in job choices than girls.

Need of the Study

Individuals have to make serious choices of career or vocations for their lives. As the concerned stage (adolescence) brings to the fore different points of views, thinking and create various levels of perceptions which lead to broadening of the distances between the individuals. Mohanty (2003) emphasizes proper and effective counselling at this stage for the selections of right vocation otherwise it may lead to dissatisfaction and discomfort. Effective counselling ultimately results in behavioural changes of an individual. Fustu (2002)

agrees that counselling facilitates behavioural changes, enhancing coping skills, promoting decision-making ability and improving the relationship and facilitating one's potential.

Therefore, on the bases of above discussions the Guidance and Counselling services play an effective role for secondary school level adolescents. If the role of Guidance & Counselling services is denied at this stage, it may become a serious problem for the future of adolescents.

Objective of the Study

To study the impact of Guidance and Counselling on Occupational Aspiration of secondary school students

Hypothesis

There is no significant difference between the impact of (on the basis of pre and post test) Counselling & Guidance and Occupational Aspiration.

Research Methodology

Methods

Experimental method has been adopted for the study

Population

The population of the study is all the adolescents of secondary schools of Directorate of Education, Delhi.

Target population all the 9th Grade girls and the boys of secondary schools for the study. The sample of the study has been drawn from 9th Grade students/ adolescents. The researcher selected one school where the sample of both boys and girl students could be drawn.

Sampling

'A sample is a proportion or subset of a larger group called a population. A good sample is a miniature version of the population of which it is a part – just like it, only smaller' (Fink, 2003, p.1). The representative proportion of the population is called sample. To obtain a representative sample, the researcher selects each unit in a specified way under controlled conditions.

As this is an experimental study; the method requires small number of cases. The experimental study can be conducted on small sample, *as Borg and Gall (1983) suggested* that "in causal-comparative and experimental research, it is desirable to have a minimum of 15 cases in each group to be compared".

Procedure of the sampling

Investigator selected two sections of 9th Class. Each section has 45 students (including boys and girls) in which one section has been selected as the experimental group and another has been selected as a control group. Thus, 90 students were selected for the study. For each experimental and control group, all the students of two selected sections were taken. However, due to the absence of either pre-test or pre-test score of the sample students, the actual sample size was 54, with the response rate of 60 percent.

Tools

A Self- made questionnaire for Occupational Aspiration, a self-made module on counselling services were used.

Subjectivity of tools and literature available

The Researcher reviewed several standard tools in Indian and foreign literature on occupational aspirations such as Occupational Aspiration Scale developed by Grewal (1973), Haller, & Miller, (1971), Shah and Dhargawa (1972), Sinha (1972), Singh and Tiwari (1973), Bhargawa (1974), and Sharma and Gupta (1979), etc. For this purpose, the investigator visited various libraries and discussed with different experts in the concerned field. The Researcher could not find an updated tool for this purpose. So, on the basis of the review, the Researcher collected the items and developed the concepts towards the occupations at secondary level adolescents.

Items Writing and Vetting

After extensive reviewing of the literature and field visits, the Researcher wrote the 15 items for the first piloting.

Content validity

For the content validity of the items, the investigator consulted eight experts on the subject concerned, including a language expert with the raw items. On the basis of the feedback and suggestions of the subject experts and language experts, 5, items were deleted and 5 were edited. So, final tool has 10 items.

Piloting the tool

On the completion of the above procedure the investigator went to the field for the piloting of the tool.

Finalization of the tool

The point biserial correlation (item-total correlation) has been used for the item analysis. Depending upon the item analysis, the item which has point biserial correlation more than .2 has been selected for the final test. The final tool has selected ten items.

Table 1 Item analysis of Occupational Aspiration			
Question	Corrected Item-Total Correlation	Status	Items selected
Q_1	.237	Accepted	Accepted
Q_2	.400	Accepted	Accepted
Q_3	.286	Accepted	Accepted
Q_4	.358	Accepted	Accepted
Q_5	.433	Accepted	Accepted
Q_6	.451	Accepted	Accepted
Q_7	.335	Accepted	Accepted
Q_8	.260	Accepted	Accepted
Q_9	.226	Accepted	Accepted
Q_10	.390	Accepted	Accepted

Researcher's Analysis

Reliability of the Tool

Table 2	Reliability of Occupational Aspiration		
Cronbach's Alpha	Part 1	Value	.747
		N of Items	5
	Part 2	Value	.710
		N of Items	5
	Total N of Items		10
Correlation Between Forms			.693
Spearman-Brown Coefficient	Equal Length		.683
	Unequal Length		.733
Guttman Split-Half Coefficient			.682

Researcher's Analysis

Data Analysis & Interpretation

Impact on pre and post scores of control group in their Occupational Aspiration

However, there is no significant change in pre and post test score of control group of Occupational Aspirations of secondary school adolescents.

Table 3 Pre and Post test of Occupational Aspiration of control group							
Control Group	N	Mean	Std. Deviation	Df	Mean Difference	P Sig	T-value
Pre- test	37	42.59	10.37	28	6.89	.036	-2.208
Post- test	37	49.48	10.64				

The Null Hypothesis was tested at the statistical significance level of 0.05 and the results showed that at $df = 28$, $p = .036$ which is greater than 0.05 without improvement in mean score 6.89. Therefore, the Null Hypothesis is accepted. This implies there is no significant difference between pre and post-test scores of the control group.

Table 4 Impact on pre and post scores of experimental group of Occupational aspiration.							
Experimental Group	N	Mean	Std. Deviation	Df	Mean Difference	P Sig	T-value
Pre- test	37	42.59	10.370	28	6.89	.036	-2.208
Post- test	37	49.48	10.642				

The Null Hypothesis was tested at the statistical significance level of 0.05 and the results showed that at $df = 28$, $p = .036$ which is less than 0.05 with improvement in mean score by 6.89. Therefore, the Null

Hypothesis is rejected. This implies there is a significant difference between pre and post group mean score of experimental group. Furthermore, it is evident from Table 1.4 that the experiment has positive effect on Occupational Aspirations of adolescents.

Finding

There is a significant improvement in Occupational Aspirations due to the experimental intervention for the students.

Conclusion and Recommendation

Without a proper direction, no boat can reach its destination. It is equally true for education. The students/ adolescents need a direction to shape their career and improve achievement. The Guidance and Counselling services can prepare the adolescents for this purpose. So, it is essential for every individual, especially at the age of adolescence, during which they are usually in secondary schools, to take these services. It is the responsibility of the school to provide these services with the help of parents. Hence, based on experimentally proven findings, it is recommended that the Guidance and Counselling has the positive impact on Occupational Aspirations of the students, so more frequent counselling sessions must be provided to the students.

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