

# A Study of Career Aspiration and Self-concept of Students at Higher Secondary Level

Dr. Neela Chaudhary

Assistant Professor, IASE Bilaspur

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## Abstract:

*At the initial stage if we identify a student's real characteristics, can ensure maximum utilization of one's talent, attitude, aptitude, abilities, interests. Thus, there is a need for meaningful and realistic relations between one's educational pursuits and vocational plans. In this study researcher worked on male and female, urban and rural 820 students of different management at Higher secondary level.*

*So, this study proposed to find out the difference in boys and girls Self-concept and Career Aspiration by using Self-concept scale (Dr Raj Kumar Saraswat, 2008) and career aspiration scale (Dr Sarita Anand 2013) on 820 higher secondary students. The results reveal that boys and girls have a significant difference in their career aspiration and no significant difference in their Self-concept. Urban and Rural students have a significant difference in their Self-concept and no significant difference in their Career Aspiration. Students of government School and Non-government Schools have a significant difference in their career aspiration and no significant difference in their Self-concept. This shows the understanding of self-concept will give us more chances to handle inevitable rejections*

**Keywords: Self-concept, Career Aspiration.**

## Introduction

In modern society, a variety of work options are available due to the dynamic and complex nature of the world; there is sufficient scope and reason to develop an understanding of the change in career decisions and life values of an individual. Usually, children follow a profession of their parents, but nowadays they consider choosing a variety of other professions depending on their interests, backgrounds, dreams, experiences and, available opportunities.

Now a days the attitudes, anxieties and aspiration of the young population of the India is vary due to change in their socio-economic and developing technical circumstances. In the developing country adolescents are reported to be more optimistic about their education and future employment. As a result, Indian students have great goals and a strong desire to learn and advance in their careers.

These goals can guide or obstruct educational and occupational planning, as well as help arrange life possibilities and choices as today's students' expectations and goals will serve as the foundation for the nation's

future capable personnel. So, the study on aspirations and self-concept of students is necessary to examined in depth.

The New Education Policy (2020) aims to break down social status barriers through vocational education and the integration of high-quality vocational programmes into academic education at an early age, such as in middle and secondary school. According to PM Modi - National Education Policy shifts focus from 'What to think' to 'how to think'.

A long-term career goal, plan, or dream, rather than a short-term and current goal, plan, or dream, is referred to as a career aspiration. It's not the same as setting a career goal. The term "career aspiration" refers to what an individual thinks to be his ideal future career.

Self-concept is "An idea of the self - constructed from one's views about oneself and others' responses," according to the Oxford Dictionary. "A person's self-concept is mostly a mirror of others' attitudes to them."

The behaviour, intellectual and school status, physical appearance, attributes, anxiety, popularity, happiness, satisfaction,

etc. of an adolescent student, depending on his/her self-concept. Hence, the self-concept plays a significant role in adolescent life. During the process of growth and development, every individual acquires awareness of his/her “self”.

**Rationale of the study**

Adolescents’ right curricular choices and vocational decisions occupy an important stage in their life. There is a close relationship between the selection of the school subjects and educational, vocational choices. The choice has a far-reaching impact on one’s future in terms of lifestyle, status, income, security and job satisfaction. At the initial stage if we identify a student’s real characteristics, can ensure maximum utilization of one’s talent, attitude, aptitude, abilities, interests. Thus, there is a need for meaningful and realistic relations between one’s educational pursuits and vocational plans.

**Objectives of the study**

- To study the level of career aspiration of students with reference to sex, locality, and management of the school.
- To study the level of self-concept of students with reference to sex, locality, and management of the school.

**Hypotheses of the study**

- H01- There will be no significant difference between levels of career aspiration of male and female students of higher secondary level.
- H02 - There will be no significant difference between levels of career aspiration of rural and urban students of higher secondary level.
- H03 - There will be no significant difference between level of career aspiration of students of

**Hypothesis Testing**

**H01** “There will be no significant difference between level of career aspirations of male and female students of higher secondary level.”

Government and non-government higher secondary level.

- H04 - There will be no significant difference between the levels of self-concept of male and female students of higher secondary level.
- H05 - There will be no significant difference between the levels of self-concept of rural and urban students of higher secondary level.
- H06 - There will be no significant difference between the levels of self-concept of students of Government and non-government higher secondary level.

**Research Method - Descriptive Survey method** was used to meet the requirements of the study.

**Population** - The population of this study, which includes all the Chhattisgarh board higher secondary school students. There were 53,770 students enrolled in Government higher secondary schools and 28,158 students were enrolled in non-government higher secondary schools of Bilaspur division in year 2021-22. 820 higher secondary school students from both government and non-government management of school and from both rural and urban locality of the Bilaspur division for the research as a sample.

**Research Tools Used -**

Career Aspiration Scale (2013) - Constructed and standardized by Dr. Sarita Anand. This scale includes Dedication, Realization, Motivation, Self-confidence and Preparation dimensions.

Self-concept Questionnaire (2008) - Constructed and standardized by Dr Raj Kumar Saraswat. This scale includes physical, social, temperamental, intellectual, educational, and moral self-concept.

**Table No - 1**  
**Means and SDs of Career Aspirations of Male and Female Students**

Dimensions of Career Aspiration	Variable	N	M	SD	SEM	SEr	df	t	Significance
Career Aspiration	Male	385	113	14	0.70	1.02	818	1.97	p<0.05
	Female	435	111	15	0.75				

**Analysis –**

The above table shows the mean scores of Career Aspiration of male and female students. *Male and female students of higher secondary level differ significantly in*

**H0<sub>2</sub>**

“There will be no significant difference between level of career aspirations of rural and urban students of higher secondary level.”

*their Career Aspiration level; Career Aspiration level of male students is higher than female students.* Hence, the hypothesis will be rejected.

**Table No - 2**  
**Means and SDs of Dimensions of Career Aspirations of Students based on Locality**

Dimensions of Career Aspiration	Locality	N	M	SD	SEM	SEr	df	t	Significance
Career Aspiration	Urban	480	113	13.9	0.62	1.06	818	0.95	NS
	Rural	340	112	15.8	0.89				

**Analysis –**

The above table shows mean scores of Career Aspiration of students on the basis of their locality - Urban & Rural. *Urban and rural students of higher secondary level not*

**H0<sub>3</sub>**

“There will be no significant difference between level of career aspirations of students of Government and non-government higher secondary level.”

*differ significantly on their Career Aspiration, but Career Aspiration of urban students found high than rural students.* Hence, the hypothesis will be accepted.

**Table No - 3**  
**Means and SDs of Level of Career Aspirations of Students on the basis of Management of Schools**

Dimensions of Career Aspiration	Locality	N	M	SD	SEM	Ser	df	t	Significance
Career Aspiration	Govt.	538	111	15	0.64	1.14	818	2.62	p<0.01
	Non-govt.	282	114	15	0.95				

**Analysis –**

The above table shows mean scores of Career Aspiration of students on the basis of their school management type – Government & non-government. *Students of government and non-government higher secondary level differ significantly on their Career Aspiration, Career Aspiration of*

*students of non-government schools is higher than the government students.* Hence, the hypothesis will be rejected.

**H0<sub>4</sub>** “There will be no significant difference between the self-concept of male and female students of higher secondary level.”

**Table No - 4**  
**Mean difference between Self-concept of Male and Female Students**

Dimensions of Self-concept	Students	N	M	SD	SEM	SEr	df	t	Significance
Self-concept	Male	385	145	14.2	0.71	0.94	818	1.08	NS
	Female	435	144	12.6	0.63				

**Analysis –**

The above table shows the mean scores of Self-concept of male and female

*students. Male and female students of higher secondary level do not differ significantly on their Self-concept, but Self-*

concept of male students is higher than female students. Hence, the hypothesis will be accepted.

**H0<sub>5</sub>**

“There will be no significant difference between the self-concept of urban and rural students of higher secondary level.”

**Table No - 5**  
**Mean difference between Self-concept of Students of Urban and Rural Locality**

Dimensions of Self-concept	Variable	N	M	SD	SEM	SEr	df	t	Significance
Self-concept	Urban	480	145	13	0.59	0.94	818	2.14	p<0.05
	Rural	340	143	13	0.74				

**Analysis –**

The above table shows the mean scores of Self-concept of urban and rural students. *Urban and Rural students of higher secondary level differ significantly on their*

**H0<sub>6</sub>**

“There will be no significant difference between the self-concept of students of Government and non-government higher secondary level.”

**Table No - 6**  
**Mean difference between Self-concept of Government and Non-government School Students of Higher Secondary Level**

Dimensions of Self-concept	Variable	N	M	SD	SEM	SEr	df	t	Significance
Self-concept	Govt.	538	144	14	0.60	1.0	818	0.99	NS
	Non-govt	282	145	11	0.70				

**Analysis –**

The above table shows the mean scores of levels of Self-concept of government and non-government students. *Students of government and non-government higher secondary level do not differ significantly on their Self-concept.* Hence, the hypothesis will be accepted.

**Educational Implication of the Study –**

Present study is highly applicable for educational and social benefits. Career development plays a vital role in education and psychological factors. It is not only livelihood but also self-identity which generates self-respect, for the selection of a suitable career, which is purely a scientific phenomenon based on career aspiration and self-concept. Maturity towards career will always lead to a suitable career selection.

- In the new Education Policy under NEP 2020, vocational education is to be started from class 6<sup>th</sup>. So, it

*Self-concept. Urban students of higher secondary level found significantly higher in Self-concept than that of rural students.* Hence, the hypothesis will be rejected.

is necessary to identify the interest and abilities of the children.

Schools will organize orientation, workshops etc. on this basis.

Positive and negative self-concept also influence career decisions, for example, if we believe in ourself, we will pursue more opportunities for growth in particular field. The understanding of self-concept will give us more chances to handle inevitable rejections better, which will increase the chances of career success. This study can also give the answer for the question of school dropouts, a huge gap between school education and career, unemployment, career unsuccess/rejection and need of counsellor in school.

A positive self-concept can boost our physical, mental, social, emotional and spiritual well-being. On the other hand, a negative self-image can decrease our satisfaction and ability to function in these

areas. Self-concept is a main source of work motivation in that individuals are motivated to maintain and increase an internalized view of the self. The study is also helpful for teachers and parents to know the importance of positive self-concept, and self-confidence, which will help them develop activities to improve the self-concept of the student.

Career aspiration is mainly future vision or long-term dreams of students towards career, which can give a particular guidance and path of preparation to fulfil student's success.

These findings have several implications. School management and teachers can conduct various interventions to help students to know and explore career options include exposing them to choose role models with career success stories, allowing them to test their dreams and abilities, and providing them with career-related information, especially for those in low socioeconomic status groups whose resources are limited. These interventions will help students to set greater career goals, study additional career information, and determine if their goals are attainable.

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