

EFFECT OF CAREER COUNSELLING MODULE ON CAREER ASPIRATIONS AND ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL STUDENTS

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Abstract

This Study aims to study effect of Career Counselling Module(CCM) on career aspiration(CA) and achievement motivation(AM) of Secondary School Students on pre-test and post test Experiment and control group from a Government secondary school, Dist. Jhajjar. The study found the mean score of CA and AM of experiment group improved significantly due to effect of experiment i.e. CCM. The mean Score of CA in pre and post test were 124.04(SD4.709) and 134.85(SD5.497) respectively. Furthermore, the mean score of AM in pre and post test were 139.57(SD8.931) and 142.60(Sd9.119) respectively. Thus, it may be concluded that CCM has a significant positive effect on improving career aspiration and achievement motivation.

KEYWORD: *Career Counselling, Achievement Motivation*

Introduction

India has one of the largest school education systems in the world. It comprises 1.68 million schools of varied nature with 6.5 million teachers, providing education to 259 million students (UDISE, 2014-2015). Every student has a specific need and it is a challenging task to educate such a diverse range of students. Career counselling has its root in acceptance of individual differences of each individual. The major goal was to match an individual's assessed strength with job requirement, in early childhood, at the beginnings of their education.

Career counselling slowly and carefully, but surely expanded the scope of human traits used in the career choice process. In the mean time, researchers built career development theories and subsequent counselling procedures that are currently being addressed in the career counselling a professional domain.

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Career aspiration is often confused as a career goal. Career aspiration is a journey for career growth. Career aspiration answers 'where, why, what, how' the career growth of an individual will be? "So, career aspiration is perceived to be a mean to successful journey of an individual life".

"The term 'Career Aspiration' is referred by Marini and Rosenberg as the goal an individual has in relation to obtaining employment in a particular area field" (Scherer, Brodzinski, & Wiebe, 1990).

Achievement motivation

Motivation is a strong force which leads an individual to achieve its goals. Achievement motivation may be defined as the behaviour of an individual to endeavor for accomplishing something by putting his/ her best to excel in his/ her performance. Achievement motivation is a specific motivation which is personal in nature. The basis of achievement motivation is achievement motive i.e. motive to achieve is said to work under the spirit of achievement motivation.

Allan (2002)

The achievement motivation is conceived as a latent disposition which is manifested in over striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.

Rationale of the study

Counselling is a specific process of assistance extended by an expert in a specific situation to a student. Guidance as an educational construct involves those experiences that assist each learner to understand him/herself, accept him/herself, and live effectively in his/ her society (UNESCO, 2000). The counselling services in Indian schools are at the infancy stage. Ramakrishanan and Jalajakumari (2013) recommended guidance should be conceptualised in a broader and more comprehensive and holistic view incorporating vocational and other aspects of development.

Selecting a right career and achievement motivation is an important issue for any student. Students often have dilemma in the selection of appropriate career for himself. Each profession attracts most of the students and many of them daily change their choice about the selection of a particular profession. At the last nick of the time in many cases selection of

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career is flow driven. The career is selected by friends or suggested by someone without knowing capabilities of an individual. It leads problem during the rest of career progress. If one has selected a wrong career, one will be demotivated may not develop in self-direction. Selecting a right career is important for the continuous development of an individual. In order to select a right career, counselling is instrumental.

One of the important aims of education is to make an individual a successful professional. Students have to make career decisions at a certain point around the globe. The choice of careers and subject combination of study in schools may act as a force of constraint in the career choice. Once as a career is selected then people aspire to grow in the field. For the aspiration, there must be achievement motivation.

In a school, boys and girls face many difficulties and problems which may be expressed in the following ways- withdrawal, unhappiness, annoyance, anger, inability to meet needs, lack of knowledge, partial or total failure, and inability to realise aspirations, anxiety and hyperactivity (UNESCO, 2000). The school needs to identify and counsel them as per their need.

Poor status of counselling and lack of counselling experts in India (Joneja, 2006) developed a need for a counselling manual that school teachers can for their students. Career counselling becomes important to help an individual to select a career then grow in the selected career with motivation.

Keeping view, the importance of career counselling researcher will develop a Career Counselling Module (CCM) and impart to the students so that its effect can be explored.

Career Counselling

Career counselling is a process in which a counsellor council the students in a professional manner in order to develop their career aspiration and achievement motivation. It is intend to develop self-aware and realize their own potential and motivate them for achievement motivation that helps them to achieve better and choose their career streams accordingly.

Career Aspiration

Career aspiration is a cluster of needs, motives and behavioral intention which individuals articulate with respect to different career fields (Bourdieu 1994). It is measure of mental self selection of a career.

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Achievement Motivation

Achievement motivation may be defined as the behaviour of an individual to endeavor for accomplishing something by putting his/ her best to excel in his/ her performance.

Objectives of the Study

The objectives of the study are as follows:

1. To develop a Career Counselling Module (CCM).
2. To examine the effect of treatment (career counselling module (CCM)) on the career aspiration of experimental group.
3. To examine the effect of treatment (career counselling module (CCM)) on the achievement motivation of experimental group.
4. To compare pre and post test mean scores of career aspiration of control group.
5. To compare pre and post test mean scores of achievement motivation of control group.

Hypotheses of the Study

1. There will be no significant effect of treatment (career counselling module (CCM)) on the career aspiration of experimental group.
2. There will be no significant effect of treatment (career counselling module (CCM)) on the achievement motivation of experimental group.
3. There will be no significant difference between pre and post test mean scores of career aspiration of control group.
4. There will be no significant difference between pre and post test mean scores of achievement motivation of control group.

Major Findings

- I. The pre-test mean career aspiration (CA) was 123.04 (SD=4.7) and 124.00 (3.31) of experimental and control group respectively.
- II. The post-test mean career aspiration (CA) was 134.85 (SD=5.49) and 125.42 (5.408) of experimental and control group respectively.
- III. The pre-test mean achievement motivation (AM) was 139.57 (SD=8.91) and 139.11 (7.56) of experimental and control group respectively.

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IV. The post-test mean achievement motivation (AM) was 142.60 (SD=9.119) and 139.67 (7.568) of experimental and control group respectively.

V. The mean score of CA of experimental and control groups are 124.04 (SD=4.709) and 124.00 (SD=3.310) respectively. The mean difference of CA between experimental and control groups was not significant. So, there exists no significant difference between mean score of CA of experimental and control groups prior to experiment. Further, it can be concluded that prior to experimental both the groups i.e. experimental and control group had similar level of CA.

VI. The mean score of CA of experimental and control groups are 134.85 (SD=5.497) and 125.42 (SD=5.408) respectively. The mean difference of CA between experimental and control groups was significant. So, there exists a significant difference between mean score of CA of experimental and control groups subsequent to experiment. Further, it can be concluded that subsequent to experimental the experimental group had significantly higher CA than control group.

VII. The mean score of AM of experimental and control groups are 139.57 (SD=8.931) and 139.11 (SD=7.202) respectively. The mean difference of AM between experimental and control groups was not significant. So, there exists no significant difference between mean score of AM of experimental and control groups prior to experiment. Further, it can be concluded that prior to experimental both the groups i.e. experimental and control group had similar level of AM.

VIII. The mean score of AM of experimental and control groups are 142.60 (SD=9.119) and 139.67 (SD=7.568) respectively. The mean difference of AM between experimental and control groups was significant. So, there exists a significant difference between mean score of AM of experimental and control groups subsequent to experiment. Further, it can be concluded that subsequent to experimental the experimental group had significantly higher AM than control group.

IX. The mean score of Career Aspiration (CA) in pre and post tests were 124.04 with SD 4.709 and 134.85 with SD 5.497 respectively. The mean difference between pre and post test of CA was significant at .01 level of significance. Thus, the null hypothesis that 'there will be no significant effect of treatment (career counselling module (CCM)) on the career aspiration of experimental group' was rejected. Thus, it may be concluded that the mean score of CA

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significantly improved due to experiment i.e. Career Counseling Module (CCM). So, CCM was effective for improving Career Aspiration.

X. The mean score of Achievement Motivation (AM) in pre and post tests were 139.57 with SD 8.931 and 142.60 with SD 9.119 respectively. The mean difference between pre and post test of AM was significant at .01 level of significance. Thus, the null hypothesis that 'there will be no significant effect of treatment (career counselling module (CCM)) on the achievement motivation of experimental group' was rejected. Thus, it may be concluded the mean score of AM significantly improved due to experiment i.e. Career Counseling Module (CCM). So, CCM was effective for improving Achievement Motivation.

XI. The mean score of Career Aspiration (CA) in pre and post tests were 124.00 with SD 3.310 and 125.42 with SD 5.408 respectively. The mean difference between pre and post test of CA was not significant. Thus, the null hypothesis that 'there will be no significant difference between pre and post test mean scores of career aspiration of control group' was accepted. Thus, it may be concluded that there is no improvement in CA during the experiment period. So, the improvement in CA of experimental group was only due to experimental treatment.

XII. The mean score of Achievement Motivation (AM) in pre and post tests were 124.28 with SD 3.681 and 125.85 with SD 5.676 respectively. The mean difference between pre and post test of AM was not significant.

Thus, the null hypothesis that 'there will be no significant difference between pre and post test mean scores of achievement motivation of control group' was accepted. Thus, it may be concluded that there is no improvement in AM during the experiment period. So, the improvement in AM of experimental group was only due to experimental treatment.

The mean score of CA and achievement motivation of experimental are significantly improved due to treatment with CCM. As the mean score of Career Aspiration (CA) in pre and post tests were 124.04 with SD 4.709 and 134.85 with SD 5.497 respectively. The mean difference between pre and post test of CA was significant at .01 level of significance (Table 4.5). Thus, the null hypothesis that 'there will be no significant effect of treatment (career counselling module (CCM)) on the career aspiration of experimental group' was rejected. Thus, it may be concluded that the mean score of CA significantly improved due to

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experiment i.e. Career Counseling Module (CCM). So, CCM was effective for improving Career Aspiration.

Furthermore, the mean score of Achievement Motivation (AM) in pre and post tests were 139.57 with SD 8.931 and 142.60 with SD 9.119 respectively. The mean difference between pre and post test of AM was significant at .01 level of significance. Thus, the null hypothesis that 'there will be no significant effect of treatment (career counselling module (CCM)) on the achievement motivation of experimental group' was rejected. Thus, it may be concluded the mean score of AM significantly improved due to experiment i.e. Career Counseling Module (CCM). So, CCM was effective for improving Achievement Motivation.

Thus, it may be concluded that counseling has a significant positive effect on improving career aspiration and achievement motivation.

Conclusion

This study aims to study effect of Career Counselling Module (CCM) on career aspirations (CA) and achievement motivation (AM) of secondary school students on pre-test and post-test experiment (n=47) and control group (n=45) from a government secondary school, Dist. Jhajjar (Haryana). The study found the mean score of CA and AM of experimental group improved significantly due to effect of experiment i.e. CCM. The mean score of CA in pre and post tests were 124.04 (SD 4.709) and 134.85 (SD 5.497) respectively. Furthermore, the mean score of AM in pre and post tests were 139.57 (SD 8.931) and 142.60 (SD 9.119) respectively. Thus, it may be concluded that CCM has a significant positive effect on improving career aspiration (CA) and achievement motivation (AM).

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