

Occupational Aspirations of Secondary School Students in Relation to their Self-Confidence

Dr. Sushma Gupta* & Seema Kumari**

*Assistant Professor, Department of Education, Kurukshetra University, Kurukshetra, Haryana (India).

**Research Scholar, Department of Education, Kurukshetra University, Kurukshetra, Haryana (India).

Received July 19, 2017

Accepted August 21, 2017

ABSTRACT

Occupational aspirations are the dreams for future career unfettered by reality based factors like resources and constraints and adolescence is the stage where these aspirations reach their desired height. The present descriptive survey research conducted on 400 secondary school students (200 males and 200 females) studying in CBSE affiliated schools, is intended to explore the occupational aspirations of secondary school students in relation to their level of self-confidence. After analysis and interpretation of data using descriptive and inferential statistical techniques, it was found that majority of the students have moderate levels of occupational aspirations and self-confidence. Significant correlation was found between occupational aspirations and self-confidence of students. Occupational aspirations of male students were higher than the females while female students were having higher self-confidence than the males. Suggestions for raising self-confidence level and shaping the occupational aspirations of students were given by the investigator.

Key words: Adolescents, gender, Occupational aspirations, secondary school students, self-confidence.

1. INTRODUCTION

India is the second largest populated country after China and its population now exceeds to 1.2 billion. A significant portion of the total population i.e. 23 %, are estimated to be adolescents which can be recognized as an index of developmental opportunity, but India's ability to harness the benefits of this demographic dividend will require targeted investments in its youths for producing skilled workforce. Youngsters of the day are not confined to the traditional carrier choices; they have natural aspirations and urges for education and development. These aspirations can prompt or hinder educational and career planning, guide learning, help organize life options and choices, and contribute to young people's preparation for adult life. A person's occupation should be as per his/her natural capabilities, interests and aspirations so that he/she can give the best possible outcome.

During adolescence, individuals begin to plan for their future career by considering a number of occupational choices. These dreams or desired outcomes for the future in the form of their occupational aspirations are unfettered by reality based factors like resources or constraints. As adolescents gain experience, they develop more self-knowledge, which should lead to further refinements in their aspirations and expectations.

A number of external factors have been found to influence adolescents' occupational aspirations including gender, parental influence, socioeconomic status and early school experiences. Thus adolescents Occupational aspirations are career motivational variables, proving to be predictive of their later career attainment level.

1.1 Review of related literature

Adolescents' occupational aspirations and expectations have been viewed as significant determinants of both short-term educational and long-term career choices (Holland, Gottfredson, & Baker, 1990; Schoon & Parsons, 2002), and as a reflection of adolescents' future social mobility and career self-concept (Rojewski, 1995). Occupational aspirations and expectations are at the core of career development and have been found to be predictive of occupational achievement (Hanson, 1994; Mote, 1982; Newkirk, 1998; Wims, 1994). Accordingly, aspirations and expectations have become the focus for intervention. Patton, Wendy A. and Creed, Peter (2007) explored the relationship between career variables and occupational aspirations/expectations for Australian high school adolescents. Angela D. Bardick (2005) studied the occupational aspirations of students in grades seven to twelve and found that the junior high and senior high school student's rationales for their occupational aspirations remained consistent, with the exception

of grade twelve students considering “location” and “quality of life” as being important aspects of their career.

Thus earlier researches have shown that the occupational aspirations of adolescents are influenced by a number of psychological, historical, cultural, economic and socio-political variables but the Investigator in the present study is willing to determine specifically the occupational aspirations of secondary school students in relation to their self-confidence.

1.2 Statement of the Problem: Occupational Aspirations of secondary school students in relation to their self-confidence.

1.3 Operational definition:

- (i) **Occupational Aspirations:** In the present study occupational aspirations of secondary school students refers to the type of occupation these children would choose at some point in the future if they were free of barriers or limiting factors.
- (ii) **Self-Confidence:** Self Confidence is a composite of a person’s thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth.

1.4 Objectives of the study

1. To study the levels of occupational aspirations and self-confidence of secondary school students.
2. To investigate the relationship between the occupational aspirations and self-confidence of secondary school students.
3. To find out the significance of gender differences in the occupational aspirations and self-confidence of secondary school students.
4. To find out the difference between the occupational aspirations of secondary school students with high, moderate and low self-confidence.

1.5 Hypothesis

1. There is likely to be a significant relationship between the occupational aspirations and self-confidence of secondary school students.
2. There is likely to be significant gender differences in the occupational aspirations and self-confidence of secondary school students.
3. There is likely to be significant difference in the occupational aspirations of secondary school students with high, moderate and low self-confidence.

1.6 Delimitations of the study

- (i) The present study is confined to the Secondary school students of Haryana State only.
- (ii) The study is confined to the secondary school students of CBSE affiliated schools only.

2. METHODOLOGY

The present study has been conducted through a descriptive survey method in which questionnaires were given to the sample secondary school students in the study.

2.1 Population of the study

In the proposed study, population refers to all the secondary school students studying in class X of CBSE affiliated schools of the Haryana State.

2.2 Sample of the study

Sample of the present study comprised of a total of 400 secondary school students (200 male and 200 female) studying in class Xth of CBSE affiliated schools of The Haryana State selected randomly from four districts (choosing one district from each division by lottery method) of the state. From each district five schools were selected randomly and from each school 10 boys and 10 girls were taken as sample of the study.

2.3 Research Tools used

Occupational Aspiration Scale by Dr. J. S. Grewal (2011) and Self Confidence Inventory by Dr. Rekha Gupta (2013) were used to collect data pertaining to occupational aspirations and self-confidence of secondary school students.

2.4 Statistical Techniques

For the purpose of statistical analysis of data, following statistical techniques were employed.

- (i) Descriptive Statistics: Mean and Standard Deviation.
- (ii) Inferential Statistics: Pearson’s Product Moment Coefficient of Correlation, t-Test and ANOVA.

3. RESULTS

3.1 levels of occupational aspirations and self-confidence of secondary school students.

Table and Figure 1: Showing levels of occupational aspirations and self-confidence of secondary school students.

Level	Occupational Aspirations		Self-Confidence	
	N	%	N	%
High	64	16	90	22.5
Moderate	280	70	188	47
Low	56	14	122	30.5
Total	400	100	400	100

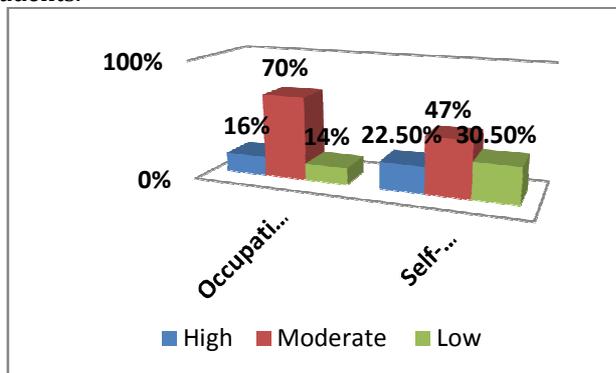


Table and figure no. 1 shows that the majority of secondary school students are having moderate level of occupational aspirations and self-confidence. Students having high and low levels of occupational aspirations are very few. Also students having high self-confidence are least in number.

3.2 Relationship between the occupational aspirations and self confidence of secondary school students.

Table 2:- Correlation between occupational aspirations and self-confidence of secondary school students

Sr. No.	Variables	N	r	Level of Significance
1.	Occupational Aspirations	400	-0.262**	P<0.01
2.	Self Confidence	400		

** Significant at the 0.01 level of significance

It is depicted from the table 2 that the coefficient of correlation between occupational aspirations and self-confidence of secondary schools students is -0.262 indicating that the occupational aspirations and self-confidence of secondary schools students are significantly and negatively correlated. The self-confidence scale has negative connotation which means higher the scores on self-confidence scale lower would be the self-confidence and vice-versa. It indicates that there is high inverse relationship between occupational aspirations and self-confidence score which means higher the occupational aspirations lower will be the score on self-confidence, hence more confident will be the child.

3.3 gender differences in the occupational aspirations and self-confidence of secondary school students.

Table 3:- Mean, SD and t-value for occupational aspirations and self-confidence of male and female secondary school students

Variables	Gender	N	Mean	SD	t-ratio	df	Level of Significance
Occupational Aspirations	Male	200	55.76	7.002	2.426	398	p<0.01
	Female	200	54.13	6.378			
Self-Confidence	Male	200	24.96	8.593	2.256	398	p<0.01
	Female	200	27.00	9.470			

Figure 3:- Means and t-ratio for occupational aspirations and self-confidence of secondary school students

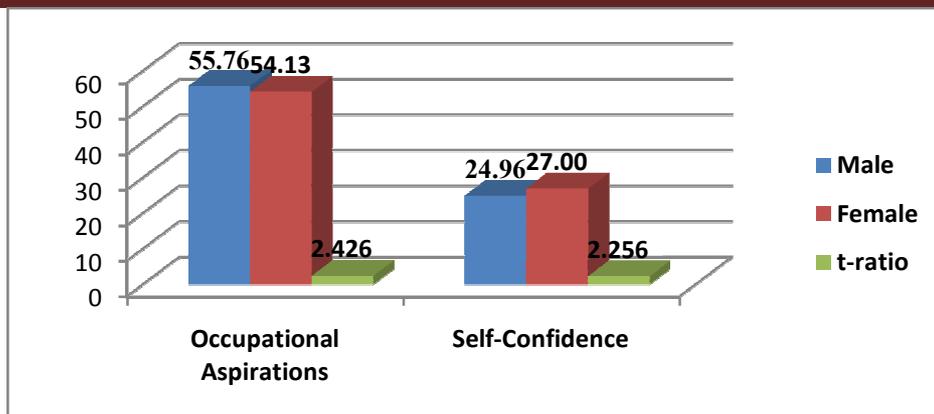


Table and figure 3 clearly depicted that the obtained t-value for occupational aspirations and self-confidence are significant at .05 level. Also the Calculated mean shows that occupational aspirations of male secondary school students are higher than that of female secondary school students while on the variable of self-confidence, female secondary school students excels their male counterparts.

3.4 Comparison of the occupational aspirations of secondary school students in high, moderate and low self-confidence groups

Table 4:-showing summary of Analysis of Variance (ANOVA) for difference in Occupational Aspirations of secondary schools students with high, moderate and low self-confidence

Source of Variance	Sum of Squares	df	Mean Square	F	Significance Level
Between Groups	747.815	2	373.908	8.545	0.000
Within Groups	17372.082	397	43.758		
Total	18119.897	399			

Table 4 shows that the calculated F-value 8.545 is significant at 0.000 level (i.e., $p < .001$). This implies that there is a statistically significant difference in the mean occupational aspirations of secondary school students with high, moderate and low self-confidence levels.

3.5 Findings of the study

- (i) Findings revealed that maximum of the secondary school students have moderate levels of occupational aspirations and self-confidence.
- (ii) It is found that there is significant correlation between the occupational aspirations and self-confidence level of secondary school students.
- (iii) It is confirmed that there exists significant gender differences in the occupational aspirations and self-confidence of secondary school students. It has been found that male students are having higher occupational aspirations as compared to the females but the female students are having higher levels of self-confidence than their male counterparts.
- (iv) From the analysis it is observed that the occupational aspirations of secondary school students in high, moderate and low self-confidence groups differ significantly from each other.

4. Conclusion

The present paper studied the occupational aspirations of secondary school students in relation to their self-confidence. It has been found that majority of the students have moderate levels of occupational aspirations and self-confidence, hence teachers in schools should try to organise more co-curricular activities like debate, drama, role play etc. to expose the hidden talents of the students and to raise their self-confidence level. It is evident in the results that the females have low occupational aspirations than males probably due to limited experiences available for them, teachers, parents and career counsellors should provide adequate career related information and encourage the girls to raise their aspirations in accordance with their interests and abilities. Moreover findings of the present study will be helpful for Counsellors, parents and educators by developing a deeper understanding of adolescent's occupational aspirations in order to assist them in the exploration of occupational options, help them seek career-related information and obtain support for their career plans.

Reference

1. Andleeb, Mehnaz Ansari(2016)A comparative study of occupational aspiration and career maturity of senior secondary school students in relation to gender. *International education and Research journal*,2(7), 2016.Retrieved from <http://ierj.in/journal/index>.
2. Bardick, D. A. (2005) *Occupational aspirations of students in Grades Seven to Twelve*, Retrieved from <https://www.uleth.ca>
3. Chadha, S.S., (1982)*Socio-Psychological Correlates of Vocational Aspirations*. National Psychological Corporation, Agra.
4. Khan Khuwaid-ur-Rehman.(2007).*Comparative studyof occupational aspirations of boys and girl students of senior secondary schools of Delhi*, Accessed from www.jmi.ac.in
5. Koul, L. (1997), *Methodology of Educational Research*, New Delhi, Vikas publishing house.
6. Patton, Wendy A and Creed, P. (2007) Occupational aspirations and expectations of Australian adolescents.*Australian Journal of Career Development*.34(2), 2007, 127-148. Accessed from <http://eprints.qut.edu.au>

Success usually comes to those who are too busy to be looking for it.

~ Henry David Thoreau