

# Career Motivation among Higher Secondary Students: A Comparative Study of State Syllabus and CBSE Syllabus Schools of Kerala based on Group of Study

Dr. Ampili Aravind

*Principal, NSS Training College, Ottapalam, Palakkad, Kerala 679101*

**Abstract** - A large proportion of one's life is spent in achieving his/her career goals; thus, it is very important to make sure that right steps were taken and correct planning was done in the early years of life. There are very few lucky ones who are born with a clear mind and who knows what they want to do and where they see themselves in life ahead. But majority of people are not sure what we want from life and so it is very important to plan out things. Purpose of this study is to compare the Career Motivation of Higher Secondary Students between students of State Syllabus and CBSE Syllabus Schools based on the group of study. According to the results, there is a significant difference in mean value of career motivation among higher secondary students of state syllabus and CBSE syllabus schools and There is significant difference in the career motivation of higher secondary students of state syllabus and CBSE syllabus schools on basis of group of study.

**Index Terms** - Career Insight, Career Identity, Career Resilience.

## INTRODUCTION

Cambridge English dictionary defines career as "the job or series of jobs that one does during his/her working life, especially if one continues to get better jobs and earn more money". For many people, career means the part of life that is concerned with employment. From an occupational standpoint, it means the sum total of the various jobs one may hold during his /her lifetime. However, these definitions do not fully capture the meaning of career. Thinking of career in a broader, more life-encompassing way and of the decisions one makes about a job or a college major as valuable components of a lifelong process. When viewed in this manner, career can be defined as the sum total of decisions that direct your educational, social, economic, political, and spiritual endeavors and reflect one's unique personality characteristics and

basic life values. It is important to come up with one's career planning as it gives one the much-needed direction and makes it clear there where one sees him/herself in future. It makes you aware of your strength and weaknesses and the skills and knowledge that are required to achieve one's goals in future. Thus, career planning is what gives one's career and in some way one's life, true meaning and purpose. Career planning and development thus possess a very important role in making ones or students life meaningful and goal oriented. It is an ongoing process and helps individuals develop skills required to fulfill different career roles. It also strengthens work-related activities in the organization. It defines life, career, abilities, and interests of the employees and it can also give professional directions, as they relate to career goals. Career development of one individual is influenced by the motivation he gets for perusing career goals either intrinsically or extrinsically.

## NEED AND SIGNIFICANCE OF THE STUDY

Career motivation is the desire to exert effort to enhance career goals. It is a multidimensional construct that combines elements of needs, interests, and personality characteristics that reflect the stimulus, direction, and persistence of career-related behaviors. Career motivation is organized into three domains. Career insight is the stimulus or energizing component. This is people's ability to be realistic about themselves and their careers. People who are high in career insight have an accurate understanding of their strengths and weaknesses and set clear career goals. Career identity is the direction component. This is the extent to which people define themselves by their careers. People who are high in career identity are highly involved in their jobs, their organizations,

and/or their professions. They strive for advancement, recognition, and a leadership role. Career resilience is the persistence component. This is the ability to adapt to changing conditions and overcome career barriers. People who are high in career resilience believe in themselves, need to achieve, and are willing to take reasonable risks to do so. Resilience, insight, and identity have their foundation in trait factor career theories. Resilience is conceptually related to the need for reassurance, the ability to face barriers, hardiness, self-efficacy, agency (being assertive, instrumental, and interpersonally facile), mastery motivation, and achievement motivation. Career insight is conceptually similar to self-concept, feedback orientation, and openness. Career identity is conceptually linked to job commitment, organizational commitment, and organizational citizenship.

Researchers believe the importance of personal motivation in career development has grown in recent years for a variety of reasons. For example, work roles have become more flexible, less well-defined, and subject to increasing change both within organizations and across the span of a career, which often involves multiple organizations. Career transitions appear to be more frequent and involve larger qualitative differences than in years past. These more significant qualitative differences reflect a transition from one career to another, for example, a person moving from an occupation as an engineer to one as a teacher. In the school setting, career motivation has utmost importance as it directs the students which career should they select as per their aptitudes and interests. The higher secondary stage is crucial in many ways. It is the stage of maximum challenge. While the students in this age-group are passing through a critical phase of their lives – transition from adolescence to youth, they have to take important decisions concerning their future career by choosing suitable courses.

#### GROUP OF STUDY: AN OVERVIEW

A pressing concern faced by most students as they pass out of the tenth standard is what stream to choose that will enable them to pursue a career of their choice and a stream that will be in synchronicity with their aptitudes. Confusion is whether to go with Arts, Science or Commerce after Class 10.

##### ❖ Science

The vast field of study that comes under the arena of science allows students under this stream innumerable career options. Science involves the systematic study and investigation of all natural phenomena and occurrences by employing various methods such as observation, experimentation, etc. By studying Science after class 10, students can pursue a career in any of the three main subjects in science, namely, Physics, Chemistry and Biology. While some career options may be specific to only one the three subjects under science, most careers might be interdisciplinary and may involve a detailed study of either two or all three of the science subjects.

##### ❖ Humanities

The Humanities as a subject is an academic discipline which deals with the study of the ‘Human Condition’, utilizing methodologies that are usually analytical, critical or speculative. One of the several benefits of pursuing the humanities stream after Class 10 is that it provides students with a plethora of career options that are more vocational rather than academic.

##### ❖ Commerce

Commerce is a study of trade and business that encompass each and every process and activity that takes place in any commercial organization at any level. Hence, the various careers that a student can pursue after completing school education mainly revolve around this field. Studying the commerce stream during high school will allow a student to pursue careers in fields such as Finance, Planning, Accountancy, Tax Practitioners, Broking, Banking etc.

##### ❖ Board of Schools

Over the past few years, a number of new education systems have emerged to be popular in India. With the increased number of education boards, it's quite natural for parents to get confused about the best choice for their kids. To help them come up with a solution, we have made a thorough analysis of the learning approach and evaluation criteria followed by the different school boards. CBSE is the acronym for The Central Board of Secondary Education. It is an Educational Board in India that offers students classes from pre-primary to class 10+2. The State Council Educational Research and Training (SCERT) has an affiliation to the government of that particular state.

**OBJECTIVES OF THE STUDY**

The objectives of the study are;

- To compare the Career Motivation of Higher Secondary Students between students of state syllabus and CBSE syllabus Schools.
- To compare Career Motivation among Higher Secondary Students based on the group of study.

**HYPOTHESES OF THE STUDY**

Hypotheses of the study are as follows.

- There is no significant difference in Career Motivation between Students of State syllabus and CBSE syllabus Schools.
- There is no significant difference in Career Motivation among Higher Secondary Students based on group of study.

**METHODOLOGY OF THE STUDY**

Methodology occupies a very important role in any type of research. In order to reach the most reliable conclusion it is essential to select appropriate methods as it leads to genuine results.

Method: Survey method was used for this study.

Sample. A sample of 600 higher secondary school students in various schools in Kerala. Stratified random sampling technique was used for selecting the sample.

Tool: Career Motivation Scale prepared and standardized by the investigator.

Statistical Techniques: Descriptive statistics, Test of significance of difference between mean, ANOVA.

**ANALYSIS AND INTERPRETATION OF DATA**

Compare the Career Motivation of Higher Secondary Students between students of state syllabus and CBSE syllabus Schools

Table 1: *Data and Results of Test of significance of difference between mean scores of Career Motivation dimensions between students of State syllabus and CBSE syllabus*

| Variable          | Dimension         | Group          | Mean | SD   | Critical Ratio (t) | p |
|-------------------|-------------------|----------------|------|------|--------------------|---|
| Career Motivation | Career Insight    | State Syllabus | 4.02 | .457 | 2.06               | S |
|                   |                   | CBSE           | 4.04 | .461 |                    |   |
|                   | Career Identity   | State Syllabus | 4.08 | .527 | 2.03               | S |
|                   |                   | CBSE           | 4.01 | .523 |                    |   |
|                   | Career Resilience | State Syllabus | 3.95 | .508 | 1.98               | S |
|                   |                   | CBSE           | 3.93 | .485 |                    |   |

Table 1 shows that career insight is statistically significant because of the t test value of 2.06 which is significant at 0.05 level and hence null hypothesis stated that there is no significant difference in Career Motivation between Students of State syllabus and CBSE syllabus Schools is rejected. That is, there is a significant difference in mean value of career insight between students of state syllabus and CBSE syllabus. The career identity is statistically significant because of the t test value of 2.03 which is significant at 0.05 level and hence null hypothesis that states there is no significant difference in Career Motivation between Students of State syllabus and CBSE syllabus Schools is rejected. is rejected. That is, there is a significant

difference in mean value of career identity between students of state syllabus and CBSE syllabus.

The career resilience is statistically significant because of the t test value of 1.98 which is significant at 0.05 level and hence null hypothesis that states there is no significant difference in Career Motivation between Students of State syllabus and CBSE syllabus Schools is rejected. is rejected. That is, there is a significant difference in mean value of career resilience between students of state syllabus and CBSE syllabus.

Compare Career Motivation among Higher Secondary Students based on the group of study

Table 2: *Data and Results of Career Motivation of Higher Secondary Students based on Group of Study: Summary of ANOVA*

| Variable          | Dimension       | Group      | Source of variance | Sum of Square | df  | Mean Square | F     |
|-------------------|-----------------|------------|--------------------|---------------|-----|-------------|-------|
| Career Motivation | Career Insight  | Science    | Between Groups     | 1.136         | 2   | .568        | 2.716 |
|                   |                 | Humanities | Within Group       | 124.869       | 597 | .209        |       |
|                   |                 | Commerce   | Total              | 126.005       | 599 |             |       |
|                   | Career Identity | Science    | Between Groups     | 3.669         | 2   | 1.835       | 6.766 |

|              |                      |                                   |                |         |      |      |       |
|--------------|----------------------|-----------------------------------|----------------|---------|------|------|-------|
|              |                      | Humanities<br>Commerce            | Within Groups  | 161.885 | 597  | .271 | 3.067 |
|              |                      |                                   | Total          | 165.554 | 599  |      |       |
|              | Career<br>Resilience | Science<br>Humanities<br>Commerce | Between Groups | 1.501   | 2    | .750 |       |
|              |                      |                                   | Within Group   | 146.060 | 597  | .245 |       |
|              |                      |                                   | Total          | 147.561 | 599  |      |       |
|              | Mean Total           | Science<br>Humanities<br>Commerce | Between Groups | 1.631   | 2    | .815 |       |
| Within Group |                      |                                   | 103.540        | 597     | .173 |      |       |
| Total        |                      |                                   | 105.170        | 599     |      |      |       |

Table 2 shows the ANOVA test result of dimension wise representation of career motivation of higher secondary students which are career insight, career identity and career resilience. In the mean total of career motivation, there is significant difference in mean total value of career motivation which is evidenced by F value of 4.701, significant at 0.05 level. That is there is significant difference in the career motivation of higher secondary students of state syllabus and CBSE syllabus schools on basis of group of subjects. Hence null hypothesis states that there is no significant difference in Career Motivation among Higher Secondary Students based on group of study is rejected.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are summarized below.

The comparison of career motivation of higher secondary students between students of state syllabus and CBSE syllabus schools

There is a significant difference in mean value career insight among higher secondary students of state syllabus and CBSE syllabus schools.

There is a significant difference in mean value of career identity among higher secondary students of state syllabus and CBSE syllabus schools.

There is a significant difference in mean value of career resilience among higher secondary students of state syllabus and CBSE syllabus schools.

Comparison of career motivation among higher secondary students based on the groups of study

There is significant difference in the career motivation of higher secondary students of state syllabus and CBSE syllabus schools on basis of group of subjects.

CONCLUSION

When a person’s talent is discovered early on, then the person is likely to succeed in its pursuits with less difficulty and more quickly. Early discovery of talents

also helps a person to do good for the society and become a source of inspiration for others. Teachers can play a major role in the discovery of the hidden talents in their students as they observe them and know their strengths and weaknesses. Teachers can sense a latent talent in a student much better than the student’s parents, relatives or friends and can encourage the students to spend more time in developing the gifted skills. It is evident from the findings that there is a significant difference in the total mean value of career motivation between students of state syllabus and CBSE syllabus. There is a significant difference in the career motivation of higher secondary students of state syllabus and CBSE syllabus schools on basis of group of study.

REFERENCES

[1] Career Planning. (n.d.). *Career Planning: Definition, Features, Objectives and Benefits*. www.yourarticle library.com. Retrieved December 2019, from <http://eric.ed.gov>.

[2] Careers and Job hunting. (2019, November). *Career Motivation*. www. streetdirectory.com. Retrieved from <http://eric.ed.gov>.

[3] Day, & Allen. (2004). The relationship between Career Motivation and Self-efficacy with Protege Career Success. *Journal of Vocational Behaviour*, 64(1), 72–91.

[4] Day, & Allen. (2004). The relationship between Career Motivation and Self-efficacy with Protege Career Success. *Journal of Vocational Behavior*, 64(1), 72–91.

[5] Grzeda, & Prince. (1997). Career Motivation measures: A test of convergent and discriminant validity. *International Journal of Human Resource Management*, 8(1), 213–226.

[6] Jung, J.-hyun, & Jinkook, T. (n.d.). *The effects of perceived career plateau on employees’ attitudes: moderating effects of career motivation and perceived supervisor support with Korean employees*. Career Motivation. Retrieved 2018, from <http://eric.ed.gov>.

- [7] *Problems with choosing a career*. Chron.com. (n.d.). Retrieved 2020, from <http://www.yourarticlelibrary.com>.
- [8] Sato, & Sessa. (n.d.). *Understanding career changes: Physical educators to adapted physical educators*. Continuous Learning. Retrieved 2019, from <http://eric.ed.gov>