

# Career Decision Making of Socio Economically Disadvantaged Secondary School Students in Kashmir

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**Abstract:** *The world is changing quickly as a result of scientific and technical advancements. There will be a growing demand for a competent workforce with diverse skills in the social sciences, humanities, and sciences. In order to comprehend and get familiar with the rapidly evolving global ecosystem and job market, kids need to learn how to learn as well as how to study. In this context, NEP 2020 has placed a strong emphasis on exploring students' critical thinking, inventiveness, creativity, inquiry-driven mindset, logical thinking, problem-solving skills, etc. through the entire teaching and learning process from foundation to secondary stage, which eventually gives a learner the confidence to choose the career path that he or she wants to take. Choosing a career path for future education is one of the most important decisions a teenager must make during their adolescence. As a result, it's important to evaluate the current situation, the variables influencing higher secondary students' career decisions, and the recommendations made by researchers to increase the effectiveness of professional decision-making in this population. This meta-analysis included over fifty qualitative evidence-based research. The problems that higher secondary students are currently facing include a lack of self-awareness, a lack of pertinent information about college majors and future employment opportunities, etc. Secondary students' career decisions are influenced by their environment, their role models, their parents, their teachers, and their peers. The trending factors influencing teenage learners' career decision-making include experience with success, psychological conditions, verbal persuasion, low literacy, lack of career information, self-efficacy, and achievement motivation. The best recommendations ever offered by many researchers are the effective setup of guidance and counselling programs, seminars, workshops, lectures from guest speakers for adolescents' career opportunities and career decision-making by school administrators and teachers, and providing parents with training on career guidance from professional school counsellors.*

*Career Decision Making, a key component of success, is said to be different in males and females. A career is an artistic creation that emerged from the complex web of personal activity known as work. A career is a relatively modern arrangement that emerges at the same time as changes that represent the advancement of work. These changes reveal novel work performances that require specialization in a particular competency and offer to meet the demands of these specialized work performances for a certain amount of time—sometimes for the duration of an individual's availability to the labour force. (Arulmani and Arulmani, 2004) It is quiet recent concept of specialisation and the determined development of definite work roles that define the term 'career'. Each and every occupation is style of work; however, turnover may not be all the times exact. Career, therefore is work inculcated with definite features. The objective of the current study was to assess whether there existed any differences in Career Decision Making among secondary school students with respect to their gender..*

**Keywords:** Career Decision Making, Socio Economically Disadvantaged, secondary school students,

## **I. INTRODUCTION**

### **Career Decision Making**

Gati, Krausz and Osipow (1996) described career indecision as problems that a person faces in selection of a career. (Gati & Tal, 2008) 'Career decision making – the process of choosing among career options – has become a frequent and challenging issue in today's world of work. Career decisions are among the most important decisions individuals make in their lifetime'. Career decision-making involves a process of interrelated continuity such as collecting certain information and making a career choice, having an education, and subsequently attaining employment after completing an education program. However, inadequate information as to the proper career choice might lead to career indecision'. Patton et al. (2002) found that a high indecision level had an entirely negative impact on adolescent career development. Adolescents who interact continuously with their surroundings are exposed to various career-related stimulators such as friends, family, teachers, school counsellors, role models, and various informative programs and activities. However, those adolescents may suffer indecision as well due to the high number of options available in secondary education which might refer to talking about career decision-making difficulties.

For socioeconomically disadvantaged groups (SEDGs), these are particularly severe. The socioeconomically disadvantaged groups identified by NEP 2020 as SEDGs are as follows:

- Gender basis: This group include both transgender people and females based on sex/gender identification.
- Socio- Cultural Basis: This category, which comprises Minorities, SC, ST, and OBC, is based on social and cultural identity.
- Geographic basis: People from small towns, villages, and aspirational districts are included in this group, which is based on geographical identification.
- Disability basis: People with disabilities, including learning difficulties, are included in this group.
- Social-economic conditions: This category comprises people from migrant communities, orphans, urban child beggars, and low-income homes, divided by social and economic circumstances.

### **Socio-Economically Disadvantaged**

The Socio-Economically Disadvantaged Groups (SEDGs) are those who are unable to equally access the various resources and opportunities available for higher education due to historical factors and the causes of their current disadvantaged social, economic, educational, vocational, and locational conditions.

Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized as Gender identities (especially those of women and transgender people), socio-cultural identities (like those of Scheduled Castes, Scheduled Tribes, OBCs, and minorities), and geographic identities (like those of students from small towns and villages) are some of the broad categories used to describe Socio-Economically Disadvantaged Groups (SEDGs). Although making up a sizable fraction of the population, the Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), and Minorities fall far behind in terms of essential developmental factors, such as the field of education. These social groups struggle with a variety of complex problems and live in extreme poverty. According to the 2011 Census report, there are roughly 179.7 million Scheduled castes, or 17.5% of the total population; there are 188.9 million minorities, or 18.4% of the total population; and other Backward Classes (OBCs), or 52% of the total population of the nation.

#### **Scenario of Jammu and Kashmir**

Our Union territory also has a substantial proportion of Socio-Economically Disadvantaged population and constitutes of good percentage of the total population. The dropout rate among STs is disproportionately very high as the ST children face discrimination at multiple levels due to varied geographical, cultural and historical reasons. The ST, OBC and Minority children often find their school education irrelevant to their lives, both culturally and economically.

### **Gender Differences in Career Decision Making**

Gender is one of the many factors that either directly or indirectly support the development of career decision making, according to the research on the subject. Gender discrimination is pervasive and occurs in almost every civilization. It is a basic difference between the physiological and biological features of females. Because of these physiological

differences, which predispose men and women to diverse behavioural patterns and learning capacities, they also differ in a wide range of psychological traits. Hammoud et al. (2019) used a correlational analysis to investigate career decision-making. Two hundred sixty male and 240 female students of class 11<sup>th</sup> have been selected for the survey sample. The study concludes that male and female students vary significantly. Ulas-Kilic et al. (2018) explored adolescents' career decision-making and self-efficacy. After careful investigation, data collection, and analysis was done, the results concluded that self-confidence and success depicted the student's decision-making ability. While analysing the gender difference, female students showed better decision-making skills than their male counterparts. And those students whose parents are literate showed good decision-making abilities. Ogutu et al. (2017) studied career decision-making in Kenya. The research was conducted with the gender, age, and type of school of sample subjects in view. The survey findings highlighted that self-efficacy is essential for career decision-making and depicted a positive association. Based on the results, the study suggested that self-confidence should be built among students to make the right choice related to every field.

### **Need and Significance of the Study**

Career decision making is considered as the strongest process for selection or matter of choice for students when selecting a particular career. This process helps to identify the related factors involved in it and provides an understanding of how these factors affect their career decision making and career choices. Young women reported higher level of career decision-making self-efficacy than young men and female learners are significantly more highly influenced than male in career decision making. These are the major findings of recent abroad studies by Abdinoor (2020), Olmos- Gómez et al., (2021), Chinyamurindi et al., (2021). It is supported by Sharma (2014) among Indian studies. Interesting matter is that also career indecisiveness scores of higher secondary girls were found slightly higher than the boys with respect to their career decision making by Das et al., (2020) from an Indian study. But Bolat & Odacı (2017), Patel et al., (2008), Aka (2020) among abroad studies opposed them by their findings as no significant relationship of gender with the level of career decision making self-efficacy, which is supported by Kaur & Kumari (2018), showed insignificant difference between career decision making of students with respect to gender. Least studies in abroad and a few studies have been conducted in India on career decision making with respect to locality. Due to lack of sufficient number of studies on career decision making and about their possible related factors both in abroad and India, Students are still facing severe difficulties to decide a suitable career for them, that ultimately leads to career frustration and incompetency in job sector. It creates a big challenge for the individuals those who are already in the period of stress and strain. Therefore, it is depicted by the researcher that such kind of meta-analysis would provide opportunities to identify the research gaps for the further research and to highlight the suggestive measures of many researches for undertaking huge number of age and level specific career guidance programmes for the novice career planner.

### **Objectives of the Study**

- To compare the Career Decision Making of ST category Socio Economically Disadvantaged Secondary School students with respect to Gender.
- To compare the Career Decision Making of OBC category Socio Economically Disadvantaged Secondary School students with respect to Gender.
- To compare the Career Decision Making of Minority category Socio Economically Disadvantaged Secondary School students with respect to Gender.

### **Hypotheses**

- There is no significant difference between Male and Female ST Socio economically disadvantaged Secondary School students on career Decision Making with respect to gender.
- There is no significant difference between Male and Female OBC Socio economically disadvantaged Secondary School students on career Decision Making with respect to gender.

- There is no significant difference between Minority Socio economically disadvantaged Secondary School students on career Decision Making with respect to gender.

**II. METHODOLOGY AND SAMPLE**

A descriptive survey method was used in the present study. The population for this study was the socio economically disadvantaged secondary school students of UT of J & K. The samples were selected through a proportionate random sampling technique & data was collected. The obtained data from 378 male and female higher secondary school students was analyzed with the help of mean, SD, and t-test. The scale by K SINGH, consisting of 18 items with two dimensions, was used for this study.

**Analysis and Interpretation**

The main objective of the present study was to compare the career Decision Making of Socio Economically disadvantaged Secondary School Students based on gender.

1. Difference between Male and Female ST category of Socio economically disadvantaged Secondary School Students on career Decision Making.

To find out the difference between male and female secondary school students on, career Decision Making t-test was applied, and the result is presented in Table 1.

Table 1.1: Showing Significance of Mean Difference between Male and Female ST category of Socio economically disadvantaged Secondary School Students on career Decision Making.

	Category	N	Mean	S.D.	t-value	Level of Sig.
Career Decision Making	Male	78	29.61	6.17	2.21	Sig. at 0.05 level
	Female	64	32.04	6.78		

Table 1 indicates that the mean scores of male and female ST category of Socio economically disadvantaged secondary school students for career Decision Making are, (29.61) compared to Male category (32.04). respectively. The standard deviations of male and female secondary school students in career Decision Making are 6.17 and 6.78, respectively. The obtained t-value was 2.21. The presentation of Table 1 reveals that the obtained t-value (2.21) does exceed the tabulated value (1.96) at the 0.05 level of significance, which indicates that both groups do differ significantly on overall career Decision Making. Hence female secondary school students have the better career decision making than their counterparts. in view of the above results, objective no.3, which reads as, “To compare ST category of Socio economically disadvantaged Secondary School Students on career Decision Making based on their gender,” has been realized. On the basis of the above evidence, hypothesis no.2, which reads as “There is no significant difference between male and female ST category Socio economically disadvantaged Secondary School students on career Decision Making with respect to gender.

2. Difference between Male and Female OBC category of Socio economically disadvantaged Secondary School Students on career Decision Making.

To find out the difference between male and female OBC Socio economically disadvantaged secondary school students on, career Decision Making t-test was applied, and the result is presented in Table 2.

Table 1.2: Showing Significance of Mean Difference between Male and Female OBC category of Socio economically disadvantaged Secondary School Students on career Decision Making.

	Category	N	Mean	S.D.	t-value	Level of Sig.
Career Decision Making	Male	72	30.02	5.94	2.41	Sig. at 0.05 level
	Female	58	32.62	6.27		

Table 2 indicates that the mean scores of male and female categories of OBC Socio economically disadvantaged secondary school students for career Decision Making are, (30.02) compared to Male category (32.62). respectively. The standard deviations of male and female secondary school students in career Decision Making are 5.94 and 6.27, respectively. The obtained t-value was 2.41. The presentation of Table 1 reveals that the obtained t-value (2.41) does exceed the tabulated value (1.96) at the 0.05 level of significance, which indicates that both groups do differ significantly on overall career Decision Making. Hence female secondary school students have the better career decision making than their counterparts. in view of the above results, objective no.2, which reads as, “To compare OBC category of Socio economically disadvantaged Secondary School Students on career Decision Making based on their gender,” has been realized. On the basis of the above evidence, hypothesis no.2, which reads as “There is no significant difference between male and female OBC category Socio economically disadvantaged Secondary School students on career Decision Making with respect to gender.

3. Difference between Male and Female Minority category of Socio economically disadvantaged Secondary School Students on career Decision Making.

To find out the difference between male and female OBC Socio economically disadvantaged secondary school students on, career Decision Making t-test was applied, and the result is presented in Table 3.

Table 1.3: Showing Significance of Mean Difference between Male and Female Minority category of Socio economically disadvantaged Secondary School Students on career Decision Making.

	Category	N	Mean	S.D.	t-value	Level of Sig.
Career Decision Making	Male	48	29.78	5.66	3.24	Sig. at 0.01 level
	Female	58	33.43	5.92		

Table 3 indicates that the mean scores of male and female Minority category of Socio economically disadvantaged secondary school students for career Decision Making are, (33.43) compared to Male category (29.78). respectively. The standard deviations of male and female secondary school students in career Decision Making are 5.66 and 5.92, respectively. The obtained t-value was 3.24. The presentation of Table 3 reveals that the obtained t-value (3.24) does exceed the tabulated value (1.96) at the 0.01 level of significance, which indicates that both groups do differ significantly on overall career Decision Making. Hence female secondary school students have the better career decision making than their counterparts. in view of the above results, objective no.3, which reads as, “To compare Male and Female Minority category of Socio economically disadvantaged Secondary School Students on career Decision Making based on their gender,” has been realized. On the basis of the above evidence, hypothesis no.3, which reads as “There is no significant difference between OBC and ST Socio economically disadvantaged Secondary School students on career Decision Making with respect to gender.

**III. DISCUSSION OF THE RESULTS**

The results of the study revealed that male and female ST category of Socio economically disadvantaged secondary school students differ significantly on overall career Decision Making. Ajayi et al. (2022), Ulas-Kilic et al. (2018) The results of the study revealed that male and female OBC category of Socio economically disadvantaged secondary school students differ significantly on overall career Decision Making. Abdinoor (2020), Ulas-Kilic et al. (2018) The results of the study revealed that male and female Minority category of Socio economically disadvantaged secondary school students differ significantly on overall career Decision Making Hammoud et al. (2019), Ulas-Kilic et al. (2018). Academic achievement is the primary target and ambition for all students, regardless of ethnicity. Apart from efficient learning techniques, students should be able to recognize themselves, particularly their decisions, to avoid becoming a major obstacle to achievement. Hence, the need to identify oneself, career decision making should be highlighted not only for academic purposes but also for life success. The key to obtaining success is to pay complete attention and concentration during the teaching-learning process. A high level of career decision making can aid in the relaxation of

the mind, allowing more information to be absorbed. As a result, it will help them succeed academically. It is suggested that career decision making be used to improve students' academic performance and make them better citizens.

#### IV. FINDINGS OF THE STUDY

1. The results of the study revealed that male and female ST category of Socio economically disadvantaged secondary school students differ significantly on overall career Decision Making.
2. The results of the study revealed that male and female OBC category of Socio economically disadvantaged secondary school students differ significantly on overall career Decision Making.
3. The results of the study revealed that male and female Minority category of Socio economically disadvantaged secondary school students differ significantly on overall career Decision Making.

#### V. CONCLUSION

Career Decision Making is crucial in determining one's future life. In today's world, parents, teachers, and educational institutions are acutely aware of the importance of empowering children's decision-making characteristics. They should devote more time and effort to developing skills and affective skills for the development of Decision Making. As a result, there's no denying that Career Decision Making is important. Intelligence plays an important role in achieving success in one's chosen field. This study will encourage the students to improve their Decision Making in a sound direction and help manage their behaviour so that better adjustment may occur. Teachers and parents should provide strategies for better decision making. This will be highly beneficial to children's development of Career Decision Making.

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