

Exploring of Career Decision-Making of Secondary School Students in Haryana

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ABSTRACT:

This study explores the relationship between career guidance and career decision-making among secondary school students in Haryana. The research aims to investigate the impact of career guidance on students' career choices, identifying the factors that influence their decision-making processes. A mixed-methods approach will be employed, combining quantitative and qualitative data collection and analysis methods. The study's findings will provide insights into the effectiveness of career guidance programs in Haryana, highlighting areas for improvement and informing strategies to enhance career decision-making among secondary school students.

Keywords: Career Guidance, Career Decision-Making, Secondary school Students

Review of Related literature

- **Chatterjee&Banerjee(2024)** studied the impact of *mental health integration* in career counseling in West Bengal. Schools that combined career guidance with psychosocial support saw reduced anxiety and higher career decision-making self-efficacy among girls. The study emphasized the need for counselor training in mental health frameworks, particularly in low-resource settings.
- **Desai &Choudhary(2024)** explored intersectional barriers (caste × gender) in Gujarat's rural schools. Career guidance programs led by Dalit women mentors significantly improved marginalized girls' aspirations to pursue higher education. However, systemic caste-based discrimination in local job markets discouraged long-term career persistence.
- **Rao&Deshmukh(2023)** analyzed the effectiveness of *mobile app-based career guidance* in Maharashtra's tribal areas. Apps providing vernacular content and offline accessibility improved career awareness among girls. However, 60% of users reported needing sibling or peer assistance to navigate the technology, highlighting gaps in digital autonomy.

Justification of the Study:

The investigator strongly felt that most of the female school students lack knowledge and skills for making the right decisions about their further education and career. At this juncture, the importance of a career counselling programme is highly essential for developing the career decision-making skills of female school students. As a result, in order to meet this need, the investigator decided to create a career guidance programme for female secondary school students. The present study, 'Impact of Career Guidance and Career Decision Making of female school students', has a wider scope beyond the boundaries of class rooms and schools. Making the right decisions at the right time is crucial to the success of one's life. During adolescence, the most important decision is about future education and career.

Objectives of the study:

- To examine the relationship between career guidance and career decision-making among secondary school students in Haryana.
- To identify the factors influencing career decision-making among secondary school students.

Hypothesis of the Study:

- There is no significant relationship between career guidance and career decision-making among secondary school students in Haryana.
- Career guidance programs in Haryana are not effective in enhancing career decision-making among secondary school students.

Method:

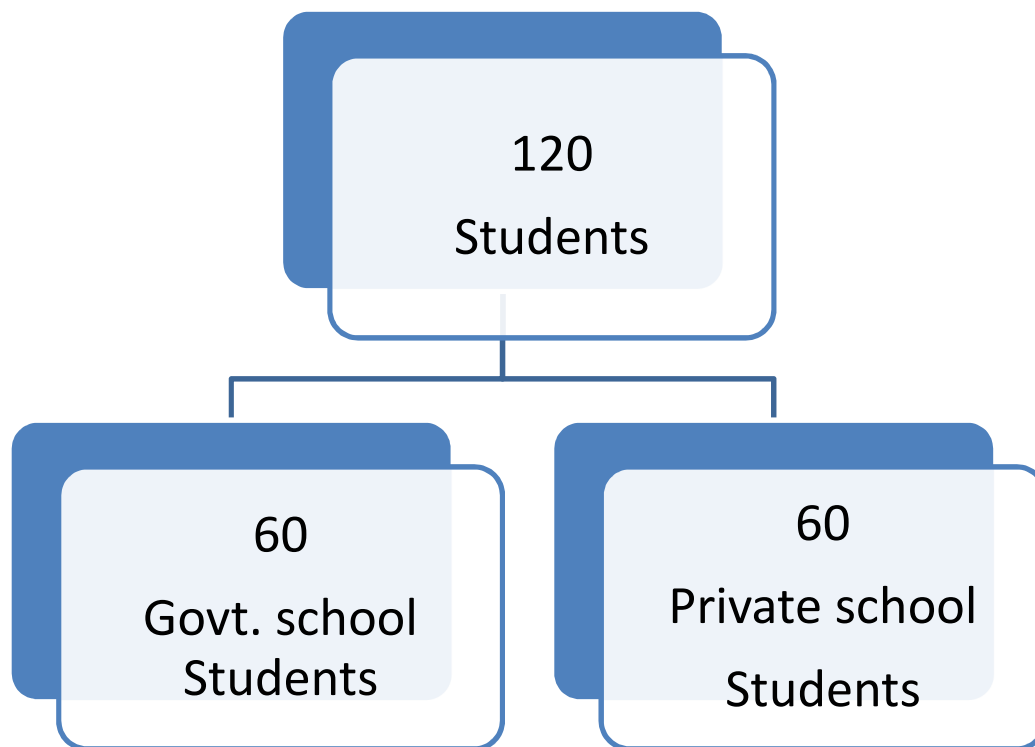
The present study will be Experimental in nature. As per the Experimental nature of the study, the method will be used to collect the data. Quantitative as well as qualitative data will be collected with the help of the survey method.

Population:

All 9th class students of Haryana will be the population of the present study.

Sampling:

Sample of this study will be those secondary school students who are using digitalization in daily life. A sample of 120 students will be selected through multi-stage random sampling techniques.

**Tools to be used:**

Following Questionnaire will be developed by the researcher

- ❖ Career Guidance scale
- ❖ Career Decision Making Scale

Result:

Table-1

Mean, SD and r-Value of Secondary School Students Haryana in relationship between career guidance and career decision-making.

	N	Mean	S.D	r
Career Guidance	120	32.52	5.24	0.25*
Career Decision Making	120	34.79	6.73	

The above table 1. Depicts that the correlation coefficient (r) is 0.25*, indicating a positive correlation between career guidance and career decision-making. This suggests that students who receive effective career guidance tend to have better career decision-making skills. The positive correlation coefficient (r = 0.25*) implies that career guidance plays a role in enhancing students' career decision-making abilities. The mean scores also indicate that students generally have higher scores in career decision-making (34.79) compared to career guidance (32.52). The findings suggest that schools and educators should prioritize providing effective career guidance to support students' career development and decision-making. This could involve implementing structured career guidance programs, workshops, or counseling sessions. While the correlation is positive, the strength of the correlation is relatively low (r = 0.25*). Further research could explore additional factors influencing career decision-making and investigate ways to strengthen the impact of career guidance.

1.2 Results Pertaining to relationship in The Career Decision Making of Secondary School Students with Respect to Their Type of School.

Table -2

Mean, SD and r-Value of Secondary School Students Haryana in relationship between career decision-making in Their Type of School.

Career Decision Making	N	Mean	S.D	r
Govt.	120	37.50	5.63	1.20*
Private	120	39.33	7.69	

The table -2 depicts that the mean score for private school students (39.33) is higher than that of government school students (37.50), indicating that private school students may have slightly better career decision-making skills. The standard deviation for private school students (7.69) is higher than that of government school students (5.63), suggesting that private school students' scores are more spread out. The correlation coefficient (r) is given as 1.20. However, correlation coefficients typically range from -1 to 1. A value of 1.20 may indicate an error or require further context for interpretation. Assuming the correlation coefficient is intended to measure the relationship between career guidance and career decision-making, a positive value would suggest a positive relationship. However, the value of 1.20 is not within the standard range for correlation coefficients, making it challenging to interpret without further clarification.

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