

Research Paper

Career Decision-Making of Adolescents: Role of Self -Awareness and Career Guidance

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ABSTRACT

Adolescence is the transition phase between childhood and adulthood. It is a period where unified and consolidated form of self-concept starts developing. They try to understand and realize their awareness level on own authentic self, it means that adolescents start having awareness on their inner most thoughts, strengths, weakness, values, perception and their environment. They develop the ability to make rational decision-making which align with their goals. Adolescents start exploring various career choices and make decisions related to career with the help of various career guidance sources. The aim of the present study is to find the level of self-awareness, career decidedness, career indecision, prevalence of career guidance and also the relationship between these variables among school going adolescents of Arunachal Pradesh. For the present study, a sample of 100 high school students are selected studying in class 10th and 12th in various govt and private school of capital complex area of Arunachal Pradesh. The variables of the study are measured quantitatively by administering self-report demographic profile, standardised psychological test of Self-awareness scale developed by Patteti and Podila (2005) and Career Decision Making Scale by K. Singh. The results showed high level of self-awareness, career decidedness and low level in career indecision. Higher number of students reported to receive career guidance. Further findings indicated strong positive correlation between self-awareness and career decidedness.

Keywords: *Self-awareness, Career decision-making, Career guidance, Arunachal Pradesh, Adolescence, Students*

Adolescence is known to be a stage for formation of self-concept and self-identity. In this developmental phase, along with the bodily changes comes major intellectual and cognitive changes. In Erikson's developmental theory, the core conflict of adolescence is the tension between the role confusion and identity. This pursuit for identity involves searching sameness and continuity in oneself which means trying to get a clear picture of one's skills and personal attributes. According to Erickson, adolescents who form a sense of identity gains two key benefits which are, feeling of being at home in one's body and a sense of psychological well-being (Erickson,1968). The ability to reflect on their own

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thinking develops which helps the adolescents in exploring new skills as well as in problem solving (Piaget, 1952). In this stage thinking becomes quite adultlike in fact most adult capabilities are thought to be in place by about the age of 16. The school environment helps in increasing their curiosity to understand their own inner most thoughts, strengths, weakness, values, perception and their environment. Thus, paving ways for growth in self-awareness. In the past, the meaning of self-awareness was understood as synonymous with that of self-consciousness. However, contemporary psychologists explain self-awareness as a process by which one's consciousness is directed inward (as opposed to being directed outwardly, towards the external world) in an effort to determine the extent to which that person's external actions and behavior align with her internal beliefs, values, principles, standards, etc. Self-awareness occurs when a person evaluates whether she (objectively) is doing what she (subjectively) should be doing (Duval and Wicklund, 1972). Building on this narrowly defined version of self-awareness, Eurich expands upon it to include both an internal and external dimension (Eurich, 2018). In the recent decade, Self-awareness has been explained as collection of capacities such as-being able to recognize our mistakes and comment on our experience- that when brought together leads to a self-aware human being (Fleming, 2021).

Another important development during adolescence is that school going adolescents of higher secondary level develop the ability to make rational decision-making. The students are able to decide their potential career choices. They try to identify and establish a sense of self, inspired by the ideal self which is characterized by the traits they value. It is a period where adolescents start to think about their prospective career or goals that fit with their personality. The career selection process is complex and it involves a wide range of applications such as knowledge, skills, interest, aptitude and experiences related to career decision-making. In a doctoral research thesis, career decision-making was explained as weighing the apparent outcome against risks and costs, examining options, clarifying the relationships with personal needs and values, and formulating a plan of action (Klover, 1983). Stoner (2011) defined "decision making is the process of identifying and selecting a course of action to solve a specific problem." An individual has to go through some levels of career decision making before taking a final decision i.e. decided, tentative and undecided state. These stages are influenced by the interaction of adolescence with many i.e. personal or environmental factor. Self-concept is one of the important personal factors which effects the career decision making process of an individual. The first step in making a career decision is self-analysis. An in-depth knowledge of one's attitude, skills, principles, interests, etc., is necessary (S S Lakshmi and C Joseph). Every career requires skills and developing skills is a continuous process. Before choosing a career, one has to not only focus on the benefits but also make a self-analysis to check whether one's qualification and aptitude will match the chosen occupation.

Career guidance is utmost necessary for students to have clarity while taking decisions related to their career. School counsellors play significant role in promoting career guidance which help the students in choosing right profession for their life (Lapan et al,1997; Green & Keys,2001). Sajitha et al (2023) reported that lack of effective career guidance from institutions can impact the advancement of dentistry students in future. Moreover, based on the study it was found that the student's aspirations and apprehensions were found to be intertwined with the availability of career counselling. According to Choudhary et al (2014) career orientation can be understood as a concept and a product. Career guidance aims in the optimal development of the individual, it is a process which seeks the guidance of the individual in learning their own process of self-knowledge (identifying strengths and

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limitations, interests and personal values) and self-direction (ability to make decisions, solve problems, make choices). This implies the development of one's ability to explore their own vocational profile and potential, but also one's limitations such as the identification of realistic and rational solutions to solve them under the supervision of a specialist. Numerous studies on counselling and career guidance offered to young people in order for them to discover their abilities, skills, interests and values indicates that, it significantly correlates with academic and professional satisfaction. (Makinde, 1993).

The purpose of the present study is to explore career decision-making among adolescents in relation to self-awareness and career guidance. Previous researches on career decision making were focused in identifying interests, aptitudes as important factors for career decision-making. Student's career deciding factors like career clarity, career exploration, career reward and recognition and career initiative were considered for professional and personal growth (Thomas et al 2023). Furthermore, previous studies were largely focused on students pursuing undergraduate programs. In contrast, the present study aims to understand the mediating role of self-awareness and career guidance in career decidedness and career indecision among school students. It will generate a primary data in understanding how self-awareness and career guidance facilitates career decision-making. Therefore, the study is an attempt to bridge the gap of knowledge regarding the level of self-awareness, prevailing career guidance and their role in predicting career decision-making among school going adolescents in Arunachal Pradesh.

Objectives of the study

1. To study the level of self-awareness and career decision-making among school going adolescents.
2. To study the relationship between self-awareness and career decision-making among adolescents.
3. To study the influence of self-awareness and career decision-making among adolescents.

Hypotheses of the study

Following hypothesis are formulated on the basis of the objectives of the study.

1. There will be no significant difference in the level of self-awareness of adolescents in terms of gender, tribe, type of educational institutions.
2. There will be no significant relationship between self-awareness and career decision-making among adolescents.
3. There will be no significant influence of self-awareness on career decision-making among adolescents.

METHODOLOGY

Design

The present research will follow correlation design where relationship between self-awareness and career decision-making will be studied.

Sample

The present research was conducted on 100 school going adolescents. 50 participants were from government school and 50 participants from private school.

Instruments

1. **Demographic Profile and consent form:** The researcher developed a demographic profile and consent form to collect necessary demographic information and consent from the participants.
2. **Self-Awareness Scale:** It was developed by Patteti and Podila in 2005. It has twelve dimensions which are education, intellectual, social, physical, relationship with family, habit, confidence, communication skill, barriers in achievement, perception towards life, spiritual and emotional. It was administered students from age 18 to 30 years selected randomly from rural urban areas. The test-retest reliability was found to be 0.78 which is significant at .01 level of significance for df 198. The internal consistency of the test were highly significant at 0.01 level of significance, for df 198. Coefficient of reliability was computed by test-retest method, Spearman Brown method and Cronbach’s Alpha method. It was found 0.71 by split half method, 0.83 by Spearman Brown method and Cronbach’s Alpha 0.90 methods. It consists of 60 statements.
3. **Career decision-making scale:** This scale was developed by K. Singh. It consists of 18 items divided into two areas—I. Career Decidedness, II. Career Indecision, it was administered on X, XI, XII class students.

Procedure

In the first step of the research, researcher identified the relevant psychological tests for measurement of the variables. In the second step, primary data was collected from the field after taking consent from the participant and authorities. And in the final step the primary data was analysed by applying statistical techniques.

RESULTS

Table 1 Showing socio-demographic characteristics of participants

Factors	Number	Percentage
Sex		
Male	2	2%
Female	98	98%
Community		
Adi	3	3%
Apatani	5	5%
Galo	6	6%
Memba	3	3%
Nyishi	43	43%
Tagin	3	3%
Tangsa	1	1%
Wancho	1	1%
Non apst	35	35%
Class		
A.class 10 th	43	43%
B.class 12 th	57	57%
Parents occupation		
Govt services	46	46%
Self employed	46	46%
Private sector employees	8	8%

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Factors	Number	Percentage
Family annual income		
Below 2 lakh	49	49%
Between 2-5 lakh	42	42%
Above 5 lakh	9	9%

Table 1 shows the demographic details of the participants. 98 % of respondents are female and 2 % of respondents are male. The community demographic shows that 3 % participants are adi, 5% are apatani, 6% are galo, 3% are memba, 43 % are nyishi, 3% are tagin, 1% tangsa, 1% wancho and 35% are non-apst. The class demographic shows that 43 % are students of class 10 and 57% are of class 12. The parent's occupation of the participants found to be 46% as govt. employed and 46 % as self-employed and 8 % as private sector employees. Family annual income data shows that 49% have below 2 lakh income, 42% have between 2-5 lakh income and 9 % have above 5 lakh income.

Table 2: Showing Percentages of responses for career guidance received among the school students

Whether received any career guidance from any source	Total	Yes	No
Tribal	65	47(72.3%)	18(27.7%)
Non-tribal	35	19(54.2%)	16(45.8%)
Total	100	66(66%)	34(34%)

Table 2 shows that in total participants, among the tribal participants ,72.3% have received career guidance and 27.7% did not receive any career guidance. Among the non-tribal participants, 54.2 % have reported to receive career guidance and 45.8% respondents didn't receive career guidance from any source. In total among the all participants, 66% have reported to receive career guidance from different sources such as teachers, counsellors, family and parents. and 34% didn't receive career guidance from any source.

Table 3: Descriptive statistics as mean and SD values

	Mean	SD	Interpretations
Self-awareness	127.66	11.078	100
Career-decidedness	12.14	1.837	100
Career-indecision	27.13	5.202	100

The results in table 3 showed that mean value for self -awareness is high, mean value for career decidedness is high and career indecision is low among the school going adolescents. The SD values are low indicating low variation in individual scores of the participants.

Table 4: Showing correlation coefficient values between self-awareness, career decidedness and career indecision

	Self-awareness	Career decidedness	Career indecision
Self-awareness	1	0.457**	-0.121
Career decidedness	-	1	0.138
Career indecision	-	-	1

*Significant at .01 level***

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The results in table 4 showed that there is significant positive correlation coefficient of 0.457 between self-awareness with career decidedness. This indicates increase in self-awareness is related to increase in career decidedness. The study also found negative correlation between self-awareness and career indecision to be -0.121.

Table 5: Showing regression analysis between variables

Criterion Variables	Values			
	R square	Std. error of estimate	F values	Sig.
Career Decidedness	0.208	1.643	25.804	.01
Career Indecision	0.015	5.191	1.444	0.232

The results in table 5 showed that self-awareness positively predicted 20.8% of career decidedness and it was significant at .01 level. The study also found that self-awareness predicts only 1.5 % of career indecision variable.

DISCUSSION

The findings showed that there is significant positive correlation between self-awareness and career decidedness. This means that when self-awareness will be high the career decidedness will also be high. The study also found negative correlation between self-awareness and career indecision which shows that low level of self-awareness will result in high level of career indecision. The present study findings reported self-awareness as a significant predictor of career decidedness variable. This means that adolescents with high level of self-awareness will have clarity in career choices and are more prepared to make career decisions. This finding is congruent with results of a study by Abdullah et al (2018) which reported significant relationships between self-knowledge and career decision-making as well as between occupational exploration and career decision-making. The results found that self-knowledge is related to career decision-making which means that when self-knowledge increases, career decision-making also increases. In another study by Ozek and Ferraris (2018) it was found that students with higher self-awareness would make an effort due to increased self - awareness, and as a result would have higher scores for career decision-making self-efficacy. The results shows that 66% of total participants have received career guidance from various sources (teachers, parents, family and counsellors) and 34% of total participants have not received any career guidance. The participants who received career guidance reported to have high score on career decidedness and on the other hand those who did not receive career guidance showed to have low score in career decidedness. This finding is supported by study conducted by Ankit et al. (2014) and Ihya et al. (2020) which proposed the importance of decision support system for determining right education career choice. In an experimental study by MRABET and MOUSSA (2021) it was found that there is a significant difference in the self-awareness before and after their exposure to the IoT-School guidance. The results of the experiment found that smart school guidance for vocational self-awareness choice is more effective.

The present study aimed to understand the relationship between self-awareness and career decision-making among the school going adolescents of Arunachal Pradesh. Self-awareness and career decidedness was found to be high. The correlation coefficient results indicated that self-awareness was significantly positively correlated to career decidedness. Further analysis showed that self-awareness is a significant predictor of career decidedness. Thus, the results of the present study support the notion that self-awareness along with career guidance is necessary in career decision-making of adolescents. Therefore, the study has put

forward important implications for institutions and stakeholders i.e. to actively formulate programs and plan of action to enhance self-awareness as well as career guidance in helping the students learn their strengths, weaknesses, take informed career decisions and become productive.

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Conflict of Interest

The author(s) declared no conflict of interest.

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