

Guidance and Counselling

ASHA BHATNAGAR

Bhatnagar, Asha and Gupta, Nirmala. 1988. **Career maturity of secondary students: Effect of a guidance intervention programme.** *Indian Educational Review*, Vol 23(4): 42-50.

Problem: Most of the guidance counsellors undertake simple short-term activities to orient the students to the world of work to help them in their career decision-making. As maturity in attitudes towards work is an important prerequisite for effective decision-making; it was considered desirable to know the effect of such short-term guidance programmes on the affective domain of career decision-making.

Objectives: (i) To determine if participation in a short-term group guidance programme would enable students to move in a positive direction towards the goal of increasing maturity in career-related attitudes, and (ii) to find out sex differences in the career maturity attitudes of adolescents.

Methodology: The sample consisted of 100 students of Class IX (62 boys and 38 girls) randomly selected from two English-medium co-educational schools in Delhi. The pre-test-post-test design was used for the study. The Attitude Scale of Crite's Career Maturity Inventory (CMI) was used as the tool to collect data. Counselling was done for one hour per week. Educational and vocational information as per the needs and interests of students was provided in small group sessions arranged over a period of two weeks.

Career Day was organised in which experts from various occupational fields participated. After the eight-week intervention programme, the Attitude Scale of CMI was administered to the combined groups.

Major Findings: (1) All the three groups, viz. boys, girls, and combined, showed significantly higher scores after the guidance intervention. (2) The comparison across gender showed no significant difference in means in the pre-intervention and post-intervention. [HLS 1418]

Bhatnagar, Asha and Gupta, Nirmala. 1991. **Multi-media package on developmental and career guidance.** Independent study. *National Council of Educational Research and Training*.

Problem: The purpose of preparing the multi-media package on Development and Career Guidance was to avail of the media to meet the training needs of the education system. As the mere application of the traditional in-service or pre-service training mode was insufficient, an all-out effort was made to reach the millions of formal and non-formal teachers, including parents and significant others, who are responsible for human development during the early years.

Objectives: (i) To prepare instructional material in developmental and career guidance for teachers and parents as well as other guidance and educational personnel, and (ii) to provide

basic educational and vocational guidance to students using the available educational technology.

Methodology: Keeping in view the objectives. Certain audio-video programme briefs were prepared. Based on the programme briefs detailed programme scripts were written. These programme scripts were converted into audio and video programmes. They were then tried out on various target groups, i.e. teachers, guidance personnel, principals and educational administrators formal system of school education, to get the feedback on the above programmes before they were finalised for the multi-media package on development and career guidance.

Major Findings: (1) As a result of this developmental project 10 audio programmes and two video programmes on developmental and career guidance have been produced. Also one volume of print material was prepared. (2) In the absence of any such available material in India, it is visualised that this package will be of great help to the user agencies involved in the training of teachers, career teachers and counsellors. [DEPCG 1008]

Chandna, Sunanda. 1990. **Self-concept, parental influence, socio-economic status and sex in relation to career choice attitudes among high school students.** *Indian Educational Review*, Vol. 25(1): 135-39.

Problem: The purpose of the present study is to investigate the relationship between selected psycho-social variables and an aspect of the career development of high school students—their attitude towards career choice processes.

Objective: (i) To study the attitude of high school students towards career choice processes, and (ii) to study the relationship of selected psycho-social variables and career development.

Methodology: Sixty boys and 60 girls students of Class X, in the age-group of 14–16 years, from

three different senior secondary schools of Delhi were selected by simple random sampling techniques for the study. The tools used were the Attitude Scale of Career Maturity Inventory, the Self-concept Inventory by Saraswat, two separate questionnaires to assess parental influence, a Seven-point Rating Scale to assess the degree of certainty of parental influence on students and Kapoor's Socio-economic Status Scale. Multiple regression analysis was used to treat the data.

Major Findings: (1) The factor related to predicting the career maturity of boys and girls differed. (2) Parental influence interacted with self-concept in the prediction of career choice attitude scores and it had greater impact upon the career choice attitudes of girls than that of boys. [SPr1495]

Dua, Pratibha. 1990. **Changes in academic self-concept through group counselling and its effects on school-related behaviour.** Ph.D., Psy. Univ. of Lucknow.

Problem: This is an attempt to study the changes in academic self-concept through group counselling and its effects on school-related behaviour.

Objective: To improve the academic self-concept (ASC) of low ASC children and also to see its effects on achievement and school adjustment.

Methodology: The pre- and post-tests double-group experimental design was used in this study. The initial sample consisted of 204 students drawn from Class IX of government boys' and government girls' secondary schools of Kalkaji, New Delhi. From this sample, the experimental group of 60 students (32 boys and 28 girls) who scored below the 50th percentile on anxiety dimensions was chosen, and this was randomly divided into experimental and control groups of 30 students each (16 boys and 14 girls). The tools used in the study included the Hindi

Adaptation of Dimensions of Self-Concept (DOSC) by W.B. Michael and R.S. Smith, the Standard Progressive Matrices (SPM) by Ravens, the School Adjustment Inventory by M.N. Bhagia, and school terminal examination marks as the measure of school achievement. For the treatment of the data, non-parametric statistics was used as the sample was not necessarily normally distributed. Median, semi inter quartile range, Mann-Whitney 'U' statistics, Wilcoxon test and chi-square were used for the analysis of data.

Major Findings: (1) Group counselling was found to be an effective method for changing the ASC of low-ASC students of Class IX. This consequently resulted in improvement in school adjustment (greater in the case of girls) and school achievement levels (greater in the case of boys) of these students. (2) During group counselling, due to warmth and emotional support from the group and also as they viewed others also having similar problems, the low-ASC students revealed their deeper feelings about their academic selves, while others helped them to discuss more about their real selves. Thus they learnt alternative ways of perceiving their own selves and dealing with others. They developed realistic aspirations and goals and a better perception of their academic selves. [RJS 0674]

✓ Gaikwad, Kanchanbala S. 1989. **A descriptive and an experimental study of educational and vocational choices of the students after passing Standard X, and of the efficacy of guidance services at different levels.** Ph.D., Edu. Univ. of Pune.

Problem: The purpose of the investigation is to study the factors that affect Standard X students' decision-making related to education and vocation and also to study the effect of vocational guidance on their choices.

Objectives: (i) To study the relevant factors that affect students' choice-making, namely, the agencies parallel to guidance services, parent's influence, information services from career

masters or counsellors, counselling services, and (ii) to study the usefulness of exposure of individual potentialities in a group and the effectiveness of group guidance and the students' views of self-concept.

Methodology: The sample comprised 951 students from five schools with career masters, 590 students from seven schools with no career masters, and 106 students from schools with career masters and counsellors. Questionnaires were used for students, career masters and counsellors. Statistical techniques such as mean, percentages, chi-square and 't' test were used for the purpose of analysis of data.

Major Findings: (1) Most of the students from different socio-economic backgrounds selected the medical and technical streams. Students from the better socio-economic backgrounds selected commerce and fine arts. (2) Students who had interest in a particular field did not possess knowledge about the educational and vocational opportunities in the field. (3) Students felt that their choices were appropriate for their aptitudes. (4) Students' choices were related to their friends' choices. (5) Teachers and career masters played a significant role in students' choices. (6) Students with high intelligence showed definiteness and students with low intelligence were not certain about further courses. (7) The higher the intelligence, the more was the occupational information while the lower the intelligence, the less the occupational information gained by students. (8) Due to their parents' wishes students chose courses for which they had neither aptitude nor the required level of intelligence. (9) Students' choices were not related to interest, aptitude or intelligence. [ASB 0056]

Gupta, S.K. 1991. **A study of the impact of training in career awareness and career decision-making skills upon occupational attitudes and guidance needs of secondary school students.** Ph.D., Edu. Barkatullah Vishwavidyalaya.

Problem: The study intends to examine the impact of training of career awareness and career decision-making skills upon occupational aspirations, vocational attitudes and the guidance needs of secondary school students.

Objectives: (i) To develop and use tests of assessment of Career Awareness Skills (CAS), Career Decision Making Skills (CDS) and Career Training Materials, (ii) to study the impact of the career training materials upon the occupational aspirations, vocational attitudes and guidance needs of students, and (iii) to study the standing of individual students with regard to their knowledge and skills of career awareness and career decision-making.

Methodology: A sample of 541 Class X students (285 boys and 256 girls) from higher secondary schools, selected randomly from Bhopal District, formed the control and experimental groups (266 and 275, respectively). The pre-test post-test control group design was used. The tools used included a Career Awareness Skills Test (CAST), a Career Decision Making Test (CDMT), an Occupational Aspiration Scale (OAS) and a Vocational Attitude Scale (VAS). Descriptive statistics like mean, media, SD, three-way ANOVA, correlation matrix, factor analysis and 't'-test were used to treat the data.

Major Findings: (1) The variables age, sex and performance in school subjects made a significant contribution on CAS and OAS scores. Their interaction effect was found to be insignificant. (2) The correlation coefficients between the scores of CAS and VAS, CAS and OAS, CDS and VAS and CDS and SA were insignificant. (3) Boys had scored significantly higher than girls on CAS, CDS and OAS. (4) Boys and girls did not differ significantly in their VAS, GNI and SA scores. [JSP 0559]

Kanth, Ruhi. 1989. **Impact of directive counselling upon study habits and writing skills of Grades VI and VII students.** M.Phil., Edu. Univ. of Kashmir.

Problem: The study attempts to investigate the impact of directive counselling upon the study habits and writing skills of students of Grades VI and VII.

Objectives: (i) To measure the effect of directive counselling on study habits, and (ii) to measure the effect of directive counselling on writing skills.

Methodology: A sample of 200 students of Grades VI and VII of Government Girls High School, Khanyar, was drawn. Thereafter 80 pupils each with poor writing skills and inadequate study habits were selected through screening. A self-constructed counselling technique was used to provide directive counselling to the subjects. Mean, SD, and 't' test were used to treat the data.

Major Findings: (1) Counselling had a positive influence on children in modifying their behaviour in a desirable direction. (2) Counselling seemed to be more effective in the elementary classes where children happened to be curious enough to learn more adequate responses for a teaching-learning situation. [AGM 1856]

Kaur, Sawarnjit. 1992. **Evaluation of guidance services in the high/higher secondary schools of Punjab and Chandigarh.** Ph.D., Edu. Panjab Univ.

Problem: This study attempts to evaluate the guidance services extended in high/higher secondary schools of Punjab and Chandigarh.

Objectives: (i) To make a global evaluation of guidance programmes in general and a service-wise evaluation covering the major services in Punjab and Chandigarh, (ii) to compare the effectiveness of the guidance programme, in general, as well as the specific guidance services in Punjab and Chandigarh and find out if any urban-rural or government-aided schools differentials exist in their implementation, (iii) to get the present guidance programmes and practices evaluated by policy-makers, implementors and beneficiaries, and reach an

overall conclusion about their effectiveness in different guidance services, and (iv) to identify the difficulties encountered by different implementors and offer suggestions for the better implementation of guidance services in Punjab and Chandigarh.

Methodology: The sample of the study included 1,334 students from 59 schools from Punjab and Chandigarh, 56 guidance workers, 59 each of educational administrators and teachers, nine District Assistant Guidance Counsellors/Guidance Officers, eight Assistant Employment Officers, and 118 parents of pupils. The sample was selected on the basis of multi-staged random sampling technique. The tools used for the collection of data were questionnaires, interview schedules and check-list made by the investigator. Frequencies, percentages and significance of difference between percentages were used for analysing the data.

Major Findings: (1) Guidance and counselling services were not a regular feature in most of the schools, except for high/higher secondary classes. (2) There existed no separate fund for guidance purposes. (3) The help extended to students was mainly in the educational area to the neglect of personal and vocational areas. (4) As regards the differentials in the evaluation of the guidance programme in general and specific guidance services, no marked difference was found. (5) The hindrances in the effective implementation of the guidance programme were lack of financial support, provision for full-time counsellors, lack of awareness on the part of parents and students about the utility of the programme and professionally ill-equipped guidance workers. Hence, the existing guidance programmes in Punjab and Chandigarh were not fully achieved. [JNJ 0259]

Kaur, Sharanjeet. 1992. **Self-concept and locus of control as predictors of career maturity on sex sub-groups.** Ph.D., Psy. Univ. of Lucknow.

Problem: The study attempts to examine self-

concept and locus of control as predictors of career maturity on sex sub-groups.

Objectives: (i) To examine the significant contribution of self-concept, locus of control and sex to predict career maturity, (ii) to ascertain how self-concept, locus of control and sex are related to career maturity, and (iii) to investigate the differences between boys and girls in relation to career maturity.

Methodology: A sample of 700 boys and girls was selected from Class XI of 12 government senior secondary schools randomly chosen from Delhi, which was finally reduced to 582 as the incomplete and casually responded sheets were not taken into account. The tools used for the study were the Self-concept Questionnaire by R.K. Saraswat, an Indian adaptation of the Career Maturity Inventory by N. Gupta and an Indian adaptation of the Children of Nowicki-Strickl and Locus of Control Scale by the researcher. Multiple regression analysis, Pearson's product-moment correlation and 't' test were used as statistical techniques to analyse the data.

Major Findings: (1) Self-concept had no significant contribution in the prediction of attitudes towards career maturity for boys, but it was a significant predictor for girls and for the total sample. (2) Self-concept was a significant predictor of competencies of career maturity for boys, girls and for the total sample. (3) Locus of control was a significant predictor in the attitudes towards career maturity for the total sample and for boys, while for girls it was not. (4) Locus of control was a significant predictor of competencies of career maturity for boys only, and not for girls and for the total sample. (5) Sex was not a significant predictor of attitudes towards career maturity and total competencies of career maturity. (6) Self-concept was not significantly related with attitudes towards career maturity in the case of boys, but a significant correlation was found in the case of girls and the total sample. (7) Locus of control (Internality) was significantly related with attitudes towards career

maturity, competencies of career maturity (total) and dimensions of the competence scale of career maturity for the total sample, and for boys and girls separately. (8) There was no significant difference between boys and girls in relation to attitudes towards career maturity. [RJS 0680]

✓ Pennamma, V.V. 1991. **Patterns of occupational choices of secondary school pupils and school leavers.** Ph.D., Edu. Univ. of Kerala.

Problem: The study attempts to identify the different types of occupational choices of secondary school pupils and school leavers and to compare the pattern of choices of the two groups.

Objectives: (i) To measure the relationship between the occupational choices of school pupils and school leavers, (ii) to compare the occupational choices of school pupils and school leavers, (iii) to identify the factors which are related to the occupational choices of school pupils and school leavers, (iv) to describe the patterns of the occupational choices of school pupils and school leavers, and (v) to identify and compare the reasons for the occupational choices of school pupils and school leavers.

Methodology: Seven hundred and thirty-six school pupils and 400 school leavers formed the sample of the study. The tools used were Questionnaire A, Part I and II for school leavers and school pupils, Questionnaire B for school leavers only, the Kerala Socio-economic Status Scale, the Family Planning Climate Inventory, and the Self-Esteem Inventory. Correlation coefficients, mean and SD were used for the purpose of analysis of data.

Major Findings: (1) School pupils and school leavers differed in their choice of ideal, preferred and actual occupations for the total sample, and for the different sub-samples boys and girls, urban and rural pupils, forward and backward, Scheduled Tribe pupils and also for high and low socio-economic status, family climate, self-esteem

and maladjustment groups. (2) School pupils and school leavers exhibited similar patterns of relationship between ideal and preferred, ideal and actual and preferred and actual, occupational choices, and repeated relationships for all sub-samples studied. (3) The majority of school pupils and school leavers differed in their reasons for their occupational choices on 'interest in work' and 'financial reasons', respectively. [VR 1655]

Phitaktanakhom, Phramaha Chartchai. 1990. **A study of the socio-economic conditions and guidance services in the secondary school of the Nonthaburi Province, Thailand.** Ph.D., Edu. Pune: Indian Institute of Education.

Problem: The purpose of the study was to assess the progress of vocational guidance in the secondary schools in the Nonthaburi Province of Thailand, related to the socio-economic conditions and the needs of the students.

Objectives: (i) To study the nature of the vocational guidance services in the government secondary schools in the Nonthaburi Province, Thailand, (ii) to study the attitudes of the school administrators, the guidance teachers, and the classroom teachers towards the vocational guidance services, (iii) to compare the nature of the vocational guidance services in government secondary schools, and (iv) to compare the attitudes of school administrators, guidance teachers and classroom teachers towards the vocational guidance programme.

Methodology: The sample consisted of 13 school administrators, 46 assistant school administrators, 44 guidance teachers, and 246 classroom teachers, selected from the government secondary schools of Nonthaburi Province in which Mahayom Six grade (Standard XII) was taught. The tools used in the study included printed materials in Thai and English language on the guidance services, and enquiry forms. Mean, SD, analysis of variance and multiple range tests were used for the analysis of the data.

Major Findings: (1) The inventory service in the four different sized schools, viz. small, medium, large and special-large schools was only average. (2) The information service, the counselling service, the placement service, and the follow-up service were also average. (3) The attitudes of the school administrators and assistant school administrators, and those of the guidance teachers and of the classroom teachers were only average. (4) The vocational guidance services provided in the four differently sized schools were different. (5) The attitudes of the school administrators, assistant school administrators, guidance teachers, and classroom teachers towards the guidance services were not different. (6) The study led to the conclusion that vocational guidance should cover Inventory Service, Information Service, Placement Service and Follow-up Service. (7) As the placement services in all the four different sized schools were below average, schools should have effective communication with the educational and vocational guidance centre, academic departments, and the Ministry of Education. (8) It is further suggested that more psychological tests, such as appropriate measures of aptitudes, interests, and personality should be framed and used by the guidance services; the need for exploiting the mass media for dissemination of occupational information was also emphasised. [ASB 0051]

Shenoy, S. 1989. **Traditional and non-traditional career choices: A psycho-social study.** M.Phil., Psy. Bangalore Univ.

Problem: The purpose of the study is to study the psycho-social variables associated with sex-typing of individuals and occupations in relation to occupational choice—whether traditional or non-traditional.

Objectives: (i) To study the nature of the relationship between an individual's choice of occupation—whether traditional or non-traditional—and sex-role orientation, and (ii) to

study a few psycho-social factors related to this choice.

Methodology: Using the purposive sampling method, 60 men and 60 women from various occupations which had been labelled 'masculine' and 'feminine', with mean age approximately 32 years, were selected for the study. The tools used were an Information Schedule, a Life Satisfaction Index, a Psychological Sex Role Inventory, a Self-Report Questionnaire, an Occupational Stress Index, a Fear of Success Scale, and a Self-estimate Index. Median split technique, 't' test, chi-square and two-way ANOVA (unweighted means analysis) were used to treat the data.

Major Findings: (1) The sex role orientation of a person determined the choice of occupation especially in the case of women. (2) Interaction between occupations and sex-role orientation increased job stress in men whereas choice of occupation increased job stress in women. (3) Sex-role orientation and interaction between occupation and sex-role orientation influenced women's mental health. (4) Life satisfaction and self-esteem were not influenced by sex-role orientation or choice of occupation. (5) Sex-role orientation was related to fear of success in men and not in women. (6) Sex differences in relation to the variables occupational stress, mental health, life-satisfaction, self-esteem and fear of success were not significant. (7) Sex-role orientation between men and women was significant. (8) Differences in sex-role orientation between traditional and non-traditional occupations were significant. (9) More men were masculine oriented and more women were feminine/androgyny oriented. (10) Choice of occupations was not related to stress, mental health, life satisfaction, self-esteem or fear of success in both men and women. [GMK 1850]

Sirohi, M.S. 1991. **Field assessment study of guidance inputs in minorities schools.** Independent study. National Council of Educational Research and Training.

Problem: This is an attempt to make a field assessment study of guidance inputs in minorities schools.

Objectives: (i) To assess the extent of utilisation of career guidance inputs provided by the NCERT to the selected minorities schools, and (ii) to identify difficulties faced by minorities schools in utilisation of the career guidance received under the NCERT/technical assistance to minorities schools.

Methodology: Thirty-one teachers who attended the refresher course organised by the NCERT constituted the sample of the study. They belonged to seven states of the country. The tools used included a proforma designed to obtain information on two aspects of guidance-related activities, viz. completed activities and the

difficulties faced by the teachers in carrying out the planned activities. The responses were analysed qualitatively along sixteen points of responsibilities and duties in which they were prepared during their training course, and a qualitative interpretation was made.

Major Finding: Analysis of the responses showed that teachers tried to organise guidance services in their schools to the best of their ability despite many constraints such as lack of time due to the pressure of multiple job requirements, poor administrative support, etc. Nevertheless, they could certainly touch upon all the sixteen aspects they were expected to cover in their schools. But it was suggested that the achievement could be enhanced if the NCERT could keep up a regular interaction with the schools. [DFSEC 1003]

Also See

Arora, P.N. 1988. **Educational and vocational aspirations of students of Class XII—preparation of interview schedule: A pilot study.** Independent study. *National Council of Educational Research and Training.* (ERIC Funded). [Author 1128] (See in Chapter 26.)

Choudhury, Kriti. 1990. **A study of the vocational aspirations of Standard IX students of English medium schools in Pune City.** M.Phil., Edu. *Univ. of Poona.* [ASB 0055] (See in Chapter 26.)

Flory, Christal J.W. 1988. **A study of underachievement in mathematics of university entrants with a view to developing a guidance profile.** Ph.D., Edu. *Univ. of Kerala.* [VR 1755] (See in Chapter 38.)

Gautam, Vimallesh. 1988. **An investigation into the educational and vocational interests of students at the delta stages and its implication for their future curricula.** Ph.D., Edu. *Univ. of Lucknow.* [RJS 0685] (See in Chapter 26.)

Javed, Abdul Kureshi. 1990. **A critical study of the vocational interests of the students of arts, science and commerce studying at graduation level in senior colleges in the rural areas.** M.Phil., Edu. *Nagpur Univ.* [GPK 1597] (See in Chapter 26.)

Jayapoorani, N. 1982. **Vocational interests of higher secondary school students.** M.Phil., Home Sc. *Coimbatore: Avinashilingam Institute for Home Science and Higher Education for Women.* [MC 0091] (See in Chapter 26.)

- Kaur, D. 1990. **Educational and vocational aspirations of students belonging to different socio-economic locales of Jammu Division.** Ph.D., Edu. *Univ. of Jammu*. [SPS 1276] (See in Chapter 26.)
- Makhiza, Lata. 1988. **A study of risk-taking, self-esteem and family planning in relation to vocational interests.** Ph.D., Edu. *Agra Univ.* [SS 0806] (See in Chapter 26.)
- Mohan, Swadesh and Gupta, Nirmal. 1990. **Factors related to choice of vocational courses.** *Indian Educational Review*, Vol. 25(3): 14-24. [PD 1469] (See in Chapter 26.)
- Robert. 1988. **A study of the socio-economic status and vocational choice of students.** M.Phil., Edu. *Madurai Kamaraj Univ.*, [MKU 1054] (See in Chapter 26.)
- Saraswat, Anil. 1988. **A differential study of achievement, motivation, occupational aspiration and academic achievement of adolescents in different types of school climate in Aligarh district.** Ph.D., Edu. *Agra Univ.* [SS 0770] (See in Chapter 38.)
- Sharma, Keshav and Dhundup, Tsering. 1990. **Tibetan students of Tibetan children's village school: Sex differences in their educational and vocational aspirations.** *Indian Educational Review*, Vol. 25(2): 82-91. [TNSB 1483] (See in Chapter 26.)
- Srivastava, N.C. 1985. **A comparative study of predictive value of psychological tests and school subject marks for achievement in high school examination.** Ph.D., Edu. *Univ. of Gorakhpur*. [Author 1819] (See in Chapter 38.)
- Sungoh, Sherwin. 1988. **A survey of educational and vocational aspirations of Doordarshan viewing pre-university students in Shillong.** M.Phil., Edu. *North-Eastern Hill Univ.* [PPG 0170] (See in Chapter 26.)