



CAREER ASPIRATION AMONG RURAL UNDERGRADUATE STUDENTS

T. Selvam

Assistant Professor, PG & Research Department of Social Work, Sacred Heart College,
Tirupattur, Tamil Nadu – 635601.

ABSTRACT

Career aspiration is a path that people want their career to follow. Career planning is the continuous process of thinking about one's interests, values, skills and preferences, exploring the life, work and learning options available to them and ensuring that their work fits with their personal circumstances. This particular study deals with different types of theories such as Social Cognitive Career Theory and Self Determination Theory with relevance of career and aspirations. The study also attempts to find the level of motivation among undergraduate students towards their career aspiration, factors that contribute to their career aspiration and difficulties that they perceive on their career preparation and aspiration. The findings of the study would be useful to stakeholders such as parents, educational institutions, governments and volunteer agencies in the field of career development among the students.

KEYWORD: Career aspiration, Career choices, Career decision, Career preparation, and Career determination.

INTRODUCTION

The major role of education is to provide knowledge and life coping skills to students. The primary duty of the parents is to provide good family living environment and education to their children. Article 26 of Indian Constitution emphasis that education is basic right of all human being. Even now the education is rare and unavailable to many rural youth. The youth who are living in rural and very remote areas are struggling and facing difficulties to get

education. Governments and other relevant agencies and people are working towards making education available and reachable to everyone in the nation. The present educational system opens its windows to all the parts of the country. The educational policies are providing and emphasizing the rural youth to get higher education. The education is empowering the students to get knowledge to decide their career. Therefore the present study concentrates on career aspiration amount rural undergraduate students. The outcome of this study would helpful to the rural students to develop their career aspiration and setting goal for their life.

PROBLEM OF THE STUDY

The world expects only well educated and highly professional skilled persons for their business or for the industrial or managerial purpose in the business world. Students are wanted to be more competitive and with coping skills. These personalities may not be acquired by students without getting proper education, 5particularly the career oriented educations. Higher education only could provide well developed personality and well basement for the higher life style in the society. The problem of this study to find answers for questions, which are a) What is the level of motivation among undergraduate students towards their career aspiration? b) What factors contribute to their career aspiration? and c) What difficulties they perceive on career preparation and aspiration? Answers of these questions would facilitate the students to understand the pros and cons that involved in their career aspiration.

REVIEW OF LITERATURE

Career: career includes all roles that one undertakes throughout his/her life - education, training, paid and unpaid work, family, volunteer work, leisure activities and more. Career was traditionally related with paid work or employment towards a particular employment. Today, the term career is viewed as a continuous process of learning and development. Activities that contribute to a career can include training, education, employment, work experience, community activities, enterprise activities, employment, different life roles, volunteer work, and leisure activities (State Government of Victoria, 2017).

Social Cognitive Career Theory: This theory integrates academic and career related interests of students. It extends the Social Cognitive Theory to academic and career behavior. Ryan, et.al. (2008) Social Cognitive Theory has a difference perspective on motivation which is relevant to learning. Lent, et.al. (2000) explain a framework of Social Cognitive Career

Theory that is inclusive of academic interest, preference, and performance. The framework explains the relevance of academic interests to career, development of career choices and actions towards choices. The Social Cognitive Career Theory has reflection on three aspects which are self efficacy, outcome expectations, and goals. Self-efficacy refers the beliefs of people on their ability to accomplish the necessary actions for a given task (Atagi, 2002). These beliefs will be changed based on interactions with other people, environment, and one's own behavior. Outcome expectations are beliefs related to the consequences of performing a specific behavior. Extrinsic reinforcement, self-directed consequences and basic task understanding can be tied to outcome expectations. These expectations are influenced by self-efficacy (Lent, et.al. 2000). Finally, goal refers to success and outcome of actions (Shuck, et.al. 2008). A goal is defined as the decision to begin a particular activity or future plan (Gibbons, et.al. 2004).

Self Determination Theory and Career Decision: Self Determination Theory is an approach to human motivation. It explains the importance of three elements which are psychological needs autonomy, competence, and relatedness. The competence and autonomy needs are the basis for intrinsic motivation's and performance (Ryan & Deci, 2000). It has a relationship between people's basic needs and their motivations. It is found that career aspiration related to career decision (Guay, et.al. 2003).

Career Aspirations and Career Choices: Guay, et al. (2003) found a negative relation between self-efficacy in career decision making and career indecision. Autonomy and control-orientations are positively related to self-exploration and career decision-making. It is also found that career decision making self-efficacy is more strongly associated with career indecision than career decision-making autonomy. York (2008) found that parents' and peers' behaviors strongly influence career decision making. Thus excising theories and findings of varies studies helped the present study to formulate concept and objectives.

OBJECTIVES OF THE STUDY

The objectives of this particular study are (a) to analyze the career aspiration of the respondents, (b) to understand how far the family members involved career aspiration of the respondents, (c) to know the difficulties the respondents perceive on career preparation and aspiration, and (d) to know the contribution of higher educational institutions in career aspiration of the respondents.

METHODOLOGY

It is an empirical study. It follows descriptive design and quantitative methods. One hundred samples identified through convenience sampling technique for this study. In this study, final year undergraduate rural students were the unit of analysis. The study carried out in the rural areas of Krishnagiri district. Identified samples were drawn from the taluk of Bargur, Pochampalli, and Uthangari. Questionnaire was used to collect data. Questionnaire contains four point scales, yes or no questions, and opens ended questions. There are two types of source used to college data for this study. Whatever data collected through questionnaire from the respondents is first hand and field source. These data are primary for this study. There are other data have been collected from books, journals, reports, and websites to have theoretical clarity for this study. These data are secondary to this study.

FINDINGS

More than half (58%) of the respondents have their own ambition in their life. The inspirations among the family members are more helpful to the student for setting their career in their life. In this study the inspiration for career from the respondent's family is very remarkable. More than a half (62%) of the respondents is getting inspirations from their family. More than three fourth (76%) of the respondent's family members are showing their interest in their sons and daughters higher education and future career. 42 percent of the respondents are trying to achieve their goal according to their plan. Little less three fourth (74%) of the respondents said that they are doing little hard work for their academic and career development. Little less half (44%) of the respondents agreed that their parent's low income influences their higher education and career selection. More than half (61%) of the respondents said that the residential background does not influences their career aspirations. The respondents are very poor in awareness that the caste plays vital role in the career selection and placement and aspirations. Less than half (46%) of the respondents agreed that the caste is supporting in the choice of the career. Less than half (42%) of respondents are attending career guidance program. Most of them are also urban students and they are from well to do families and educated families. The self motivated rural students are very few who attend career guidance program. More than two third (68%) of the respondents are aware of the career opportunities for their studies and further higher studies. Less than half (47%) of the respondents strongly agree that scholarships and other assistances help students to get motivated towards selection of career. More than half of the (54%) of respondents have self

motivation towards acquiring good career. 46 percent of the respondents said that they are good in relationship skill. Less than half (46%) of the respondents expressed that they are not good in English communication. They regret for the blunder they did and wasted the years without learning the spoken English. The academic performance proves the students that they are knowledgeable candidate in the subject matters. Two third of the respondents have performed well with their academics. They are saying that the academic performance is also a factor for career aspiration. Less than half (48%) of the respondents said that extracurricular activities helps them in their career development. More than half (54%) of the respondents said that their friends' ideas, guidance, suggestions and inspiring models contribute remarkable changes in the career aspiration of the respondents. Facilities of the colleges are also helping the respondents in the development of their career. More than two (72%) third of the respondents are aware of facilities available in their studying colleges which promotes their career development. Less than three fourth (70%) of the respondents agree that the library helps the respondents to develop their career aspirations. Library has good collections of general knowledge; aptitudes test models, and all kinds' entrance test model books and questionnaires. The respondents said that they are using the library facility. More than half (57%) of the respondents agree that the college internet browsing center facilities their career development. In this study half (56%) of the respondents are accepting that they are utilizing the faculty members assistance for the career development. The final year students are arranged to attend campus interviews after completion of their final year. In this study two third (64%) of the respondents are satisfied with the service of career guidance center of the college. More than half (54%) of the respondents said that faculty members' help the student in their career aspirations.

SUGGESTIONS

Some of the students are expressed that there is no need to have ambition in their life. The college authorities could identify those students and motivate them to develop their ambition for their better future. Most of the students are aspiring to become employee. They also could be motivated to become entrepreneur. Parents are to be educated in assisting their children in choosing their career. The students are dreaming about their future. It is a duty and responsibility of educational institutions and parents to encourage them and motivate them to make it. Higher educational institutions could make the career guidance programme available for all who are studying in the college. The institution needs to assist their students in availing financial supports from available sources. Hither educational institutions may have

career guidance and placement cell which needs to pay special attention on rural students. Follow up mechanism need to be established for the students who completes their education. The students must be taught Spoken English which is very much needed for the present job market. The counseling centre may be established for students so that they can be helped in managing depression and negative feelings.

CONCLUSION

The study brings out the present scenario with empirical evidence about career aspiration among the rural students. The study analyzed the career aspiration of the students, it makes to understand how far the family members of the students are involved in the career aspiration of the respondents, It provides facts and figures about the difficulties of the respondents towards career preparation and aspiration, and finally, it describes the contribution of higher educational institutions in career aspiration of the respondents. Thus the present study fulfills the objectives and stated the findings and other relevant information evolved. The findings of this study would be useful to people and organization which works on career development of students. In addition, it could be eye opener for further research on the field of career and its development among the young people.

REFERENCE

1. Atagi, R. (2002). *The Thailand Educational Reform Project School Reform Policy*. Bangkok: Education Sector Reform.
2. Gibbons, M., & Shoffner, M. (2004). Prospective First-Generation College Students: Meeting Their Needs Through Social Cognitive Career Theory. *Professional School Counseling*, 8(1), 91-97. Retrieved from <http://www.jstor.org/stable/42732419>
3. Guay, F., Senecal, C., Gauthier, L., & Fernet, C. (2003). Predicting Career Indecision: A Self-Determination Theory Perspective. *Journal of Counseling Psychology*, 50(2), 165–177.
4. Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual Supports and Barriers to Career Choice A Social Cognitive Analysis. *Journal of Counseling Psychology*, 47(1), 36-49.

5. Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68- 78.
6. Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living Well: A Self-Determination Theory Perspective on Eudaimonia. *Journal of Happiness Studies*, 9, 139–170.
7. Shuck, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in Education Theory, Research, and Applications*. New jersey: Pearson.
8. State Government of Victoria. (2017). What is a Career? Retrieved December 23, 2017, from Department of Training Education of State Government of Victoria in Australia Website:
<http://www.education.vic.gov.au/school/students/beyond/Pages/whatcareer.aspx>
9. York, A. E. (2008). Gender Differences in the College and Career Aspirations of High School Valedictorians. *Journal of Advance Academics*, 19(4), 578–600.