

Career Choice Anxiety of Adolescents in Relation to their Academic Achievement

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ABSTRACT :

The purpose of the study was to investigate a study of career choice anxiety of adolescents in relation to their academic achievement. The study consisted of 106 students of 10th class randomly drawn from four government and private schools of Jalandhar district. Data was collect with the help of career choice anxiety inventory by Speilberger ,Gorsuch & Lushene (1983) and academic achievement of the student was measures by their last year examination scores. The data obtained were analysed statistically with the help of Mean, SD, Correlation and t- ratio. The finding suggested that (i) There was no significant difference between the career choice anxiety of adolescent boys and girls, (ii) There was significant difference between the academic achievement of adolescent boys and girls; (iii) There was significant negative relationship between career choice anxiety and academic achievement of total sample.

Keywords: Career Choice Anxiety, Adolescents, Academic Achievement

INTRODUCTION :

Of all the judgments one makes in life, none is more important than the one makes while seeking, and selecting a career. One's choice of vocation has to be based on good and realistic decisions and if one does not make a proper decision, it results in individual as well as national loss. From this viewpoint, the planning in the field of education and vocation are of paramount importance. The educational decisions pave the way for the future decision taken by an individual in the field of work. Hence, education must be related to the needs and aspirations of people. The educational decisions taken by adolescents at the right time i.e. at high school stage help in achieving this goal and also check the loss of resources available thus, helping the society and the country. In 1969, Super wrote that adolescents are in a crucial stage of exploring and confirming their career plans. Fast forward 30 years and Arnett's (2000) research has concurred with Super and suggested that the emerging adults of today view their career potential as limitless, with or without career planning.

Anxiety is a persistent state of dread and apprehension. It is characterized by helpless and impotence in danger situation. The anxious person feels that there is actually nothing that he can do immediately to facilitate escape or avoid the approaching danger. Anxiety implies that the person is incapable of taking precautionary measure. The first reference of anxiety in medical literature came into 1870 in the British Medical Journal reported by McReynolds (1975). But Freud was the first in scientific tradition to see the fundamental significance of the problem. He made the customary distinction between fear and anxiety. Freud holds that in fear, the attention is directed to that object, whereas anxiety refers to the condition of the individual and ignores the object. Anxiety may be defined as a psychological and physiological response similar to fear but in response to internal stimuli or in appropriate to reality of external stimuli, it may be a lifelong constant trait or a transient state relative to specific life events. Anxiety refers to syndrome in which cardiovascular respiratory and nervous symptoms are prominent in the absence of an exploratory medical diagnosis. In the present investigation anxiety has been operationally defined as Career Choice anxiety. It is the persistent state of dread and apprehension which the adolescent experiences while making decision of a career from among several choices available as measured by Spielberger inventory (1983).

Achievement refers to accomplishment. It signifies successfully carved out performance by an individual or a group as assessed after completion of a task whether it be academic, manual or social. Academic achievement refers to the degree or level of success or that or proficiency attained in some specific area concerning scholastic or academic work. In general, it refers to scores obtained in the annual examination. It is measured and assessed by achievement tests and compared to the set norms to evaluate an individual performance. Academic achievement is the core of wider term "educational growth" which means growth in all aspects. An achievement is a status of level of person's learning and ability to apply what he has learnt. It is reflected in test scores, marks or grades attained in different examination. This determines the status of pupil with respect to attained skills or knowledge as compared to other pupils in the subject in which they have received instructions in school. Academic achievement means the amount of knowledge gained by the students in different subjects of study. It encourages the students to work hard and learn more. Also it helps the teachers to know whether their teaching methods are effective or not and helps them to bring improvements

accordingly. Thus, academic achievement helps both the teachers and students to know where they stand. Different educationists have their own viewpoint in regard to academic achievement. According to Steinberger (1993) Academic achievement encompasses student's ability and performance. It is intricately related to cognitive development. It is the quality and quantity of a student's work.

Significance of the study

Making a career choice is not an easy decision today, not because of lack of choices but because of multiplicity of choices. It is rare, to find a person who knows with real certainty what he wants to be and then follows that dream into sunset for a lifetime. Various choices and many opportunities tend to be wilder an individual who gets distracted due to their multi-directed scope. It is the problem not only of the individual but of the society which has to spell out its quantitative, qualitative, spatial and temporal objectives within its organizational milieu. Hence, planning in the field of education and vocation is of paramount importance.

Career decision-making would have been easy if we could completely predict the outcome of each career option. Moreover each option, will involve some risk and uncertainty since we cannot predict an unpredictable future. Many college students avoid making a decision about a career because they fear they will make a wrong decision. They may believe that wrong decision will result in being stuck in a job they hate forever. Frequently, students hold onto false hope that somehow perfect career will present itself to them without any effort or risk involved. Giving students the tools and knowledge to realistically plan for their future is primary goal of education. Although young people have high ambitions, expecting to be well educated and have professional careers, many do not develop coherent plans for achieving their goals (Schneider and Stevenson, 1999). Therefore, the investigator made an attempt to enquire into the study of career choice anxiety of adolescents in relation to their academic achievement.

OBJECTIVES

The objectives of the study were as follows:

1. To examine the career choice anxiety of adolescent boys and girls.
2. To study the academic achievements of adolescent boys and girls
3. To find out the relationship between career choice anxiety and academic achievement.

HYPOTHESES

- H₁O There exists no significant difference between career choice anxiety of adolescent boys and girls.
- H₂O There exists no significant difference between academic achievement of adolescent boys and girls.
- H₃O There exists no significant relationship between career choice anxiety and academic achievement of total sample.

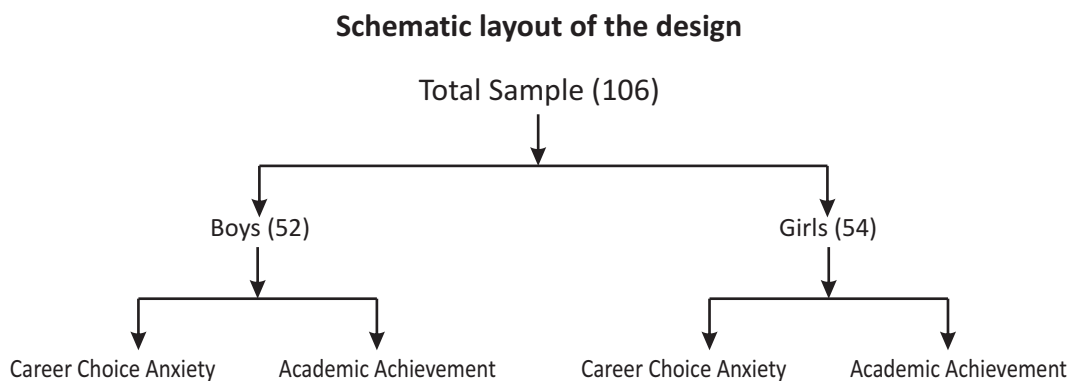
METHOD

Sample

The sample of the present study consisted of 106 adolescents studying in class 10th drawn from four government and private schools of Jalandhar. The sample consisted of 52 boys and 54 girls each were taken. The sample was taken using purposive and random sample techniques.

Design

The design of present study was based on the sample of 106 students of Jalandhar district. The variables under consideration were career choice anxiety and academic achievements. Career choice anxiety was taken as dependent variable and academic achievements were taken as independent variable. In the present study descriptive survey method of investigation was utilized to know about career choice anxiety and academic achievements of adolescents. The schematic layout of the design is given below:



TOOLS

1. Career Choice Anxiety was measured by a modification of the State Anxiety Scale of State Trait Inventory (STAI), Form-Y (Spielberger, Gorsuch & Lushene, 1983). The modification asked the respondents how you feel right now, that is, at the moment when you think about being decided or undecided about your career. The scale consists of 20 positive and negative feeling items that one rates as self descriptive or not on a 4 point scale that ranges from not at all 1 to very much so 4. After recording negative items, high score equal higher career choice anxiety.
2. Academic achievement of the students was measured by their 9th class examination scores.

PROCEDURE

In the present study, tools were employed on a random sample of 106 school students of 10th class of government and private schools of Jalandhar district. Before collection of data, permission of the head of the institution was taken by explaining to him/ her purpose of the study. After getting the permission, tools were administrated to the students. The students were given instructions regarding filling the responses and were requested to give true responses. After collecting data, scoring was done and results were compared by using statistical techniques and then interpreted accordingly.

RESULTS

The statistical techniques such as Mean, SD, Correlation and t- test were used in the study. The results are given in the following table 1 & 2.

Table 1: 't' ratio of career choice anxiety and academic achievements between adolescent boys and girls

Variables	Boys			Girls			SE _D	t-ratio
	N	Mean	SD	N	Mean	SD		
Career Choice Anxiety	52	42.04	3.38	54	41.00	3.12	0.63	1.65
Academic Achievement	52	73.37	6.47	54	78.73	6.36	1.25	4.29**

Source: Field Survey, 2011

** Significant at 0.01 level

(Critical Value 1.98 at 0.05 and 2.63 at 0.01 levels, df 104)

It may be observed from the table-1 that the mean scores on career choice anxiety of adolescent boys is 42.04 which is higher than the corresponding mean scores of 41 for the adolescent girls. The t-ratio testing the significance of mean difference on career choice anxiety of adolescent boys and girls is 1.65, which in comparison to the tabulated value is not significant even at 0.05 levels of significance. Hence, the null hypothesis H_1O : There exists no significant difference between career choice anxiety of adolescent boys and girls, is accepted. The results indicate that both adolescent boys and girls face high levels of anxiety with regards to their career choice although it is similar.

Table-1 reveals that the mean scores on academic achievement of adolescent girls are 78.73 which is higher than corresponding mean scores of 73.37 for the adolescent boys. The t-value testing the significance of mean difference on academic achievement of adolescent boys and girls is 4.29, which in comparison to the tabulated value is significant at 0.01 levels of significance. Hence, the null hypothesis H_2O : There exists no significant difference between academic achievement of adolescent boys and girls, is rejected. The results indicate that boys and girls were found to be differing significantly on the academic achievement scores and girls were higher in academic achievement as compared to their boy's counterpart.

Table 2: Correlation between career choice anxiety and academic achievement of Total sample

Variables	N	Value of 'r'
Career Choice Anxiety and Academic Achievement	106	-.27**

***Significant at 0.01 level*

(Critical Value 0.19 at 0.05 and .25 at 0.01 levels, df 104)

It may be seen from the table-2 shows that there is negative correlation of -0.27 between career choice anxiety and academic achievement of total sample which in comparison to the tabulated value was found to be significantly and negatively correlated to each other at 0.01 level of significance. Hence, the null hypothesis H_3O : There exists no significant relationship between career choice anxiety and academic achievement of total sample, is rejected. The results indicate that adolescent boys and girls who have higher career choice anxiety will have low

academic scores. The result was supported by the finding of Healy and Mourton (1987) found that career development is linked with academic achievement through several mechanisms including career development skills and career anxiety. Fuqua, Seaworth and Newman (1987) focused on identifying correlates of career indecision and found that anxiety was a major cause of career indecision.

DISCUSSION

The results are supported by the findings of Grooms and Endler (1960) concluded that high anxious college males did not differ significantly from low anxious subjects on academic achievement. Matsui and Onglatco (1992) indicated that academic achievement was negatively related to career choice anxiety and career decision making self efficacy expectations. Larson, Toulouse, Ngumba, Fitzpatrick and Heppner (1994) found that students who endorse difficulty (CCI) on the coping with career indecision also report weaker vocational identities, less career certainty, more career indecision and more ineffective problem solving appraisal. Vida and Jacquelynn (1999) in their study on the relation of early adolescent anxieties to young adults occupational self-concepts found that anxious 6th and 7th graders perceive themselves less skilled at jobs requiring leadership, independence, intelligence and math/science capabilities and report higher value for jobs that require limited involvement as young adults. Kahn, Nauta, Gailbreath, Tipps and Chartrand (2002) suggested that college counseling and career centre staff may provide valuable relations promotion efforts by helping students at risk for poor academic performance on the basis of commonly used career and personality assessment inventories.

CONCLUSION

The findings of the study have important implications not only for students and teachers but also for all those who play a more assertive role in career education of youth i.e. counselors, psychologists and researcher. This study suggests that the young students tend to feel high anxiety with regards to their career choices and high level of career choice anxiety adversely affects their academic performance. Further the results of this study indicate that providing career exploration opportunities for emerging adults will not only enhance their knowledge about potential career opportunities, but also lead to reduction in

career choice anxiety. Young men and women entering would benefit from self awareness opportunities as a component to creating a strong person environment fit, which can be important to overall happiness, retention and likelihood of obtaining a college degree.

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