

Naveen Shodh Sansar

(An International Refereed/ Peer Review Research Journal)



National Webinar

on

Importance of Career Counseling and Motivation

Organized By
Rajiv Gandhi Govt. PG College, Mandsaur (M.P.) INDIA

Editor - Ashish Narayan Sharma

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प्राचार्य की कलम से



महाविद्यालय में 'कॅरियर परामर्श एवं प्रेरकीकरण का महत्व' विषय पर आयोजित राष्ट्रीय वेबिनार में अपनी सहभागिता हेतु समस्त प्रमुख वक्ताओं, आयोजक साथियों एवं अपने शोध पत्र प्रस्तुत करने वाले समस्त शोधार्थियों के प्रति मैं महाविद्यालय परिवार की ओर से साधुवाद एवं वेबिनार में प्रस्तुत शोध पत्रों के प्रकाशन के अवसर पर शुभकामनाएं प्रेषित करता हूँ।

शुभकामनाओ सहित



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Importance of Career Counselling and Induction in Higher Education

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Abstract - In this era of high demand for new jobs, career counselling and induction have become an important topic. The education system is giving the new entry students the tools and knowledge to plan for their future, which is one of their primary goals. Career counselling and induction can give the right direction and tools for students to set their career goals, providing them with a clear understanding of the education and skills that they need to meet their goals and support them in making good career decisions.

Keywords – counselling, guidance, planning, induction

Introduction - The 21st century has been categorized by globalization and continuous changes in the work environment and with more flexibility which leads career counseling and induction to become an important topic (Hughes & Karp 2004). The education system is giving the new entry students the tools and knowledge to plan for their future, which is one of their primary goals. Over the last two decades, education and career counseling and induction have become more important for students, parents, teachers and career counsellors. A well-planned and high quality career education is important for students and their parents to help them in understanding the changes in education and in the job market. Career development plays an essential role in helping the labour markets and education systems to meet their goals and objectives. A number of research studies show that new entry students over the world are usually unable to make a career- choice decision (Bandura et al. 2001;). Regardless of the large range of career major choices available for the students, career guidance and counselling are still needed to help the students to choose effectively and this is well-planned in many developed countries. The development and implementation of career guidance and counselling services has therefore been an important topic of concern in higher education institutions internationally. Career counseling and induction have expanded to students of different academic levels to meet their needs but at the same time it has not been restricted to problem solving but outdated paradigm to prepare the students for making critical career decisions for their study and career development. Ali and Graham (1996) stated that effective career guidance is a process which aims to equip individuals with a clearer understanding of themselves and their potential for future career

development and it helps individuals to assess their career development needs at various points in their lives, understanding the process of effective choice of a career, clarify their objectives for the future and take appropriate action to implement these objectives. (p.8)

Oye et al. (2012) added that career counseling and induction are like a process, and techniques are used by career counsellors to help students to cope with their problems either in their career path or in their life, so that the students can become more active and useful in their society. Furthermore, the possible effects of career guidance and counselling could be understood at three different levels: individual, organizational and societal. At the individual level, possible benefits for students could be through being able to manage their choices of learning and be able to have a career decision. At the organizational level, the possible benefits for the learners could be through identifying and entering learning and training programmes that meet their needs and be able to fit themselves in the right career that matches their requirements. At the societal level, career guidance assists access to learning and work opportunities and enables greater effectiveness in allocating human resources (OECD 2004).

According to Oigo and Kaluyu (2016), one of the challenges of career guidance experts in higher education that this study is focusing on is to find out effective career guidance and counselling services for students, with appropriate career management skills to help the students in their career decision-making. In order to effectively increase the use of the guided curricular pathways, universities and colleges need to renew their concentration on career guidance and counseling programmes that help students to identify and enter the appropriate programme

of their interest and goals. Dabula and Makura (2013) agreed that career guidance and counseling programmes should aim to develop students' skills in their study and personal life and implement career education into the curriculum. A number of research studies show that career guidance and counselling in higher education are important to be implemented for students with appropriate career skills to ensure that they are in the right path of their career decision). Moreover, Tambuwal (2010) added that guidance means to assist, lead, direct, plan, manage and interact; while counselling can be seen as the process of helping the person in his or her problem to clarify his or her goals. From this, it is decided that guidance is a combination of services while counselling is just one service under guidance (Durojaiye 1974). Commonly, Okoye et al. (2000) stated that guidance is an interactional relationship designed to lead personal development to effectively include decision-making. It is very important to emphasize that career guidance theories must reflect the context factors, the specific career guidance policies necessary and the structure required for the labourmarket (Sultana & Watts 2008).

Many educational experts mentioned that the high rate of unemployment among undergraduates is caused by their own and their parents' mistakes in making career decisions. This issue leads to raising an important question for career guidance and counselling practice in higher education institutions about the students' career choice, which is based on their interests, abilities and passion, and future career opportunities (Loan & Van 2015). Career counselling and induction can give the right direction and tools for students to set their career goals, providing them with a clear understanding of the education and skills that they need to meet their goals and support them in making good career decisions (Hughes 2004; Zunker 2006). Several influences have been discussed in different literature that has a direct and indirect impact on students' career choice. In the 1990s, Hershey et al. (1999) stated that career development became more widespread in many developed countries, and in higher education, career guidance and counselling are a very important implication for students' future career and life. On the other hand, Leach and Patall (2013) stated in their study that the low level of undecided students on the career major choice results in low motivation, affecting the students' academic performance and their career major decision. Another study by Khamadi, Bowen & Oladipo (2011) pointed out that low career adolescence levels of students was noted by a lack of preparation for career decision-making, as some of the students selected the career programme/major preferred by their parents rather than selected based on their knowledge of occupations. One of the most notable student preferences is seeking advice from others in their social, academic and economic circles as opposed to exclusively relying on career counsellors (Niles, Amundson & Neault, 2011). The extent

of this influence on the decision-making process exceeds international borders as the individual students look to trends in society to make their decisions. There is a significant possibility of the students making the wrong choices about their career major based on the internal and external environment, as explored in this part. That reality is responsible for the active concern to include career guidance and counselling as part of the learning curriculum to improve the chances of being better prepared for future decision making (Niles, Amundson & Neault 2011).

The European Commission Council endorsed having high-quality career counseling and induction to support our students in their career major choice that meets their personality, ambitions and interest, shifting within education or from education to job market and to reduce the dropout from education due to the wrong career decision (Redecker et al. 2011). Redecker et al. (2011) added that having up-to-date and high-quality career guidance and counselling available for students at an early stage is important to help them understand their own strengths, weaknesses, interests, talents, study options and job market opportunities. The career guidance and counselling services help students by ensuring that they are on the right path and most likely to be engaged to achieve their potential. From there they can move forward to their chosen destinations in their education and in their future work as well. Additionally, there should be a positive interaction between students' career planning, knowledge of the world of work, career exploration, knowledge of occupations and career decision-making to be truly ready to make their career major choice and this can happen if there is effective intervention, such as career training, availability of career guidance materials, and career counselling services (Sultana & Watts 2008). That is why career advisors and counsellors are called on to contribute in the career decision process to help students to make their decision based on self-assessment and knowledge of the labour market and its needs, and they do not focus only on their personal development, but also on the economic growth of the country and how to be effective in the labour market in creating their professional career (Ajowi & Simatwa 2010; Auni et al. 2014; Kelechi & Ihuoma 2011; Mapfumo & Nkoma 2013; Onyinyeowuamanam 2015; Yuk Yee & Brennan 2004). Researcher interests in this topic as it related to frequent cases she faced in her workplace. Most of the students keep changing their major after studying the current major around one or two years because they choice the wrong major. This might happen because they might find it's not related to their interests or not matching their personality, or they might figure out that they might not find a prefect job related to their major in the future. Other reason, it might happen because the lack of communication between student and career counsellor.

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Teen Age and the Role of Motivation

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Abstract - Adolescence is a transformative period in which rapid physical, cognitive and psychosocial growth takes place. Laying the foundation for healthy behaviours is paramount during these formative years. The aim of this review is to determine which countries are leading in research on adolescents' motivation towards physical activity and healthy habits and their main findings.

Keywords: Transformative, determine, motivation, paramount.

Introduction - In today's rapidly evolving world, adolescents face an array of common teenage problems, and one of the most pervasive is a lack of motivation. The prevalence of screens, social media, and countless distractions often leave teenagers feeling unmotivated and prone to procrastination. The statistics are telling – a staggering 60% of teenagers report feeling consistently unmotivated, a challenge that parents and educators are increasingly grappling with.

This common teenage problem extends its reach into various aspects of a teenager's life, from academics to personal goals. In the classroom, it can hinder learning and result in lower grades, perpetuating a cycle of self-doubt. On the personal front, it can stifle ambition and hinder teenagers from pursuing their dreams and aspirations. Understanding the roots of this common teenage problem is essential to addressing it effectively.

Teenagers often wrestle with competing desires and expectations, making it crucial to balance immediate gratification with long-term goals. The adolescent brain, still developing, tends to prioritize short-term rewards, making it challenging for teenagers to stay motivated when faced with more distant objectives. To combat this common teenage problem, teens need guidance and strategies to rewire their brain's reward system, redirecting it towards more constructive and motivating behaviors.

There are many ways to keep a teen motivated. We should ask the kids -Have you ever set a goal for yourself, like getting fit, making honor roll, or being picked for a team? Like lots of people, maybe you started out doing great, but then lost some of that drive and had trouble getting motivated again.

You're Not Alone!

Everyone struggles with staying motivated and reaching their goals. Just look at how many people go on

diets, lose weight, and then gain it back again! The reality is that refocusing, changing, or making a new start on something, no matter how small, is a big deal. But it's not impossible. With the right approach, you can definitely do it.

Getting Motivated: So how do you stay motivated and on track with your goal? It all comes down to good planning, realistic expectations, and a stick-to-it attitude. Here's what you need to do:

First, know your goal. Start by writing down your major goal. Your major goal is the ultimate thing you'd like to see happen. For example, "I want to make honor roll," or "I want to get fit enough to make the cross-country team," or even, "I want to play in the Olympics" are all major goals because they're the final thing the goal setter wants to see happen (obviously, some goals take longer and require more work than others). It's OK to dream big. That's how people accomplish stuff. You just have to remember that the bigger the goal, the more work it takes to get there.

Make it specific. It's easier to plan for and master a specific goal than a vague one. Let's say your goal is to get fit. That's pretty vague. Make it specific by defining what you want to achieve (such as muscle tone and definition or endurance), why you want to get fit, and by when. This helps you make a plan to reach your goal.

Make it realistic. People often abandon their goals because their expectations are unreasonable. Maybe they expect to get ripped abs in weeks rather than months, or to quit smoking easily after years of lighting up.

Let's say you want to run a marathon. If you try to run the entire distance of 26.2 miles tomorrow without any training, you're unlikely to succeed. It takes the average person 4 months of training to run that far! But the bigger risk is that you'll get so bummed out that you'll give up your marathon dreams — and running — altogether.

Part of staying motivated is being realistic about what you can achieve within the timeframe you've planned. Competing on the Olympic ski team is a workable goal if you are 15 and already a star skier. But if you're 18 and only just taking your first lesson, time isn't exactly on your side.

Write it down. Put your specific goal in writing. Then write it down again. And again. Research shows that writing down a goal is part of the mental process of committing to it. Write your goal down every day to keep you focused and remind you how much you want it.

Break it down. Making any change takes self-discipline. You need to pay constant attention so you don't get sidetracked. One way to make this easier is to break a big goal into small steps. For example, let's say you want to run a marathon. If it's February and the marathon is in August, that's a realistic timeframe to prepare. Start by planning to run 2 miles and work up gradually to the distance you need.

Right motivation at the right time will help you achieve your goals. So, there is a lot of attention, needs to be given on teenage motivation.

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Follow Your Passion: Building a Career Beyond Tradition

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Abstract - In contemporary society, career choice is often guided by conventional wisdom, which tends to prioritize financial stability and social prestige over personal fulfillment. This paper explores an alternative paradigm: pursuing one's passion as a career. It delves into the psychological, economic, and societal implications of following one's passion, and argues that despite inherent risks, this approach can lead to greater long-term satisfaction and success. By examining case studies and integrating insights from psychology, economics, and sociology, this paper highlights the benefits of aligning career with passion and proposes strategies for making this pursuit viable and rewarding.

Introduction - In contemporary society, the notion of "following your passion" as a pathway to career success has gained significant traction. This philosophy suggests that aligning one's professional life with their personal interests and passions can lead to greater job satisfaction, productivity, and overall well-being. Traditionally, career choices were often influenced by societal norms, familial expectations, and the perceived stability of certain professions. However, the modern era, marked by rapid technological advancements and shifting economic landscapes, has opened up new possibilities for career paths that were previously unimaginable. This paper explores the benefits and challenges of following one's passion as a career strategy, contrasting it with the traditional approach to career selection, and examines the impact of this shift on individuals and society at large.

The Concept of Passion in Career Choice: Passion is a powerful motivator that drives individuals to pursue activities with enthusiasm and dedication. In the context of career choice, passion refers to a deep-seated interest and enjoyment in a particular field or activity. It is often linked with intrinsic motivation, where the primary reward is the joy and fulfillment derived from the work itself, rather than external rewards such as money or status.

Historical Context: Historically, the concept of work has been more about survival and less about personal fulfillment. For centuries, work was primarily about providing for one's family and securing basic necessities. The Industrial Revolution further entrenched the idea of work as a means to an end, with many people working in monotonous and often harsh conditions. The notion of pursuing a passion was largely a luxury afforded only to the privileged few.

Modern Perspectives: In contrast, the modern perspective on work emphasizes personal fulfillment and self-actualization. Influential thought leaders and self-help gurus have popularized the idea that work should be an extension of one's interests and passions. This shift is partly due to changes in the economic structure, with the rise of the knowledge economy and the decline of traditional manufacturing jobs. The internet and digital technologies have also democratized access to information and resources, making it easier for individuals to explore and develop their passions into viable careers.

Benefits of Following Your Passion

Increased Job Satisfaction and Motivation: One of the most significant benefits of pursuing a career based on passion is increased job satisfaction. When individuals engage in work that they are passionate about, they are more likely to experience higher levels of motivation and enthusiasm. This intrinsic motivation can lead to greater perseverance, creativity, and innovation. Passionate workers often go above and beyond in their roles, not because they have to, but because they want to.

Improved Mental Health and Well-being: Engaging in work that aligns with one's passions can also have a positive impact on mental health and overall well-being. When individuals feel fulfilled and satisfied in their professional lives, they are less likely to experience burnout, stress, and other negative psychological outcomes. Furthermore, the sense of purpose and meaning derived from passionate work can contribute to a stronger sense of identity and self-worth.

Enhanced Performance and Productivity: There is a strong correlation between passion and performance. Passionate individuals are often more productive and

perform better in their roles because they are deeply engaged and invested in their work. This heightened level of engagement can lead to higher quality work, increased efficiency, and a greater propensity for continuous learning and improvement.

Greater Resilience and Adaptability: Pursuing a career based on passion can also foster greater resilience and adaptability. Passionate individuals are more likely to view challenges and setbacks as opportunities for growth rather than insurmountable obstacles. This positive mindset can help them navigate the ups and downs of their careers more effectively and adapt to changing circumstances with greater ease.

Challenges of Following Your Passion

Financial Uncertainty: One of the primary challenges associated with pursuing a passion-driven career is financial uncertainty. Not all passions are equally lucrative, and some may not provide a stable or sufficient income, especially in the early stages. This financial instability can be a significant barrier, particularly for individuals who have dependents or financial obligations.

Risk of Burnout: While passion can be a powerful motivator, it can also lead to burnout if not managed properly. The intense dedication and effort that passionate individuals put into their work can sometimes result in neglecting other important aspects of life, such as health, relationships, and leisure. This imbalance can ultimately lead to physical and emotional exhaustion.

Navigating Market Demand: Another challenge is aligning one's passion with market demand. While it is important to pursue what one loves, it is equally important to ensure that there is a viable market for the skills and services being offered. This requires a combination of self-awareness, market research, and strategic planning to bridge the gap between personal passion and professional viability.

Societal and Familial Pressure: Societal and familial expectations can also pose significant challenges for individuals seeking to follow their passions. Traditional career paths often come with a sense of security and social approval, whereas unconventional paths may be met with skepticism or disapproval. Overcoming these external pressures requires a strong sense of self-belief and the courage to defy conventional norms.

Case Studies of Passion-Driven Careers

Elon Musk: Turning Passion into Innovation: Elon Musk is a prime example of someone who has successfully turned his passions into groundbreaking careers. Musk's interests in space exploration and sustainable energy have led to the creation of SpaceX and Tesla, two companies that are at the forefront of their respective industries. His passion for innovation and his willingness to take significant risks have been key drivers of his success.

J.K. Rowling: Passion for Writing: J.K. Rowling's journey from a struggling single mother to a world-renowned author is another compelling case study. Despite numerous

rejections, Rowling's passion for writing and storytelling never wavered. Her perseverance paid off with the unprecedented success of the Harry Potter series, which has become a cultural phenomenon and a multi-billion-dollar franchise.

Steve Jobs: Passion for Design and Technology: Steve Jobs' passion for design and technology revolutionized multiple industries. As the co-founder of Apple, Jobs was driven by a relentless pursuit of perfection and a deep-seated passion for creating innovative products that blend technology with artistic design. His visionary approach and commitment to his passions have left a lasting legacy in the tech industry.

The Traditional Approach to Career Choice

Stability and Security: Traditionally, career choices have been influenced by factors such as job stability, financial security, and societal status. Professions like medicine, law, and engineering have long been considered safe and prestigious choices. This approach prioritizes external rewards and long-term stability over personal fulfillment.

Educational and Career Pathways: The traditional approach often involves a linear progression of educational and career pathways. This typically includes obtaining a degree in a specific field, followed by securing a job in that field, and gradually advancing up the career ladder. While this path offers a clear and structured route, it may not always align with an individual's passions and interests.

Societal Expectations and Norms: Societal expectations and cultural norms play a significant role in traditional career choices. In many cultures, there is a strong emphasis on pursuing careers that are deemed respectable and lucrative. This can lead individuals to prioritize external validation and societal approval over their own passions and interests.

Comparing Passion-Driven and Traditional Career Approaches

Intrinsic vs. Extrinsic Motivation: One of the key differences between passion-driven and traditional career approaches is the source of motivation. Passion-driven careers are fueled by intrinsic motivation, where the primary reward is the satisfaction and joy derived from the work itself. In contrast, traditional careers are often driven by extrinsic motivation, where external rewards such as money, status, and job security are the main incentives.

Flexibility vs. Structure: Passion-driven careers often require a high degree of flexibility and adaptability. These careers may involve unconventional paths, multiple career changes, and a willingness to take risks. On the other hand, traditional careers typically offer a more structured and predictable trajectory, with clear milestones and progression paths.

Personal Fulfillment vs. Social Approval: Another important distinction is the focus on personal fulfillment versus social approval. Passion-driven careers prioritize personal satisfaction and alignment with one's interests, even if it means deviating from societal norms. Traditional

careers, however, often emphasize social approval and conforming to established expectations, sometimes at the expense of personal fulfillment.

The Role of Education and Skill Development

Fostering a Passion-Driven Mindset: Educational institutions can play a crucial role in fostering a passion-driven mindset by encouraging students to explore their interests and develop their unique talents. This can be achieved through a diverse curriculum, extracurricular activities, and opportunities for experiential learning. By providing a supportive environment, schools and universities can help students identify and pursue their passions from an early age.

Balancing Passion and Practicality: While it is important to encourage passion, it is also essential to balance it with practicality. Educational programs should equip students with the skills and knowledge necessary to navigate the job market and turn their passions into viable careers. This includes teaching practical skills such as financial literacy, entrepreneurship, and strategic planning.

Lifelong Learning and Continuous Development: The concept of lifelong learning is particularly relevant for passion-driven careers, which often require continuous development and adaptation. Educational institutions and employers should promote a culture of lifelong learning, providing opportunities for ongoing education and skill development. This can help individuals stay relevant in their fields and continue to grow both personally and professionally.

The Impact on Society :

Innovation and Economic Growth: Passion-driven careers can contribute significantly to innovation and economic growth. When individuals are passionate about their work, they are more likely to think creatively, take risks, and develop new ideas. This can lead to the creation of new products, services, and industries, driving economic progress and improving quality of life.

Social and Cultural Enrichment: Careers driven by passion can also enrich society and culture. Artists, writers, musicians, and other creative professionals contribute to the cultural fabric of society, offering new perspectives and inspiring others. Similarly, passionate educators, healthcare professionals, and social workers can make meaningful contributions to their communities, improving the lives of those they serve.

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All Growth Depends Upon Activity

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Introduction - Employee counselling is essential for business-related purposes. The organization requires new specialists to create guidelines of a general authoritative framework. Incorporating guidance that develops workers towards long-term career goals can also promote job satisfaction. A more satisfied employee is likely to stay longer and be more profitable while having team spirit.

Capable employees will not remain capable until the end of time. Abilities decay and can become obsolete, and new abilities become scientific. This is why associations burn through billions every year on formal leadership.

Consulting is the most important function that specifically contributes to the development of human resources. In the clear majority of organizations, this is accidentally skipped. Previous overviews of consulting investment by Indian organizations show that a significant number of organizations does not burn 0.1 for every penny of their financial plan on consulting. Numerous associations do not have an advisory department. If human resources are to be developed, the organization should develop the conditions in which the individual acquires new knowledge and skills and sets a good example of behavior and styles. One of the basic methods of achieving this environment is institutional leadership.

The idea of an expansion strategy, i.e. expanding, enriching and rotating jobs, has turned into an essential management tool in increasing employee motivation and hierarchical development. It happens when the employer, through improvement and improvement, sets an extra level of work for the representatives with the aim of making it more fascinating, meaningful and accelerating work challenge and responsibility. Jobs are enriched in the motivation of employees by adding to their duties even more remarkable demands for expertise and different qualities in their jobs. Due to rapidly changing conditions and expanding levels of competition, associations are now beginning to shift from the usual ideological establishment of cash as the best driver to a situation where today's workers will continue to value their jobs and have more control over arrangements. their work and the choice of how best the effort should be performed and how they

should be regarded for the work they do.

Knowledge: Counselling is the process of individual advancement in the organization so that they engage in their own life activities, develop their own point of view, make their own decisions and fulfill their own responsibilities. We can state that counselling is individual help provided experts on the individual to enable him to adapt to physical and social conditions and to solve the problems of life and organization.

Recommended guidance system: The proper arrangement of counselling begins with the identification of counselling needs. The following resources can be used to identify counselling needs.

Performance review reports: Implementation research reports help in identifying the directions that people should prepare and create. Based on the annual evaluation reports, different dimensions of counselling can be recognized. The counselling needs identified through performance appraisals provide excellent data for organizing counselling within the company and workplace counselling for a selected group of employees.

Potential rating: The counselling needs identified through the prospective assessment would become inputs for designing counselling programmes or developing counselling strategies for building the capacity of a select assembly of representatives who are recognized for the performance of future parts of the association.

Job rotation: Working in a similar job consistently for a long time without much change can have demotivating effects. Some organizations plan job rotation as a tool to keep individuals inspired. Counselling is essential for preparing employees before they are assigned to another job.

Continuing education: Furthermore, most of the consulting programmes being addressed today are focused on equipping managers with innovation. These counselling programmes seek to help supervisors increase their current level of adequacy.

Organizing a counselling programme: After identifying counselling needs, the next step is to plan and organize counselling programmes. In large organizations, it is

possible for the consulting department to put together several consulting programmes within the organization. To outline a counselling programme based on counselling needs, the following points can be considered:

1. Wherever there are large numbers of individuals with similar counselling needs, it is advisable to arrange a programme within the organization. The organization can save a lot of costs. Additionally, by being a group of people from a similar workplace, reciprocity can be instilled. The likelihood that participants will apply what they have learned is high because of the high support of the group.
2. Regardless of when new frameworks need to be implemented, leadership is required to develop the competencies needed to operate the frameworks.
3. It is ideal to go for technical skills programmes within the organization wherever possible and external programmes for administrative and behavioral expansion.
4. Individuals in capable roles in the organization should be encouraged to go for advice occasionally where they have more opportunities to connect with officials from other organizations and get ideas as well as stimulate their own thinking.
5. The counselling department should take a dynamic role in monitoring counselling activities. It should consistently evaluate the effect of leadership and help participants practice whatever they have learned.
6. Whenever an individual is sponsored for counselling, they should be fully informed of the purpose for which they are being supported and the expectations of the organization upon their return from the programme.

Most organizations do not inform representatives of why they have been sponsored; such practice limits learning because sponsored employees are more interested in the purpose of the support than in engaging in and profiting from counselling.

Interactive methods: There are many ways to keep participants attentive and engaged in the counselling programme. It includes:

A. Quizzes – If the counselling programme is long and complex, it should include quizzes at regular intervals. Start the lessons with a pre-quiz and let the participants know that there will also be a post-quiz. This will ensure that the participants are deeply engaged as they would all like to improve their quiz scores. Top scorers should be rewarded and this will motivate all other participants.

B. Small group discussion – divide participants into groups and provide them with case studies or work situations to discuss. This is an effective way for senior staff to share their experiences with new hires.

C. Case Studies - Adults often bring a problem-oriented mindset to workplace counselling. Case studies are very suitable for using this type of adult education. By simulating real work-related situations, employees can learn how to

handle similar situations. They can also observe how different things at work work together to create both problems and solutions.

D. Active Summary - Divide into groups and ask them to choose a leader. Tell them to discuss and write down the main points of the talk, then ask each team leader to present the group's final summary to the class. After hearing all the abstracts, close the discussion with a single abstract.

E. Question and Answer Session – Regular question and answer sessions after the counselling lectures are very effective as they clear all possible doubts that the participants develop during the counselling programme. It ensures that new skills are learned well.

F. Role playing - by simulating the workplace environment, acting out different situations, role playing, employees can learn to handle different situations they may face at work. Thus, role playing remains an excellent counselling technique for improving interpersonal skills such as customer service, interviewing and supervision.

G. Participant Check - Make a list of topics to be covered. Have the interns review them and ask each of them to choose a topic they would like to learn more about. Cover this topic and move on to the next participant.

H. Demonstrations - Take trainees to workshops for demonstrations whenever necessary. Explain the steps required to carry out the process.

Practical guidance: Hands-on Guidance offers several techniques for effective employee training and includes:

A. Cross Guidance – In this method, the employee is exposed to more than one job. It is an advantage for the company if the same employee can perform multiple jobs. Cross-Guidance also informs employees about what co-workers are doing and how their own work fits into their work to meet company requirements.

B. Demonstrations – Demonstrations are often considered a powerful and engaging form of leadership. They cover the various steps involved in the process and the trainee learns how to use tools and machines. It also provides a platform for informal discussion and query resolution.

C. Coaching – Coaching addresses the individual requirements of the employee. The main goal of job coaching is to improve the performance of employees in the organization. It does not include any fixed counselling sessions. Any employee's superior, such as a manager or supervisor, can serve as a coach. The mentor sits down with the employee whenever they can and works with them to:

- i. Solve the queries
- ii. Implement more effective strategies
- iii. Encourage and motivate
- iv. Provide timely feedback
- v. Carry out regular inspection

D. Apprenticeships – Apprenticeships provide employers with the opportunity to mentor untrained workers and prepare them for current and future employment. It also

serves as an opportunity for young workers to learn a profession or trade and earn a modest income. Apprenticeships combine supervised on-the-job guidance with classroom instruction in a structured programme that typically lasts a year or more.

E. Training- Training must be conducted for employees to be able to practice skills. For example, evacuation drills are effective in an emergency.

Computer Based Guidance (CBT): Computerized guidance has become very popular because the technology has evolved a lot over the years and most importantly, it is easy to use. Although traditional forms of leadership cannot be completely replaced by technological solutions, but certainly improve the guidance programme. Because of CBT, human interaction will never lose its place as it is a key part of counselling in the workplace. However, it is an innovative idea to take a closer look at what advisory technology has to offer and how it can help existing advisory programmes. Computer instruction formats cover a wide range from text-only programmes to multimedia programmes to virtual reality. Let's look at some of them:

A. Text Only – This is the simplest form of computer guidance programme. They are similar to the printed texts of the guidance module. But in addition, it has several interactive features that highlight important aspects of the programme. Although these programmes are simple in format, they efficiently store and present complex information that also makes it easy to access and understand.

B. CD-ROM- CD-ROMs can be used to store a wide variety of counselling programmes and workplace topics. Programmes can also be created and added to disks by consulting consultants according to organizational or departmental requirements.

C. Multimedia – This is an enhanced or enhanced version of text programmes. In this type of computer-based guidance programme, in addition to text, we can provide stimulating graphics, animations, audio and video. This way of leadership is more provocative and stimulating for us. The cost may be higher than text-based software, but the benefits in terms of employee learning are also better. Multimedia is usually found in DVD format.

D. Virtual Reality – The virtual reality technique involves a simulation that creates the same atmosphere as it will be in the workplace. It is for better and more efficient training of the employee. It is a three-dimensional interactive learning experience for the trainee. Aviation and flight simulators such as the Pilot Aptitude Battery Test (PABT) have been used successfully for years to train military and airline pilots.

Online or e-learning: Many companies have employees working in different parts of countries. So companies of these employees are providing consulting by moving to web or online programmes. According to ASTD's "State of the Industry" report, companies are using e-learning at record

levels. As access to the web becomes more and more affordable, this method has become very popular and the number of companies switching to e-learning is increasing. Some of the e-learning resources are:

A. Web-Based Navigation – In this method, text and multimedia computer navigation modules are placed on the company's website. Company employees can access the website through a secure login name and password provided by the company. Here you can access various training courses that provide an interactive platform for employees. The materials are continuously updated to ensure that your instructions are always in line with the company. Web-based counselling programmes are linked to Learning Management System (LMS) software that tracks and records student progress and aids in effective record keeping.

B. Teleconferencing or video conferencing – This method is used when the participants are in different parts of the country and need to reach the headquarters or any other location. Trainees can ask their questions by phone or via web chat. The advantage of this counselling programme mode is that more than two people can talk to each other at the same time and solve their questions. Lectures and demonstrations can also be effectively conducted using teleconferences or video conferences.

C. Audio Conferencing - In this method, only the voice of the person giving the instructions can be heard. You cannot see the person because the video device is either unavailable or not required. The trainees switch to audio conferencing at the designated day and time and listen to speakers who present the instructions. Question sessions are held whenever the sessions are over, during which the participants can ask questions and clear their doubts.

D. Web Meetings or Webinars - In this method, participants receive live audio instructions and are asked to follow visual material that appears on their computer screens. This programme is almost like a CD-ROM or PowerPoint presentation. Although this method includes both audio and visual components, it still offers minimal online interactivity. Query sessions may or may not take place.

E. Online Colleges and Universities- This method is known as distance learning. Many schools and colleges now offer certificates and degrees based on their online programmes. One hardly has to go to the campus during the course.

F. Collaborative document preparation - For this form of training, participants must register at the same link. It can also be used by mentors to teach trainees the technical aspects of the document.

G. Email – Emails can be used effectively to send text only and simple multimedia leads. Reminders and upcoming counselling programme schedules can also be sent. New tasks and projects for interns, their timely evaluation can also be effectively maintained through emails.

Some problems in the instructions

Changing leadership in organizations requires focusing on some basic assumptions. We are talking here about several critical measurements that require special attention in organizations.

1. Learning: A central ability of leadership is to encourage learning. The best learning is initiated and self-directed learning. Counselling should help build a culture of self-directed learning. All around, learning by revelation is more disguised and ongoing than learning from others.

Below are 15 different conditions recommended for learning to be successful. To this end, learning has been defined as “the process of acquiring, assimilating, and internalizing cognitive, motor, or behavioral input for their powerful and displaced use, if needed, and stimulating an updated capacity for further self-controlled learning.”

1. A genuine and open system of counselling institution or place of learning.
2. Subtle atmosphere.
3. Testing of teaching assignments.
4. Collective procedures for mutual support of students.
5. Association of Graded Trial Victory Encounters.
6. Tools for solid and skillful criticism.
7. Chances for honing learned capacities.
8. Opportunities to apply learning.
9. Open approaches and comfort for self-learning.
10. Opportunities and support for experimentation.
11. Emphasis on learning by discovery.
12. Backhanded and releasing the impact through the coach/instructor in the least direction.
13. Human values of the coach/educator and trust in people.
14. Trainers/instructors raised expectations of students and openness to explore their own needs.
15. Competence of the trainer/teacher.

2. Work before guidance: Unless attention is given to accompanying work before counselling, counselling cannot prevail in the development of people, groups and organisations: appropriate discernible evidence of counselling needs; developing a people expansion strategy through consulting, including the rationale and criteria of who (which roles to fill) should be sent to lead, how many at a time and in what order; the process of helping people become volunteers and ask the department for guidance; a pre-counselling workshop in some cases to increase the motivation level of the participants and complete the curriculum; building expectations of future members from management, and so on.

3. Post-guidance work: Equally important is what happens after leadership ends. The guidance section must help relevant managers plan the use of participant guidance and provide it they needed support for them. Post-lead work helps in building connections between the lead segment and lead divisions. The follow-up of the instructions section is critical.

4. Expanding the guidance concept: The concept of guidance must be broadened and guidance should include not only programmes involving personal work in the classroom, but also other ways of providing information and imparting basic skills to people in the organization. In fact, grouping individuals together to provide information that can be provided in another form is a misuse of property. Additionally, the organization cannot afford to provide essential information and skills from all perspectives to each of the individuals who need them through a classroom counselling model. Self-study packages and manuals of various kinds can be extremely rich and beneficial to leadership, even without gathering people in one place. For example, everyone entering the organization should be familiar with budgeting procedures and the concept of transfer pricing. If a driving school is set up on this topic, every individual who joins the organization can get it to familiarize themselves with this concept and understand the whole process of all the dealings going on in the company. This can include the latest sales tax rules, new environmental changes, basic financial issues, allowance calculation and so on. Similarly, manuals of basic office procedures, vacation rules, various personnel procedures, etc. can be prepared.

5. Preparation of materials with instructions: There is an incredible need to develop additional guidance materials. Unfortunately, most counselling programmes only use the lecture method. While the lecture method itself needs improvement through small group discussions etc., new instructional materials need to be developed. These will combine recreational activities and games, cases and role play material, cases and events, practical workbooks, tests and tools and self-study materials. The preparation of such material involves extensive speculation with cash, time and energy. However, it is advantageous for now and will have a higher overall result than the cost of the investment. In some cases, the organization can get help from experts in preparing such material.

Training: Training employees enhances their sense of value Wingfield (2009). Through training, employers help employees achieve goals and ensure they fully understand their job requirements Maul (2008).

Mentoring: A mentoring programme, when consolidated with a goal-oriented feedback system, results in a well-defined mechanism that helps build strong relationships within the organization and provides a strong foundation for employee retention and growth (Wingfield). In an organization’s mentoring programme, a qualified individual is paired with someone less experienced in a similar field to develop specific competencies, individualized career development plans, and some performance-related feedback Goldenson (2007).

Inculcate a positive culture: The company should establish a set of values as the foundation of the culture, such as honesty, integrity, cooperation, respect and

excellence IOMA (2008). By designing the right culture, a company can always gain an advantage when it comes to attracting and hiring good employees (principals).

Use Communication to Build Credibility: Whether an organization is large or small, communication is critical to building and maintaining credibility. Many employers get communication “flows” through an employee advisory board (or similar group) that solicits and/or receives employee opinions and suggestions and forwards them to senior management (IOMA). It is also important for employees to feel that the employer is actually receiving and responding to (or otherwise acknowledging) their input.

Show appreciation through rewards and benefits: Benefits such as competitive salaries, profit sharing, bonus programmes, retirement and health plans, paid time off and tuition reimbursement send a strong message to employees about their importance in the organization. Rewards provided to employees must be strong to influence their perception of the organization and therefore have a significant impact on its retention efforts. Moreover, if an organization promises a reward, it should keep that promise Gbervbie, (2008).

Encourage referrals and recruiting from within: Referrals could minimize confusion in job expectations as the current employee provides the individual they are recommending with a realistic description of the position and environment. Another way an employer can reduce the impact of turnover is by hiring from within because current employees have already found a fit in the organization Branham (2005). Coaching/Feedback: To align employee efforts with company goals, it is beneficial to provide feedback and coaching to meet expectations. During the first few weeks on the job, the employer should provide intensive feedback, and later, formal and informal feedback throughout the year (Branham).

Advanced growth opportunities: The organization should plan workshops, software, or other tools to help employees better understand themselves and what they want from their careers and increase their goal-setting efforts (Branham). It is vital to provide employees with adequate work challenges that expand their insight into their field Levoy (2007). According to Right Management, employees are more likely to stay in their jobs and be committed to an organization that invests in them and their career development.

Make employees feel valued: Employees will go the extra mile when given the chance to be held accountable for their work, feel valued, believe the job is effectively using their skills, and be recognized for their contributions (Levoy). Behaviour meetings and surveys to allow employees to share their input, as most team members will work harder to implement the decisions they helped influence.

Reduce overwork and create work-life balance: Aligning work and personal benefits with employee needs is vital, and this can take the form of offering non-traditional work

schedules (such as a condensed work week, telecommuting and flexible working hours) or extra holidays . When the work-life balance is properly structured, both the employee and the employer come out ahead. For example, the employer will experience increased productivity in the workplace as employees will be more relaxed, healthier and therefore more productive (Wingfield).

Foster trust and confidence in managers: Develop strong relationships with employees from the beginning and build trust Stolz (2008). The employee should believe that the upper management is competent and that the organization will do well in its field. The employer must be able to inspire this trust and make decisions that strengthen it. An employer cannot say one thing and do another. For example, an employer should not talk about quality and then pressure employees to do more work in less time. Additionally, employers need to engage and inspire employees by enacting policies that show they are trusted, such as getting rid of an authoritarian management style (Branham).

Retention factors for all employees: Agrela, et.al (2008) determines the need to focus on factors influencing retention leading to organizational growth and development. Research has shown that retention strategies that effectively meet the needs of all employees subsequently increase the ability of companies to effectively adapt to any organizational change Gale Group (2006). Studies show that trends or modern retention strategies go beyond the traditional Gale Group (2006) salary and benefits package and Feldman (2000) compensation involving employee motivation Thomas (2000) as one of the key factors serving diversity and long-term male retention. power in the organization. Retention factors must cater to the needs and wants of employees of any age, helping to increase the level of individual job satisfaction, loyalty and commitment Boomer Authority (2009).

Conclusion: It is not an overstatement to say that an extraordinary instructor can change a student's life. Similarly, in an organization, a good guide or mentor can motivate and retain employees by helping them explore growth opportunities and compete in situations they might otherwise think they are unprepared for. Employees often look to their employers as a mentor with experience and knowledge, and as a mentor they can turn to for advice at some point in their careers. A system of counselling in organizations helps employees to identify opportunities for development and they are constantly guided towards the fulfillment of organizational and personal career goals, which will further support retention and increase motivation and productivity. Organizations should invest heavily in education, counselling and development sessions and training programmes for their employees. These meetings are very popular with employees and are one of the best ways to retain key employees. Employee output is improved

through training and development, which promotes retention and motivation, especially in a training system where the programme is tailored to the career progression of employees within the organization. Some of these programmes can be designed for self-actualization to appeal to top managers who are no longer motivated by money but by their position in the company. Employee training and counselling is also a sign of management's commitment to building a lifelong relationship with employees and thereby influencing their turnover decisions. In order to retain and motivate employees, most organizations consider increasing compensation as their primary solution, but the fact is that most employees place compensation so far down the list of what makes a good employer that it is about out of the picture, while health care, compensation and recognition, opportunities for permanent growth, professional stability, guided career development at a high level.

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The Impact of Personality Traits on Career Indecision in adolescents

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Abstract - The objective of the study was to explore the influence of personality traits on career indecision among young adults.. Hartung et al. (2005) stated that young adults frequently engage in self-exploration of their interests and personality traits to form career goals and recognize their personal strengths. For this purpose, an online survey was conducted for students aged 14 - 18 years. The sample comprised 117 students from schools from various cities in India For this study, data collection and analysis were conducted using an online survey method, with quantitative data analyzed through both descriptive and inferential statistical techniques using SPSS software (version 29.0). The findings revealed that the personality trait of conscientiousness was inversely associated with career indecision, while the trait of openness had a significant impact on career indecision scores.

Keywords: Career Indecision, Personality, adolescents, career.

Introduction - The term “decision” stems from the Latin word ‘decidere’, meaning to determine or resolve. Making a decision involves choosing one option from several possibilities. Among the most critical decisions an individual will make pertains to their career—a lifelong journey of ongoing learning and work experiences. A career is often defined as a structured sequence that integrates diverse interests and abilities, requiring continuous decision-making.

Career selection represents a significant developmental milestone in an individual’s life and can be overwhelming due to the multitude of factors that need consideration. Teenagers and young adults frequently experience considerable pressure when choosing a career path. It is during this crucial period that they make decisions influencing their future professional identity (Kirdok, O., & Harman, E., 2018). In navigating these vocational choices, individuals may often rely on serendipity or the advice of others (Morgan, 1980).

Frydenberg (2008) notes that the fluctuating job market and ongoing transitions necessitate more frequent career-related decisions. These decisions are accompanied by social, financial, and psychological challenges. Furthermore, the pressure to make the best career choice often leads individuals to experience increased anxiety and confusion. This leads to “career indecision,” which is the inability to make choices related to education or occupation. (Kelly & Lee, 2022)

Career indecision has been linked to challenges in career advancement and difficulties in making career-

related choices (Priyashantha et al., 2022). Patton et al. (2001) suggest that career indecision can arise at any stage of a career but is especially prevalent during times of transition, such as when adolescents and students are selecting university majors. During these formative years, young adults are in the process of establishing new identities and experiencing confusion, which can exacerbate role confusion and indecisiveness (Erikson, 1963). Erikson (1963) also posited that during this period, students are determining their future roles in the professional world.

Adolescents frequently engage in exploring their interests and personal traits to shape their career ambitions and recognize their strengths. Nevertheless, some struggle to make definitive career choices, often possessing a vague understanding but lacking clear direction (Ashby et al., 1966). Moreover, while careers are sometimes viewed as separate from personal and family life, they are in fact deeply intertwined and significantly influence overall life satisfaction (Ginsberg, 1971).

Career indecision not only affects career progression but also significantly influences family dynamics, anxiety levels, and broader mental health issues. Indecision points to a deeper problem in decision-making processes that goes beyond normal developmental uncertainty. This condition is distinctly different from the usual indecisiveness seen as a typical part of personal growth (Osipow, 1999).

Personality plays a crucial role in shaping one’s career choices and overall development (Rossier, 2015). Defined as the enduring patterns of thoughts, feelings, and behaviors that distinguish individuals from one another,

personality comprises traits that consistently influence the way people think, act, and react (Passer & Smith, 2013, p. 460). These traits represent a person's stable manner of interacting with varying circumstances, making each individual distinct. Such traits not only help in decision-making but also affect how events are interpreted and situations are evaluated. Allport (1961) described personality as the dynamic organization within an individual that determines their characteristic patterns of behavior, thoughts, and feelings. This framework helps in forecasting an individual's preferences and likely future behaviors.

Big Five-Factor Model of Personality: Various theoretical frameworks have been developed to explain personality, with the Five-Factor Model by Costa & McCrae (1992) standing out as a particularly influential tool. This model is frequently employed by industrial and organizational psychologists to assess personality traits that influence vocational decisions (Harriet et al., 1996). Known for its widespread application in trait theory, the Five-Factor Model does not categorize individuals into discrete types but rather describes them on a continuum for each trait. This model comprises five broad traits, often summarized by the acronym OCEAN: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (Costa & McCrae, 1999). These traits provide a comprehensive description of personality dimensions as depicted in Figure 1.1.

The Five-Factor Model of Personality		
Factor	Low Score Description	High Score Description
Neuroticism	Calm, Even-tempered, Self-satisfied, Comfortable, Unemotional, Hardy	Worrying, Temperamental, Self-pitying, Self-conscious, Emotional, Vulnerable
Extraversion	Reserved, Loner, Quiet, Passive, Sober, Unfeeling	Affectionate, Joiner, Talkative, Active, Fun-loving, Passionate
Openness to Experience	Down-to-earth, Uncreative, Conventional, Prefer routine, Uncurious, Conservative	Imaginative, Creative, Original, Prefer variety, Curious, Liberal
Agreeableness	Ruthless, Suspicious, Stingy, Antagonistic, Critical, Irritable	Softhearted, Trusting, Generous, Acquiescent, Lenient, Good-natured
Conscientiousness	Negligent, Lazy, Disorganized, Late, Aimless, Quitting	Conscientious, Hardworking, Well-organized, Punctual, Ambitious, Persevering

Taken from McCrae and Costa (2003)

Figure 1.1 Five-Factor Model of Personality

Career selections frequently reflect an individual's personality traits, aiding in the identification of characteristics that contribute to career indecision and pinpointing factors that facilitate decision-making (Rossier, 2015). There is still much to learn about the link between personality and career indecision, a deeper understanding of which could support individuals in navigating the complexities of today's ever-evolving job markets.

The counseling process often seeks to identify personality traits that contribute to a client's career

development. These traits help to illuminate an individual's thought processes, emotions, and behaviors. Research by Adya & Kaiser (2005) supports the use of the Big Five personality framework for exploring decision-making in adolescents. Additionally, the role of the Five-Factor Model (Costa & McCrae, 1999) has been emphasized in studies of career indecision, particularly noting how traits such as neuroticism and extraversion are associated with indecisiveness about career choices (Di Fabio et al., 2013). Further research is necessary to understand how individual differences contribute to career indecision.

Methodology:

Research design: The research utilized a descriptive and co relational quantitative methodology.

Objective:

1. To study the correlation between personality and career indecision.
2. To find out the differences in career indecision among male and female students.

Hypothesis:

1. H1. There would be a significant negative relationship between career indecision and conscientiousness personality trait.
2. H2. There will be gender differences in career indecision.
3. H3. There would be a significant impact of personality traits on career indecision.

Variables

Independent variable

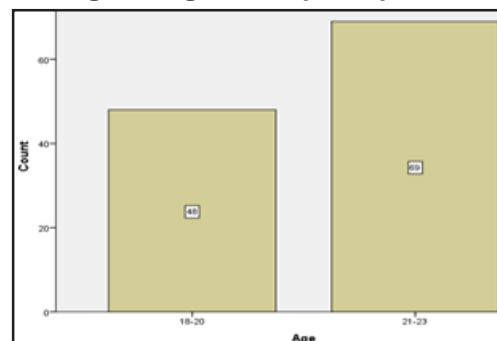
1. Personality

Dependent variable

1. Career Indecision

Sample: In this study, high school students aged 14 to 18 were chosen from Indian schools through convenience and snowball sampling techniques. The sample included 117 participants, with 48 in the 14-16 age group and 69 in the 17-18 age group, as detailed in Figure 1.2. The demographic breakdown comprised 47 male and 70 female students. The distribution of these frequencies is visually depicted and discussed in the following sections.

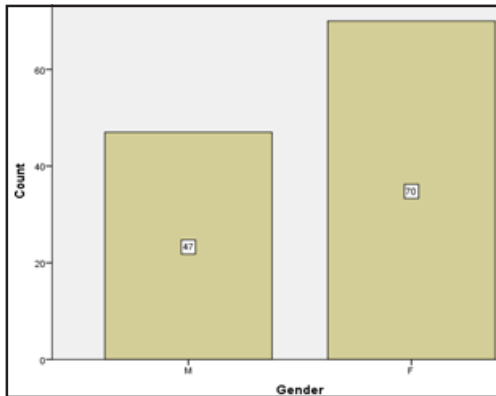
Figure 1.2 Age Categories of participants



Note. Number of participants in 14-16 group = 48, and 17-

18 = 69

Figure 1.3 Distribution of students by Gender



Note. Male = 47, Female= 70

Description of test

The data was obtained using a demographic information form, Mini IPIP-BFM-20 questionnaire and Career Decision Scale.

1. Demographic Form: This form collected essential background information from participants, including their names, ages, levels of education, fields of study, and consent to participate in the research.

2. Mini IPIP-BFM-20 Questionnaire: Developed by Donnellan et al. in 2006 as a concise version of the 50-item IPIP-FFM (Goldenberg, 1999), the Mini IPIP features a 20-item format designed to assess the five-factor model of personality traits. This shorter questionnaire has been validated across multiple studies, demonstrating satisfactory reliability and maintaining correlation patterns similar to the longer IPIP-FFM. It consists of four items per trait, each evaluated on a five-point Likert scale, with a composite score calculated by summing the responses for each trait's items.

3. Career Decision Scale (CDS, by Osipow et al., 1987): The Career Decision Scale was employed to gauge the levels of career indecision among participants. This 19-item self-report tool is designed to assess the career decision-making status of individuals aged 14–23 years. It features a certainty scale (items 1 and 2) and an indecision scale (items 3–18). Responses are recorded on a four-point Likert scale, where 1 represents 'not at all like me' and 4 'exactly like me.' For this study, only the indecision scale items (3–18) were used to evaluate career indecision, with higher scores across these 16 items indicating greater indecision. The indecision scale has demonstrated an internal consistency coefficient of 0.8, with other studies reporting reliability figures ranging from 0.82 to 0.89 (Hartman, 1983; Osipow, 1987). The scale is noted for its high reliability and strong construct and concurrent validity, as detailed in the scale's manual.

Procedure: Data collection for the study was conducted using both online and offline forms, which were disseminated through various social media platforms

including Instagram, Facebook, WhatsApp, and email. Participants with internet access were invited to partake in the research. Additionally, the study included students who were enrolled in middle and high schools across India.

Participants were briefed in advance about the aims and methodology of the task. They were also assured of their right to confidentiality and their consent was sought prior to initiating data collection.

Statistical analysis: For the purpose of analysis, quantitative data were analysed by employing descriptive and inferential statistics using SPSS (version 29.0) software. Pearson Bivariate Correlation, Linear Regression, Independent T-test, was applied to verify the hypothesis.

Results: The methodology and design of the study were outlined in a prior section. For this research, the variables were analyzed using descriptive and inferential statistics. Additionally, hypotheses were tested and results were derived through the analysis of the data to assess the variables.

Descriptive Statistics : The principal objective of the study was to explore the impact of personality traits on career indecision. The independent variables assessed were the five personality traits: extraversion, agreeableness, conscientiousness, neuroticism, and openness. Career uncertainty served as the dependent variable. The means and standard deviations for each variable were detailed in Table 1.3. Among the personality traits, openness registered the highest mean score (M = 14.68), while the mean score for career indecision stood at 35.96, with a standard deviation of 10.46.

Table 1.3 Descriptive statistics

Variables	Sub-Category	N	Mean	Std. Deviation
Personality traits	Extraversion	117	11.31	3.292
	Agreeableness	117	13.30	2.182
	Conscientiousness	117	12.69	3.428
	Emotional Stability	117	11.22	2.460
	Openness	117	14.68	2.638
Career indecision	Career Indecision	117	35.96	10.469
	Valid N (listwise)	117		

Inferential Statistics: The study used different Inferential analysis techniques with the aim of determining the relationship between the variables and testing the hypothesis.

Pearson Product-Moment Correlation

H1. There would be a significant negative relationship between career indecision and conscientiousness personality trait.

Table 1.4 Correlation between career indecision and conscientiousness

		Indecision
Extraversion	Pearson Correlation	.007
	Sig. (2-tailed)	.941
	N	117
Agreeableness	Pearson Correlation	-.010
	Sig. (2-tailed)	.918
	N	117
Conscientiousness	Pearson Correlation	-.193*
	Sig. (2-tailed)	.037
	N	117
Emotional Stability	Pearson Correlation	.093
	Sig. (2-tailed)	.318
	N	117
Openness	Pearson Correlation	-.388**
	Sig. (2-tailed)	<.001
	N	117

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Conscientiousness and career indecision were inversely correlated, $r(117) = -.193, p = .37$. According to this, a person with a higher conscientiousness personality trait would have more career certainty. Therefore, the hypothesis is accepted. Moreover, it was also observed that career indecision was more negatively related to openness ($r = -.388; p 0.01$), within personality traits as indicated in Table.

Figure 1.4 Scatter-plot showing correlation between openness personality trait and career indecision

T-Test

H2. There will be gender differences in career indecision

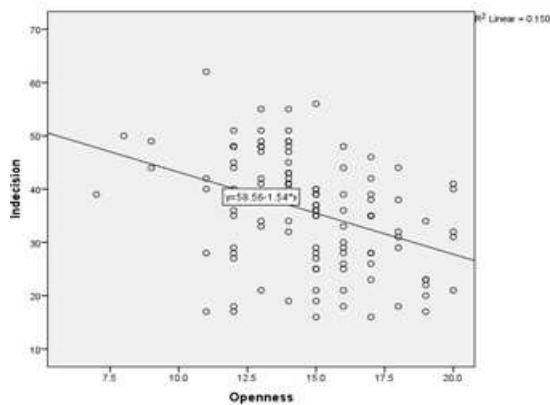


Table 1.5 Mean difference in Career Indecision in relation to gender.

	Gender	M	SD	Sig.	t	Mean Difference
Indecision	Male	37.49	8.441	0.07	1.301	2.561
	Female	34.95	11.58			

An independent-sample t-test was conducted to compare career indecision for males and females. There were no significant differences ($t(115) = 1.301, p = .196$) in the scores of males ($M = 37.49, SD = 8.441$), and females ($M = 34.95, SD = 11.58$). The magnitude of the differences in the mean

(mean difference = 2.56, 95% CI = -1.338 to 6.460) was very small. Hence, the hypothesis was not supported.

H3. Personality style significantly influences career indecision.

Table 1.7 Multiple regressions on personality trait predicting career indecision.

Predictors	B	R ²	F	P
Openness	-.388	.15	20.361	<.001

In order to study the impact of personality type on the dependent variable (career indecision), multiple regression was conducted. The results indicated that only the openness personality trait among the five traits was a significant indicator of variance, with R square = 0.15, $F(1, 116) = 20.361, p < 0.001$. The hypothesis is partially accepted.

Discussion- The primary focus of the study was to examine the influence of personality traits on career indecision, identifying key traits that significantly affect students' career choices. Additionally, the research explored how factors such as gender impact career indecision.

Career indecision is often experienced when adolescents transit from middle schooling to higher education. People seeking career counseling frequently express anxiety about their career dilemma (Savickas, 2011). One of the factors contributing career indecision is an individual's personality traits.

Personality is a key predictor of individual behavior and career success, influencing job outcomes (Penny, David & Witt, 2011). Specifically, the trait of conscientiousness has been linked to greater career certainty in previous research (Dahanayake & Priyashantha, 2020; Lounsbury, Hutchens, & Loveland, 2005). Individuals with high levels of conscientiousness tend to be diligent, goal-oriented, and cautious in decision-making. The research hypothesized a negative correlation between the conscientiousness trait and career indecision. The findings, as presented in Table 1.4, confirmed this hypothesis, demonstrating a significant negative relationship between conscientiousness and career indecision.

Additionally, the study employed regression analysis to explore the influence of personality traits on career indecision scores. Surprisingly, the analysis showed that while the combined effect of all traits was not significant, the trait of openness alone had a negative impact on career indecision. This suggests that individuals who score high in openness tend to experience less career indecision. This could be attributed to the nature of the openness trait, which encourages individuals to explore, innovate, and seek out new experiences.

Kaur (2020) examined the relationship between gender and career decision-making, finding no significant gender differences in its impact. Conversely, studies by Fabio et al. (2013) and Aswani (2020) reported gender variations concerning career indecisiveness and career maturity, respectively. To further investigate these discrepancies, an

independent t-test was conducted to assess gender differences in career indecision. The test results showed no significant gender differences regarding career indecision.

Overall, while certain findings aligned with prior research, the study also uncovered new themes. It offers valuable insights into how specific personality traits can enhance career certainty. This knowledge is crucial for career counselors, parents, and educational institutions, as it enables them to assist students in developing suitable decision-making styles and shaping their personalities effectively.

Implications - The results are particularly relevant in the fields of career and vocational psychology, where career indecision poses a significant issue for high school students. By employing personality assessments, career counselors can gain a deeper understanding of their clients, aiding them in navigating their uncertainties. This knowledge helps pinpoint the specific personality traits and underlying factors that contribute to their indecision, enabling more effective guidance.

Additionally, these insights are crucial for counseling services in educational settings, helping students define their career goals by understanding their personality patterns. Educational institutions can implement specific interventions designed to enhance traits like conscientiousness and openness among young students early in their academic journey, preparing them for future career planning and decision-making.

Limitation and Recommendations for future research - The present study sought to identify key personality traits associated with career indecision and to explore the influence of gender and educational level on career choices. Nonetheless, this research has its limitations, as it did not account for various contextual factors that may also impact career indecision. Future studies could investigate the long-term effects of these traits on aspects such as career satisfaction, procrastination, and anxiety levels. Additionally, further research could examine career indecision within the context of evolving environmental conditions and develop intervention strategies to assist students in navigating their

career choices effectively.

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Career Opportunities in the field of Chemistry

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Abstract - Making a career decision is such a crucial matter that secondary school, Bachelor and Master students need to be guided to avoid wrong career choices. This study adopted the descriptive survey of career opportunities available in the chemistry field. This study also explains several Entrance exams like CSIR NET, GATE, TIFR, and various prestigious research institutes and global universities where students can pursue their career in the research field.

Keywords- CSIR NET (Council of Scientific and Industrial Research, National Eligible Test), SET (State Eligible Test), GATE (Graduate Aptitude test in Engineering), TIFR (Tata Institute of fundamental research), etc.

Introduction - India has emerged as a hub of research in the Chemical Science, pharma industry, contract research and development of next generation materials for a variety of applications ranging from medical diagnostics, energy manufacturing and others. Chemistry is the branch of Science involved with elements and compounds made of atoms, molecules and ions, their composition, structure, properties & it's behaviour. There are various branches of Chemistry tells various aspects such that Plant Chemistry is the chemistry of Plants known as **Botany**, the formation of igneous rocks (**Geology**), how atmospheric ozone is formed and how environmental Pollutants are degraded (**Ecology**). The soils Properties on the moon (**Cosmo Chemistry**) and how medications work (**Pharmacology**). It also includes how to collect DNA evidence at a crime Scene (**Forensics**). Chemistry addresses topics such as how atoms and molecules interact via chemicals to form new compounds. Mainly there are six main area of Chemistry to learn what Chemistry professionals do in each area and what kinds of Jobs are available.

Analytical Chemistry - The science of obtaining processing and communicating information about the composition and structure of matter. There are qualitative and quantitative methods of Chemical analysis. Qualitative method look at the Composition of matter whereas quantitative methods examine how much of a chemical exists within matter. There are many applications of analytical chemistry including food & drug safety, Environmental Regulations, medical diagnosis, forensic Science.

Biochemistry - The study of the structure, Composition and Chemical reactions of substances in living Systems. It has broad applications in medicine, particularly in studying the causes & cures of viruses as well as in nutrition and agriculture.

Chemical Engineering- The Translation of Process developed in the Lab into Practical applications for the commercial production of Products.

Inorganic Chemistry - The study of Properties and behaviour of inorganic compounds This has numerous practical applications including metals, minerals, fertilizers, surfactants, Pigments and Organometallic compounds.

Organic Chemistry - The study of the structure, properties and reactions of compounds and materials that contain carbon atoms. It is an innovative field as Practitioners may develop compounds and research methods for synthesising existing Compounds. Organic Compounds are integral to a wide range of everyday products including Plastic, Rubber, detergent, cosmetics, fuel, medicines & food.

Physical Chemistry- The study of how matter behaves on a molecular and atomic level and how chemical reactions occurs.

Job Seekers in the field of Chemistry finds themselves fit in the following Streams.

Petroleum Engineer - devise methods for oil and gas extraction from subterranean deposits. A background in inorganic chemistry can be helpful for a career in this field because of the involvement of metallurgy and materials science. Petroleum engineers typically work for oil and gas compounds, mining compounds or engineering services often in offices or at drilling sites.

Chemist - They often work in Laboratories, where they conduct experiments using specialised equipment. Common employers of Chemist include testing labs, research institutions, Pharma industries and government agencies.

Forensic chemist and Scientist - also known as **forensic analysts**, support police departments, law enforcement agencies and private companies by analysing samples of

organic matter at crime scenes, where they conduct the samples, as well as in chemist have backgrounds in organic chemistry which equips them to perform duties such as analysing blood and tissue samples and running toxicology labs.

Environmental Scientist - Certain specialist within the discipline of environmental Science, particularly environmental chemists, study the presence and effects of chemicals in the environment. They analyse soil and water for substances such as contaminants, examine how these substances function in the environment and determine how they affect animal and plant life. Their work typically takes place both in the field and in Laboratories, often working for environmental services, consulting agencies, government agencies or academic institutions.

Food Scientist - Their role is to examine the chemical composition of food and food products to understand and improve items that humans or animals consume. Knowledge of organic chemistry helps food Scientist understand the chemical reactions that food and its ingredients undergo. Food Scientist may work in a variety of settings, such as Laboratories, food processing plants and farms.

Aim and Objective - Taking career decision is such a crucial matter that secondary school students need to be guided to avoid wrong career choices. The study adopted the descriptive survey research design in which the perception of senior secondary school students on career opportunities available in Chemistry were sought. Aim of this research article is to make students aware of several career opportunities in the field of chemistry. Chemistry is a basic science that impacts everything around us. The consequences of wrong career choice are quite enormous, as a result of wrong career choice, many job seekers usually find themselves in jobs where they couldn't satisfy their value and needs. So there is need to know the importance about Chemistry. Subject is also known as the central science since it brings mathematics, Physics and environmental Science together. Students find Chemistry as a difficult subject but once they focus on the basics and techniques of Subject it becomes easier to understand. The knowledge of chemistry is necessary because it provides a basis for understanding the universe we live in. Therefore a chemistry career could be the best career choice for those who like chemistry and want to achieve excellence in this Subject.

Research Hypothesis - Universities across the country offer a spectrum of Programs, Bachelor's, Masters and doctoral in chemistry.

Specialised certifications in analytical techniques, process optimization and regulatory compliance help further enhance skill sets and employability.

The integration of Artificial Intelligence (AI) within the chemical Science represents a transformational shift in career possibilities, AI's role in automating research

processes, drug discovery and data analysis in reshaping the field, presenting new opportunities and Challenges.

A Good CV can help to secure position in any pharmaceutical and Industrial companies. A Good CV will considerably boost your chance of getting a face to face interview, so it is worth spending time and effort on the Content and Presentation. CV has to outline your skill set, formal education and professional experiences and it should not be longer than 2 pages. It has to be written with a specific Industry and Profession in mind instead of being generalised. It has to present potential employers and recruiters with tangible benefits for employing you.

Social Platforms like linkedin can also help to build up a career and is primarily used for professional networking and career development and allows jobseekers to post their CV's and employers to post Jobs. linkedin has more than 1 billion registered members from all over 200 countries and territories. LinkedIn is a popular social network with a specific purpose while other social networks like FB and Twitter focus more on our personal life.

Research Description

Eligibility Criteria for Various Profession: Students can apply for entrance exams, competitive exams according to their field of interest.

After completion of Bachelor's degree options available are-

1. Chemist in Pharmaceutical companies, government or private agencies and industries.
2. Medical representative (MR)
3. Competitive exams like Food Inspector, Food Analyst etc
4. Lab technicians in labs of Hospitals, Colleges, Schools, pharma industries.

After passing B.Ed degree One can apply for a Primary School Teacher (PRT), TGT (Trained Graduate Teacher) in Kendriya Vidhyalaya, Navodaya Schools, other Govt and Private schools. One should crack the entrance exams and interviews conducted by several schools.

After Completion of Masters Degree (MSc) in Chemistry. There are many more options as follows:-

1. (MSc + B.Ed) As a PGT (Post Graduation Teachers) in KV, Navodaya, Govt. and private schools.
2. **Assistant Professor** - Eligibility Criteria for AP are NET / SET and Ph.D.

NET is a National Eligible Test conducted by National Testing Agency (NTA). Joint CSIR - NET is a test conducted to determine the eligibility of Indian Nationals for JRF, (Junior research fellowship), Assistant Professor and admissions to Ph.D in Indian universities and Colleges to fulfil the eligibility criteria laid down by UGC.

It also provides Research fellowships for training in methods of research under expert Guidance of Faculty members/ Scientist working in University Department/ National Laboratories & Institutions in various fields of Science.

SET is the State Eligible Test valid for State Universities.

Candidates must crack the Exam PSc (Public Service Commission) for Assistant Professor) conducted by various states if they are interested in working at Govt Colleges. They can also apply for State and Central Universities of India

GATE (for M.Tech and Ph.D): Graduate Aptitude test in engineering is an entrance examination conducted in India that primarily tests the comprehensive understanding of undergraduate subjects in Engineering and sciences for admission into postgraduate programmes. GATE is conducted jointly by the Indian Institutes of Science and 7 Indian Institute of Science and 7 Indian Institutes of Technologies at Roorkee, Delhi, Guwahati, Kanpur, Kharagpur, Chennai, Madras and Mumbai on behalf of the National Coordination Board.

Gate Score of a candidate reflects the relative performance level of a candidate. The score is used for admissions to various Post Graduation Education Programs for Example Masters of Engineering, Masters of Technology, Masters of Architecture, Doctor of Philosophy in Indian higher education institutions with Financial assistance provided by MOE and other government agencies.

GATE results are usually declared about one month after the examination are over. The score is valid for 3 years from the date of announcement of the GATE results. The score cards are issued only to qualified Candidates.

On the basis of NET and GATE, candidates can apply in research and IIT Institutes for Ph.D and the selection criteria for this is Interview. After selection Institutions provide scholarships for Ph.D. There are many Women's Scholarships that are also available for Girls students.

Exam conduction mode for NET, SET and GATE is online
Geochemist - This is also a Wonderful option for the candidates having Masters in Chemistry or in any other science stream. Exam for Geochemist conducted by UPSC (Union Public Service Commission)

Scientist- Candidates interested in the field of research can work in the scientific stream in many reputed Research centres in India.

Some of the Prestigious research centres are :-

IISc Bangalore (Indian Institute of Science)
IISER, Bhopal, Pune, Kolkata (Indian Institute of Science Education and research)

VIT (Vellore Institute of Technology)
 Homi Bhabha National Institute

NIT (National Institute of Technology), Tiruchirappalli)

ICT (Institute of Chemical Technology, Mumbai)

SRM (Institute of Science & Technology, Chennai)

TIFR (Tata Institutes of Fundamental Research, Mumbai)

DRDO (Defence research and development Organisation)

ISRO (Indian Space research Organisation)

IIT (Indian Institute of Technology) of Madras, Mumbai, Kanpur, Roorkee, Delhi, Madras, Varanasi, Hyderabad, Kharagpur, Guwahati)

CECRI (Central Electrochemical Research Institute, Karaikudi)

CLRI (Central leather Research Institute, Chennai)

CIMFR (Central Institute of Mining and fuel Research, Dhanbad)

CSMCRI (Central salt and marine Chemicals Research Institute, Bhavnager)

IICT (Indian Institute of Chemical Technology, Hyderabad)

IIP (Indian Institute of Petroleum, Dehradun)

NCL (National Chemical Laboratory, Pune)

NEIST (North - East Institute of Science & Technology, Jorhat)

NIIST (National Institute for Inter- disciplinary Science & Technology, Thiruvananthapuram)

Some of the Prestigious and Global Universities for higher Education are:-

University of Delhi, Jamia Millia Islamia, Aligarh Muslim University, BHU (Banaras Hindu University), BITS Pilani (Birla Institute of Technology & Science, Pilani), University of Calcutta, Madurai Kamaraj University, Maharshi Dayanand University Pitampura, Indian School of Mines Dhanbad, Siksha Anusandhan University Bhubaneswar, Anna University Chennai.

Conclusion : The above research study covers all the perspective regarding Competitive Exams Entrance Exams, Research areas, Jobs and Employment in several field of Chemistry. It may helpful for the students in choosing their career. If a student couldn't be able to succeed in NEET entrance for medical or PSc for administrative services, even then he can achieve a lot in his life.

If they move forward with planning and focus, they will definitely not remain unemployed in their life.

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कैरियर मार्गदर्शन और छात्र अभिरुचि

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प्रस्तावना - इस आलेख के अंतर्गत कैरियर मार्गदर्शन में विद्यार्थियों के अभिरुचि विषय पर गहन विश्लेषणात्मक प्रस्तुति है इसमें विद्यार्थियों को उनके सपनों का करियर चुनने और उसमें सफल होने में मदद करने के लिए प्रभावी रणनीतियों को विकसित करने पर आलेख को केंद्रित किया गया है।

आलेख के मुख्य बिंदु :

1. विद्यार्थी अभिरुचि का आकलन
2. कैरियर मार्गदर्शन की रणनीतियां
3. विद्यार्थी अभिरुचि और कैरियर मार्गदर्शन के मध्य अंतर संबंध
4. कैरियर प्रोफाइल
5. मनोवैज्ञानिक परीक्षण
6. कार्यानुभव (Internship)

विद्यार्थियों की रुचि के अनुरूप करियर चुनने का महत्व एक विस्तृत विश्लेषण।

विद्यार्थियों के लिए अपनी रुचि के अनुरूप करियर चुनना महत्वपूर्ण पड़ाव है। यह न केवल उन्हें सफलता और संतुष्टि प्राप्त करने में मदद करता है बल्कि उनके जीवन की दशा और दिशा में समग्र रूप से सकारात्मक प्रभाव भी डालता है। इस लेख में कुछ ऐसे प्रमुख कारण दिए गए हैं जो विद्यार्थियों के लिए रुचि आधारित करियर चुनने को बहुत महत्वपूर्ण सिद्ध करते हैं प्रेरणा और जुड़ाव जब विद्यार्थी किसी ऐसे क्षेत्र में काम करते हैं जो उन्हें पसंद है तो वह स्वाभाविक रूप से अधिक प्रेरित होकर अपने काम में लगे रहते हैं वह चुनौतियों का सामना करने और अधिक प्रयास करने के लिए सदैव तत्पर रहते हैं, जिसके फल स्वरूप बेहतर प्रदर्शन और सफलता प्राप्त होती है कौशल और प्रतिभा का विकास जब छात्र अपनी रुचि के अनुरूप क्षेत्र में कार्य करते हैं तो वह उनसे जुड़े कौशल और प्रतिभाओं को विकसित करने की अधिक संभावना रखते हैं। वे रचनात्मक समस्या समाधान और महत्त्वपूर्ण विषयों को सीखते हैं जो उन्हें किसी भी क्षेत्र में आगे बढ़ाने में सफलता प्राप्त करने में मदद करते हैं। जीवन में संतुष्टि रुचि आधारित करियर चुनने से विद्यार्थियों को अपने कार्य में न केवल संतुष्टि मिलती है आनंद भी मिलता है। वे हर दिन अपने काम पर जाने के लिए उत्सुक रहते हैं और अपने कार्य के प्रति सदैव उत्साहित रहते हैं।

यह उत्साह उनके समग्र मानसिक स्वास्थ्य और जीवन की गुणवत्ता में सुधार करता है। जो विद्यार्थी अपनी रुचि का पालन करते हैं वह अपने करियर में लंबे समय तक सफल होने की अधिक संभावना रखते हैं। वह अपने काम में उत्कृष्टता प्राप्त करते हैं और तेजी से पदोन्नति प्राप्त करते हैं। अपने क्षेत्र के विशेषज्ञ भी बन जाते हैं और उच्च वेतन और लाभ प्राप्त करते हैं। ऐसे सक्सेसफुल लोग समाज में अधिक योगदान देते हैं। जब विद्यार्थी

अपनी रुचि के रूप करियर चुनते हैं तो वह उन क्षेत्रों में योगदान करने की अधिक संभावना रखते हैं जहां वे सबसे अधिक प्रभाव डाल सकते हैं अपनी प्रतिभा और कौशल का उपयोग करके समाज में सार्थक और सकारात्मक बदलाव ला सकते हैं। दुनिया को बेहतर जगह बनाने में अपना एक बड़ा योगदान दे सकते हैं। इसके लिए यह अति आवश्यक है की माता-पिता और शिक्षक विद्यार्थियों को उनकी रुचियों और कौशल का पता लगाने के लिए प्रोत्साहित करें। संस्थान में कैरियर मार्गदर्शन और परामर्श कार्यक्रम उपलब्ध कराए जाने पर विशेष बल दिया जाना चाहिए। सरकार को रुचि आधारित करियर शिक्षा और प्रशिक्षण को बढ़ावा देने के लिए ठोस नीतियां बनानी चाहिए।

आज की प्रतिस्पर्धा युक्त दुनिया में युवाओं के लिए सही कैरियर चुनना अत्यंत महत्वपूर्ण है यह निर्णय न केवल उनके भविष्य की सफलता और वित्तीय सुरक्षा को प्रभावित करता है बल्कि उनके जीवन के समग्र रूप से संतुष्टि और खुशी के स्तर का भी निर्धारण करता है। विद्यार्थियों को सही करियर चुनने में मदद करने के लिए कैरियर मार्गदर्शन और विद्यार्थी अभिरुचि दो महत्वपूर्ण अवधारणाएं हैं। कैरियर मार्गदर्शन एक व्यापक प्रक्रिया है जो विद्यार्थियों को उनके लक्षण कौशल और रुचियों का पता लगाने विभिन्न करियर विकल्पों के बारे में जानकारी प्राप्त करने और उनके लिए सबसे उपयुक्त करियर मार्ग चुनने में सहायता करती है विद्यार्थी अभिरुचि उन गतिविधियों विषयों और क्षेत्र के प्रति एक व्यक्ति की प्राकृतिक प्रवृत्ति और आकर्षक को संदर्भित करती है यह आलेख इन दोनों अवधारणाओं के बीच संबंधों का पता लगाएगी और विद्यार्थियों को उनकी रुचि के अनुरूप करियर चुनने में मदद करने के लिए प्रभावी रणनीतियों को स्पष्ट करेगा विद्यार्थी अभिरुचि का आकलन विद्यार्थियों की रुचि का आकलन विभिन्न तरीकों तकनीक का उपयोग करके किया जा सकता है जिनमें शामिल है मनोवैज्ञानिक परीक्षण यमनोवैज्ञानिक परीक्षणविद्यार्थियों की रुचि का आकलन करने के लिए यह एक महत्वपूर्ण टूल है मनोवैज्ञानिक परीक्षण जिसे मनोवैज्ञानिक मूल्यांकन या मानसिक परीक्षण के रूप में भी जाना जाता है। वैज्ञानिक तरीकों का उपयोग करके व्यक्तियों के मानसिक कार्यों क्षमताओं व्यक्तित्व और व्यवहारों का मूल्यांकन करने का एक व्यवस्थित विज्ञान है। विद्यार्थी की रुचि का आकलन करने में मनोवैज्ञानिक परीक्षण महत्वपूर्ण भूमिका निभाते क्योंकि वे विभिन्न रुचि क्षेत्र की पहचान करने में मदद करते हैं मनोवैज्ञानिक परीक्षण विद्यार्थियों को उनकी रुचियां मूल्य प्राथमिकताओं की एक विस्तृत श्रृंखला प्रदान कर सकते हैं। जिससे उन्हें संभावित करियर विकल्पों का पता लगाने में बड़ी सहायता मिलती है

क्षमताओं और कौशल का मूल्यांकन भी करते हैं कुछ मनोवैज्ञानिक परीक्षण विशिष्ट क्षमताओं और कौशल जैसे की तार्किक सोच, समस्या समाधान, भाषा कौशल का आकलन करने के लिए डिजाइन किए गए हैं। यह जानकारी विद्यार्थियों को यह समझने में मदद करती है कि वह किन क्षेत्रों में अपना उत्कृष्ट प्रदर्शन कर सकते हैं और उन्हें किस प्रकार के शैक्षिक या व्यावसायिक प्रशिक्षण की आवश्यकता हो सकती है। व्यक्तित्व लक्षणों का विश्लेषण भी मनोवैज्ञानिक परीक्षण करते हैं व्यक्तित्व परीक्षण विद्यार्थियों के व्यक्तित्व लक्षणों जैसे कि अंतर्मुखी या बहिर्मुखी, व्यवस्थित या अव्यवस्थित, जोखिम लेने वाला या जोखिम से बचने वाला, का मूल्यांकन भी इस परीक्षण के अंतर्गत हो सकता है। यह जानकारी विद्यार्थियों को यह समझने में मदद करती है कि वह किस प्रकार के कार्य वातावरण और कार्य संस्कृति में सबसे अधिक सफल होंगे। मनोवैज्ञानिक परीक्षणों के परिणाम का उपयोग विद्यार्थियों को उनके लिए उपयुक्त शैक्षिक कार्यक्रमों करियर विकल्पों की पहचान करने में मदद करने में बहुत सहायक साबित होता है। विद्यार्थी रुचि का आकलन करने के लिए उपयोग में लिए जाने वाले कुछ सामान्य मनोवैज्ञानिक परीक्षण इस प्रकार हैं 'अभिरुचि परीक्षण यह परीक्षण विद्यार्थियों के विभिन्न प्रकार की गतिविधियों विषयों और क्षेत्र में रुचि के स्तर को मापते हैं क्षमता परीक्षण यह परीक्षण विद्यार्थियों की तार्किक सोच समस्या समाधान भाषा स्थानिक तर्क और गणितीय क्षमताओं का मूल्यांकन करते हैं। व्यक्तित्व परीक्षण यह परीक्षण विद्यार्थियों के व्यक्तित्व लक्षणों जैसे कि अंतर्मुखी या बहिर्मुखी व्यवस्थित या अव्यवस्थित और जोखिम लेने वाला या जोखिम से बचने वाले का मूल्यांकन करते हैं मूल्य परीक्षण यह परीक्षण विद्यार्थियों के मूल्यों एवं विश्वासों का मूल्यांकन करते हैं जो उनके करियर के लक्ष्यों और निर्णय को प्रभावित कर सकते हैं। मनोवैज्ञानिक परीक्षणों के संबंध में यह स्मरण रखना चाहिए की मनोवैज्ञानिक परीक्षण केवल एक उपकरण है और इन्हें अकेले निर्णय लेने के लिए उपयोग नहीं किया जाना चाहिए। विद्यार्थियों की रुचि का आकलन करने के लिए अन्य कारकों जैसे कि उनके शैक्षणिक प्रदर्शन, कार्य अनुभव और व्यक्तिगत लक्षणों पर भी विचार किया जाना। अति अनिवार्य है मनोवैज्ञानिक परीक्षण करते समय कुछ दिशा निर्देशों का पालन करना अत्यंत महत्वपूर्ण है। जैसे कि परीक्षण एक योग्य मनोवैज्ञानिक या प्रशिक्षित पेशेवर द्वारा प्रशासित किया जाना चाहिए। परीक्षण एक शांत और निजी वातावरण में दिया जाना चाहिए। विद्यार्थियों को परीक्षण के उद्देश्य के बारे में स्पष्ट निर्देश दिए जाने चाहिए।

करियर प्रोफाइल विभिन्न करियर विकल्पों के बारे में विस्तृत जानकारी प्रदान करने वाले करियर प्रोफाइल विद्यार्थियों को उनकी रुचि के क्षेत्र की पहचान करने में मदद कर सकती हैं। करियर प्रोफाइल में आमतौर पर इस तरह की जानकारी शामिल होनी चाहिए जैसे कैरियर का शीर्षक, काम का विवरण, शैक्षणिक योग्यता, कौशल और क्षमताएं, कार्य का वातावरण वेतन और लाभ, रोजगार दृष्टिकोण, करियर में विकास के अवसर जिसके अंतर्गत करियर में आगे बढ़ने और पदोन्नति प्राप्त करने के अवसरों का वर्णन रहे। संबंधित करियर इसके अंतर्गत उन विकल्पों की सूची की जानकारी होती है जो समान कौशल और क्षमताओं का उपयोग करते हैं।

इस तरह की करियर प्रोफाइल से विद्यार्थी अनेक तरीके से लाभान्वित होते हैं। उन्हें विभिन्न करियर विकल्पों के बारे में जानकारी मिल जाती है। करियर प्रोफाइल विद्यार्थियों को विभिन्न प्रकार की करियर के बारे में जानने का अवसर प्रदान करती है जिनके बारे में वे अन्यथा नहीं जानते होंगे अपनी

रुचि के क्षेत्र की पहचान करने में मदद मिल जाती है करियर प्रोफाइल विद्यार्थियों को यह समझने में भी मदद कर सकती है कि उनकी रुचियां और कौशल किन करियर विकल्पों के अनुकूल या निकट है। इस प्रकार की सूचनाएं एवं जानकारी निर्णय लेने में सक्षम बनाती हैं करियर प्रोफाइल विद्यार्थियों को उनके लिए सबसे उपयुक्त करियर विकल्प चुनने के लिए आवश्यक जानकारी देने का एक जरिया है। विद्यार्थियों को कैरियर प्रोफाइल खोजने के लिए कहीं संसाधन वर्तमान में उपलब्ध हैं जिनमें शामिल हैं शासकीय वेबसाइट, शैक्षिक संस्थान, कैरियर मार्गदर्शन केंद्र, ऑनलाइन संसाधन।

छात्रों को चाहिए की विभिन्न स्रोतों से कैरियर प्रोफाइल इकट्ठा करें और अपनी रुचि और कौशल के आधार पर करियर चुनने में इन संसाधनों की सहायता लें करियर काउंसलर या अन्य व्यावसायिक लोगों से भी सलाह ली जा सकती है। जो उनके लिए सबसे उपयुक्त करियर विकल्प चुनने में मदद कर सकते हैं।

रुचि सूची विद्यार्थियों को विभिन्न गतिविधियों विषयों और क्षेत्र के बारे में अपनी रुचि का स्तर जानने के लिए रुचि सूची का उपयोग किया जा सकता है। साक्षात्कार विद्यार्थियों के साथ व्यक्तिगत साक्षात्कार उनकी रुचियां लक्षण और परिणाम को बेहतर ढंग से समझने में मदद कर सकते हैं अवलोकन विद्यार्थियों को विभिन्न गतिविधियों में भाग लेते हुए देखना उनकी रुचियों और कौशल का मूल्यांकन करने का एक उपयोगी तरीका हो सकता है कैरियर मार्गदर्शन रणनीतियां छात्रों को सही करियर चुनने में मदद करने के लिए कौन सी रणनीतियां को अपनाना चाहिए इस संबंध में कुछ इस तरह के प्रयास किए जा सकते हैं।

जानकारी प्रदान करना विद्यार्थियों को विभिन्न करियर विकल्पों शैक्षिक आवश्यकताओं और रोजगार के अवसरों के बारे में सटीक और अधिकतम जानकारी प्रदान करना उनके लिए अत्यंत महत्वपूर्ण होगा कौशल विकास विद्यार्थियों को आवश्यक कौशल और ज्ञान विकसित करने में मदद करने के लिए कार्यशालाएं, सेमिनार, प्रशिक्षण कार्यक्रम, आयोजित किया जा सकते हैं निर्णय लेने में सहायता विद्यार्थियों को उनके करियर लक्षण को निर्धारित करने और उनके लिए सबसे उपयुक्त विकल्प चुनने में मदद करने के लिए व्यक्तिगत परामर्श (Counselling) बहुत उपयोगी सिद्ध हो सकता है।

विभिन्न संस्थाओं के अनुभव प्रदान करना (Internship) कुछ दिन किसी संस्थाओं के साथ काम करने का व्यावहारिक अनुभव प्राप्त करना भी छात्रों की रुचि निर्धारण में सहायक होता है।

इस प्रकार अनेक संसाधनों मार्गदर्शनों कार्यशाला विभिन्न वेबसाइटों के माध्यम से छात्रों से यह अपेक्षा की जाती है कि वह सबसे पहले अपनी अभिरुचियों को समझे और बेहतरीन करियर का चुनाव कर अपने जीवन और समाज में एक बेहतरीन प्रदर्शन के माध्यम से उत्कृष्टता अर्जित करें।

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