



A COMPARATIVE ANALYSIS OF COLLEGE STUDENTS IN CAREER COUNSELING EFFECT THROUGH JOB SELECTION AND SATISFACTION

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Abstract:

Human resources are the most viable and valuable resources that are available in the society. Of all the resources that are available in the society. These human resources are readily available in huge quantities and have a significant potential in India. In spite of their extensive education and impressive skills, a significant number of the students are unable to secure employment that is suitable for them at the appropriate time and in the appropriate location. To explore employment opportunities in India and other countries, this is only feasible for a select few pupils who have a crystal clear understanding of their goals and objectives. Finding and picking the proper vocation is dependent on a variety of elements, including one's own talents, education, knowledge, abilities, and technical skills, as well as keeping oneself up to date by participating in ongoing training or education, and, lastly, dedication and enthusiasm for the work that one hopes to undertake. In this article, a comparative analysis of college students in career counseling effect through job selection and satisfaction has been discussed.

Keywords: College, Students, Career, Counseling, Job, Selection, Satisfaction.



INTRODUCTION:

Students attending many educational institutions do not have access to adequate career guidance or counseling services, making it difficult for them to find acceptable jobs as soon as they have completed their study. Career guidance and counseling services have become increasingly significant at higher educational institutions as a way to give students with aid and advice, as well as to better enlighten students about the educational and occupational options available to them in the future. The process of acquiring employability skills can be difficult and unpleasant for many students, and it requires a significant amount of participation from teachers as well as from institutions. Our children need to have both "functional" and "soft" skills in order to be successful in today's world. These "soft" skills include things like the ability to socialize, communicate, and be creative. They also require a geographic matching between where jobs are produced and where talents are developed, among other things. Despite this, young people in today's society have unprecedented access to new contacts and opportunities thanks to social networking sites. All of these things, however, do not enable the development of employability skills nor do they equip individuals with the necessary abilities required for the labor market. For this reason, it is essential for educational institutions, particularly colleges and universities, to enhance their career guidance and counseling programs by using innovative techniques and methods. As a result, the current research would be able to find particular solutions to the challenges that students have when attending higher educational institutions. The study was aimed to a comparative analysis of college students in career counseling effect through job selection and satisfaction.

RESEARCH METHODOLOGY:

Research Design:

The research strategy and methodology employed in the study were selected with the aim of the investigation in mind. This study investigated the different elements influencing adolescents' professional maturity and decision-making process. There was a quantitative and a qualitative phase in the mixed method design.



Hypothesis:

H00: There is no significant difference in the conduct of counseling programs between the colleges/ universities of West Bengal state.

H01: There is no significant difference in the strategies/approaches used between the colleges/ universities of West Bengal state.

H02: There is no significance difference in the services of collaborating institutions between the colleges/ universities West Bengal state.

Research Population:

Four universities and four colleges/units that undertake career advice and counseling programs are chosen from the state of West Bengal to be the study's locations. the following universities— Mahatma Gandhi University, Murshidabad University, Netaji Subash Open University, Bankura University—as well as the following colleges— Calcutta Institute of Technology, Bengal Institute of Technology and Management, Coalfield College of Education, and Malda College in West Bengal—were chosen for the current study.

Sample Framework:

In order to learn about the strategies and procedures used in the execution of career counseling programs in the selected universities and colleges, coordinators, placement officers, and career guidance and counseling officers are chosen as a sample population. In a similar vein, educators and trainers who participated in the teaching process are chosen and given interviews to learn more about the different approaches and techniques used in the aforementioned initiatives. In a similar vein, the study's subsample consisted of the beneficiaries/students. Consequently, the following is the whole study sample frame:

Universities: 4

Colleges/Units: 4

Coordinators/Placement officer's/ Career guidance counsellors: 30



Teachers/trainers: 50

Students/ Beneficiaries: 120

Research Sample:

The approach of purposeful sampling was employed to recruit research participants from the colleges. According to Oliver (2006), purposeful sampling is a type of non-probability sampling where the researcher makes decisions about which people to include in the sample based on a range of factors, such as the subject's expertise in the research topic or their ability and willingness to participate in the study. Purposive sampling, a common case sampling technique, was used in this study while keeping the goals of the investigation in mind.

Measures Used in the Study:

The following measures were used in the study:

Socio-demographic data sheet: The researcher created a questionnaire that was used to gather demographic information about the student and his or her family. The date of birth, contact details, type of family, income level, number of siblings, prior career counseling experience, contentment with the current course, and decision-making status on possibilities for post-secondary education and employment were gathered from the students.

Five attitude-related variables are evaluated: independent in career decision making (the degree to which an individual relied on others to make a career choice), resolute in career decision making (the degree to which a person is adamant about making a choice), orientation in career decision making (the degree to which an individual is oriented toward task or pleasure in an individual's attitude towards work), and compromise in career decision making (the degree to which an individual is willing to compromise between needs and reality). The participant must select between the yes and no answers for each of the 50 questions on the attitude scale. On this Career Maturity Inventory scale, a single overall score is calculated. On the scale, one can receive a minimum score of 0 and a maximum score of 50. Higher scores signify a more evolved and mature mindset when it comes to making career decisions.



The competency scale consists of five components: goal selection (picking a career), planning (seeing ahead), problem-solving (understanding what to do), and self-evaluation (knowing oneself). The competency scale consists of 70 items, each of which has five possible answers and only one right response. On the response page, the participant must write his preferred option. There are two possible scores for each question: 0 or 1. For each of the five competence scale subscales, a total of five scores are achieved.

The Career Maturity Inventory's architecture and content validity have been proven. The Career Maturity Inventory's modified version has reliability coefficients ranging from 0.70 to 0.92 for the attitude scale and from 0.54 to 0.88 for the competence scales.

The MAI, or Metacognitive Awareness Inventory, the metacognitive awareness is measured using a 52-item assessment. The two categories that are measured are cognition knowledge (metacognitive knowledge) and cognition regulation (metacognitive regulation). Response possibilities for the scale items are true or false. 52 is the highest possible score, while 0 is the lowest. Greater metacognitive activity is correlated with higher scores, and vice versa.

Under the knowledge of cognition factor, the scale provides the following subscales: conditional knowledge, procedural knowledge, and declarative knowledge. The planning, information management, comprehension monitoring, debugging, and evaluation subscales fall under the regulation of cognitive factor.

Numerous studies have verified the validity and reliability of this scale. The reliability of the factors was determined (Cronbach alpha = 0.90). The items' factor loadings vary from 0.32 to 0.70. It was discovered that the internal consistency reliability coefficient was 0.95. The Indian population has also been measured using this scale.

Questionnaire on Parental Authority (PAQ): It is a 30-item survey that Buri created in 1991 to gauge how a child views their parenting. Three parenting philosophies are evaluated: permissive, authoritarian, and authoritative. Students must hear statements regarding how they felt about their relationship with their parents as children. Each of the 10 items on the five-point Likert scale has alternatives ranging from 1 (strongly disagree) to 5 (strongly agree). A higher number denotes a



higher level of that parenting approach. In this study, the parenting style that is deemed to have the greatest score is considered to be the dominant style.

Data Collection:

The study instruments that were created in this way were given to the chosen sample population, which included teachers, trainers, career guidance counselors, placement officers, coordinators, students, and beneficiaries. Information from coordinators, placement officers, and career guidance counselors regarding career advice and counseling activities, skills taught, methods and techniques used, connections and cooperation with possible institutions, practices that aided in student development, etc.

Primary research Stage I. During the initial meeting with the individuals selected for the research, they were informed about the goals of the investigation and given a guarantee of privacy. In this session, participants were given informed consent forms to sign on behalf of their parents, and their consent was acquired.

The individuals who received parental approval were given the questionnaires during the second and third contact sessions. The questions were filled out by the participants in English. It took almost two hours to finish the questionnaires. Over the course of a week, two one- to one-and-a-half-hour sessions were used to collect the data.

The justification for phase II The goal of the quantitative phase was to ascertain how a particular factor—career maturity—relates to personality, perceived parenting style, metacognition, gender, decision status, kind of college, socioeconomic status, and field of study.

The importance of social and familial factors in the decision-making process about a career has been suggested by theory and earlier studies. There has also been emphasis on the elements' unique significance in the Indian setting. The purpose of the study's second phase was to investigate how an individual's profession choices and decision-making are influenced by environmental and personal factors. In order to enhance and broaden the findings of the quantitative phase, it sought to learn more about these facets of professional decision-making.



Semi-organized conversation. "A qualitative data collection strategy in which the researcher asks informants a series of pre-determined but open-ended questions" is the definition of a semi-structured interview. Semi-structured interviews, in Mertens' perspective, make it easier to gather data regarding participants' ideas, opinions, and experiences with a certain study component.

This study phase's objective was to investigate how students chose their careers and how they perceived the variables that affected those choices. For this reason, semi-structured interviews were chosen as the data collecting method to gather information about how contextual and personal factors affect career decision-making. They support investigating, through methods like semi-structured interviews, how social factors—such as family, role models, gender norms, and individual factors—affect teenagers' profession choice processes. The interview schedule for this study was created with these principles in mind. Closed-ended and open-ended questions were used in the interview to get information regarding the following topics: factors impacting career decisions, family and career decision-making, and career choices and factors. The purpose of the interview was to gain a deeper understanding of the participants' viewpoints on the aforementioned elements that could have influenced their decision-making regarding their careers.

Three specialists with backgrounds in qualitative research verified the interview schedule. The questions were revised in light of the experts' input, and a final interview schedule was created. When more information was needed on any given topic, probes were designed to be employed.

Two participants participated in a pilot study to test and improve the interview technique. The final interview schedule was written up and adjustments were made as needed. These participants were interviewed one-on-one in a low-distraction setting, and the conversation was audio recorded for later review. The participants gave their consent after being informed about the audio recording. The participants gave their consent to be included in the record as well.

Coding and Tabulation: To guarantee that the study's goals are met, the data was then gathered, coded, tabulated, and examined independently using SPSS. Statistical methods: The hypotheses are tested using statistical methods including p-values, percentages, Chi square tests, and frequencies.



Ethical Considerations:

The participants were allowed to leave the study at any moment, and participation was entirely voluntary. The college principals provided their consent. The informed consent form that detailed the study's overall details and confidentiality concerns was used to gain written consent from the participants' parents as well as from the individuals who were chosen for participation. Each participant in the quantitative and qualitative phases was given a unique identity number in order to safeguard their privacy. This number has been used for all subsequent references. The researcher was the only one with access to the password-protected computer that held the electronic data and the audio recording equipment for the interviews. The researcher is the only person with access to the hard copies of the data, which are kept locked away. Individual questionnaire responses were shared with the interested parties upon request.

DATA ANALYSIS, INTERPRETATION, RESULTS AND DISCUSSION:

Table 1: Reliability Coefficients for the Sub-Scales of the Career Maturity Inventory

Sub Scale	Cronbach's Alpha
Attitude	.73
Self-Appraisal	.57
Occupational Information	.62
Goal Selection	.64
Planning	.72
Problem Solving	.39

The Cronbach's alpha values reveal that the data from Career Maturity Inventory was moderately reliable.

Table 2: Reliability Coefficients for Parental Authority Questionnaire

Sub Scale	Cronbach's Alpha
Authoritarian	.73
Authoritative	.69
Permissive	.50

The Cronbach's alpha values reveal that the data from the Parental Authority Questionnaire was moderately reliable.

Table 3: Reliability Coefficient for Metacognitive Awareness Inventory

	Cronbach's Alpha
MAI	.78

The Cronbach's alpha values reveal that the data from the Metacognitive Awareness Inventory was highly reliable.

Table 4: Reliability Coefficients for Neo Five Factor Inventory

Sub Scale	Cronbach's Alpha
Neuroticism	.64
Openness	.31
Conscientiousness	.67
Extraversion	.49
Agreeableness	.46

The Cronbach’s alpha values reveal that the data from the neuroticism and conscientiousness scales of the Neo Five Factor Inventory was moderately reliable. However, data from the openness, extraversion and agreeableness sub scales showed low Cronbach’s alpha values.

Table 5: Demographic data

DEMOGRAPHIC PROFILE	FREQUENCY	PERCENTAGE
Male	95	45.67
Female	75	36.05
Others	38	18.26
Total	208	100.00

Table 6: Age

AGE	FREQUENCY	PERCENTAGE
19 – 22	50	41.66
23 - 26	30	25
27 – 30	20	16.66
31 & Above	20	16.66
Total	120	100.00

Table 7: Socio economic status

SOCIO-ECONOMIC STATUS	FREQUENCY	PERCENTAGE
Upper	35	16.82%
Upper Middle	100	48.07%
Lower middle	45	21.63%
Lower	28	13.46%
Total	208	100.00

Table 8: Class Obtained

CLASS OBTAINED	FREQUENCY	PERCENTAGE
Distinction	60	28.84
First Class	40	19.23
Second Class	90	43.26
Third Class	18	8.65
Total	208	100.00

Table 4.9: Decision status related to career choice

DECISION STATUS RELATED TO CAREER CHOICE	FREQUENCY	PERCENTAGE
Decided	80	38.46
Undecided	128	61.53
Total	208	100.00

Table 4.10: Exposure to career counseling

EXPOSURE TO CAREER COUNSELING	FREQUENCY	PERCENTAGE
Yes	50	24.03
No	140	67.30
Not specified	18	8.65
Total	208	100.00

Table 4.11: Distribution of scores on Career Maturity Attitude Scale, Career Maturity Competence Scales, Metacognition and Personality traits in the Sample

VARIABLE	MEAN	SD
CMI Attitude	26.85	5.46
Self- Appraisal	5.59	2.48
Occupational Information	6.24	2.98
Goal Selection	5.01	2.65
Planning	4.53	2.83
Problem Solving	3.68	1.94
Metacognition	37.46	6.37
Neuroticism	24.89	5.97
Extraversion	28.09	4.61
Openness	24.54	4.35
Agreeableness	25.31	4.90
Conscientiousness	28.77	5.96

Table 4.12: Correlation between Career Maturity Attitude and Competency Scales with Personality traits

Group	Att	SA	OI	GS	P	PS
Neuroticism	-.14**	.049	.040	.048	.098*	.056
Extraversion	.01	.037	.008	.018	.001	.027

Openness	.16**	.179**	.068	.066	.038	.021
Agreeableness	.05	.016	.062	.027	.030	.034
Conscientiousness	.12**	-.020	-.059	-.012	-.080	-.070

Note. Att= Attitude scale, SA= Self-Appraisal, OI= Occupational Information, GS= Goal Selection, P= Planning, PS= Problem Solving *p < 0.05; ** p< 0.01

Table 4.13: Correlation between Career Maturity Attitude and Competency Scales with Metacognition

Variable	Att	SA	OI	GS	P	PS
Metacognition	.02	.006	.019	.037	.004	.053

Table 4.14: Correlation between Career Maturity Attitude and Competency Scales with Parenting Styles

GROUP	CMI SCALES					
	Att	SA	OI	GS	P	PS
Authoritarian	-.27**	-.136**	-.151**	-.204**	-.160**	-.173**
Authoritative	.11**	.073	.126**	.149**	.092*	-.006
Permissive	-.01	-.076	-.023	.013	.007	-.068

Note. Att= Attitude scale, SA= Self-Appraisal, OI= Occupational Information, GS= Goal

Selection, P= Planning, PS= Problem Solving *p < 0.05; ** p< 0.01

Table 15: Comparison of Career Maturity Attitude and Competency Scales across Authoritarian (A), Authoritative (Au) and Permissive (Pe) Parenting Styles

	A	Au	Pe	F	df	p
	M ± (SD)	M ± (SD)	M ± (SD)			
Att	25.80 (4.89)	27.58 (5.75)	26 (4.98)	6.59	2,544	.001**
SA	5.52 (2.42)	5.75 (2.57)	5.21 (2.24)	2.045	2,545	.130
OI	5.63 (2.80)	6.69 (2.93)	5.69 (3.12)	8.197	2,543	<.001**
GS	4.27 (2.44)	5.51 (2.67)	4.45 (2.50)	13.61	2,545	<.001**
P	3.80 (2.59)	4.93 (2.82)	4.27 (2.94)	7.89	2,545	<.001**
PS	3.19 (2.01)	3.92 (1.89)	3.57 (1.88)	6.74	2,542	.001**

Note: Att= Attitude scale, SA= Self-Appraisal, OI= Occupational Information, GS= Goal Selection, P= Planning, PS= Problem Solving *p < 0.05; ** p< 0.01

The purpose of the study was to comprehend the psychosocial elements connected to teenagers' job decision-making. The quantitative phase demonstrated the relationships between professional maturity and contextual factors such as parenting style and socioeconomic level, as well as individual aspects such as personality and gender. The qualitative phase's results supplemented the quantitative study's findings by emphasizing the importance of societal and familial influences, as well as individual characteristics like hobbies and work-related considerations, on teenagers' career decisions. When taken as a whole, these findings offer insight into the many facets of and variables affecting teenage employment selections. Literature has also emphasized the need of having a thorough grasp of all the variables that affect one of a person's most significant decisions.



CONCLUSION:

Picking a career way and settling on conditional career choices is a significant errand in youth. A few elements impact this decision and a comprehension of the course of career decision making might support the development of powerful career direction programs.

A blended strategies configuration was utilized with quantitative and subjective techniques to gather and break down information. The examination was directed in two stages. The quantitative review investigated the relationship between saw nurturing style, character qualities, and metacognition with career development. It likewise concentrated on the connection between financial status, orientation, and college type, stream of study and choice status with career development. The subjective review investigated the individual and family factors in the career decision making of the members.

Elucidating measurements, relationship and relapse investigation, t tests and one-way ANOVA was utilized. Critical pessimistic affiliations were found among neuroticism and career development demeanor and arranging while huge positive affiliations were found between career development disposition and character attributes receptiveness and principles. Transparency was likewise altogether connected with self-examination. Seen nurturing style was additionally observed to be related with explicit parts of career development. Dictator nurturing style was viewed as related with lower career development scores while definitive nurturing style apparently was related with higher career development scores. Distinctions in sexual orientation were found in certain parts of career development disposition and skill. Students from private colleges and higher financial status apparently had higher career development in contrast with students from government colleges and lower financial foundations. Concluded students had higher career development than students who were not figure their future careers out. Relapse examination uncovered that the apparent nurturing style, character qualities, and metacognition, financial status, orientation, college type, stream of study and choice status affected all parts of career development. It features that different elements might be affecting career development.



In the subjective stage the information from interviews were deciphered, coded and layout examination was finished. Cross examination was finished between cases. Triangulation was finished to guarantee dependability and legitimacy in the examination cycle. Worldwide topics and sub-topics were gotten from the information. Scholastic and career decisions and variables affecting career decisions were the two worldwide subjects that arose out of the information. Fulfillment with career decision, choice status, decision making as a cycle from eighth norm to twelfth norm, wellsprings of data about careers and career assumptions were the sub-topics that arose under the worldwide topic scholarly and career decisions. The sub-topics under the worldwide subject variables affecting career decisions were inborn elements, outward factors, career related variables and orientation and career choices.

Larger part of the members detailed that they had pursued a career related choice. Fulfillment/disappointment with their decision was impacted by different elements. Choices had changed throughout some stretch of time for most members. Individuals apparently was the most well-known wellspring of data about careers. Negligible utilization of formal wellsprings of career direction was noted. Valuable open doors, fulfillment and monetary solidness were regularly communicated assumptions from careers. Individual interest and should be different were the natural variables seen to assume a part in career decisions. Future degree, simplicity of decision and monetary possibilities were the parts of careers generally seen to impact a singular's decision. Family supposedly was a critical impact in such manner. Direction and backing from family, good examples in the family, family mentalities towards occupations, word related generalizations, family correspondence and family assumptions arose as impacts on career choices. Society and orientation were likewise seen to assume a part in such manner.

The outcomes from the subjective examination give a more profound comprehension of the consequences of the factual investigation. At the point when seen together it was seen that inherent variables like character qualities, individual interest, orientation and individual assumptions affected career decisions. Outside and logical elements like financial status, college type, social variables and family factors like family demeanor towards occupations, family correspondence



designs, family support and nurturing style impacted career development and the career decision process.

The discoveries of the review have a few ramifications. Explicit character qualities were found to impact career development in this review. This draws out the requirement for career advocates to remember character appraisal for career counseling to acquire understanding into the client's assets and shortcomings and designer mediations to assist with defeating frail regions. For example, clients high on neuroticism and a propensity for profound pain might benefit from some intervention to manage their gloomy feelings successfully while clients low on honesty might benefit from some intervention to increment self-administrative way of behaving as scruples is a known indicator of a few records of occupation execution. Essentially, a client low on transparency could be directed towards a more dynamic investigation of career choices.

A critical finish of this examination has been the impact of guardians and family on work independent direction. The outcomes shown what significant various familial variables are in meaning for youths' work choices. There was a connection seen between career qualities and nurturing strategies. These outcomes can be used to bring issues to light among guardians of the critical effect they have on their youngster's expert dynamic cycle, which thusly influences the potential outcomes and accomplishments that their kid will have from now on. Guardians can figure out how to help career investigation and energize better decision-production during career counseling.

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