CHAPTER - II

THE PROBLEM

2.1 PURPOSES AND PROBLEMS : THEIR STATEMENTS

2.2 VARIABLES : THEIR SPECIFICATIONS
2.1 **PURPOSE AND PROBLEMS**

The purpose of the present research work, is the development and evaluation of career intervention programmes for adolescent students of class X. To meet this end the investigator developed three types of intervention programme and evaluated them accordingly. The aims of the present piece of work are:

a) The development of cognitive Intervention Programme for class X adolescent students.

b) The development of Affective Intervention Programme for class X adolescent students.

c) The development of Mixed Career Intervention Programme for class X adolescent students.

d) Comparative study of cognitive, affective and mixed intervention programme.
e) The evaluation of cognitive, affective and mixed Intervention Programmes.

To materialize the purposes of any scientific inquiry, the best way is to formulate research worthy problems having relevance with the purpose. Without a problem in view no research can take its birth, hence a clear notion of the problem is precondition for any kind of research. 'A large part of solution of a problem lies in knowing what it is, one if trying to do' (Kerlinger, 1973). Since problem emerges in a state of ignorance or doubt, it takes the form of an interrogative statement. As pointed out by Kerlinger (1966), framing the problem in the question form has additional advantage in scientific inquiry.

While posing a problem, the researcher has to keep in view that the problem is such that can be emenable to empirical testing, by testability it meant that it is possible to make a probability statement about the answer, that is to determine empirically a certain degree of probability about its being true or false (Mc Guigan, 1960). Through a problem, a researcher asks what relation exists between two or more variables. If the problem is a scientific one it will almost always contains two or more variables. In order to plan a research so that the researcher may be able to arrive at conclusive answer to
the problem in hand, he has provisionally to accept
an answer and then empirically test the tenability
of the answer. A researcher observes an event,
wonders about it, formulates some tentative ideas
about it, and sets out to test the accuracy of his
ideas (Bechrach. 1972).

Keeping in view the above mentioned purposes
of the present study the following problems have
been framed to seek their scientific solution:

STATEMENTS OF PROBLEMS:

1) Do cognitive Intervention programme
facilitate the career decision making ability
in the adolescent students of class X?

2) Do affective intervention programme
facilitate the career decision making ability
in the adolescent students of class X?

3) Do mixed intervention programme facilitate
the career decision making ability in the
adolescent students of class X?

4) Which programme is most suitable to the
indecisive students of class X?

5) Whether these programmes will leave their
lasting impact on the career decision making
of the Ss or not?
2.2 SPECIFICATION OF THE VARIABLES:
THEIR CONCEPTUAL AND OPERATIONAL DEFINITION:

Considering the aforementioned problems, it is very much clear that there exists following main variables viz. I) Career, II) Career decision making, III) Intervention - i) Cognitive intervention, ii) Affective intervention, iii) Mixed intervention, IV) Adolescent. The brief specification of the variables are presented as under:

I) CAREER:

"Career is a sequence of positions occupied by a person during the course of a life time (Super, 1957)". Choosing a career is not an easy task. Beyond gathering information on factors, such as different career options, the eligibility criteria, the premier institutions from where the required qualification for a certain career could be acquired, variables such as attitudes, abilities, interest, personality also play a major role. In today's competitive world the best job go to the best informed and the best prepared.
Career planning is one of the most crucial aspects of any person's life. Individual has to make the final decision after weighing the pros and cons of various career options. When a person plans his/her career, he/she should be in a position to set a time frame to achieve his/her goal and work towards this end with a disciplined mind, setting milestones in his/her life. Super et al (1957) pointed out in an attempt to give the vocabulary of vocational psychology and guidance some scientific precision, many people still mistakenly use the terms "Career", "Occupation", "Job" and "Position" as synonyms. Shartle (1952) first sought to give the last three terms precise meanings, and in due course added Super's definition of the first to his glossary, but popular and even professional (as contrasted with scientific) usage have typically used the words "Career" and "Occupation" interchangeably. Each person's occupational career is central to the quality of that person's life, a major intermediate guidance goal is developing students who have acquired the behaviours needed to be successful in an occupational career.
II) CAREER DECISION MAKING:

The decision making is an integral part of human life, everybody take decisions in their day to day life.

Career decision making refers to the process by which a person chooses his career. It includes some mediating variables like abilities, personality disposition, interest, cognitive informations, family background, socio-economic status, sex, geographical conditions etc.

Decision making is generally conceived to involves the processes of weighing positive and negative attitudes towards or evaluations of decision alternatives and then selecting the most satisfying alternatives.

A specialized and highly mathematical sub-area of psychology has developed, which focuses on these processes of weighing and selecting alternatives (Rapoport and Wallsten 1972).

Decision making can be broadly defined as the recognition of a problem, the discovery of potential, alternative solutions to the problem and the selection
of the best alternative. Decision making is a complex phenomenon, it has been investigated by psychologists and other social scientists, and many worthwhile results have been achieved but the use of a considerable variety of distinct models and methods has so far prevented the achievement of substantial insight from cross disciplinary findings.

Operationally if may be defined as the acquisition of the following four career related behavioural steps Horan, (1979).

(1) Defining the problem.
(2) Generating alternative solutions.
(3) Systematically eliminating alternatives.)
(4) Committing to action

If a subject has acquired the above mentioned four steps he/she will said to be careerwise decisive. It will be assessed with the help of Career Decision Making Scale by Tiwari & Hasan, (1990).
III) **INTERVENTION** :

Intervention in vocational development has been described and defined in a variety of ways (Holland, Magoon & Spokane, 1981). It may be defined as any effort that involves a planned, deliberate and programmatic intrusion into the development of career of individuals or groups of individuals.

Career intervention as a form of career counselling and as means of career assistance, have been attracting the attention of the researchers working in the area of vocational psychology, because of being applied in nature and its practical social implications. Nowadays those interventions are being delivered via multiple techniques and treatments. The purposes of these techniques or programmes are to change a careerwise indecisive person into decisive one. These intervention programmes help in enhancing ability to learn about one self, learn about career opportunities clarify values, make plans, see one self in control, engage in exploratory process with satisfaction etc. The intervention programmes may help the client to:
i) Improve his/her career decision making skills;
ii) Increase in career or vocational maturity;
iii) Improve in the quality of choice;
iv) Improve his/her employment seeking skills;
v) Improve his/her job performance and satisfaction;

The task of these intervention programmes are to make aware the client or indecisive people of their abilities, interest, family and social background, vocational aspirations, capability and potentialities so that they may be able to take decision.

Career interventions are forms of career assistance. It may be in the form of occupational informatios, career counselling based on the scores on various personality dimensions, career courses and self help methods etc. Before 1970, these career intervention or assistance were mainly focused on high school and college students. Now it is meant for people of all ages. During 80's some relatively sophisticated techniques like computer assisted career and Information System have been developed.
The researches in the area of career interventions can be examined along two dimensions: First is concerned with the nature of the vocational behaviour to be modified or changed such as, vocational decision making, vocational adjustment, vocational productivity etc. The second group of investigator were mainly concerned with nature of the intervention on themselves like group Vs individual interventions, cognitive vs affective intervention etc.

The researches in the area of career counselling or intervention have made significant contribution in our understanding of variables associated with career counselling events and its effects on career decision making or vocational choice.

Intervention into the sociocultural environment can be subsumed under this definition as a distal version of intervention. That is, one need not have a one-to-one intervener client relation. Based on the assumption that people are reciprocally related to their contexts, one can intervene with the family to affect the individual, one can intervene with the community to affect the individual, and one can, in turn, intervene with the individual to affect the schools, the community, the family etc. Contextual
(environmental) intervention is always carried out in relation to its intended effects on individuals or groups of individuals, it is thus subsumed in the above definition of intervention.

In order to change careerwise indecisive Ss into decisive one the following types of career interventions are usually developed.

(1) The cognitive intervention is that intervention which is largely based on cognitive remedial techniques, such as cognitive restructuring & modelling etc.

(2) The affective intervention is largely based on the affective remedial techniques such as emotional role playing originality training etc.

IV) **ADOLESCENT**:

Adolescence is the period in human development between the beginning of puberty and the attainment of adulthood.
Adolescence as has long been pointed out is the period in which exploratory behaviour is the most common of the observed career behaviours. It is the stage during which the youth is finding out about adult roles and trying himself out in them either in real life or in fantasy. But it is also true that exploration is a continuing process engaged in not only as each life stage is approached (as evidenced by the phenomenon of anticipatory socialization) and entered, but also as new situations such as positions, jobs, and occupations are approached and entered during the course of the working career.

It has been our general observation that students of higher secondary classes encounter a variety of exploration and problem solving strategies as they cope with vocational problems at the various developmental level, but most of them are lacking information about occupations and perceive the need for career help.