

# "Review: The Effect of Counseling on Career Aspirations and Self Efficacy of Underachievers"

Zoya Fatima<sup>1</sup>, Professor Waseem Ahmad Khan<sup>2</sup>

*Jamia Millia Islamia University*

**Abstract** -Education is based on the concept of incorporating positive changes in the life of the students with the help of knowledge. It is the duty of the society to provide fair chances to the children to get proper education which will be helpful for them to live a fruitful life. The article focuses on the education system and analyses it with four important variables. The primary variable is the underachievement of people who got educated in the prevailing education system in India. Most of the Indian educated youth are over-educated for the position they're currently working. Underachievement is very prominent in the families which are going through rough phases and the educated member is often forced to take up jobs not according to his qualification.

The other two important factors are the career aspiration and the self-efficiency of the educated youth in order to choose a career. Social background, Maturity of the student and his level of motivation along with the academic achievements are very important to build career according to one's aspirations.

Counseling is another important factor in the life of a student to identify the ideal career and motivate himself to achieve the goal. Effective counseling can alter the non-intellectual behavior of a student. Counseling is very helpful to motivate the students and enhance the academic performance level of the academically underachiever students.

According to the research conducted in this article, counseling the underachievers in the middle and High Schools is very important as the students are very close to the age to get employed. Proper guidance can give them the confidence to face the world with their academic records. The research is very helpful to the Future researchers who will research on the effect of counseling on the slow learners, spastic children and even the super achievers in school.

## 1.1 INTRODUCTION

Developing career interests in children involves a process that initiates in the elementary years and actualizes in adulthood. As children evolve in their understanding of career choices, they progress from narrow, simplistic views of careers to more sophisticated, selective, and personalized perspectives of employment conceptualization. By the fourth/fifth grade, children are able to articulate occupational interests and goals, and this ideation involves fewer notions of fantasy and includes influences beyond parental input (Seligman & Weinstock, 1991). Children learn about an array of professions in a variety of ways, such as from schooling, parents, peer group associations, their living environment, and personal experiences (Watson & McMahan, 2005). Adults who have an impact on children's career aspirations, largely parents, caretakers, and teachers/counselors, frequently provide job information and career guidance to adolescents as they are nearing the age to make choices about the vocational path they will pursue. For some students, this intervention occurs too late, after they have jeopardized their academic success, become disillusioned with the relevance of the schooling experience, and possibly even dropped out of school completely (Schultheiss, 2005).

## 1.2 UNDERACHIEVEMENT

One of the major problems occurring in the education system of India is the concept of underachievement. Despite providing high range of education most of the people in multiple countries are not given the chance to exhibit their complete potential. In order to make a country completely developed it is essential to make sure that at the resources are being completely used by all the citizens of the country to obtain their complete potential. In order to prevent underachievement every country should take proper immediate action in developing education and providing proper resources.

The major aim of each and every single education system is to understand and develop the potential of the child. Each and every single child has a different potential uncertain child despite their potential fail to attain complete development and the expected final result both in physical and educational level. Certain children along with their academic also fail to attend their potential when compared to their peer group. (Terman and Oden, 1947; Burt, 1962; Pringle, 1970; Whitemore, 1980;Gallagher, 1985).

### 1.2.1 Education and Underachievement:

The Education Commission (1964-66) states that the process of underachievement is a major threat to a developing country. Due to this problem many talents are being still unidentified and these talents are completely wasted without proper exploration. The commission has also asked to concentrate on the major reasons that give rise to underachievement in children along with concentrating on the reason that prevents stem from attaining their complete potential. Underachievement is considered as one of the major problem in both economical and social point of view. Due to this problem a large amount of resources are being wasted. Some of the common attributes that leads to underachievement are psychological problems, varying emotions and increase the amount of stress in both children and teachers. But most of the reason for underachievement is due to the society and the surroundings of the child. Underachievers remind the same way because they are not provided proper opportunities to exhibit their talent and realize themselves.

### 1.2.2 Concept of Underachievers

Lewis (1941) stated that at the age of the underachievers in terms of educational qualification is below 1 year than their physical ages. Gowan (1957) conduct an experiment where he chose children with an IQ of 130 and above and group those as under achievers when they are placed in the middle third and they are stated as severe underachievers when they fall in the lowest third. Holmes and Finley (1957) conducted researches and explained underachievement in the form of a formula called grade placement deviation or GPD underachievement in terms of grade placement deviation (GPD) as ;

$$GPD = AGP - CaGP + K$$

Where,

AGP : Actual grade placement

CaGP : Grade placement expected from chronological age

GPD : Grade placement deviation

K : Constant of 0.5 intended to give all values a positive s

Pringne (1956) related underachievement or under functioning solely to the capacity of the individual pupil and distinguished this from backwardness which relates educational attainments to chronological age. Goldbera (1959) identified those as underachievers whose IQ is above 120 but grades are below 80 percent

of the class standing. Peqnato and Birch (1959) thought underachievers as an unexpected absence from various outstanding groups such as the tests of honours awarding students and tests of students nominated by the teachers. They used as a cut-off point - a level of achievement which is three years above grade placement using these criteria they apprehended incidence of underachievement of about 11%. Dowed (1962) called those students as underachievers who exceed 90% of their classmates for scholastic aptitude but fail to exceed 50% academically.

### **1.3 CAREER ASPIRATIONS:**

#### **1.3.1 Origin of Concept and Definition:**

Aspiration is defined by the Oxford English Dictionary as ‘strong hope or wish for achievement or success’. Usually operationalized in the social sciences as ‘planful competence’, ‘personal goals’ ‘striving life plans’, or ‘life tasks’, aspirations are often thought of as what made people famous and societies great. In Webster’s dictionary, the word aspiration means ambition or longing. In every day usage, ambition and aspiration are nearly synonymous and are often used interchangeably, but there is subtle distinction between aspiration and ambition.

According to Hurlock (1978) ambition means eagerness or an ardent desire to achieve a particular end rank, fame, honour, superiority or power. She defines ‘aspiration as a longing for a striving after something higher than one self does over present longing’. This longing may be ennobling or uplifting or it may be unwarranted or presumptuous. Aspirations, is the goal a person sets for himself/herself in a task which has intense personal significance or in which his ego is involved.

The construct of aspirations finds its origins in the experimental research on "level of aspiration" conducted in the early 1930s. Although work in this area contributed to our understanding of human behavior, many of the findings were produced from "within the laboratory" and thus had few implications for students or schools (Springer 1956).

A concept called level of aspiration was created and introduced by Dembo (1931/1976) in an anger based experiment. Each and every single person involved in this experiment were asked to perform certain activities that they did not like to increase the year rate of anger and frustration. But fortunately there was an Other Side Effect the researcher noted in this experiment called level of aspiration that resulted in the year ability to succeed or fail in that particular experiment. (Frank, 1941). During this experiment each and every single subject were noted of their behavior and how it made an impact on their success and failure. Certain qualifications like height rigidity mobility made a huge impact in their level of aspiration. All this behavior is represented their ability to perform certain task and their performance. By the year 1940 it was found that at the level of aspiration of the person depends upon their ability to perform under pressure and their peer group pressure. Various comparison techniques well being used to determine their behavior within and outside a group and found that inside a group their pressure rate was higher. But this does not exclusively mean that the students are underachievers because of their peer pressure or any other reasons in school because there are various other external factors that causes under achievement (Adams, 1939; Frank, 1941).

## **2. LITERATURE REVIEW**

**Crow and crow (1940)**, in a summary of studies dealing with the environmental influences upon mental development highlighted that 'a child maybe born with a high degree of potential ability to act intelligently, but unless he is stimulated through learning to exercise that capacity he may appear to be relatively dull or retarded.'

**English and English (1958)** characterized the idea of scholastic underachievement as execution more unfortunate than anticipated from an inclination estimation. Pierce (1962), set forth a similar perspective by unmistakably expressing that the knowledge test score was unpredicting for those understudies over the relapse line and overpredicting for those beneath the relapse line."

**Thorndike (1963)** in his investigation, further worried on the relapse line while characterizing underachievement as inconsistency of real accomplishment from the 'anticipated' esteem, anticipated upon the premise of the relapse condition among inclination and accomplishment.

**Farquhar and Payne (1964)** created Two-Step Regression system to distinguish over and under-achievers regarding a task supported by U.S. Office of Education. Overachievers were those people whose grade-point normal fell one standard blunder of gauge over the relapse line and underachievers were assigned as those whose grade-point normal fell one standard mistake of gauge underneath the relapse line.

**Wills (1969)** unfurled the calculated definition by utilizing the term defenseless tyke rather than an underachiever and clarifying him as an 'adolescent whose IQ is by and large in the typical range or above, however who isn't accomplishing upto his full scholastic potential as a result of any one or number of dysfunctions.'

**Pattanayak and Naik (2014)** aimed to investigate future life orientation, factor affecting to choose the career, different problems and support that needed to accomplish it among the secondary school tribal students in the Salboni block of Jangal Mahal. The investigation utilized center gathering interviews with a purposive example size of ninth and tenth standard 400 innate understudies. The age of the example ranges from 13 to 16years old. Members were gotten some information about their future desire, their reason of picking them as significant objectives throughout their life, parental relations, financial factors and bolster that they have to achieve their objectives utilizing polls. Among them, 46.375% reacted that they needed to do gifted occupation and 27.50% wanted to seek after an expert vocation in future. The commonest critical thinking strategy was having dialogs with companions. The investigation uncovered that goals for inborn understudies are affected by sex job, socialization, parental desires, instructor frames of mind, just as the gendered word related scene in which they exist. The investigation presumed that there is a solid requirement for noteworthy job of government organizations, guardians and educators, it will help innate understudies by deconstructing the sexual orientation job generalizations or impression of jobs society thinks about proper for young ladies or young men.

**Utpal Kalita (2014)** made an endeavor to survey the word related yearning of auxiliary school understudies in connection to their school offices. For that Occupational Aspiration Scale created by J.S. Grewal (1973) and self-institutionalized Questionnaire were directed to an example of 250 auxiliary school understudies from Lakhimpur region of Assam and for which factual theories were encircled and tried through - test and connection. The examination discoveries of the investigation emphatically proposed that endeavors to improve school offices may in fact have instructive and word related advantages. The examination was inferred that presence of noteworthy connection between word related goal and school offices of auxiliary school understudies.

**The examination by Debasmitta Paul (2013)** went for investigating the word related goal of youth. The real endeavor was to discover the affecting elements which were capable behind the activity desire or word related arranging of youth in universities. The investigation concentrated on key determinants of youngsters' resulting proficient decision, dimension of capability and future arranging. Based on stratified irregular inspecting technique, 208 understudies joined up with the resources of sociologies, sciences and expert courses were chosen for the examination. Equivalent quantities of male and female were chosen from each course. Desire in

the field of business anticipated a blended pattern, however its related factor, instructive organization had a uniform positive methodology. Be that as it may, there has incredible assortment in desire of male and female undergrads just as understudies of professional and customary courses. It has been seen that the female witness are especially specific about their occupation. Then again male understudies have decent variety in regard of their profession decision. Over the entirety of their word related yearning decidedly associated with their present courses. The investigation inferred that understudies having solid learning about their profession are not so much disappointed but rather more enthusiastic for better modification. They endeavor to stretch out their capacity to accomplish their objective vocation.

**Gupta, Mukerjee and Chatterji (2003).** The study attempts to identify the factors affecting on the academic achievement of adolescents studying in Class X in the state of West Bengal. They were 4 groups, 409 boys 405 girls living in urban areas and 310 boys and 329 girls living in villages. Standard progressive matrices by Raven (1938), Prolonged Deprivation Scale (PDS) by Mishra and Tripathi (1977) and Achievement Motivation Test (AMT) by Mehta (1978) were administered on these students. Data obtained were analysed separately for each group using suitable statistical technique. The results revealed that intelligence was the most important contributing factor to the academic achievement in all groups. Other non-cognitive factors which had significant contribution to academic achievement were not so consistent. Their contribution varied across the groups. Achievement motivation was found to be significantly related with academic achievement only in girls group. It has no effect in boys group.

### 3. RESEARCH METHODOLOGY

Research methodology is a way to systematically investigate a research problem. It involves various steps for the conduct of research in a systematic manner. It is essential to define the problem and state the objectives and hypotheses, clearly. The research design provides the details, regarding what, where, when, how much by what means, concerning an inquiry. The plan and procedure spell out the description of the sample, the measures used and the steps taken in carrying out the investigation. A detailed description of the sample is needed in order for the reader to assess the generalisability of research findings. This is also helpful to determine the degree to which the research sample is representative of the population. The population from which the sample is drawn should be defined clearly and a detailed description needs to be given in the procedure for selecting the sample.

Plan and strategy essentially feature subtleties of the work completed by the examiner, and decide, thusly, its fate. It is the character of the system on which the level of accuracy, objectivity, unwavering quality and legitimacy of the outcomes depend. The choice of the system and gadgets by an examiner is controlled by the idea of the issue, goals of the examination, cost, time, work, accessibility of the subjects and different assets at the transfer of the specialist, trailed by an introduction of the means of the methodology embraced for the direct of the investigation. The measurable procedures required to be utilized at different phases of the examination need additionally to be quickly portrayed.

As indicated by Kerlinger (1956) "an examination configuration is an arrangement, structure and technique of examination so imagined as to get answers to investigate questions or issues. The arrangement is the finished plan or program of the examination. It incorporates a standpoint of what the examiner will do from composing the theory and their operational executions to do the last examination of information."

#### 3.1 Importance of the Research Design :

Research design is needed because it facilitates the smooth cruising of the different research questions, subsequently making examination as productive as conceivable yielding maximal data with insignificant consumption exertion, time and cash. Only to improve things, practical and appealing development of house, we need an outline or engineering guide of the house, very much considered and arranged by a modeler; also we need an exploration structure or plan ahead of time of information accumulation and examination of research venture. Research configuration represents arrangement ahead of time of the strategies to be received for gathering the pertinent information and systems to be utilized the information investigation, keeping in the view the targets of the examination and the accessibility of the example, time and cash. Arrangement of the examination configuration ought to be finished with the incredible consideration as any blunder in it might annoy the whole research venture. Actually inquire about plan has extraordinary bearing on the unwavering quality of the outcomes landed at and thusly contributes the firm establishment of the whole building of research work. The plan causes the analyst to compose and mastermind his/her thoughts in a structure whereby the scientist will be able to search for imperfections and deficiencies. Such a plan can even be given to others for their remarks, sees and basic assessment. Without such structure, it will be troublesome for the pundit to give a thorough audit of the investigation.

### 3.2 Blueprint of the Research Design :

According to Johada and Cook (1957), a research design is the arrangement of condition for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. As a blueprint of the research design involved in this study, the following components would constitute the format of the investigation.

- Title of the Study
- Selection and Classification of the Variables
- Definition of Key Terms
- Hypotheses
- Research methodology
- Population and sample of the study
- Tools of the Study
- Data Collection
- Techniques used for Data Analysis

### 4. CONCLUSION

Extant literature involving career development largely focuses on students in middle or high school as they are nearing the ages of employment. However, ideations about future job/career paths germinate in the elementary years. While student in this age-bunch don't yet confront the test of ultimate conclusion making, the primer goals they create may set the heading they consider for profession accomplishment. Significant profession choices, for example, regardless of whether to go to college, polytechnic, school of training, or a specialized school or enter the activity power straightforwardly after auxiliary school are made amid puberty. These choices influence an incredible remainder; in this manner it is imperative to comprehend the individual and the social factors that impact the procedure of youthful profession advancement. Loaned et al., (1994) recommends that vocation decision conduct is formed by result hopes, profession intrigue and self viability. Profession self viability assumes an intervening job between one's experience intrigue and result hopes. Vocation goals relies upon one's self adequacy level and logical factors, for example, family foundation and learning knowledge. Directing can assist the understudies with overcoming these profession basic leadership problems. In this vocation advancement model by Lent, Brown and Hackett, (2000) one's experience and

individual attributes would impact one's learning and thus self adequacy. Self viability at that point would impact one's advantage and result desires which in the end would impact one's vocation decision. These issues of the understudies can be conceivable by directing mediation to them.

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