ABSTRACT

Career is a sequence of separate but related work activities that provide continuity, order and meaning in a person's life. Career management is the process of designing and implementing goals, plans and strategies to enable the organisation to satisfy employee needs while allowing individuals to achieve their career goals. Career development is essential to implement career plan. The most important aspect of career development is that every employee must accept his responsibility for development.

Counseling is discussion of a problem that usually has emotional, content with an employee in order to help the employee to cope with it better. Counseling seeks to improve employee's mental health. People comfortable about themselves and able to meet the demands of life when they are good in mental health. Objective of counseling is to help employees to improve their mental health and to develop self confidence understanding, self control and ability to work effectively. This objective can be achieved by performing various counseling functions like advice, reassurance, and communication, release of emotional tension, clarified thinking and reorientation. Generally three types of counseling viz. direct, non-direct and participative counseling, and these methods of counseling can be used depending upon the problem, employee situating, availability and ability to employ professional counselors. In the present study an attempt has been made to study the career planning and counseling of teachers in higher education institutions of Madhya Pradesh. The career planning and counseling of teachers in higher education institutions appears to be good. The average mean score and percentage score of 8 items has been calculated at 3.654 (66.35%) for group A, 3.483 (62.1%) for group B, 3.645 (66.14%) for group C. The average mean and percentage of the overall career planning and counseling of 8 items has been calculated at 3.61 (65.24%).

Keywords: Career Planning; Counseling; Higher Education; Institutions; Teachers

INTRODUCTION

Career is a sequence of separate but related work activities that provide continuity, order and meaning in a person's life. Career management is the process of designing and implementing goals, plans and strategies to enable the organisation to satisfy employee needs while allowing individuals to achieve their career goals. Career development is essential to implement career plan. The most important aspect of career development is that every employee must accept his responsibility for development.

Counseling is discussion of a problem that usually has emotional, content with an employee in order to help the employee to cope with it better. Counseling seeks to improve employee's mental health. People comfortable about themselves and able to meet the demands of life when they are good in mental health. Objective of counseling is to help employees to improve their mental health and to develop self confidence understanding, self control and ability to work effectively. This objective can
be achieved by performing various counseling functions like advice, reassurance, and communication, release of emotional tension, clarified thinking and reorientation. Generally three type of counseling viz. Direct, non-direct ad participative counseling, these methods of counseling can be used depending upon the problem, employee situating, availability and ability to employ professional counselors.

Steps in Career Planning are include: Analysis of individual skills, knowledge, abilities, aptitude etc.; Analysis of career opportunities both within and outside the organisation; Analysis of career demands on the incumbent in terms of skills, knowledge, abilities, aptitude etc. and in terms of qualifications, experience, training received etc.; Relating specific jobs to different career opportunities; Establishing realistic goals—both short-term and long-term; Formulating career strategy covering areas of change and adjustment, and Preparing and implementing action plan including acquiring resources for achieving goals.

The career development actions are: - Job performance: employees must prove that his performance on the job is to the level of standards established, if he wants career progress. Exposure: employee's desire for career progress should expose their skills, knowledge, qualifications, achievement, performance etc., to those who take the decisions about career progress. Resignation: employee may resign the present job in the organisation, if they find that career opportunities elsewhere are better than those of the present organisation. Change of job: employees who put organisational loyalty above career loyalty may change the job in the same organisation if they find that career opportunities in other jobs in the same organisation are better than those in the present job. Career guidance: career guidance and counseling provide information, advice and encouragement to switch over to other career or organisation, where career opportunities are better.

Characteristics of counseling are: (i) counseling is an exchange of ideas and feeling between two people. (ii) it tries to improve the organisational performance by helping the employees to cope with the problems. (iii) it makes organisation to be more human and considerable with people and problems. (iv) counseling may be performed by both professionals and non-professionals. (v) counseling is usually confidential in order to have free talk and discussion, and (vi) it involves both job and personal problem.

Need for employee counseling arises due to various causes in addition to stress. These cause include emotions, inter-personal problems and conflict at place, inability to meet job demands, overwork load, confrontation among authority, responsibility and accountability, conflicts with the superiors, subordinates and management and various family problems, health problems etc. In the present study an attempt has been made to study the career planning and counseling of teachers in higher education institutions of Madhya Pradesh.

OBJECTIVES

1. To study the overall career planning and counseling among teaching staff of the higher education institutions.
2. To analyse the factor wise career planning and counseling in the higher education institutions.
3. To assess the variations of career planning and counseling in different group of employees in the higher education institutions.

METHODOLOGY

With a view to analysing the Career Planning and Counseling of teachers in higher education institutions, questionnaires distributed among the various cadres of I Group A (University Professors & College Principals), II Group B (University and College Associate Professors), III Group C (University and College Assistant Professors). To measure the career panning and counseling a 12 items career panning and counseling survey questionnaire was administered to the selected respondents. To ensure the study more purposeful selection of institutes and respondent for data collection was made in such manner, in which the representation of teachers from various higher
education institutes i.e. university teaching departments; post graduate, under graduate; boys, girls; science, art, law, commerce; private, govt., semi govt.; excellence, autonomous and affiliated colleges was included. The scoring was analysed on five point scale and score was simplified in percentage as per the formula of Rao (1991) i.e. \[ \text{Percentage score} = \frac{\text{Mean score}}{5} \times 25 \]

Five categories of gradation were very good, fairly good, good, average and poor.

RESULT

Career Planning and Counseling among Teachers of Higher Education Institutions:

The table 1&2 and fig. 1&2 under reference shows the item wise mean score and percentage of the group A, B, C and overall career planning and counseling survey of teachers of the Higher Education Institution. Some of the trends noticed are given below. The career planning and counseling of teachers in Higher Education Institutions appears to be good. The average mean score and percentage score of 8 items has been calculated at 3.654 (66.35%) for group A, 3.483 (62.1%) for group B, 3.645 (66.14%) for group C. The average mean and percentage of the overall career planning and counseling of 8 items has been calculated at 3.61 (65.24%).

The most important factors contributing fairly good scores to the career planning and counseling are: institution disseminates career option information’s (item-1), institute assigns challenging jobs initially (item-2), institute provides extended leave for potentialities fully through career planning and development. Other factors resulting good scores are: institute provides career counseling (item-3) institute changes our job periodical (item-7). The items which scored average are: institute provides facility of assessment center to assess our potentialities (item-4), organises career development workshops (item-5) and provides continuing education and training for career development.

Table 1. Item wise mean score, percentage score & category of Group A,B,C and Overall in Carrier Planning & Counseling in Higher Education Institutions

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Group A MS</th>
<th>% Score</th>
<th>CAG</th>
<th>Group B MS</th>
<th>% Score</th>
<th>CAG</th>
<th>Group C MS</th>
<th>% Score</th>
<th>CAG</th>
<th>Overall MS</th>
<th>% Score</th>
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Fig 1. Item wise percentage score & category of Carrier planning in Higher Education Institutions
**CONCLUSION**

The career planning and counseling of teachers in Higher Education Institutions appears to be good. The average mean score and percentage score of 8 items has been calculated at 3.654 (66.35%) for group A, 3.483 (62.1%) for group B, 3.645 (66.14%) for group C. The average mean and percentage of the overall career planning and counseling of 8 items has been calculated at 3.61 (65.24%). With regard the career planning and counseling and variation the finding reveals that there is correlation in different cadres of teachers. The result revealed that the career planning and counseling of teachers in higher education institutions corroborated with the hypothesis.

**SUGGESTIONS**

1. The authorities should recognise the human resource and invest considerable time and other resources to ensure development of teachers.
2. Career planning and counseling should be strengthened.
3. Guiding spirit should be introduced;
4. Belief in the capability of the teachers, openness and receptivity to suggestions should be developed in superiors;
5. Authority be delegated power to employees to provide opportunity for development; and
6. Feedback systems should be strengthened;
7. Team work and broad mentality among teachers should be promoted so they can work together to achieve the objectives of the organization.

REFERENCE