Enhancing Future Readiness Through Motivational Workshop and Self-Awareness

Shilpa Mandloi[1*], Dr R P Pandey[2]

[1*]Research Scholar, Department of Education, Mandsaur University, Mandsaur-458001, Madhya Pradesh, India. Email ID: shilpapurohit26@gmail.com
[2]Professor and Head, Department of Education, Mandsaur University, Mandsaur-458001, Madhya Pradesh, India. Email ID: paandeyrp68@gmail.com

Abstract
For students, future readiness involves developing and enhancing attributes of career awareness to build confidence and motivate at an early stage towards success. This study focuses on enhancing career awareness among higher secondary school students through a combination of a motivational workshop and a self-awareness test. Conducted with 100 girl students from Mandsaur using a Quasi-Experimental Research Method, participants were divided into an Experimental Group (50 students) and a Control Group (50 students). Experimental Group attended a motivational workshop followed by a self-awareness test, while the Control Group took test without the workshop. The test, validated for reliability (0.87) and validity (0.932), assessed five domains: Personality, Potential, Self-Expression, Goal, and Moral Values. Results showed a significant positive effect of the workshop, with 66% of the Experimental Group scoring high on self-awareness, compared to 42% in the Control Group. The Experimental Group outperformed the Control Group, especially in the Personality domain, indicating enhanced personal growth. This intervention fostered self-awareness, strategic thinking, goal-setting, time management, and self-discipline. The findings underscore the importance of motivational workshops in boosting career awareness and preparing students for future career challenges by enhancing their self-awareness and proactive mindset.

Keywords: Motivational workshop, Career awareness, Self-awareness.

Introduction

Future readiness, as the term itself suggests, represents a combination of skills, mindset, and knowledge required to prepare oneself to face and overcome future challenges effectively. For high school students, future readiness involves developing and enhancing attributes of career awareness, such as personality, potential, self-expression, goal setting, and moral values. These attributes form the core aspects of self-awareness, which can be nurtured and strengthened through motivation. By fostering these qualities, students are better equipped to navigate their personal and professional journeys, ensuring their preparedness to thrive in an ever-evolving world. "Many researches have been conducted which shows that young people benefits from intervention designed to enhance their career awareness" (Steven & Robert , 2013, p.542).The intervention can be a strategic teaching by a teacher, counseling by a counsellor, interactive session with parents, friends or mentor, a motivational speech by an expert or a research based intervention."For older children and adolescents, mentoring can help broaden their awareness of various types of occupation including the job tasks, attitudes and support needed to work successfully in that occupation." (Steven & Robert , 2013, p.541).Due to broaden paradigm and new avenues in career opportunities, career awareness at an earlier stage of learning will build confidence, boost morale and will motivate the students in a progressive and productive pathway of success."Learning is permanent change in behavior brought about by experience or training."(Chauhan,2005, p.202).According to H.W. Bernard- "Motivation refers to all those phenomena which are involved in the stimulus of action toward particular objective where previously there was a little or no movement. Under motivated condition the behavior of the organism is directed towards a selective goal which the individual sets for himself. Some of the common personal motives include interests, attitudes, values, goals and self-concept." (Chauhan, 2005, p.204).

"There are a lot of theories which deals with the concept of motivation but the most relevant theory is the 'Theory of Achievement Motivation'. It was developed by Mc Clell and his associates in 1951 at the University Harvard. He defined motive as 'A reintegration of a change in a fact by a cue and anticipation of future change in affect contingent upon certain actions. Thus, for motivation two factors are important; environmental cue and affective arousal in the individual." (Chauhan,2005,p.219) " The most significant contribution of this theory is that it advocated that motives develop out of affective arousal, throwing new light on human behavior and continual striving for perfection and good work and high achievement." (Chauahn, 2005,p.221). "Researches has suggested that mentoring is especially important for young people in rural areas who have less access to role models with expertise in particular type of work. They may also have fewer opportunities to explore through their school curricula how the skills they are learning in school should apply to work."(Steven & Robert, 2013,p.541). As the **National Education Policy 2020** is focusing on the holistic development of the individual with an aim of producing and building resources which can cop up and withstand upcoming challenges of 21st

Century. It becomes the prime responsibility of the teachers, counsellors and researchers to help and contribute in this thought process.

Career awareness is a broad concept that requires students to engage mentally, physically, personally, emotionally, morally, and academically. To achieve the desired outcomes and goals, it is essential for students to begin preparing at an early stage. Enhancing self-awareness serves as the first step toward this approach. In the context of the Indian education system, students in higher secondary classes are at a critical juncture in their lives, as they are on the verge of making important career decisions. Therefore, it is the ideal time to motivate them positively, cultivating the necessary attributes that will contribute to their career awareness. Self-awareness refers to an understanding of one's own strengths, weaknesses, potential, and traits. This understanding plays a significant role in enhancing career awareness among school students. Given this, the researcher has chosen this topic to explore and enhance career awareness through motivation and self-awareness.

Objective-
1. To study the positive effect of workshop on self-awareness score of experimental and control group.
2. To study the significance difference in the self-awareness scores of experimental and control group.

Hypothesis-
1. There is no significant positive effect of workshop on self-awareness scores of experimental group and control group.
2. There is no significant difference in the scores of self-awareness of the experimental group and control group.

Methodology-
The research method used for this research by the investigator is Quasi –Experimental Research method.

Target Group-
The sample size used for the research is total 100 Girls from two Higher Secondary Schools of Mandsaur District in MadhyaPradesh.

a).**Experimental Group-** 50 Girls from Government Girls Higher Secondary School , Balaganj , Mandsaur where Motivational Workshop (Intervention) was conducted followed by Self-awareness Scale Test.
b) Control Group- 50 Girls from Maharani Laxmi Bai Girls Higher Secondary School, Mandsaur where no motivational workshop was conducted (Without intervention) only general instructions were given followed by Self-awareness Scale Test.

Variables –
Independent variables- There are two independent variables-
a)Motivational Workshop conducted by an expert.   **b)**Self-awarenessTest
Dependent Variables- Career awareness

Tools Used in the Study
1.Motivation Workshop- It is an intervention or activity organized in the form of a Motivational Speech by an expert- Name- Mr Anshul Singh Mandloi
Designation- Senior Programme Manager in a logistics organization in Copenhagen, Denmark

2.Self-Awareness Scale - In the present study the investigator used Self-Awareness Scale- Prepared by the Researcher as a research tool. The table below represents the dimensions, distribution and scoring of Self-awareness Scale -

Table 1 *Item Distribution and Scoring of Self-awareness Scale*

S.No.	Dimensions	No. of items	Response	Score
a.	Personality	6	Strongly Agree	5
b.	Potential	6	Agree	4
c.	Self-Expression	6	Neutral	3
d.	Goal	6	Disagree	2
e.	Moral values	6	Strongly Disagree	1
	Total no. of items	**30**		

The maximum possible score of the tool is 150 and the minimum score will be 30.

The reliability of the research tool was established by the researcher by conducting pilot testing of the Self-awareness Scale to 80 students studying in Class XI and XII of various Higher Secondary schools of Mandsaur District. The reliability of the scale calculated using Split half method and Cronbach's Alpha Test is 0.878 and the validity of the tool refers to construct validity which was established using a process called Reliability-based Validity. In this process the validity of the research tool is determined by taking the square root of the reliability coefficient and the value btained was 0.932. Thus, the coefficients inferred that the tool is highly reliable and valid.

Statistical Analysis- The statistical tests used are for descriptive statistics mean , standard deviation, frequency and for inferential statistics t-test.

Activity Organized
As part of my research work, a motivational workshop was conducted at the Government Girls Higher Secondary School in Balaganj, Mandsaur, with the participation of 50 girls from the higher secondary classes. The workshop was organized with the support and presence of the school Principal, staff, the expert, and the researcher, following prior permission obtained from the school authorities. The workshop was held in one of the classrooms, providing a conducive environment for the event. The primary objective of the workshop was to enhance career awareness among the students by boosting their morale, building confidence through self-awareness, and helping them understand how to maintain motivation in pursuit of their desired goals or career paths. The session aimed to guide the students in making optimal use of available resources, including knowledge, finances, and education, to achieve success in their future endeavors. The workshop proceeded in several steps: First, a general introduction was provided to familiarize the students with the purpose of the motivational workshop and to make them feel comfortable. The expert and the researcher were then introduced. Following this, the expert delivered a motivational speech. This was followed by the conduction of a self-awareness test, after which an interactive session took place, involving the expert, the students, and the researcher. The total duration of the activity was approximately one and a half hours.

The content of the expert's speech was highly engaging and interactive. He shared several personal experiences and insights with the students. He emphasized the power of knowledge, explaining how he had completed his education in Mandsaur and, through the knowledge and skills he acquired, achieved success in his career. He further shared his daily routine, detailing his journey from his early life to his present position. Additionally, the expert spoke about the values instilled in him by his teachers and parents, highlighting how their motivating words have continued to guide him in making important life decisions. He also discussed the importance of following a structured process and being consistent in order to achieve success. To boost the morale of the students, the expert encouraged them with the message, "Get inspired, be motivated, and follow your passion." He emphasized the importance of self-presentation, urging the students to be presentable in their appearance, words, and actions. The expert broadened the students' perspectives by discussing various career opportunities available, regardless of their specific fields or faculties. He also stressed the significance of using technology to enhance their learning, career decision-making, and exploration of career opportunities. This motivational workshop aimed not only to boost the students' confidence but also to help them understand the tools and mindset needed to pursue their career goals effectively.

Getting motivated is the first step towards career awareness, but maintaining this level of motivation is the key aspect. This is only possible if we are aware of our strengths and weaknesses, and in other words, by truly understanding ourselves and assessing our individual capabilities. To help students become familiar with this concept, the thought was shared to encourage them to reflect on their own strengths and areas for improvement after getting motivated. This was followed by a general instruction before conducting the Self-awareness Test. The objective of this test was to help students gain insights into their personality, potential, self-expression, goals, and moral values. The scores obtained from this test were intended to provide a better understanding of the students' career awareness, assisting them in recognizing how these factors contribute to their overall career development. A similar test was administered for the Control group i.e. 50 Girls from Maharani Laxmi Bai Girls Higher Secondary School, Mandsaur where no motivational workshop was conducted (Withoutintervention) only general instructions were given followed by Self-awareness Scale Test.

Analysis And Interpretation of the Result
Descriptive Statistics-

Table 2 *Frequency Distribution Table For Self-Awareness Score Experimental Group*

Level of Self-awareness	Score Range	Frequency(N=50)	Percentage
Very low	70-83	0	-
Low	84-97	0	-
Average	98-111	6	12%
High	112-125	11	22%

Very high	126-145	33	66%

Where 'N' is Number of Students = 50

Interpretation- The above table shows the frequency of Sores of Self-awareness of the students of experimental group. According to the table 0% scored very low, 0% scored low,12% scored average, 22% scored high, 66% scored very high score of self-awareness.

Table 3 *Frequency Distribution Table For Self-Awareness Score Control Group*

Level of Self-awareness	Score Range	Frequency(N=50)	Percentage
Very low	70-83	1	2%
Low	84-97	1	2%
Average	98-111	7	14%
High	112-125	20	40%
Very high	126-145	21	42%

Where 'N' is Number of Students = 50

Interpretation- The above table shows the frequency of Scores of Self-awareness of the students of Control Group. According to the table 2% scored very low, 2% scored low,14% scored average, 40% scored high, 44% scored very high level of self-awareness.
Based on the table 1. and table 2. 66% of students of Experimental group are scoring very high score of Self-awareness which is more than its counterpart Control group which is 42%.

Inferential Statistics-
1.Analysis of Positive Effect of Workshop on Self-awareness score
Objective 1 To study the positive effect of workshop on self-awareness score on experimental and control group.
Hypothesis 1. There is no significant positive effect of workshop on self-awareness score of experimental group than control group. ($M_{experimental} \leq M_{control}$)

Table 4 *t-test table for Effect of Workshop on Self-awareness Score*

Variable	Group	N	M	SD	t-value	p-value
Self-awareness Score	Experimental Group	50	127.04	10.96	1.66	0.04*
	Control Group	50	122.64	13.89		

*significant at 0.05 level
N= Number of students, M= Mean, SD= Standard Deviation

Interpretation- The above table shows the difference in mean value of self-awareness score of experimental and control group . The mean scores of experimental and control group students is 127.04 and 122.64. The 't' value for one tailed t test is 1.66 and the 'p' value is 0.04 less than 0.05 which is statistically significant and the null hypothesis is rejected statistically a 5% level, indicating positive effect of motivational workshop on experimental group as compared to control group.Hence the stated hypothesis, "There is no significant positive effect of workshop on self-awareness score of experimental group than control group ($M_{experimental} \leq M_{control}$) is rejected."

2.Analysis of significant difference in the Scores of Self-awareness test of Experimental group and control group.
Objective 2. To study the significance difference in the self-awareness scores of experimental and control group.
Hypothesis 2.There is no significant difference in the scores of self-awareness of the experimental group and control group.

Table 5 *t-test table for Significance difference in Self-awareness Score of Experimental group and Control Group*

Areas of Self-awareness	Experimental Group		Control Group		t value	p value
	M	SD	M	SD		
Personality	26.24	5.533	24.42	6.983	1.984	0.0004*
Potential	25.72	6.328	25.74	9.461	1.985	0.971

Self-expression	24.68	10.589	23.58	14.085	1.984	0.12
Goal	24.08	8.687	23.7	13.112	1.985	0.566
Moral Values	26.32	7.813	25.2	14.571	1.984	0.0973
Overall Self-awareness Score	127.04	38.95	122.64	58.213	0.442	0.657

*significant at 0.05 level
Where M=Mean, SD= Standard Deviation

Interpretation- The above table shows the difference in the mean value of scores of different areas of Self-awareness of experimental and control group. The mean value of overall scores of self-awareness test for experimental and control group is 127.04 and 122.64.The table depicts that the p value for overall self-awareness and its areas except for Personality is more than 0.05 and it is statistically not significant.The calculated p value for Personality is 0.0004 which is less than 0.05 and is significant at 0.05 level of significance. Hence there is a significant difference in the experimental and control group on the basis of personality. Based on mean scores experimental group has scored more in personality than control group. There is no significance difference in the experimental and control group on the basis of potential, self-expression, goal and moral values as the p value is greater than 0.05. Hence the null hypothesis is accepted with regards to potential, self-expression, goal and moral values.Hence the stated hypothesis 2, "There is no significant difference in the scores of self-awareness of the experimental group and control group is partially accepted."

Findings and Discussion
The statistical analysis of the scores obtained provided valuable insights into the effectiveness of the intervention and its relationship with career awareness. The frequency analysis for the experimental and control groups indicates a notable difference in self-awareness scores. Specifically, **66%** of students in the experimental group (50 girls from Government Girls Higher Secondary School, Balaganj, Mandsaur) achieved a very high score on the self-awareness test compared to only **42%** of students in the control group (50 girls from Maharani LaxmiBai Higher Secondary School, Mandsaur). This highlights that a greater proportion of students in the experimental group demonstrated heightened self-awareness, which correlates positively with career awareness. These results underscore the significant impact of the motivational workshop on the experimental group, as opposed to the control group, where only general instructions were provided. During motivational workshop the participants were very attentive, enthusiastic eager and curious. A one-tailed t-test conducted on the scores further supports these findings, revealing a significant positive effect of the motivational workshop on the experimental group. This statistical evidence confirms that students in the experimental group, having participated in the intervention, exhibited higher levels of self-awareness compared to their counterparts in the control group. The positive effect indicates that improved self-awareness contributes directly to the development of career awareness, an essential factor in shaping students' future decisions and aspirations. Interestingly, while the overall self-awareness scores were higher for the experimental group, a significant difference was observed only in the area of personality between the two groups. Other areas of self-awareness, including potential, self-expression, goal-setting, and moral values, did not show a statistically significant difference. This observation aligns with the understanding that every individual is unique, possessing distinct qualities that make them strong, creative, and intellectually capable. Since personality plays a critical role in determining an individual's motivation and self-awareness, it also influences career awareness. In this study, the mean score for personality in the experimental group was higher than in the control group, reflecting a greater level of motivation, self-awareness, and ultimately, career awareness among these students.

The research findings clearly demonstrate that a motivational workshop can have a profound and positive impact on students' self-awareness, particularly in the area of personality, thereby enhancing their career awareness. The experimental group's significantly higher scores in the self-awareness test highlight the role of targeted interventions in guiding students to think critically about themselves, their strengths, and their future career paths. Additionally, the interactive session conducted post-test provided further qualitative insights. The students expressed feelings of curiosity, excitement, and enthusiasm following the workshop. Many shared that they felt motivated and empowered, appreciating the opportunity to reflect on themselves—an activity they admitted to rarely engaging in. Notably, the students expressed a desire for more such workshops and interactive sessions in the future, underscoring the workshop's relevance and positive reception.

In conclusion, the motivational workshop proved to be an effective intervention for enhancing self-awareness and career awareness among higher secondary students. By fostering self-awareness, particularly in personality traits, students are better equipped to understand themselves, build confidence, and make informed career decisions. These findings emphasize the importance of integrating motivational and self-awareness activities into the educational framework to empower students at a critical stage in their academic and personal development.

Implication for Career Development of School Students:

1. Motivational workshops can help break existing stereotypes and create a sense of awareness among students regarding new avenues and opportunities in career development. This workshop encouraged students to explore unconventional career paths and think beyond traditional roles.

2. Career awareness initiatives broaden students' thought processes, enabling them to develop new perspectives and approaches toward future readiness. By exposing students to diverse career options, such initiatives empower them to make informed and confident decisions about their future.

3. Motivational workshops can sometimes also bring both parents and children onto the same platform regarding career pathways. This shared understanding helps parents support their children's aspirations and ensures alignment in choosing suitable career options.

4. Teachers can play a crucial role in fostering future readiness among students by integrating teaching strategies that enhance self-awareness. These strategies can focus on key areas such as personality, potential, self-expression, goal setting, and moral values, which are essential for career development.

5. Various activities such as group discussions, problem-solving tasks, critical thinking exercises, team-based projects, and individual assignment can significantly improve and enhance student's self-awareness. Additionally, interactive sessions with teachers, counselors, mentors, or peers from the same or higher grades can be highly effective. These activities not only prepare students for academic success but also equip them with the skills and awareness needed for career development.

By implementing these strategies, schools can create a supportive environment that nurtures students' career awareness, preparing them to face future challenges with confidence and clarity.

Conclusion

The findings of the study indicate that the conducted research had a positive impact on students in terms of career awareness, self-awareness, and motivation. The results obtained demonstrate that motivational workshops effectively influence students, helping them develop a positive attitude and a heightened sense of awareness about their future.

Given the positive outcomes, it is recommended that policymakers integrate such programs into the curriculum. Incorporating interactive sessions and motivational workshops within the educational framework can inspire students, foster a sense of direction, and prepare them for future endeavors. Such initiatives are essential for building confidence and equipping students with the skills and mindset needed to achieve their goals.

Acknowledgement

References

➢ Atmojo, E. S., Muhtarom, T., & Lukitoaji, B. D. (2020). The level of self-regulated learning and self-awareness in science learning in the COVID-19 pandemic era. *Journal Pendidikan IPA Indonesia, 9*(4), 512-520.

➢ Benbassat, J., & Baumal, R. (2005). Enhancing self-awareness in medical students: An overview of teaching approaches. *Academic Medicine, 80*(2), 156-161.

➢ Bluestein, J. (2009). *21st Century Discipline: Teaching Students Self-Responsibility and Self-Management.* San Francisco, CA: Jossey-Bass.

➢ Bradberry, T. (2009). *Self-awareness: The hidden driver of success and satisfaction.* New York, NY: Penguin. Retrieved from www.archive.org.

➢ Brown, D.S. & Lent, R. W. (2013). *Career development and counseling: Putting theory and research to work* [PDF] 541-542. Hzu.edu.in. Retrieved from https://www.hzu.edu.in

➢ Chauhan, S.S.(2005). *Advanced educational psychology* (6th revised ed.). 202-221 Internet Archive. Retrieved from https://archive.org

➢ Chhabria, A. (2020). *The Art of Self-Awareness: A Practical Guide to Living a Life of Purpose and Fulfillment.* New Delhi: Penguin Random House India.

➢ DeMink-Carthew, J., Netcoh, S., & Farber, K. (2020). Exploring the potential for students to develop self-awareness through personalized learning. *The Journal of Educational Research, 113*(3), 165-176.

➢ Dost, E. N., Hashemifardnya, A., & Jalali, V. (2017). Emotional intelligence in high school: The effects of self-awareness instruction on Iranian pre-university students' academic achievement. *International Journal of English Literature and Social Sciences, 2*(4), 239-190.

➢ Howard, V. (2011). The importance of pleasure reading in the lives of young teens: Self-identification, self-construction and self-awareness. Journal of Librarianship and Information Science, 43(1), 46-55. https://doi.org/10.1177/0961000610390992

➢ Kothari, C. R. (2004). *Research methodology: Methods and techniques* (p. 12, 13). New Age International Ltd. Pro Quest E-book Central. https://ebookcentral-proquest-com.bib101.bibbaser.dk/lib/copenhagenkb/detail.action?docID=431524

➢ Mandloi, S. & Pandey, R. P. (2025). Book of Abstracts by Regional Institute of Education, National Council of Educational Research and Training, Mysore, India, p.150

➢ Mangal, S. K. (2017). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.

➢ Mahmudova, N. (2022). Ensuring learning independence through self-awareness in primary school students. *International Journal of Development and Public Policy, 1*(8), 6-14.

➢ Martin, A. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. Bloomsbury Publishing Plc. Retrieved from https://ebookcentral.proquest.com/lib/copenhagenkb/detail.action?docID=4403160.

➢ National Education Policy (1986). Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf.

➢ National Education Policy (2020). Ministry of Human Resources Government of India. Retrieved from https://www.education.gov.in/.

➢ Saini, V. (2023). Role of self-awareness in personality development and behavior of students in India. *International Journal of Technology, Management and Social Sciences (IJTMSS), 1*(4)