CHAPTER-III
METHODOLOGY

Research is a vast and multi-dimensional concept. It can be said to be an endless quest for knowledge or unending search for the truth. It brings to light new knowledge, corrects previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. According to J.W. Best– “Research is considered to be the more formal, systematic, intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of results or conclusions.

3.01. THE RESEARCH PROCESS:

The research process is similar to undertaking a journey. For a research journey there are two important decisions to be made –

1) What you want to find out about and
2) How to go about finding their answers.

There are practical steps through which one must pass in ones research journey in order to find answers to the research questions. The path to finding answers to the research questions constitutes, Research Methodology.

At each operational step in the research process one is required to choose from a multiplicity of methods, procedures and models of research methodology which will help one to best achieve the objectives. This is where the knowledge base of research methodology plays a crucial role.

3.02. STEPS IN RESEARCH PROCESS:

The following are the steps in the research process :-

- Formulating the Research Problem
- Extensive Literature Review
- Developing the objectives
Preparing the Research Design including Sample Design

Collecting the Data

Generalisation and Interpretation

Analysis of Data

Preparation of the report or presentation of Results and Conclusion reached.

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Fig. No. 3.01 Steps in Research Process
3.03. RESEARCH CONSIDERATION OF THE PRESENT STUDY :

The present study falls under the “Descriptive Method” which is one of the most common methods of educational research. This method involves an organised description, analysis, interpretation and reporting of the present status of a social institution, a group or an area. Such studies usually involve the formulation of a problem, the definition of terms, the choice of subjects for investigation, the validating of data-gathering tools, the collection, analysis and interpretation of data and the process of inferences and generalization.

For the present study the ‘Descriptive Method’ of research has been adopted as this particular study describes and interprets what conditions or relationships exist at present. The researcher has also adopted certain steps while conducting this study which is in congruence with descriptive studies.

3.04 THE RESEARCH DESIGN :

Research design is the conceptual structure within which the research would be conducted. It is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It constitutes the blueprint for the collection, measurement and analysis of study.

The present study has been carried out according to the following design. The purpose of the study is to find out the influence of parental aspirations in the career choice of adolescents. The study is being carried out in the Kamrup (M) district of Assam. The sample of the study consists of 300 adolescents and their respective parents. Cluster Sampling and Stratified Random Sampling Techniques have been used to draw out the sample. Two strata has been used in this study – the rural – urban strata and boys – girls strata (150 adolescents in each stratum). The required data was collected
through two self prepared tools – The Parental Aspiration Scale to find out
the aspiration of parents and the Questionnaire for adolescents to find out
their career choices and the influence of parental aspirations on their choices.
The reliability, validity and item analysis of both the tools were determined.
The data collected was organised and analysed with the help of appropriate
statistical technique as per the need of the study. The next step was
preparation of Draft report and sharing and ultimately the submission of the
Final Report.

3.05 VARIABLES :

A concept which can take on different quantitative values is called a
variable.

Dependent variable :

If one variable depends upon or is a consequence of the other
variable, it is termed as a dependent variable.

Independent variable :

The variable that is antecedent to the dependent variable is termed as
an Independent variable.

In this particular study entitled – ‘A Study on the Influence of
Parental Aspirations in the Career Choice of Adolescents, Parental
Aspiration is the Independent variable and career choice of adolescents in the
dependent variable.

Dependent variable :

Career choice of adolescents.

Independent variable :

Parental aspiration.
3.06. PROFILE OF AREA OF STUDY:

Kamrup Metropolitan District:

The Kamrup Metropolitan District of Assam is situated between 26°00'00" and 26°16'3" North Latitudes and 91°33'26" and 92°10'19" East Longitudes. It is bounded on the north by the Darrang and Morigaon districts, on the east by the Morigaon district, on the south by the State of Meghalaya and on the west by the Kamrup district.

The greater part of the district mainly in the southern part is covered by the hills. The Brahmaputra river flows in a steady course on the north-west corner of the district from east to west direction. The southern part of the district is covered by the reserved forests such as Rani, Afrikola West and Afrikola East.

Basic Statistics:

- Total area of the district = 627.18 sq. km.
- Total population of the district = 1,260,419 persons
- Total rural population = 215,587 (17.10 percent)
- Total urban population = 1,044,832 (82.90 percent)
- Density of population = 2010 persons per sq. km.
- Number of Revenue Circle = 6 (including part)
- Number of Statutory Towns = 2
- Number of census towns = 10
- Number of villages = 216
- District headquarters = Guwahati (M. Corp)
- Total male population = 655,630 (52.02 percent)
Total female population = 604,789 (47.98 percent)
Sex ratio = 994 females per 1000 males.
Literacy rate (excluding those in age group 0-6) = 88.66 percent.
Male literacy rate = 91.26 percent
Female literacy rate = 85.82 percent

(The data figures mentioned herein is based on census of India 2011 Provisional Population Totals).

3.07. POPULATION OF THE STUDY

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. It is the aggregate or totality of objects or individuals regarding which inferences are to be made in the sampling study.

The population of the present study comprises of all the adolescent students between the ages 15-18 years in Kamrup (M) district. The Kamrup (M) district has a total of eighty nine (89) schools which includes both government and provincialised schools. The districts has four (4) government higher secondary schools and twenty (20) provincialised higher secondary schools recognized by Assam Higher Secondary Education Council (AHSEC). On the other hand the district has one government high schools and sixty four (64) provincialised high schools recognized by the Secondary Education Board of Assam (SEBA). The government schools are fully financed and directly managed by the state government. On the other hand, the provincialised schools receive maintenance grants from the state government but are not directly managed by the state government. However, employees of the provincialised schools come under the same terms and conditions like those of the government schools.

Thus, the universe of the present study constitutes all the students (both boys and girls) in the age group of 15 to 18 years belonging to the government and provincialised high and higher secondary schools recognized by SEBA and AHSEC respectively of Kamrup (M) district.
3.08 Sample

A sample is a small proportion of population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from where it is drawn. The sample of this particular study comprises of 300 adolescents (both boys and girls). The 300 parents of the adolescents were also respondents in this study.

3.09 Techniques of Sampling:

The sample for the study was selected in the following manner. Kamrup (M) district of Assam was selected as the study area. These are six Revenue Circles under Kamrup (M), Guwahati Revenue Circle and Dispur Revenue Circle have Municipal Corporations each and hence come under the urban region whereas the other four Revenue Circles i.e. Chandrapur Revenue Circle, Sonapur Revenue Circle, North Guwahati (Part) Revenue Circle and Azara Revenue Circle have Gaon Panchayats each and come under the rural areas.

The sampling was done in two stages – the first method was by using the technique of cluster sampling whereby the population was divided into clusters and samples were drawn out from the clusters. In this particular study, the circles under Kamrup (M) district are regarded as clusters and accordingly schools are selected from each cluster or circle. The second technique applied in drawing out the sample is Stratified Random Sampling which involves dividing the population into homogenous strata and selecting simple random samples from each respective stratum. The rural-urban strata was taken into consideration while selecting the clusters as two cluster (circles) belonged to the urban areas while the other four clusters (circles) belonged to the rural areas. Since, the study required a comparison of various aspects of the urban and rural sample, it was decided to select equal number of schools from both urban and rural areas. Accordingly six schools were selected randomly from the urban areas being represented by the two
revenue circles i.e. Dispur Revenue Circle and Guwahati Revenue Circle and six schools were selected randomly from the rural areas being represented by Chandrapur Revenue Circle, Sonapur Revenue Circle, North Guwahati (Part) Revenue Circle and Azara Revenue Circle.

In the second stage, the adolescents were selected from the twelve selected schools keeping in consideration the next strata i.e. boys – girls strata. A total of twenty five (25) adolescents in the age group of 15-18 years were randomly selected from each of the twelve schools amounting to a total of 300 adolescents. Out of the total 300 adolescents, there were an equal number of girls and an equal number of boys i.e. 150 each. Since, some of the schools selected were only girls schools, the criteria of an equal number of girls and boys in each school could not be maintained. Therefore, equality in the total number of girls and total number of boys was maintained at 150 each.

![Fig.3.04 Sampling Frame](image)

### 3.10 Criteria of Sample Selection:

In selection of the sample schools the following points were kept into consideration:

1. Schools were selected representing each Revenue Circle of the Kamrup (M) district.
2. Schools from both urban areas and rural areas were selected as per the need of the study.
3. The schools selected were either government or provincialised. Private schools were not selected for the study.
4. Both high schools and higher secondary schools were selected as the study included adolescents between the age group of 15-18 years.
5. Schools recognized by SEBA and AHSEC only were selected for the study.
6. Only Assamese medium schools were selected as sample schools.
7. The adolescents selected were represented by equal number of boys and equal number of girls.
8. The type of schools were both co-educational and girls school.

The following table shows the selection of sample students from the different schools.

Table 3.01 : Sample of Students selected from Different Schools.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of School</th>
<th>Area</th>
<th>Type of school</th>
<th>No. of girls</th>
<th>No. of boys</th>
<th>Total no. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Ulubari H.S.S.</td>
<td>Urban</td>
<td>Co-ed</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3.</td>
<td>T.C. Girls H.S.S.</td>
<td>Urban</td>
<td>Girls</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>4.</td>
<td>Panbazar Girls H.S.</td>
<td>Urban</td>
<td>Girls</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>Dispur Govt. H.S.S.</td>
<td>Urban</td>
<td>Co-ed</td>
<td>0</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>Chandrapur H.S.</td>
<td>Rural</td>
<td>Co-ed</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
</tbody>
</table>
### Table 3.1

<table>
<thead>
<tr>
<th>School Name</th>
<th>Type</th>
<th>Gender</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khetri H.S.</td>
<td>Rural</td>
<td>Co-ed</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Dimoria H.S.</td>
<td>Rural</td>
<td>Co-ed</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Sonapur H.S.S.</td>
<td>Rural</td>
<td>Co-ed</td>
<td>6</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>North Guwahati Girls H.S.</td>
<td>Rural</td>
<td>Girls</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Dharapur H.S.S.</td>
<td>Rural</td>
<td>Co-ed</td>
<td>8</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total 12 schools</strong></td>
<td></td>
<td></td>
<td><strong>150</strong></td>
<td><strong>150</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

### 3.11 TOOLS USED FOR DATA COLLECTION:

The following tools were used for data collection:

1. Parental Aspiration Scale prepared by the researcher to determine parental aspirations.
2. Questionnaire for Adolescents prepared by the researcher to determine their career choice and influence of parental aspirations in their choice.

### 3.12. PREPARATION OF TOOLS:

#### 3.12.1. **Parental Aspiration Scale**

This scale to measure parental aspiration was developed by the researcher for the purpose of the study. A Likert-type scale was constructed for the required purpose.

- The first step in constructing this scale was collecting a number of statements about the subject i.e. parental aspirations.
- The statements were based on the literature review of studies that have examined parental aspirations.
- The respondents i.e. parents express definite favourableness or unfavourableness to a particular point of view.
- After the statements were gathered, a trial test was
administered to a number of subjects.

- Only those items that correlated with the total test were retained. Ambiguous statements or not of the same type as the rest of the scale were eliminated.

- For analyzing the scale, five responses – “strongly agree”, “agree”, “undecided”, “disagree” and “strongly disagree” was used for each individual statement.

- A scale value was assigned to each of the five responses. The instrument yielded a total score for each respondent.

- Starting with a particular point of view, all statements favouring a particular point of view are scored as follows:

<table>
<thead>
<tr>
<th>Responses</th>
<th>Score Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

For statements opposing the particular point of view, the items are scored in the opposite order.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Score Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
</tr>
</tbody>
</table>

If the scale consisted of say 30 statements or items, the following score values would be revealing:

30 x 5 = 150. Most favourable response.

30 x 3 = 90. A neutral attitude.
30 x 1 = 30. Most unfavourable response.

The parental aspirations scale comprised of three sections:

Part-I: Demographic characteristics of parents.

Part-II: Parents beliefs regarding their aspirations.

Part-III: Parents behaviour reflecting their aspiration.

Part-I:

Demographic characteristics of parents included the following:

i. Name of parents – (both father and mother)

ii. Educational Qualification – (both father and mother)

iii. Occupation – (both father and mother)

iv. Monthly Family Income – (to tick in the appropriate category)

v. Number of children –

vi. Number of Boys – Number of girls –

vii. Position of child in the family –

viii. Location – Rural or Urban.

Part-II: BELIEFS

This section of the scale comprised of statements to reflect parents' beliefs regarding their aspirations. Items reflected parents' beliefs.

i. Hopes

ii. Love

iii. Wish

iv. Beliefs

v. Desire

vi. Want

vii. Disappointment

There were a total of 12 (twelve) items in Part-II of the scale.

Part-III: BEHAVIOUR

This section of the scales comprised of items that are action-oriented and more largely representative of parental behaviours. Items reflected the following:
i. Communication with the child.
ii. Using technology to facilitate conversation.
iii. Promoting active exploration of career opportunities.
iv. Relating school grade to future career opportunities.
v. Emphasizing the benefits of a career and
vi. Talking about options which a career provides.

There were a total of 13 (thirteen) items in Part-III of the scale.

The total number of items in the Parental Aspiration Scale were 25 (twenty five). Parents were asked to respond to each of the statements indicating beliefs and behaviours. They were asked to indicate to what extent they agreed or disagreed with the statements provided in the scale.

3.12.2. Distribution of items in the parental aspiration scale:

Table 3.02 : Distribution of items in the parental aspiration scale

PART-II : BELIEFS

<table>
<thead>
<tr>
<th>SI. No.</th>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I hope my child will choose the career which I aspire for him / her.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I would love for my child to choose the career which I aspire for him/her.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>My child is aware of my aspiration for him / her.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>In a perfect world, my child would become what I aspire him / her to be.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SI. No.</td>
<td>Statements</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>5.</td>
<td>I have great aspiration for my child’s career.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I have a specific career in mind I believe my child will choose.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>My aspirations for my child have changed as he / she got older.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I believe that my child will be unable to make his / her own career choice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I believe that the career which I aspire for my child is important for his / her future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I believe that the aspiration I have for my child will influence his / her own aspiration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I think it is likely that my child will choose the career which I aspire for him / her.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I would be disappointed if he/she did not enter a specific career which I want for him / her to enter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SI. No.</td>
<td>Statements</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1.</td>
<td>I have told my child about my aspirations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I regularly talk to my child about my career aspirations for him/her after higher secondary school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I tell him/her about the career. I aspire for him/her.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I have given written material to him / her about the career. I aspire for him / her.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>We research various career websites together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>We visit career fairs together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I encourage my child to choose courses that will prepare him for a future career which I aspire.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I link my child’s current education to his / her future career which I aspire.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I get involved in my child school activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SI. No.</td>
<td>Statements</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>10.</td>
<td>I point out tangible examples of the benefits of the career which I aspire for my child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I talk about positive experiences of the career which I aspire for my child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I communicate my aspiration by drawing attention to the job market and the variety of options it offers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I talk about my aspiration using “when” statements (e.g. “When you become…….”).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3.12.3. Distribution of categories of parental aspirations:**

The aspirations (beliefs and behaviour) of parents in this particular study was divided into three categories as High, Average and Low on the basis of percentiles. Parents who scored below $P_{40}$ were categorised as having low aspiration, those who scored between $P_{40}$ and $P_{65}$ were categorised as having Average aspiration and those who scored above $P_{65}$ were considered as having High aspiration.
Table 3.03 : Distribution of categories of parental aspirations

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Score range in percentile</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$&gt; P_{65}$</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>$P_{40} - P_{65}$</td>
<td>Average</td>
</tr>
<tr>
<td>3.</td>
<td>$&lt; P_{40}$</td>
<td>Low</td>
</tr>
</tbody>
</table>

3.12.3. Questionnaire for adolescents:

The questionnaire for adolescents comprised of three sections:-

Part-I : Demographic characteristics of adolescents.

Part-II : Career options to indicate their choice of career.

Part-III : This part consist of items related to their influence by their parental aspirations.

Part-I :

Demographic characteristics of adolescents included the following :

i. Name of the respondent :

ii. Class :

iii. Date of Birth :

iv. Gender :

v. Name of School :

vi. Location : Urban or Rural

Part-II :

Part-II of this questionnaire consisted of a list of careers which the adolescent would like to undertake when they finished their studies. The respondent had to indicate their choice of career by marking (√) in the box corresponding against each career.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Social Work (SW)</td>
</tr>
<tr>
<td>2.</td>
<td>Mass Media and Journalism (MMJ)</td>
</tr>
<tr>
<td>3.</td>
<td>Science &amp; Technology (ST)</td>
</tr>
</tbody>
</table>
4. Commerce and Management (C&M)
5. Agriculture (AG)
6. Medicine (M)
7. Defence (D)
8. Tourism (D)
9. Hospitality Industry (HI)
10. Law (L)
11. Teaching (TC)
12. Any others, specify -

Part-III:

Part-III of the questionnaire consisted of thirty one (31) questions (Q. No. 1 – Q. No. 31) regarding influence of parental aspirations on their career choice.

Table 3.04: Distribution of items in the questionnaire for adolescents

1. Do you hold the belief that parents have aspiration for the career choice of their children?
   Yes☐/ undecided ☐ / No. ☐

2. Do you think your parents have aspirations for your career?
   Yes ☐/ undecided ☐ / No. ☐

3. Are you aware of their aspirations for your career?
   Yes ☐/ undecided ☐ / No. ☐

4. Do they communicate their aspirations to you?
   Yes ☐/ undecided ☐ / No. ☐

5. If yes, how often do they communicate?
   Rarely ☐/ once in a while ☐/ regularly ☐

6. Do your parents regularly talk to you about their career aspirations for you after higher secondary school?
7. Do these discussions have an effect on your while making your career choice?
   Yes ☐ / undecided ☐ / No. ☐

8. Have they mentioned any career which they aspire for you?
   Yes ☐ / undecided ☐ / No. ☐

9. Have you considered of choosing that career because of their aspiration?
   Yes ☐ / undecided ☐ / No. ☐

10. Do your parents encourage you to choose courses that will prepare you for a future career which they aspire?
    Yes ☐ / undecided ☐ / No. ☐

11. Do you choose courses according to them?
    Yes ☐ / undecided ☐ / No. ☐

12. Do your parents provide you with written material about the careers which they aspire?
    Yes ☐ / undecided ☐ / No. ☐

13. Do these written material influence you in making your choice?
    Yes ☐ / undecided ☐ / No. ☐

14. Do your parents take you on visits to career fairs?
    Yes ☐ / undecided ☐ / No. ☐

15. Do you feel considering careers which they aspire for you on these visits?
    Yes ☐ / undecided ☐ / No. ☐

16. Do your parents use the internet to introduce you to various careers which they aspire?
    Yes ☐ / undecided ☐ / No. ☐
17. Do you show interest in those careers?
   Yes □ / undecided □ / No. □

18. Do your parents talk about positive experiences of the career which they aspire?
   Yes □ / undecided □ / No. □

19. Do these talks about the positive experiences influence you in making your choice?
   Yes □ / undecided □ / No. □

20. Do your parents point out tangible examples of the benefits of the career which they aspire for you?
   Yes □ / undecided □ / No. □

21. Do you feel like choosing the careers which they aspire by listening to its benefits?
   Yes □ / undecided □ / No. □

22. Do your parents use “when statements (e.g. when you become…..) when talking to you?
   Yes □ / undecided □ / No. □

23. Do you feeling like ‘becoming’ what they want you to be?
   Yes □ / undecided □ / No. □

24. Do your parents ask you what career you are considering for your future?
   Yes □ / undecided □ / No. □

25. Do your parents encourage you to make your own decisions?
   Yes □ / undecided □ / No. □

26. Do your parents try to understand your thoughts, feelings and opinions about your choice of career?
   Yes □ / undecided □ / No. □
27. Did you make this choice in order to make your parents happy?
   Yes ☐ / undecided ☐ / No. ☐

28. Have you made this choice in order to fulfill your parents aspirations?
   Yes ☐ / undecided ☐ / No. ☐

29. Have you made this choice according to your own aspirations / interest?
   Yes ☐ / undecided ☐ / No. ☐

30. Did you keep your own happiness in mind while making your choice?
   Yes ☐ / undecided ☐ / No. ☐

31. Are your parents happy with your choice of career?
   Yes ☐ / undecided ☐ / No. ☐

   Adolescents were asked to respond to each item by ticking (√) against any one of the three options provided. Three options were provided against each item – “Yes”, “No” and “Undecided”. A value was assigned to each of the three responses. The scoring procedure was as follows:

<table>
<thead>
<tr>
<th>Responses</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

3.12.4. DISTRIBUTION OF CATEGORIES OF STUDENTS INFLUENCE:

The influence of parental aspirations on adolescents have been divided into three levels as less influence, moderate influence and high influence. These three categories were calculated on the basis of percentiles. Adolescents who scored below $P_{40}$ were categorised as less influenced, those who scored between $P_{40}$ and $P_{65}$ were categorised as being moderately influenced and those scoring above $P_{65}$ were considered as highly influenced.
### Table 3.05: Distribution of Categories of Adolescents Influence

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Score range in percentile</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>&gt;P_{65}</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>P_{40}-P_{65}</td>
<td>Moderate</td>
</tr>
<tr>
<td>3.</td>
<td>&lt;P_{40}</td>
<td>Less</td>
</tr>
</tbody>
</table>

#### 3.13. RELIABILITY OF THE TOOLS:

The reliability of the tools (Parental Aspiration Scale and Questionnaire for Adolescents) was determined by the Split-Half Method. In this method each test was divided into two comparable halves (including all odd numbered items in one half and all even numbered items on the other half). Each person's score on the two halves was computed and the correlation was determined on the two sets of scores. The Correlation Coefficient between the two sets of scores in the Parental Aspiration Scale was found to be 0.70 and in the Questionnaire for Adolescents as 0.78.

#### 3.14. VALIDITY OF THE TOOLS:

In order to test the validity (face validity and content validity) of the tools - Parental Aspiration Scale and Questionnaire for Adolescents items of both the tools were prepared and submitted to the guide and to several experts from various fields to judge their validity. Since the sample belonged to schools where the medium of instruction was Assamese, the tools were translated into Assamese by a professional translator and its validity was redetermined by language experts in the vernacular medium.

#### 3.15. Item Analysis:

The items for the pilot test were developed on the basis of the literature review, experience and judgement of the researcher and opinion of experts. The test was then administered to a representative group and on the basis of its scoring the effectiveness of the items was appraised. Focus-group interactions were also conducted with parents and their adolescents to gain new perspectives on the inclusion or elimination of items. Only those items...
that correlated with the total test were retained. Ambiguous item were eliminated.

3.16. Pilot study:

In order to ensure that all given items will perform exactly as expected a pilot study was conducted on a representative sample of 100 (one hundred) adolescents and their respective parents. Fifty (50) adolescents (25 boys and girls) were selected from the urban areas and fifty (50) adolescents (25 boys and girls) from a rural areas. The objective of the pilot study was to obtain information on how respondents related to the items.

3.17. Data collection:

For this particular study two different sets of tools were prepared embracing the different aspects of the study – The Parental Aspiration Scale to determine the aspirations of parents and the Questionnaire for adolescents to determine the career choice of adolescents and their influence by their parental aspirations. In order to collect the data, the selected schools were visited by the investigator and with due permission from the respective head of the institutions, the questionnaires were handed over to the selected samples i.e. 25 students from each school in the age group 15-18. The respondents were instructed to ask for assistance from the investigator if they did not understand a question or an item. Likewise, the Parental Aspiration Scales were handed over to the adolescents to be given to their respective parents to be filled up. The investigator explained the items of the scale to the adolescents so that they could assist their parents in giving their responses especially in case of illiterate parents. The filled up questionnaire were collected at a specific date by an assistant teacher of the schools and handed over to the investigator at a convenient time. All the respondents willingly obliged and cooperated with the investigator in the process of data collection. In this manner the required data was collected from the 300 adolescents and their respective parents. The period of data collection was from October, 2012 upto November, 2013.
In course of the study the investigator also visited various libraries, institutes and offices for the collection of secondary data. The libraries visited were:

- Krishna Kanta Handique Library, Gauhati University
- Omeo Kumar Das Institute of Social Change and Development Library, Guwahati.
- The National Library, Kolkata.

Secondary data was also collected through correspondence from the Indian Council of Social Science Research – National Social Science Documentation Centre (Ministry of Human Resource Development), New Delhi.

The investigator also visited various offices for collection of relevant data during the course of the study.

- Office of the Inspector of Schools, KDC, Guwahati-1 to obtain the list of Govt. / Provincialised schools.
- (Directorate of Census Operations, Assam, Govt. of India, Ministry of Home Affairs, Bhangagarh, Guwahati-5.

3.18 Statistical Techniques applied for data analysis:

The following statistical techniques were used for analyzing the data collected in the light of the objectives set forth for the investigation.

- Simple frequency distribution.
- Graphical representation – Bar diagram, Pie graph.
- Coefficient of Correlation
- Percentile
- Mean
- Standard Deviation
- t test to test the significance of mean difference between different groups.
- Regression analysis to find out the relationship between parental aspirations and its influence on an adolescents choice.

The data was tabulated with the help of Microsoft Office, Excel 2007 and analysed with the help of a Computer Software Programme called Statistical Package for the Social Sciences (SPSS).