CHAPTER V

FINDINGS

The main findings of the present study have been listed below:

5.1 PARENTAL ENCOURAGEMENT AND EDUCATIONAL ASPIRATIONS

- The mean score of girls (66.675) on parental encouragement was higher than that of boys (66.495). But this difference was not significant at the 0.05 level of confidence.
- The mean score of girls (24.355) on educational aspirations was higher than that of boys (23.845). But this difference was not significant at the 0.05 level of confidence.
- Parental encouragement received by the students was positively correlated to their educational aspirations but was not significant.
- Parental encouragement received by the girls was also positively correlated to their educational aspirations but was not significant.
- Parental encouragement received by the boys was also positively correlated to their educational aspirations but was not significant.
- Parental encouragement received by the students was also positively correlated to their socio-economic status and was significant.
- Parental encouragement received by the girls was also positively correlated to their socio-economic status but was not significant.
- Parental encouragement received by the boys was also positively correlated to their socio-economic status and was significant.
- Parental encouragement received by the students was also positively correlated to their peer acceptability but was not significant.
Parental encouragement received by the girls was also positively correlated to their peer acceptability but was not significant.
Parental encouragement received by the boys was also positively correlated to their peer acceptability but was not significant.

5.2 PARENTAL ENCOURAGEMENT AND VOCATIONAL ASPIRATIONS
- The mean score of boys (54.290) on vocational aspiration was higher than that of girls (51.895). This difference was significant at the 0.05 level of confidence.
- Parental encouragement received by the students was positively correlated to their vocational aspirations and it was significant.
- Parental encouragement received by the girls was also positively correlated to their vocational aspirations and it was also significant.
- Parental encouragement received by the boys was also positively correlated to their vocational aspirations but was not significant.

5.3 PEER GROUP ACCEPTABILITY AND EDUCATIONAL ASPIRATIONS
- The mean score of girls (11.125) on peer group acceptability was higher than that of boys (11.025). But this difference was also not significant at the 0.05 level of confidence.
- Peer group acceptability of the students was positively correlated to their educational aspirations but was not significant.
- Peer group acceptability of the girls was also positively correlated to their educational aspirations but was not significant.
- Peer group acceptability of the boys was also positively correlated to their educational aspirations but was not significant.
5.4 PEER GROUP ACCEPTABILITY AND VOCATIONAL ASPIRATIONS

- Peer group acceptability of the students was positively correlated to their vocational aspirations but was not significant.
- Peer group acceptability of the girls was also positively correlated to their vocational aspirations but was not significant.
- Peer group acceptability of the boys was also positively correlated to their vocational aspirations but was not significant.
- Peer group acceptability of the students was also positively correlated to their socio-economic status and was significant.
- Peer group acceptability of the girls was also positively correlated to their socio-economic status but was not significant.
- Peer group acceptability of the boys was also positively correlated to their socio-economic status and was significant.

5.5 SOCIO-ECONOMIC STATUS AND EDUCATIONAL ASPIRATIONS

- The mean score of girls (641.995) on socio-economic status was higher than that of boys (633.655). But this difference was not significant at the 0.05 level of confidence.
- Socio-economic status of the students was negatively correlated to their educational aspirations but was not significant.
- Socio-economic status of the girls was also negatively correlated to their educational aspirations but was not significant.
- Socio-economic status of the boys was also negatively correlated to their educational aspirations but was not significant.

5.6 SOCIO-ECONOMIC STATUS AND VOCATIONAL ASPIRATIONS

- Socio-economic status of the students was positively correlated to their vocational aspirations and it was significant.
• Socio-economic status of the girls was also positively correlated to their vocational aspirations and it was also significant.
• Socio-economic status of the boys was also positively correlated to their vocational aspirations but was not significant.
• Vocational aspirations of the students was also positively correlated to their educational aspirations but was not significant.
• Vocational aspirations of the girls was also positively correlated to their educational aspirations but was not significant.
• Vocational aspirations of the boys was also positively correlated to their educational aspirations but was not significant.

5.7 STUDY OF THE INTERACTIVE EFFECTS
• When ANOVA was conducted on the entire sample of 400 students, the influence of all the three variables i.e. parental encouragement, peer group acceptability and socio-economic status was not significant, independently or in an interactive manner, on the educational aspirations.
• When ANOVA was conducted on vocational aspirations of the entire sample of 400 students, it was found that parental encouragement and socio-economic status had significant independent influence on the vocational aspirations but there was no interactive influence.
• The influence of peer group acceptability on vocational aspirations was not significant, independently as well as in an interactive manner.
• In case of girls, the influence of all the three variables i.e. parental encouragement, peer group acceptability and socio-economic
status was not significant, independently or in an interactive manner, on their educational aspirations.

- Parental encouragement and socio-economic status of girls had a significant independent influence on their vocational aspirations but there was no interactive influence.

- The influence of peer group acceptability of girls on their vocational aspirations was not significant, independently as well as in an interactive manner.

- In case of boys, parental encouragement and socio-economic status had a significant independent influence on their educational aspirations but there was no interactive effect.

- Peer Acceptability did not have an independent or an interactive effect on the educational aspirations of boys.

- Parental encouragement of boys had a significant independent influence on their vocational aspirations.

- The influence of peer group acceptability of boys was not significant, independently or in an interactive manner on their vocational aspirations.

- Socio-economic status of boys did not have a significant independent influence on their vocational aspirations.

- Parental encouragement and socio-economic status of boys had an interactive influence on their vocational aspirations.