

CHAPTER – VI

RESULTS AND THEIR IMPLICATIONS

In the present study, parental encouragement, peer acceptability and socio-economic status were the main independent variables while educational and vocational aspirations were the main dependent variables.

The present study indicates that majority of the students who received high parental encouragement wanted to become insurance agents, bank managers, state governors, doctors etc. Most of the students who received low parental encouragement wanted to become soldiers in the army, dentists, primary school teachers, airhostesses etc. The following were the main conclusions of the present study:

6.1 PARENTAL ENCOURAGEMENT AND EDUCATIONAL ASPIRATIONS

Mean scores as well as standard deviations for all the above mentioned variables were calculated. Mean scores were calculated separately for boys and girls. t-test was performed to find out whether the difference between these means was significant or not. The means of boys and girls of the variables – parental encouragement and educational aspirations - were equivalent except for one. No significant gender differences were found among the above variables.

Correlation was conducted to find out the degree of relationship between the variables i.e. to determine the extent to which change in one variable was accompanied by or was dependent upon changes in the other variable. When correlation was conducted for the entire sample of 400 adolescents, it was found that parental encouragement was positively correlated with educational aspirations but
was not significant. Similar results were found when correlation was conducted for girls and boys separately.

It was also found that parental encouragement received by the students (N=400) was positively correlated with their socio-economic status and it was significant. This implied that as the socio-economic status of the students increased the parental encouragement received by them also increased. Similar results were found when correlation was conducted for the boys. But in case of the girls, the parental encouragement received by them was not significantly correlated with their socio-economic status.

The present study shows that the parental encouragement received by the students (N=400) was positively correlated with their peer group acceptability but it was not significant. Similar results were found when correlation was conducted for the boys as well as girls.

6.2 PARENTAL ENCOURAGEMENT AND VOCATIONAL ASPIRATIONS

In case of vocational aspirations, the mean score of boys (54.290) was higher than that of girls (51.895). Here, the t-value was significant at the 0.05 level of confidence i.e. the difference between the means of boys and girls on vocational aspirations were significant at the 5% level. This implies that vocational aspirations of boys were higher than that of girls.

When correlation was conducted for the entire sample of 400 adolescents, it was found that parental encouragement was positively correlated with vocational aspirations and was significant. This implied that as the parental encouragement received by the students increased their vocational aspirations also increased. Similar results were found when correlation was conducted for girls. But in case of the boys the
correlation between the parental encouragement received by them and their vocational aspirations was not significant.

6.3 PEER GROUP ACCEPTABILITY AND EDUCATIONAL ASPIRATIONS

In case of the peer group acceptability mean scores of girls and boys were equivalent i.e. no significant gender differences were found. When correlation was conducted for the entire sample of 400 adolescents, it was found that peer group acceptability was positively correlated with educational aspirations but was not significant. Similar results were found when correlation was conducted for girls and boys separately.

6.4 PEER GROUP ACCEPTABILITY AND VOCATIONAL ASPIRATIONS

When correlation was conducted for the entire sample of 400 adolescents, it was found that peer group acceptability was positively correlated with vocational aspirations but was not significant. Similar results were found when correlation was conducted for girls and boys separately.

When correlation was conducted for the entire sample of 400 adolescents, it was found that peer acceptability was positively correlated with socio-economic status and was significant. This implied that as the socio-economic status of the students increased their peer group acceptability also increased. Similar results were found when correlation was conducted for boys. But in case of the girls the correlation between the peer group acceptability and their socio-economic status was not significant.

6.4 SOCIO-ECONOMIC STATUS AND EDUCATIONAL ASPIRATIONS

In case of the socio-economic status mean scores of girls and boys were equivalent i.e. no significant gender differences were found. When correlation was conducted for the entire sample of 400
adolescents, it was found that socio-economic status was negatively correlated with educational aspirations but was not significant. Similar results were found when correlation was conducted for boys as well as girls.

6.6 SOCIO-ECONOMIC STATUS AND VOCATIONAL ASPIRATIONS

When correlation was conducted for the entire sample of 400 adolescents, it was found that socio-economic status was positively correlated with vocational aspirations and was significant. This implied that as the socio-economic status of the students increased their vocational aspirations also increased. Similar results were found when correlation was conducted for girls. But in case of the boys the correlation between the socio-economic status and their vocational aspirations was not significant.

In the present study the investigator has also observed that vocational aspirations of the students were positively correlated with their educational aspirations but it was not significant. Similar results were also found in case of boys as well as girls.

6.7 STUDY OF THE INTERACTIVE EFFECTS

ANOVA was performed to find out the independent and the interactive effects of the independent variables i.e. parental encouragement, peer acceptability and socio-economic status on the dependent variables (educational and vocational aspirations).

When ANOVA was conducted for the educational aspiration scores on the entire sample of 400 adolescents, it was found that there was no significant effect of parental encouragement, peer acceptability and SES on them. This conveys that educational aspirations
of adolescents irrespective of the parental encouragement they received, their peer acceptability as well as their SES were similar.

There was no significant interactive effect of parental encouragement, peer acceptability as well as SES on the educational aspirations of adolescents. This implies that educational aspirations of adolescents were not affected significantly by the interactive effect of all the three variables.

Therefore, parental encouragement, peer acceptability as well as SES did not have a significant influence, independently or in an interactive manner, on the educational aspirations of adolescents. Hence, the hypotheses that parental encouragement and peer acceptability influenced the educational aspirations of adolescents were not accepted. Similarly, the hypothesis that high SES adolescents had higher educational aspirations than that of low SES was also not accepted. Similarly, the hypothesis that parental encouragement, peer group acceptability and SES influenced the educational aspirations of adolescents was also not accepted.

When ANOVA was conducted for the vocational aspiration scores on the entire sample of 400 adolescents, it was found that significant effect of parental encouragement existed on them. In fact high parental encouragement had a stronger effect on the vocational aspirations of adolescents than low parental encouragement.

Effect of peer acceptability on vocational aspirations of adolescents was not significant. Therefore, adolescents having high and low peer acceptability tended to be similar with regard to their preference for vocational aspirations.
There was significant effect of SES on the vocational aspirations of adolescents. This implied that high SES had a stronger effect on the vocational aspirations of adolescents than low SES.

Interactive effect of all the three variables i.e. parental encouragement, peer acceptability and SES on vocational aspirations of adolescents was not significant. Therefore vocational aspirations of adolescents were not affected significantly by the interactive effect of all the three variables.

Hence the hypothesis that parental encouragement influenced the vocational aspirations of adolescents was accepted. Similarly, the SES of the adolescents also influenced their vocational aspirations. Therefore, the hypothesis that high SES adolescents had higher vocational aspirations than that of the low SES was accepted. But the hypothesis peer group acceptability influenced the vocational aspirations of adolescents was not accepted. Similarly, the hypothesis that parental encouragement, peer group acceptability and SES influenced the vocational aspirations of adolescents was also not accepted.

When ANOVA was carried out for the educational aspiration scores of girls it was found that parental encouragement, peer acceptability and SES did not have a significant effect on them. This indicated that educational aspirations of girls were similar irrespective of the parental encouragement they received, their peer acceptability as well as their SES.

Educational aspirations of girls were not significantly affected by the interactive effect of all the three variables i.e. parental encouragement, peer acceptability as well as SES.
When ANOVA was carried out for the vocational aspiration scores of girls, parental encouragement had a significant effect on them. This implies that high parental encouragement had a stronger effect on the vocational aspirations of girls than low parental encouragement.

There was no significant effect of peer acceptability on the vocational aspirations of girls. This implies that girls having high and low peer acceptability tended to be similar with regard to their preference for vocational aspirations.

Effect of SES on vocational aspirations of girls was found to be significant. This indicated that high SES had a stronger effect on the vocational aspirations of girls than low SES.

There were no significant interactive effects of all the three variables (i.e. parental encouragement, peer acceptability and SES) on the vocational aspirations of girls. This indicated that vocational aspirations of girls were not affected significantly by the interactive effect of all the three variables.

In the case of educational aspirations of boys parental encouragement had a significant effect on them. This implies that high parental encouragement has a stronger effect on the educational aspirations of boys than low parental encouragement.

There was no significant effect of peer acceptability on educational aspirations of boys. Therefore, boys having high and low peer acceptability tended to be similar with regard to their preference for educational aspirations.

There was a significant effect of SES on educational aspirations of boys. In fact, low SES had a stronger effect on the educational aspirations of boys than high SES.
There were no significant interactive effects of all the three variables on the educational aspirations of boys. This indicated that educational aspirations of boys were not affected significantly by the interactive effect of all the three variables.

As regards the vocational aspirations of boys, parental encouragement had a significant effect on them. This implies that high parental encouragement had a stronger effect on vocational aspirations of boys than low parental encouragement.

There was no significant effect of peer acceptability on vocational aspirations of boys. Therefore, boys having high and low peer acceptability tended to be similar with regard to their preference for vocational aspirations.

SES also did not have a significant effect on vocational aspirations of boys. Hence, boys having high and low SES tended to be similar with regard to their preference for vocational aspirations.

There was a significant interactive effect of parental encouragement as well as SES on the vocational aspirations of boys. Therefore, high parental encouragement and high SES had a more powerful effect on the vocational aspirations of boys than low parental encouragement and low SES.

There were no significant interactive effects of all the three variables together on the vocational aspirations of boys. This indicated that vocational aspirations of boys were not affected significantly by the interactive effect of all the three variables together.

Therefore, two of the hypotheses were partially accepted as the variables i.e. parental encouragement and socio-economic status had a significant independent influence on the vocational aspirations only and not on the educational aspirations. Thus the hypothesis that high SES
adolescents had higher educational and vocational aspirations than that of
the low SES was partially accepted because high SES adolescents had
only high vocational aspirations and not educational aspirations. But the
hypothesis that peer group acceptability influenced educational and
vocational aspirations of adolescents was not accepted. Similarly, the
hypothesis that parental encouragement, peer group acceptability and
socio- economic status had an interactive influence on the educational
and vocational aspirations of adolescents was also not accepted.

6.8 EDUCATIONAL IMPLICATIONS OF THE FINDINGS:-

The study revealed that educational aspirations of
adolescents were not affected significantly by the independent as well as
interactive effects of all the three variables (i.e. parental encouragement,
peer acceptability as well as SES) when gender was not taken into
account. Among the girls the independent or interactive effects of all the
three variables did not affect educational aspirations significantly.

But among the boys it was found that parental
encouragement had a significant effect on their educational aspirations
i.e. high parental encouragement had a stronger effect on the educational
aspirations than low parental encouragement. Among the boys it was also
found that low SES had a more powerful effect on their educational
aspirations than the high SES.

The above results can be of great help to the career
counselors who can guide the adolescents to plan their educational future.
As the study had revealed that parental encouragement and SES both
affected the educational aspirations of boys in different ways as
explained in the above manner. So the counselors can help the
adolescents to choose a particular stream or field of education according
to his SES, educational aspirations etc. They can provide them knowledge about the various avenues of higher education open to them according to their SES e.g. if the adolescents belong to low SES there may be certain courses which his family may not be able to afford. The counselors can provide them with appropriate options and choices.

They can guide them to prepare for various competitions, acquaint them with pre-requisites of various courses (especially financial needs) etc. They can arrive at a consensus regarding the educational future of the adolescents, taking into account their educational aspirations, their SES and the extent of the parental encouragement they received. They can suggest various alternatives for their educational future.

The present study indicated that vocational aspirations of adolescents were affected significantly by parental encouragement they received as well as their SES when gender was not taken into account. This showed that high parental encouragement had a more powerful effect on the vocational aspirations of adolescents than low parental encouragement. Similarly, high SES too had a stronger effect on the vocational aspirations of adolescents than low SES. There were no significant interactive effects on the vocational aspirations of the adolescents.

Among the girls the same trends were observed. Among the boys too, parental encouragement showed a similar effect on their vocational aspirations. But there was a significant interactive effect of parental encouragement as well as SES on the vocational aspirations of boys.

The above results were useful to the career counselors who assist the adolescents in planning their future. There are certain
vocations (or professions), which are not preferred by their parents. As a result the parents might discourage them to pursue such careers.

Similarly, the counselors can suggest various career options according to the SES of the adolescents. The adolescents of low SES may not be able to take up certain professions due to the financial burden on their families. So accordingly, the counselors have to help them to arrive at a common ground regarding their career taking into account their own vocational aspirations, their SES as well as the extent of parental encouragement they receive.

6.9 SUGGESTIONS FOR FURTHER RESEARCH

1. A comparative study of the educational and vocational aspirations of adolescents of rural and urban background can be studied.

2. Educational and vocational aspirations of adolescents of different regions e.g. South India and North India can be investigated.

3. A study of the educational and vocational aspirations of over achievers and under achievers can also be studied.

4. The influence of mass media e.g. internet, cable television, newspapers and magazines etc. on the educational and vocational aspirations of adolescents can be investigated.

5. The effect of parental education of the educational and vocational aspirations of adolescents can also be studied.

6. A comparative study of the educational and vocational aspirations of developed and developing countries.