Summary, Conclusions And Suggestions For Further Research
10 + 2 happens to be a stage whereby the nation's future manpower can choose from among various educational and vocational opportunities, so as to match with their abilities and utilize potentialities to the maximum. But to make relevant educational and vocational decisions is not an easy task for the adolescents. Adolescence is a period when the individual has to be ready to deal with the vocational developmental tasks and plan for future educational and vocational goals. The young people are to make appropriate choices that are needed for their personal satisfaction and, as well as relevant for the society.

Occupational decisions are thus not an exclusive intellectual process, in which various possibilities are sorted out in a logical manner, instead decisions are based on the interaction of many factors.

Various factors that are predictors of vocational choice and career decision-making on the basis of research studies, can be classified as: environmental factors (culture, subculture, home and family environment, school environment, rural and urban background, socio-economic status and sex differences) and personological factors (intelligence, personality achievement motivation, interests, abilities, external-internal locus of control, self-concept, and academic achievement). All these factors have an important bearing on choices and career decision-making of adolescents.
There is a need to explore the relationship of all these factors with the choices and decisions made with regards to career, but it was not possible to take up all the factors in a single study. Hence, out of the environmental factors, family environment was selected whereas from among the personological factors, intelligence, self-concept and academic achievement were selected.

Career Maturity refers to the individuals degree of readiness to choose, prepare and plan for future vocation.

self-concept is the description or perception of oneself; including a persons mental image of his physical self, his expectations about his own behaviour and other such expressions of the person’s sense of himself.

Intelligence implies mental ability of an individual. The understanding of vocational world are vital for the students as it enables them to review their career decisions in the light of their potentiality.

Family environment refers to the perceptions of emphasis placed on different aspects of environment in the family. The adolescents are likely to gear there educational efforts for the attainment of their vocational goals with family support.

Academic performance is the degree and level of success, and proficiency attained in academic field. Apart from being the basis of admission and promotion in a class academic achievement is also taken as an index of future success in life.
The present study was conducted to find out the relationship between the criterion variable of career decision-making and the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement. The exact problem is stated as under:

STATEMENT OF THE PROBLEM

CAREER DECISION-MAKING AS RELATED TO CAREER MATURITY INTELLIGENCE SELF - CONCEPT FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT AT PLUS 2 STAGE.

OBJECTIVES OF THE STUDY

In accordance with the nature of the study the investigator proceeded with various objectives which are stated as under:

1. The first objective was to study the nature and distribution of variables understudy viz : career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement;

2. To find out the number of students who exhibit decidedness, tentativeness or undecidedness in career decision making;

3. To compare total decided and total tentative groups on the variables of career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

4a. To find out significant differences between the decided and tentative students of total academic stream, on the variables of career
decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

b. To compare students who are decided and tentative from the total vocational stream on the variables of career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

5. To compare students of total academic and total vocational stream with respect to their career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

6. To find whether boys and girls exhibit any differences with regards to their career decision with regards to their career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

7a. To find out whether the science (medical and nonmedical) students exhibit more definitness with regard to their career choices in comparison to arts and commerce students.

b. To see, if science (medical and non medical) students are more mature career wise than their counterparts in arts and commerce.

8. To find out relationship between the criterion variables of career decision-making and the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement.

9. To find whether each independent variable of career maturity, intelligence, self-concept, family environment and academic
achievement has anything at all to contribute to the prediction of
criterion variable i.e. career decision-making as well as to see
whether independent variables taken together conjointly have any
contribution to make towards prediction of criterion variables.

10. To identify from among the independent variables of career maturity,
intelligence self-concept, family environment and academic
achievement which cluster with the criterion variables of career
decision-making from basic structure.

HYPOTHESES OF THE STUDY

Based on the above stated objectives, following hypotheses were
framed and tested:

1. The variables under study exhibit: will have definite choice in career
decision-making and; exhibit average level of career maturity,
intelligence self-concept, family environment and academic
achievement.

2. At plus 2 stage, a large number of students are quite tentative or
uncertain about their future plan of action with regard to the choice
of their careers.

3. Significant differences exist between total decided and total tentative
groups on the variables under study viz: career decision making,
career maturity, intelligence, self-concept, family environment and
academic achievement.

4a. Their exists significant differences between the decided and
tentative students of the total academic group on the variables of
career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

b. Students who are decided and tentative from the total vocational stream will differ significantly on the variables under study viz: career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

5. On comparison, the total academic and total vocational groups differ significantly on the variables of career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

6. Boys and girls differ significantly on career maturity, intelligence, self-concept, family environment and academic achievement.

7a. Science (medical and non-medical) students are more decided in career decision-making in comparison to their counterparts in arts and commerce subgroups.

b. Science (medical and non-medical) students exhibit more career maturity as compared to arts and commerce students.

8. There exists positive and significant relationship between the criterion variables of career decision-making and the dependent variables of career maturity, intelligence, self-concept, family environment and academic achievement.

9. Career maturity, intelligence, self-concept, family environment and academic achievement contribute significantly towards the prediction of career decision-making both independently as well as conjointly.
10. The criterion variables of certainty and indecision scale of career decision-making share significant loadings constellating with the independent variables of career maturity, intelligence, self-concept, family, environment and academic achievement.

DESIGN OF THE STUDY

For the present study descriptive, exploratory survey was employed as it describes in detail the nature and distribution of variables. It was coupled with the techniques of differential analysis, bivariate and multivariate correlations along with factor analysis.

FIELD OF THE STUDY

The field of investigation comprised of plus two stage of three Government Senior Secondary Schools of Chandigarh (U.T.) offering all the streams viz. Academic stream (arts, medical, non-medical, commerce) and Vocational stream, courses.

SAMPLE

Size of the sample consisted of 667, XII class students both boys and girls studying in three government Model Senior Secondary and Government Senior Secondary Schools under the C.B.S.E. system of Chandigarh (U.T.).

The techniques employed for the sampling of the study was essentially stratified, non-probability, purposive and incidental in nature.

The representativeness of the sample was ensured with respect to the type and stature of the school in accordance with the objectives of the study. It was purposive because only Government Senior Secondary
Schools affiliated to C.B.S.E. were selected. Sampling was stratified with respect to the selection of class and of sections in each course of study viz: arts, medical, non-medical, commerce, vocational courses. It was incidental in the sense, that depending on the availability and cooperation of the schools the sample size was determined.

**TOOLS USED FOR THE STUDY**

The tools used for the collection of data were as follows:

1. **Career Decision-Making**
   
   Career Decision scale by Samuel. H. Osipow (1986) for surveying the status in the career decision-making process.

2. **Career Maturity**
   
   Indian adaptation of career maturity Inventory (CMI, Crites) prepared by Dr. (Mrs.) Nirmala Gupta (1989) was used to measure maturity of attitudes and competencies that are critical in realistic in career decision-making.

3. **Intelligence**
   

4. **Self-concept**
   
   Personality word list (PWL) by Dr. (Mrs.) Pratibha Deo (1985), to assess self-concept of boys and girls.

5. **Family Environment**
   
   Family environment scale by Rudolf H. Moss, Form R (1986) to describe perceptions about family environment.
6. **Academic Achievement**

Academic achievement was measured on the basis of marks obtained in +1 i.e. class XI examination.

**STATISTICAL TECHNIQUES USED**

In accordance with various objectives of the study, different statistical techniques were used to analyse the data:

1. **Descriptive Analysis**

Measures of central tendency such as means, standard deviations along with standard errors, skewness and kurtosis were worked out to study the nature and trend of the sample of the present study.

2. **Differential Analysis**

T-values were worked out to find out the significant differences between variables of career decision making, career maturity, self-concept, family environment and academic achievement for decided and tentative groups, academic and vocational streams as well as boys and girls.

3. **Bivariate Analysis**

Product-moment coefficient of correlations were worked out to obtain the nature and extent of relationship between career maturity, self-concept, family environment and academic achievement and career decision making of adolescents.

4. **Multivariate Analysis**

Stepwise multiple coefficient of correlations and multiple regression analysis were computed to find the predictors of career decision making.
from among the independent variables of career maturity, self-concept, family environment and academic achievement.

5. **Factor Analysis**

Principal axes method of factoring and varimax rotation of factors was employed to study the underlying factor structure and to locate and identify certain factors of career decision in the light of independent variables of career maturity, intelligence self-concept, family environment and academic achievement.

The results were obtained from 1B.MPCXT of the Computer Centre, Panjab University, Chandigarh.
CONCLUSIONS OF DESCRIPTIVE ANALYSIS

Conclusions Based on Descriptive Analysis of Total Sample (Vide Table 3.1.3, Chapter III).

The objective of this analysis was to study the nature and distribution of the variables under study viz: career decision making, career maturity, intelligence, self-concept, family environment and academic achievement.

The hypothesis to be verified was that the boys and girls at plus 2 stage exhibit definite choice in career decision making, exhibit average level of career maturity, intelligence, self-concept, family environment and academic achievement.

Career Decision-Making (V₁ - V₂)

The mean on certainty (V₁) was 6.363 and in case of indecision (V₂) it was 38.384. This shows that the total sample was a decided group on the basis of criteria framed.

Career Maturity (V₃ - V₆)

The mean on the measure of career maturity attitude (V₃) was 32.927. In case of measures of career maturity competence test (V₄ - V₆), the means were between 6.910 to 8.772. These scores fall under stanines IV, V, VI. The level of career maturity was found to be average.

The hypothesis of average career maturity. Thus got full support.
Intelligence (Vg)

The score 47.700 on intelligence (Vg) indicates that the total sample was of above average intelligence. The mean score falls above 75th percentile, which proves the hypothesis of average intellectual ability.

Self-concept (V10)

The mean of 110.294 falls in the 50th percentile which exhibited average self-concept, hence the hypothesis got full support.

Family Environment (V11 - V20)

The means of the ten family environment subscales range between 3.055 to 6.814. The perception of family environment ranged between below average to above average. Hence, the hypothesis of average family environment was confirmed partially.

Academic Achievement (V21)

The mean score 59.487 indicates that the group scored approximately 60% which was above average and proves the hypothesis of average academic achievement.

Thus the hypotheses pertaining to career decision-making, career maturity, intelligence, self-concept and academic achievement got full support except in case of family environment which was confirmed partially.
Conclusions Based on Range of Descriptive Analysis of Total Decided; Total Tentative; Total Academic; Total Vocational; Total Boys and Total Girls. (Vide Table 3.2.7, Chapter III)

The objective of this analysis was to find out the nature and distribution of scores on the variables of career decision making, career maturity, intelligence, self-concept, family environment and academic achievement for the groups of total decided, total tentative; total academic; total vocational, total boys and total girls. Since the mean scores of all these groups are close to the total sample the discussion was based only on the range of mean scores of these groups to draw the conclusions.

The hypothesis for this analysis was that all the groups exhibit a clear choice in career and have average level of career maturity, intelligence, self-concept, family environment and academic achievement.

Career Decision-Making \((V_1 - V_2)\)

Certainty \((V_1)\)

The means on this variable ranged from 5.719 to 6.703.

Indecision \((V_2)\)

On the variable of indecision \((V_2)\), the range of mean was from 36.036 to 45.209.

The range of scores on certainty \((V_1)\) and indecision \((V_2)\) which depict clear and definite career decision making supported the hypothesis.
Career Maturity (V3 - V8)

The range of means on career maturity attitude (V3) was 27.884 to 36.877 and in case of competence test (V4 - V8), the means were 5.629 and 9.824. All the career maturity measures fall in stanines IV, V, VI and hence the level of career maturity was average.

Thus the hypothesis of average career maturity got full support.

Intelligence (V9)

The range of means was 45.102 to 49.735. The above average intellectual capacity gives full support to the hypothesis of average intelligence.

Self-concept (V10)

The value of mean falls between 109.569 and 11.457 which exhibited average self-concept, thus proving the hypothesis.

Family Environment (V11 - V20)

The range in case of ten family environment subscales was between 3.641 to 6.910. This means that the family environment as perceived by the fourteen subgroups ranged between below average.

Hence, the hypothesis of average perceptions of family environment got a partial support.

Academic Achievement (V21)

The range of means 54.741 to 63.206 depict that the groups scored average in academic achievement which confirms the hypothesis.

The results of this analysis depict that the hypothesis got full support on the variables of career decision making, career maturity,
intelligence, self-concept, and academic achievement, whereas the hypothesis pertaining to family environment got a partial support.

Conclusions Based on Range of Descriptive Analysis of the Fourteen Subgroups of Academic and Vocational Streams (Vide table 3.3.15, Chapter III)

The objective of this analysis was to find out the nature and distribution of variables under study.

The hypothesis to be verified was that their exist a definite choice in career decision-making and average career maturity, intelligence, self-concept, family environment and academic achievement.

As the mean scores on the variables under study were close to total sample, only the range of scores was discussed in case of fourteen academic and vocational groups.

Career Decision-Making ($V_1 - V_2$)

The range of mean was 5.500 to 7.069 in case of certainty ($V_1$) and 32.586 to 47.060 and in case of indecision ($V_2$). The scores depict clear choice in decision-making in case of subgroups of academic and vocational stream, which proves the hypothesis.

Career Maturity ($V_3 - V_8$)

The range of mean on career maturity attitude ($V_3$) was 20.813 to 37.803. In case of the measures of career maturity competence test ($V_4 - V_8$), the range of means was from 4.750 to 9.500. The stanines ranged from I to VIII. The level of career maturity was low to average; below average to average and average to above average.
The hypothesis pertaining to average career maturity, thus got support to some extent only.

**Intelligence (Vg)**

The range of means 37.375 to 51.257 on intelligence, shows that the intellectual capacity of the subgroups of academic and vocational streams was found to be ranging between below average to above average, which confirmed the hypothesis to some extent.

**self-concept (V10)**

The range of means between 97.926 to 132.533, depicted that self-concept was between below average to high in case of subgroups which proves the hypothesis of average self-concept partially.

**Family Environment (V11 - V20)**

The range of means on the ten subscales of family environment was 2.480 to 7.438. The perceived family environment was between below average to above average. The hypothesis of average family perceptions thus got a partial support.

**Academic Achievement (V21)**

The means 46.500 to 66.864 depict that the subjects in the fourteen subgroups exhibited below to above average level of academic achievement, thus partially supporting the hypothesis.

The results of this analysis reveal that the hypothesis was confirmed only in case of career decision-making. The results of the rest of the variables of career maturity, intelligence, self-concept, family environment, and academic achievement gave a partial support to the hypothesis.
SECION II

CONCLUSIONS OF DIFFERENTIAL ANALYSIS

Classification of Decided, Tentative And Undecided Students

Conclusions Based on Table 4.1.1

The objective of this analysis was to find the number of students who exhibit decidedness, tentativeness or undecidedness in career decision-making.

The hypothesis stated for this analysis was that in India, at plus 2 stage, a large number of students are quite uncertain about their future vocational plans and the choice of their careers.

On the basis of career decision making score, the number of students who were clearly decided was 503; tentative, 153; and the number of totally undecided students were only 11.

Hence, the hypothesis stands confirmed.

Conclusions Based on Comparison Between Total Decided and Total Tentative Group (vide Table 4.1.2, Chapter IV).

The objective of this analysis was to compare total decided and total tentative groups with respect to career maturity, intelligence, self-concept, family environment and academic achievement.

Based on this objective following hypotheses were formulated:

1. Career maturity influences the decision making in the choice of career.
2. Intelligence is an important factor in determining career decision-making.
3. Self-concept helps in making of career decisions of an individual.
4. Family environment, to a large extent, is responsible for influencing the individuals decision-making as far as the choice of a career is concerned.
5. Academic achievement contributes significantly towards career decision making.

Comparison Between Total Decided and Total Tentative Group

Career Decision-Making (V₁ - V₂)

On comparison certainty (V₁) and indecision (V₂) were both found to have significant differences (at 0.01 level) which gave support to the criteria of classification of decided and tentative groups.

Career Maturity (V₃ - V₈)

No significant differences were observed between the total decided and total tentative students on the measures of career maturity attitude (V₃) and competence test (V₄ - V₈).

Hence the hypothesis of influence of career maturity on career decision making did not get any support.

Intelligence (V₉)

Absence of any significant differences between the total decided and total tentative groups, rejects the hypothesis of intelligence being a determining factor of career decision-making.
self-concept ($V_{10}$)

No significant differences were found, when total decided and total vocational subjects were compared. This did not confirm the hypothesis that self-concept plays an important part in making of career decisions.

**Family Environment**

In case of family environment significant differences were observed on the subscales of intellectual cultural orientation ($V_{16}$) significant at 0.01 level and active- recreational orientation ($V_{17}$) significant at 0.05 level from the Personal-growth dimension. None of the rest of the subscales were found to have significant differences.

This gave a feeble support to the hypothesis of family environment, influencing the career decision-making.

**Academic Achievement ($V_{21}$)**

In the absence of any significant differences, the hypothesis of significant contribution of academic achievement in career decision-making was not confirmed, when total decided and total tentative groups were compared.

Hence, the hypotheses that their exists significant differences between total decided and total tentative groups got a very feeble support.
Conclusion of Comparison between Decided and Tentative Students from the Total Academic Group on the Variables Under Study

(vide Table 4.1.3, Chapter IV)

The objective of this analysis was to find significant differences between decided and tentative students from the total academic group, on the variables of career decision making, career maturity, intelligence, self-concept, family environment and academic achievement.

The hypothesis formulated for this analysis was that significant differences exist between the decided and tentative students of total academic group on the variables under study.

Career decision making (V1 - V2)

On certainty (V1) the significant 't' ratio at 0.10 level, was in favour of decided group. In case of indecision (V2) significant differences at 0.01 level favoured tentative students. This shows that decided students exhibited certainty while tentative students were more indecisive with regards to choice of career, which confirmed the hypothesis of significant differences between decided and tentative students of the total vocational stream.

Career Maturity (V3 - V9)

No significant difference were observed on career maturity attitude (V3) and measures of competence test (V4 -V8) which rejects the hypothesis.
Intelligence ($V_9$)

Significant differences at 0.01 level in case of intelligence in favour of decided students confirmed the hypothesis.

self-concept ($V_{10}$)

Absence of significant differences between decided and tentative students of total academic group did not support the hypothesis.

Family Environment ($V_{11} - V_{20}$)

From among the subscales of family environment, it was only in case of Personal-growth dimensions ($V_{14} - V_{18}$) of family environment that significant differences were observed on the subscales of independence ($V_{14}$), significant at 0.05 level; and in case of intellectual-cultural orientation ($V_{16}$), significant at 0.05 level, both favouring decided students.

Hence the hypothesis of average perception of family environment got a feeble support.

Academic Achievement ($V_{21}$)

The absence of significant difference on this variable did not prove the hypothesis.

Hence, the hypothesis of significant differences between decided and tentative students from the total academic group got a partial support only.
Conclusion of Comparison between Decided and Tentative Students from the Total Vocational Group on the Variables Under Study (vide Table 4.1.4, Chapter IV).

The objective of this analysis was to compare the decided and tentative students from the total vocational group on the variables of career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

The hypothesis to be verified was that significant differences exist between the decided and tentative students of the total vocational group on the variables under study.

Career Decision-Making (V1 - V2)

Significant differences at 0.01 level in case of certainty (V1) favouring the decided students; and on indecision (V2), the significant difference at 0.01 level in favour of tentative students gave support to the hypothesis as well as to the criteria of classification of decided and tentative students.

Career Maturity (V3-V8) Intelligence, (V9); self-concept (V10); Family Environment, (V11-V20), and Academic Achievement (V21)

The absence of any significant differences between the decided and tentative students of the total vocational group on all the variables understudy did not confirm the hypothesis.
Conclusions of Comparison between Total Academic and Total Vocational Group on all the Variables under Study. (vide Table 4.2.1 Chapter IV)

The main objective of this analysis was to find out differences between the students of academic and vocational streams with respect to their career decision-making, career maturity, intelligence, self-concept, family environment and academic achievement.

Based on this objective, the hypothesis framed was that the students of academic and vocational streams differ significantly on the variables under study.

Comparison between Total Academic and Total Vocational Group on all the Variables under Study.

Career Decision-Making (V₁ - V₂)

Significant difference at 0.01 level between the students of academic and vocational stream was found only on the dependent variable of certainty (V₁) in favour of total vocational group. The hypothesis of significant difference, thus got a partial support only.

Career Maturity (V₃ - V₈)

On the measures of career maturity, significant differences were observed on the attitude scale (V₃) significant at 0.01 level in favour of total academic group. From among the competence scale measures (V₄-V₈), planning (V₇) was found to have significant difference at 0.05 level, favouring the total vocational group.

Hence, the hypothesis got support to some extent only.
Intelligence ($V_g$)

On the variable of intelligence ($V_g$), significant difference at 0.01 level, favouring the total academic group confirmed the hypothesis.

self-concept ($V_{10}$)

No significant difference was observed on the variable of self-concept ($V_{10}$), when total academic and total vocational groups were compared. Therefore, the hypothesis related to significant differences was not confirmed.

Family Environment ($V_{11}$-$V_{20}$)

Significant differences at 0.01 level in case of family environment, were observed on all the subscales of Relationship dimension ($V_{11}$-$V_{13}$), viz: on cohesion ($V_{11}$), significant at 0.05 level and expressiveness ($V_{12}$), significant at 0.01 level were observed in favour of total academic group. Conflict ($V_{13}$) was significant at 0.01 level in favour of the total vocational group.

None of the subscales from the Personal-growth dimension ($V_{14}$-$V_{18}$) differed significantly.

From the System-maintenance dimension viz. organization ($V_{19}$) and control ($V_{20}$): only control ($V_{20}$) was found significant at 0.01 level in favour of total academic group.

Hence, the hypothesis that the total academic and total vocational groups exhibit significant differences in case of family environment got a partial support.
Academic Achievement (V21)

No significant difference was observed between total academic and total vocational group on the variable of academic achievement (V21), which did not support the hypothesis.

Hence, the hypothesis of significant differences between total academic and total vocational groups got a partial support.

Conclusions Based on Comparison between Total Boys and Total Girls on all the Variables under Study

(vide Table 4.3.1, Chapter IV)

The objective in this case was to study the sex differences, comparing boys and girls on the variable of career decision-making of the adolescents, as well as the differences with respect to their career maturity, intelligence, self-concept, family environment and academic achievement.

Career Decision-Making (V1-V2)

Significant differences were observed on the variables of certainty (V1), at 0.05 level and on indecision (V2), at 0.01 level, both favouring the total boys. This confirms the hypothesis of sex differences in case of career decision-making.

Career Maturity (V3-V8)

On all the measures of career maturity attitude (V3) and competence scale (V4-V8) significant differences at 0.01 level were found when total boys and total girls were compared in favour of total girls.
The hypothesis of significant differences between total boys and total girls, thus, got full support in case of career maturity.

Intelligence ($V_9$)

On the variable of intelligence, significant difference was observed in favour of total girls at 0.01 level. This proved the hypothesis of significant sex differences.

Self-concept ($V_{10}$)

No significant difference was observed in case of self-concept ($V_{10}$), thus rejecting the hypothesis of sex difference.

Family Environment ($V_{11}$-$V_{20}$)

Significant differences at 0.01 level favouring total boys was observed only in case of subscale of intellectual-cultural orientation ($V_{17}$), from the Personal-growth dimension.

No significant differences were found in case of Relationship and System-maintenance dimensions.

The hypothesis, thus got a very feeble support in case of family environment.

Academic Achievement ($V_{21}$)

Boys and girls differed significantly on the variable of academic achievement. The difference at 0.01 level was in favour of total girls, which confirms the hypothesis of gender differences.

Hence, the hypothesis of sex differences got a partial support when total boys and total girls were compared.
Conclusions Based on Comparison of Academic Stream Subjects on the Variable of Career Decision-Making (vide Table 4.4.1, Chapter IV)

The objective of this analysis was to find whether the science (medical and non medical) students exhibit more definiteness with regard to their career choices in comparison to arts and commerce students.

The hypothesis framed was, that science (medical and non medical) students are more decided in the choice of a career in comparison to their counterparts in arts and commerce subgroups.

The percentage of decided students in arts was 58.88%; in medical 82.18%; non-medical 77.67% and in case of commerce 63%. Hence the science (medical and non medical) students had an edge over the arts and commerce students with regards to decisiveness in the choice of career.

The hypothesis of science (medical and non medical) students being more decided in the choice of a career got full support in this study.

Conclusions of Comparison of Academic Stream Subjects on the Variable of Career Maturity (vide Table 4.4.2, Chapter IV)

The objective of this analysis was to find out, whether science (medical and non medical) students are more mature careerwise than the arts and commerce students from among the academic stream subjects.

The hypothesis to be verified was that science (medical and non medical) students are more mature career wise than arts and commerce students.
The medical and non medical students scored higher on all the measures of career maturity attitude (V3) and competence test (V4-V8) in comparison to arts and commerce students.

However, commerce students scored more than the arts students on the measures of career maturity attitude (V3) and competence test (V4 - V8).

The results were further supported by significant 't'-ratio on all the measures of career maturity attitude (V3) and competence scale (V4 - V8).

Hence, the hypothesis that science (medical and non medical) students are more mature careerwise than arts and commerce students was fully confirmed.

SECTION III
CONCLUSIONS OF BIVARIATE ANALYSIS

Conclusion Based on Product Moment Coefficients of Correlation of Total Sample (vide Table 5.1.1., Chapter V)

The major objective of this analysis was to find out the relationship between career decision-making and the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement.

The hypothesis framed for this analysis was that their exists positive and significant relationship between the criterion variable of career decision making and independent variables of career maturity, intelligence, self-concept, family environment and academic achievement.
Summary of results of Table 5.1.1 gives an overview of significant correlations between dependent and independent variables.

**Table 8.1**

Significant Coefficient of Correlations Between the Criterion Variable of Career Decision-Making i.e. Certainty (V1) and Indecision (V2) with the Independent Variables of Career Maturity (V3 - V8), Intelligence (V9), self-concept (V10), Family Environment (V11 - V20) and Academic Achievement (V21)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Certainty (V1)</th>
<th>Indecision (V2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indecision (V2)</td>
<td>-0.139**</td>
<td></td>
</tr>
<tr>
<td>Atti (V3)</td>
<td>-</td>
<td>-0.094**</td>
</tr>
<tr>
<td>SA (V4)</td>
<td>-</td>
<td>-0.125**</td>
</tr>
<tr>
<td>OI (V5)</td>
<td>-</td>
<td>-0.107**</td>
</tr>
<tr>
<td>GS (V6)</td>
<td>-</td>
<td>-0.071*</td>
</tr>
<tr>
<td>PL (V7)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>PS (V8)</td>
<td>-</td>
<td>-0.087**</td>
</tr>
<tr>
<td>Int (V9)</td>
<td>-</td>
<td>-0.153**</td>
</tr>
<tr>
<td>SC (V10)</td>
<td>0.181**</td>
<td></td>
</tr>
<tr>
<td>CO (V11)</td>
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<td></td>
</tr>
<tr>
<td>Exp (V12)</td>
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</tr>
<tr>
<td>Conf (V13)</td>
<td>-0.110**</td>
<td></td>
</tr>
<tr>
<td>Ind (V14)</td>
<td>0.087*</td>
<td></td>
</tr>
<tr>
<td>Ach.O (V15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int.C.O.(V16)</td>
<td>0.084*</td>
<td></td>
</tr>
<tr>
<td>Act.R.O.(V17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Rel.E.(V18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org (V19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cont (V20)</td>
<td>-0.092**</td>
<td></td>
</tr>
<tr>
<td>Aca Ach (V21)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note : * Significant 0.05 level
      ** Significant at 0.01 level
On the basis of the overview of the results presented vide Table 8.1, it is clear that the hypothesis of positive and significant relationship between the criterion variables of career decision-making and the independent variables of career maturity, intelligence self-concept, family environment and academic achievement got a partial support only.

Conclusions Based on Product Moment Coefficients of Correlations of Total Decided; Total Tentative; Total Academic; Total Vocational; Total Boy and Total Girls (vide Summary Table 5.2.7, Chapter V)

The objective of this analysis was to see whether the various groups exhibit similar pattern of relationship as observed in case of total sample.

The hypothesis to be verified was that the various groups of total decided; total tentative; total academic; total vocational; total boys and total girls exhibit similar pattern of relationship between the criterion variable of career decision-making and the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement as exhibited incase of total sample.

Table 8.2 presents the summary of results of bivariate coefficient of correlations, which shows significant correlations on the variable under study in case of all the groups.
Summary Table: Significant Coefficient of Correlation Between the Dependent Variables viz.: Certainty (V₁) and Indecision (V₂) with the Independent Variables of Career Maturity (V₃ - V₈), Intelligence (V₉), Self Concept (V₁₀), Family Environment (V₁₁ - V₂₀) and Academic Achievement (V₂₁) in Case of Total Decided; Total Academic; Total Vocational; Total Boys; and Total Girls

<table>
<thead>
<tr>
<th>Variables</th>
<th>Total Sample</th>
<th>Total Decided</th>
<th>Total Tentative</th>
<th>Total Academic</th>
<th>Total Vocational</th>
<th>Total Boys</th>
<th>Total Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cert (V₁)</td>
<td>Inde (V₂)</td>
<td>Cert (V₁)</td>
<td>Inde (V₂)</td>
<td>Cert (V₁)</td>
<td>Inde (V₂)</td>
<td>Cert (V₁)</td>
</tr>
<tr>
<td>Inde (V₂)</td>
<td>-0.0139**</td>
<td>-0.117**</td>
<td>0.544**</td>
<td>-0.124*</td>
<td>-0.17*</td>
<td>-0.113*</td>
<td>-0.186**</td>
</tr>
<tr>
<td>Atti (V₃)</td>
<td>-</td>
<td>-0.094***</td>
<td>-0.146**</td>
<td>-0.141*</td>
<td>-0.141*</td>
<td>-0.127*</td>
<td></td>
</tr>
<tr>
<td>SA (V₄)</td>
<td>-</td>
<td>-0.25**</td>
<td>-0.142**</td>
<td>-0.445*</td>
<td>-0.113*</td>
<td>-0.147*</td>
<td></td>
</tr>
<tr>
<td>GI (V₅)</td>
<td>-</td>
<td>-0.107**</td>
<td>-0.140**</td>
<td>-0.165*</td>
<td>-0.147*</td>
<td>-0.098*</td>
<td>-0.142**</td>
</tr>
<tr>
<td>GS (V₆)</td>
<td>-</td>
<td>-0.071*</td>
<td>-0.095*</td>
<td>-0.165*</td>
<td>-0.127*</td>
<td>-0.127*</td>
<td></td>
</tr>
<tr>
<td>PL (V₇)</td>
<td>-</td>
<td>-</td>
<td>-0.194**</td>
<td>-0.145*</td>
<td>-0.145*</td>
<td>0.149*</td>
<td></td>
</tr>
<tr>
<td>PS (V₈)</td>
<td>-</td>
<td>-0.87**</td>
<td>-0.121**</td>
<td>-0.145*</td>
<td>-0.145*</td>
<td>0.129*</td>
<td></td>
</tr>
<tr>
<td>Int (V₉)</td>
<td>-</td>
<td>-0.153*</td>
<td>-0.234**</td>
<td>-0.172**</td>
<td>-0.145*</td>
<td>-0.145*</td>
<td>-0.112*</td>
</tr>
<tr>
<td>SC (V₁₀)</td>
<td>0.181**</td>
<td>0.186**</td>
<td>0.166**</td>
<td>-0.197*</td>
<td>0.145**</td>
<td>0.145**</td>
<td>0.194**</td>
</tr>
<tr>
<td>CO (V₁₁)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-144*</td>
<td>-0.144*</td>
<td>-0.112*</td>
</tr>
<tr>
<td>Exp (V₁₂)</td>
<td>-0.085*</td>
<td>-1102**</td>
<td>-1102**</td>
<td>-1102**</td>
<td>-1102**</td>
<td>-1102**</td>
<td>-1102**</td>
</tr>
<tr>
<td>Cont (V₁₃)</td>
<td>0.110*</td>
<td>-0.148**</td>
<td>-0.101*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
<tr>
<td>Ind (V₁₄)</td>
<td>0.087*</td>
<td>-0.142**</td>
<td>-0.104*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
<tr>
<td>Ach.O (V₁₅)</td>
<td>-</td>
<td>-0.148**</td>
<td>-0.104*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
<tr>
<td>Int.C.O. (V₁₆)</td>
<td>0.084*</td>
<td>-0.148**</td>
<td>-0.104*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
<tr>
<td>Act.R.O. (V₁₇)</td>
<td>-0.084</td>
<td>-0.148**</td>
<td>-0.104*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
<tr>
<td>M.Ret. (V₁₈)</td>
<td>-0.110*</td>
<td>-0.148**</td>
<td>-0.104*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
<tr>
<td>Org (V₁₉)</td>
<td>-0.092*</td>
<td>-0.148**</td>
<td>-0.104*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
<tr>
<td>Cont (V₂₀)</td>
<td>-0.084</td>
<td>-0.148**</td>
<td>-0.104*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
<tr>
<td>Aca Ach (V₂₁)</td>
<td>-1.019*</td>
<td>-0.148**</td>
<td>-0.104*</td>
<td>-0.104*</td>
<td>-0.156**</td>
<td>-0.156**</td>
<td>-0.112*</td>
</tr>
</tbody>
</table>

* Significant at .05 level
** Significant at .01 level
Conclusions of Relationship between Certainty and Independent Variables

Indecision (V2) and Certainty (V1)

The pattern of similarity with total sample was observed between certainty (V1) and indecision (V2) in almost all the groups except in case of total tentative group, where positive correlations were observed.

Certainty (V1) and Career Maturity (V3 - V8)

In case of career maturity, similarity of significant coefficient of correlations between certainty and career maturity was observed in all the measures of career maturity almost all the groups. This was true except total vocational group, where certainty (V1) correlated significant with occupational information (V5).

Certainty (V1) and Intelligence (V9)

Intelligence (V9) did not have significant correlation with certainty (V1) in all the groups as observed in case of total sample, which proved the hypothesis.

Certainty (V1) and self-concept (V10)

Certainty (V1) correlated significantly and positively with self-concept (V10) in case of all the groups. This proves the hypothesis of similarity of pattern.
Certainty ($V_1$) and Family Environment ($V_{11} - V_{20}$)

Certainty ($V_1$) correlated with most of the subscales of family environment ($V_{11} - V_{20}$) in case of total sample. Whereas it was only in case of total boys and total girls that certainty correlated significantly and negatively with few of the subscales of family environment. No significant correlations were observed in case of rest of the groups.

Hence, the hypothesis of similarity of pattern got a partial support.

Certainty ($V_1$) and Academic Achievement ($V_{21}$)

Academic achievement did not correlate significantly with certainty ($V_1$) in case of total sample. The hypothesis of similar pattern got a partial support, due to significant correlations observed in some groups.

Conclusions of Relationship Between Indecision ($V_2$) and Independent Variables ($V_3 - V_{21}$)

Indecision ($V_2$) and Career Maturity ($V_3 - V_8$)

Indecision ($V_2$) correlated negatively but significantly with most of the career maturity measures in case of total sample. The hypothesis of similarity thus got support only in case of total decided, total academic and total vocational group.

Indecision ($V_2$) and Intelligence ($V_9$)

Indecision ($V_2$) correlated significantly but negatively with intelligence in almost all the groups, which gives partial support to the hypothesis of similar pattern as observed in case of total sample.
Indecision (V2) and self-concept (V10)

Absence of significant correlations in case of all the groups gives full support to the hypothesis of similarity of pattern, as observed in total sample.

Indecision (V2) and Family Environment (V11 - V20)

In case of total sample, no significant correlations were observed between indecision (V2) and family environment (V11 - V20).

It was only in case of total boys that moral-religious emphasis (V18), a subscale of System-maintenance dimension correlated significantly with indecision (V2).

The hypothesis of similar pattern thus got support to a large extent in case of all the group.

Indecision (V2) and Academic Achievement (V21)

Indecision (V2) did not correlate significantly with academic achievement (V21) in case of total sample.

But indecision correlated significantly with academic achievement in almost all the groups which did not confirm the hypothesis of similarity.

On the basis of above presented conclusions, it is clear that the hypothesis of similar pattern of relationship as observed in case of total sample, in case of all the groups on the variables of intelligence, self-concept, was fully confirmed. It got a partial support in case of career maturity and family environment. But it was not confirmed in case of academic achievement.
CONCLUSIONS BASED ON MULTIVARIATE ANALYSIS

Conclusions Based on Step-Wise Multiple Correlations and Regression Analysis (Vide Table 6.1 through 6.10, Chapter VI)

The objective of this analysis was to find whether each of the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement has anything at all to contribute to the prediction of criterion variables of career decision-making.

The hypothesis to be verified for this analysis was that career maturity, intelligence, self-concept, family environment and academic achievement contribute significantly towards the prediction of career decision-making, both independently as well as conjointly, in case of total sample; total academic; total vocational; total boys and total girls.

In accordance with the objective stated above, stepwise multiple correlations and multiple regression coefficients were computed separately for all the groups of total sample; total academic; total vocational; total boys and total girls. A different set of predictors for criterion variables of certainty and indecision were found, which are as follows:

1. Total Sample
   i) Certainty ($V_1$): The significant predictors of certainty ($V_1$) were self-concept ($V_{10}$); independence ($V_{14}$); intellectual-cultural orientation ($V_{16}$); and control ($V_{20}$).
ii) **Indecision (V2):** Academic achievement (V21) and intelligence (Vg) were significant predictors of indecision (V2).

2. **Total Academic Group**

i) **Certainty (V1):** The significant predictors of certainty (V1) in this case were self-concept (V10); academic achievement (V21); independence (V14); and control (V20).

ii) **Indecision (V2):** Academic achievement (V21) and intelligence (Vg) were the significant predictors of indecision (V2).

3. **Total Vocational Group**

i) **Certainty (V1):** The significant predictors of certainty (V1) were: occupational information (V5); self-concept (V10); intellectual - cultural orientation (V16); moral - religious emphasis (V18); independence (V14); cohesion (V11) and achievement orientation (V15).

ii) **Indecision (V2):** The variables of academic achievement (V21); independence (V14); intelligence (Vg); expressiveness (V12); planning (V7); occupational information (V5); self appraisal (V4) and intellectual - cultural orientation (V16) were found to be significant of indecision.

4. **Total Boys**

i) **Certainty (V1):** self-concept (V10); independence (V14); organization (V19); and intellectual - cultural orientation (V16); and moral - religious emphasis (V18) were found to be the significant predictors of certainty (V1).
ii) Indecision (V2): The significant predictors of indecision (V2) from among all the independent variables were academic achievement (V21); problem solving (V8); moral - religious emphasis (V18); active - recreational orientation (V17) and intelligence (V9).

5. Total Girls

i) Certainty (V1): self-concept (V10); occupational information (V5); control (V20); cohesion (V11) and intellectual - cultural orientation (V16) were found to be the strong predictors of certainty (V1).

ii) Indecision (V2): The significant predictors of indecision (V2) were academic achievement (V21); intellectual - cultural orientation (V16); intelligence (V9); problem solving (V8) and goal appraisal (V6).

On the basis of above conclusions the hypothesis of significant contribution of the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement towards the prediction of career decision-making variables i.e. certainty indecision both independently as well as conjointly with other variables got support to a large extent in case of total sample; total academic; total vocational; total boys; and total girls.

SECTION V
Conclusions Based on Factor Analysis (Vide Tables 7.1 through 7.25, Chapter VII)

The objective of factor analysis was to identify variables from among the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement, which
constellate with the criterion variables of career decision making i.e. certainty and indecision to form the basic factor structure.

The hypothesis to be verified for this analysis was that the criterion variables of certainty and indecision scale of career decision-making share significant loadings constellating with the independent variables of career maturity, intelligence, self-concept, family environment and academic achievement.

Factor analysis was done separately in case of the total sample, total decided, total vocational, total academic, total vocational, total boys and total girls.

The results of the factor analysis for all the groups reveal that in Factor I, II, III, the dependent variables of career decision-making viz: certainty ($V_1$) and indecision ($V_2$) were not found to be constellating with any of the independent variables.

**Factor IV**

It was only in case of factor IV that bipolar common factor structure clustering both the variables of certainty ($V_1$) and indecision ($V_2$) with positive loadings along with academic achievement ($V_{21}$) with negative loadings. This was observed in case of total tentative group.

**Factor V**

Factor V was identified as a bipolar factor in which indecision ($V_2$) clustered with negative loadings on scholastic variables of intelligence ($V_9$) and academic achievement ($V_{2}$) in case of total sample.
It was a bipolar factor of indecision ($V_2$) with negative loading and academic achievement ($V_{21}$) in case total boys.

In case of total decided group, indecision ($V_2$) and negative loadings on scholastic variables of intelligence ($V_9$) and academic achievement ($V_{21}$) were found to have common factor structure.

Factor V was a bipolar factor of negative loading on indecision ($V_2$) and positive loadings on the scholastic variables of intelligence ($V_9$) and academic achievement ($V_{21}$) in case of total academic group.

**Factor VI**

On this factor, both the dependent variables of certainty ($V_1$) and indecision ($V_2$) occurred together in case of total girls, making it a pure factor of career decision-making.

**Factor VII**

Factor VII was specified as a bipolar factor of career decision - making variables, in which positive loading was on certainty ($V_1$) and indecision ($V_2$) shared negative loadings with intelligence ($V_9$) and positive loading on the variable of independence ($V_{14}$) in case of total sample.

In case of total decided group, bipolar common factor structure was observed wherein positive loading found on certainty ($V_1$) and negative loading on independence ($V_{14}$).

In case of total academic group, both the criterion variables of certainty ($V_1$) and indecision ($V_2$) clustered together in a bipolar manner,
with positive loading on certainty \((V_1)\) and negative loading on indecision \((V_2)\).

**Factor VIII**

On this factor, bipolar clustering of dependent and independent variables was observed in all the groups, except the total decided group.

Factor VIII was found to have the common factor structure with positive loadings on certainty \((V_1)\) and intelligence \((V_9)\), self concept \((V_{10})\); and negative loading on conflict \((V_{13})\) case of total sample.

In case of total decided group criterion variable of certainty \((V_1)\) clicked with independent variable of self-concept \((V_{10})\). Both the variables shared positive loadings.

Significant positive loadings were shared by certainty \((V_1)\), intellectual - cultural orientation \((V_{16})\) and negative loading on moral -religious emphasis \((V_{18})\) in case of total vocational group.

However, the criterion variable of certainty \((V_1)\) shared significant positive loadings with self-concept \((V_{10})\) and cohesion \((V_{11})\) in case of total girls.

**Factor IX**

This factor was specified as a factor of certainty \((V_1)\) and self-concept \((V_{10})\) sharing positive significant loadings in case of total boys.
Factor X

This factor was recognized as a bipolar factor with positive loadings on certainty (V₁) and problem solving (V₉); negative loadings on independence (V₁₄) in case of total boys.

On the basis of the results of factor analysis, the hypothesis of constellation of the criterion variables with the independent variables, sharing significant factor loadings got a partial support.

MAIN FINDINGS OF THE STUDY

Descriptive Analysis (M's S.D.'s, S.E.'s, SK and KU)

- The sample in this study exhibited normality of distribution of variables under study viz: career decision making, career maturity, intelligence, self-concept, family environment and academic achievement.

- Further, all most all the independent variables viz: career maturity, intelligence, self-concept, family environment and academic achievement exhibited average standing, in case of all the groups.

- As far as the choice of a career and decision-making at plus two stage is concerned, although, by and large the total sample exhibited decidedness, still, a large number of students showed tentativeness inspite of their chosen academic or vocational stream.
Differential Analysis : Comparison of Groups on All the Variables ('t'-ratios)

- Absence of significant differences on the variables of career maturity, intelligence, self-concept, family environment and academic achievement reveal that these variables did not contribute in the career decision making of plus 2 students in this study.
- Students from the vocational group were found to have better decidedness than their counterparts in academic group.
- Boys scored high on career decision making, whereas girls scored higher on career maturity.
- Girls, in comparison to boys, scored higher on scholastic variables i.e. intelligence (V9) and academic achievement (V21).
- From among the academic stream subjects science (medical and non medical) students showed more decidedness; and also exhibited higher level of career maturity than the students of arts and commerce.

Bivariate Analysis (Coefficient of Correlations)

- In case of bivariate relationships, significant correlations were found between the dependent variable of certainty (V1) with self-concept (V10) and some of the subscales of family environment.
- Indecision (V2) correlated significantly with the scholastic variables of intelligence (V9) and academic achievement (V21) along with some of the measures of career maturity.
Multivariate Analysis (Stepwise Multiple Correlation and Regression Analysis)

- self-concept ($V_{10}$) and some of the subscales of family environment were the significant predictors of certainty ($V_1$) in almost all the groups.
- The scholastic variables of intelligence and academic achievement along with some of the measures of career maturity were found to be the powerful and significant predictors of indecision.

Factor Analysis

- In factor analysis, the pattern of clustering of independent variables with the dependent variable revealed following factor structure:
- self-concept along with some of the family environment variables constallated with certainty ($V_1$);
- While indecision ($V_2$) shared common factor loadings with the scholastic variables i.e. intelligence ($V_9$) and academic achievement ($V_{21}$).

This pattern was observed in almost all the group which were factorially analyzed.

All the analyses viz: bivariate and multivariate correlations, and factor analysis revealed consistency in the pattern of results.
EDUCATIONAL IMPLICATIONS

The conclusions of this study have some important implications not only for the students and teachers but for all those who are concerned with education of the young, which includes researchers, vocational counselor, and parents.

The findings of this study, reflect that at plus two stage, still a large number of students are uncertain of their choices. This may be due to external pressures, like that of parents, peers, teachers.

In India parents have got an important bearing on the vocational decisions of their wards. The results of this study also indicate strong influence of family environment on the choice of career made by the individual. As a result, a large number of students exhibit tentativeness inspite of chosen career. It will lead to lots of wastage and stagnation, due to unwise decisions taken and mismatch of abilities and vocational choices. Not only this, it will lead to frequent failures.

Similarly teachers and peer pressure also govern the decision-making process of their students.

Teachers should understand the nature of decision making and subsequently help the students in making realistic choices, which are in accordance with their abilities, needs and aspirations.

The presence of a large number of choice, opportunities causes bewilderment and this distracts the students from making wise choice, and subsequent decisions in order to make preparation for entry into an occupation.

Hence, students should be helped by the teachers and counselors
and adult in understanding personological factors which have an important bearing on the making of career decisions.

As the young adults make decisions about career they must consider and weigh the pros and cons of their decisions.

The students should be helped in realizing the nature of resources, which they can use to improve their occupational orientation.

A significant contribution can be made in this direction by providing latest information along with all the relevant material in detail regarding various careers in the school libraries.

At the high school stage, proper guidance and counseling provided to the students, will help them to choose subject which are according to their interest, aptitude and aspirations.

A regular counselor, and a right type of counseling in school then helps the students in realizing the nature of resources; which they can use to improve their occupational orientation.

This will further enable the students to cope with technological advancements in the rapid changes in the world of work; and develop skills required for the vocation or a career.

Suggestions for Further Research

Some of the suggestions for undertaking further research are as follows:

1. A replica of study may be conducted at other regions for wider generalization of results;

2. Studies similar to the present one may be taken up on sample drawn from other Government and Private schools.
3. Cross cultural/trans-cultural studies of similar type may be carried out, in other regions also.

4. Comparative studies on career decision making, may be conducted across rural/urban students and private/ govt schools.

5. Variables other than those included in the present study as values, abilities, interests, socio-economic status, anxiety, achievement motivation locus of control etc may also be taken up to examine their effect on career decision making.

6. Experimental studies on career decision - making may be taken up, which involves the study of actual process of choosing a vocation.