Chapter V

SUMMARY OF FINDINGS SUGGESTIONS AND CONCLUSIONS

- Importance of the study
- Study in retrospect
- Major findings of the study
- Tenability of hypotheses
- Suggestions for improving educational practice
- Suggestions for further research
- Conclusion
An Overview of the Study

In this chapter an overview of the important aspects of the stages executing the study, importance of the study, presentation of the problem, variables, objectives and hypotheses of the study are depicted. A brief description of the procedure adopted for the study is presented. The major findings arrived from the analysis of the data are described. Educational significance and suggestions for further research are discussed in detail. The chapter is concluded with discussion of the result.

The present study is an attempt to find out the influence of some psycho-social variables on Career Decision Making of higher secondary school students. This chapter is organised under the following Headings.

- Importance of the study
- Study in retrospect
- Major findings of the study
- Tenability of hypotheses
- Suggestions for improving educational practice
- Suggestions for further research
- Conclusion

Importance of the Study

Education is an inevitable aspect for the all round development of a person and a nation. Both Psychological and Sociological aspects of a student play a vital role in determining the successful outcome in education. The student must be guided for improving all the psycho-social elements. It will enhance their self-confidence. Then their decision making capacity will increase. Then only they have to find a good career in their life. It is felt that many Psychological and Sociological factors are contributing to the success and failure of students both in their academics and in maturity level. All the
contributing factors of Career Decision Making cannot be assessed at a time. Here an attempt is made in the study to take a few factors and to enlighten their influence on deciding career of higher secondary school students.

By referring to the related research and realising the present need, the present study is taken up with some relevant Psychological and Sociological factors. Finally the investigator finds out the importance of such a study in Kerala context. As the data showed every year more than lakhs of students enroll in higher secondary education of Kerala.

**Statement of the Problem**

The present investigation is to find out the influence of some psycho-social variables on career decision making of higher secondary school students in Kerala. The selected psycho-social variables are: self-efficacy, parental expectations, socio-economic status and career counselling. Hence the present study is restated as:

**INFLUENCE OF SELF-EFFICACY PARENTAL EXPECTATIONS SOCIO-ECONOMIC STATUS AND CAREER COUNSELLING ON CAREER DECISION MAKING OF HIGHER SECONDARY SCHOOL STUDENTS OF KERALA.**

**Variables Selected for the Study**

The present investigation involves the following Independent and Dependent variables.

**Independent Variables**

- Self-Efficacy
- Parental Expectations
- Socio-Economic Status
- Career Counselling
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Dependent Variable

- Career Decision Making

Objectives of the Study

1. To find out whether there is any significant difference in the select variables among the higher secondary students for the subsamples based on Gender, Locale, Type of Managements and Subject of Study.
2. To find out the effect of independent variables on Career Decision Making.
3. To estimate the extent of relationship between Career Decision Making and each of the independent variables selected for the study for total sample and sub-samples based on Gender, Locale, Type of Managements and Subject of Study.
4. To find out the best predictors on Career Decision Making among independent variables and to determine the relative weight with which each predictor variable contribute to Career Decision Making of Higher secondary students.

Hypotheses of the Study

The hypotheses formed for the present study are:

1. There will be significant mean difference of self-efficacy between boys and girls.
2. There will be significant mean difference of self-efficacy between urban and rural students.
3. There will be significant mean difference of self-efficacy between government and aided school students
4. There will be significant mean difference of self-efficacy between Science, Humanities and Commerce students.
5. There will be significant mean difference of parental expectations between boys and girls.
6. There will be significant mean difference of parental expectations between urban and rural students.
7. There will be significant mean difference of parental expectations between government and aided school students.
8. There will be significant mean difference of parental expectations between Science, Humanities and Commerce students.
9. There will be significant mean difference of socio-economic status between boys and girls.
10. There will be significant mean difference of socio-economic status between urban and rural students.
11. There will be significant mean difference of socio-economic status between government and aided school students.
12. There will be significant mean difference of socio-economic status between Science, Humanities and Commerce students.
13. There will be significant mean difference of career counselling between boys and girls.
14. There will be significant mean difference of career counselling between urban and rural students.
15. There will be significant mean difference of career counselling between government and aided school students.
16. There will be significant mean difference of career counselling between Science, Humanities and Commerce students.
17. There will be significant mean difference of career decision making between boys and girls.
18. There will be significant mean difference of career decision making between urban and rural students.
19. There will be significant mean difference of career decision making between government and aided school students
20. There will be significant mean difference of career decision making between Science, Humanities and Commerce students.
21. There will be significant effect of self-efficacy on career decision making
22. There will be significant effect of parental expectations on career decision making
23. There will be significant effect of socio-economic status on career decision making.
24. There will be significant effect of career counselling on career decision making.
25. There will be significant and positive relationship between career decision making and each of the independent variables selected for the study for the total sample.
26. There will be significant and positive relationship between career decision making and each of the independent variables selected for the study for the sub-sample.
27. Career decision making of higher secondary school students can be predicted significantly with variables selected from among the independent variables of the study.

**Methodology of the Study**

A brief description of the methodology of the study is given below:

**Sample**

The present study is conducted on a representative sample of 927 higher secondary school students selected from Kannur, Calicut, Malappuram, Ernakulam and Palakkad districts of Kerala. Districts were
selected by giving due representation to Northern and Southern parts of Kerala. Due weightages were given to the relevant sub-groups of the population such as: gender, locale of the institution, type of management and subject of study. Stratified random sampling technique was used for the selection of the sample.

**Tools Used for the Study**

Five tools were prepared by the investigator with the help of supervising teacher. Brief descriptions of the tools are given below:

**Scale of Self-Efficacy (Meera & Jumana 2013)**

The tool consisted of 48 items. It includes components of self-efficacy viz., enlisting social resources, academic achievements, self-regulated learning, meet others expectations, social self-efficacy and enlisting of parental and community support. The reliability is established and the obtained value is 0.41. Face validity and construct validity were established.

**Perceived Parental Expectations Inventory (Meera & Jumana, 2013)**

This tool consisted of 50 items and it includes four major dimensions of parental expectations viz., academic expectations, personal expectations, career expectations and parental ambitions. The tool was standardized. Reliability and validity were established. The obtained reliability of the tool is 0.32. Criterion validity and face validity is established.

**Scale of Socio-Economic Status (Meera & Jumana 2013)**

This tool consists of 20 items based on the dimensions of socio-economic status of the present scenario viz., education profile, occupation profile, economic profile, land/house profile and material possession profile. The tool was standardized by the investigators by establishing the reliability
and validity. The reliability is 0.50. Face validity and criterion related validity was established.

**Career Counselling Questionnaire (Meera & Jumana 2013)**

Career counselling questionnaire consists of 50 items based on the components of career counselling viz., awareness and availability aspects, administrative and infrastructural aspects, educational and vocational aspects and personal, familial and social aspects. The investigator standardized the scale and got reliability index as 0.28 and face validity was established.

**Scale of Career Decision Making (Meera & Jumana 2013)**

The tool consisted of 49 items based on the dimensions of career decision making viz., understanding the process, self-knowledge, career knowledge, and lack of information, lack of readiness and lack of anxiety. It was standardized and got the reliability index as 0.60. Face validity and construct validity were established.

**Statistical Techniques Used for the Study**

The present study is quantitative in nature and the investigator used both descriptive and inferential statistics for analysis. The major statistical techniques used for the present study are summarised.

**Basic Descriptive Analysis**

Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis of each variable for total sample and relevant sub-samples were calculated in the preliminary analysis.

**Test of Significance of Difference between Means of Large Independent Sample (t-test)**

Test of significance of difference between two large independent
sample means were calculated to compare the mean scores of all the independent variables and dependent variable based on Gender, Type of Management, Locale of the institutions and subject of study.

**Correlation**

The positive and significant relationship between the independent variables and the dependent variable is found by using Pearson's Product Moment Co-efficient of Correlation (r).

**ANOVA**

The effect of four independent variables on the dependent variable were estimated using one way analysis of variance.

**Multiple Regression Analysis**

To predict the individual and joint contribution of self-efficacy, parental expectations, socio-economic status and career counselling and career decision making of higher secondary school students, multiple regression analysis using enter method was employed. Regression equation was also developed to predict the score of career decision making from given score of criterion variables.

**Major Findings of the Study**

**Result of Group Difference**

Comparison of mean scores of self-efficacy, parental expectations, socio-economic status, career counselling and career decision making of Boys and Girls, Rural and Urban, Government and Aided, Science, Commerce and Humanities were conducted.

The mean scores obtained for self-efficacy, parental expectations, socio-economic status, career counselling and career decision making were
compared with Boys and Girls, the obtained t-value were 12.848, 0.758, 3.260, 11.151 and 4.304 respectively. It was found that significant gender difference exists for the samples of independent variables self-efficacy, parental expectations, socio-economic status and career counselling. The values were significant at 0.01 level. No significant difference even at 0.05 level was found between Boys and Girls with regard to their career decision making.

The critical ratio obtained for self-efficacy, parental expectations, socio-economic status, career counselling and career decision making of Rural and Urban samples were found to be 4.692, 11.611, 13.396, 4.697 and 11.136 respectively. It showed that significant locality difference exist for the variables self-efficacy, parental expectations, socio-economic status, career counselling and career decision making at 0.01 level of significance.

The critical ratio obtained for self-efficacy, parental expectations, socio-economic status, career counselling and career decision making were compared for the samples of Government and Aided school students. The obtained t-values were 13.215, 3.809, 1.920, 8.832 and 3.375 respectively. Significant differences between the mean scores found in the variables self-efficacy, parental expectations, career counselling and career decision making at 0.01 level of significance in Government and Aided samples. There is no significant difference even at 0.05 level was found between socio-economic status of Government and Aided samples.

One-way ANOVA done to find out the group difference of subjects studying on self-efficacy, parental expectations socio-economic status, career counselling and career decision making. The F-value obtained for these variables were 18.258, 9.374, 14.291, 2.043 and 17.954 respectively. The obtained F-value for all variables was significant at 0.01 and 0.05 level of significance. Then for to know which subjects mean score of the variable is
significantly higher, the data were further analysed with Scheffe’s test of post-hoc analysis. It reveals that in self-efficacy of Science students showed higher mean scores 196.0098. So Science students have high self-efficacy. In parental expectations it is revealed that Commerce students obtained the highest mean score 201.0894. In socio-economic status, Humanities students obtained the highest mean score 79.8375. In career counselling, Science students obtained the highest mean score 32.1609. It revealed Science students have high need of career counselling. In career decision making, it is revealed that science students obtained highest mean score 195.6852.

**Result of Correlation Analysis**

The Relationship Between the Independent Variables viz; Parental Expectations, Socio-Economic Status and Career Counseling with the Dependent Variable Career Decision Making for the Total Sample and the Subsamples based on Gender, Locale, Type of Management and Subject of Study

The critical ratio of coefficient of correlation obtained between self-efficacy with career decision making was 4.363 which is significant at 0.05 level. The obtained 'r' value was 0.142. It reveals that positive and negligible correlation exists between self-efficacy and career decision making for the total sample.

The critical ratio of coefficient of correlation obtained between parental expectations with career decision making was 9.881. The obtained ‘r’ value was 0.309 which is significant at 0.01 level. It indicates positive and significant relationship between parental expectations and career decision making for the total sample.

The critical ratio of coefficient of correlation obtained between socio-economic status with career decision making was 18.321. The obtained ‘r’
value was 0.516 which is significant at 0.01 level. It indicates that positive and significant relationship exists between socio-economic status and career decision making.

The critical ratio of coefficient of correlation obtained between career counselling and career decision making was 0.110. The t-value obtained was 3.366. Which is significant at 0.05 level. There is positive and negligible relationship between career counselling and career decision making.

The obtained critical ratio of coefficient of correlation between self-efficacy with career decision making of relevant subsamples namely, Boys, Girls, Urban, Rural, Government, Aided, Science, Commerce and Humanities were found to be 9.144 (0.394), 0.346 (0.016), 6.071 (0.276), 5.015 (0.224), 2.139 (0.098), 10.435 (0.441), 3.795 (0.123), 5.150 (0.285) and 3.508 (0.193) respectively. The critical ratio of all the subsamples except Girls and Government school students are significant at 0.01 level. In the case of self-efficacy with career decision making showed positive relationships in Boys, Urban, Rural, Aided, Science, Commerce, and Humanities students. In Government sample positive and negligible correlation was found and the obtained critical ratio for co-efficient of correlation was 2.139 (0.098) which is significant at 0.05 level. In the case of girls negative correlation was found.

The obtained critical ratio of coefficient of correlation between parental expectations with career decision making of relevant subsamples namely, Boys, Girls, Urban, Rural, Government, Aided, Science, Commerce and Humanities were found to be 4.972 (0.227), 3.439 (0.157), 4.361 (0.202), 6.314 (0.278), 0.282 (0.013), 4.403 (0.203), 13.647 (0.617), 1.618 (0.093) and 6.002 (0.319) respectively. The critical ratio for all the subsamples was significant at 0.01 level except Government and Commerce which is not significant even at 0.05 level. It showed positive and moderate relationships
between all the samples except Government and Commerce sample, which have negative relationship.

The critical ratio of coefficient of correlation between socio-economic status with career decision making for Boys, Girls, Urban, Rural, Govt. Aided, Science, Commerce and Humanities were found to be 18.739 (0.660), 6.704 (0.296), 11.916 (0.491), 11.459 (0.465), 11.380 (0.464), 16.434 (0.612), 30.008 (0.865), 6.055 (0.330) and 3.188 (0.176) respectively. The critical ratio obtained for all the subsamples were significant at 0.01 level. It indicates that there is a positive and significant relationship between the samples. positive and moderate relationships were found except Science sample. Science sample have positive and high relationship was found.

The critical ratio of coefficient of correlation between career counselling with career decision making of Boys, Girls, Urban, Rural, Government, Aided, Science, Commerce and Humanities were found to be 4.490 (0.206), 4.463 (0.215), 3.295 (0.154), 1.311 (0.060), 2.893 (0.132), 2.242 (0.105), 0.784 (0.045), 1.320 (0.076) and 2.595 (0.144) respectively. The critical ratio obtained for the Aided sample is significant at 0.05 level. The critical ratio obtained the sample Rural, Science and Commerce students were not significant even at 0.05 level. Very low and negative relationships between career counselling and career decision making in relevant subsamples except Rural, Science, and Commerce students found positive and moderate relationships between them.

**Result of ANOVA**

ANOVA conducted to study the effect of Self-Efficacy, Parental Expectations, Socio-Economic Status and Career Counseling on Career Decision Making

Regarding the effect of self-efficacy, parental expectations, socio-economic status and career counselling on career decision making, it is found
that self-efficacy, parental expectations, socio-economic status and career counselling have significant effect on career decision making for total sample.

One way ANOVA of career decision making by self-efficacy for the subsamples Boys, Girls, Urban, Rural, Government, Aided, Science and Humanities found significant effect.

One-way ANOVA of career decision making by parental expectations for the subsamples Boys, Girls, Urban, Rural, Government, Aided, Science, Commerce and Humanities found significant effect.

One way ANOVA of career decision making by socio-economic status for the subsamples, Boys, Girls, Urban, Rural, Government, Aided, Science, Commerce and Humanities have found significant effect.

One way ANOVA of career decision making by career counselling of the subsamples Boys, Government, Aided, Science, Commerce and Humanities found significant effect.

**Result of the Multiple Regression Analysis**

Multiple step wise Regression analysis inferred that among the four predictor variables self-efficacy, parental expectations, socio-economic status, and career counselling with the criterion variable, career decision making it is found socio-economic status is the most contributing predictor variable in deciding one's career.

**Tenability of Hypotheses**

Based on the findings, the tenability of the hypotheses formulated for the study has been tested.
The first hypothesis states that “There will be significant mean difference of self-efficacy between Boys and Girls”.

The t-value obtained for the mean scores of boys and girls were found to be significant. So the hypothesis is accepted.

The second hypothesis states that “There will be significant mean difference of self-efficacy between Urban and Rural students”.

The t-value obtained for the mean scores of urban and rural sample were found to be significant. So the hypothesis is accepted.

The third hypothesis states that “There will be significant mean difference of self-efficacy between Government and Aided school students”.

The t-value obtained for the mean scores of government and aided sample were found to be not significant. So the hypothesis is rejected.

The fourth hypothesis states that “There will be significant mean difference of self-efficacy between Science, Humanities and Commerce students”.

The F-value obtained for the mean scores of Science, Commerce and Humanities sample were found to be significant. So the hypothesis is accepted.

The fifth hypothesis states that “There will be significant mean difference of Parental Expectations between Boys and Girls”.

The t-value obtained for the mean scores of boys and girls were found not to be significant. So the hypothesis is rejected.

The sixth hypothesis states that “There will be significant mean difference of Parental Expectations between Urban and Rural students”.

The t-value obtained for the mean scores of urban and rural sample were found to be significant. So the hypothesis is accepted.
The seventh hypothesis states that “There will be significant mean difference of Parental Expectations between Government and Aided school students”.

The t-value obtained for the mean scores of government and aided sample were found to be significant. So the hypothesis is accepted.

The eighth hypothesis states that “There will be significant mean difference of Parental Expectations between Science, Humanities and Commerce students”.

The F-value obtained for the mean scores of Science, Commerce and Humanities sample were found to be significant. So the hypothesis is accepted.

The ninth hypothesis states that “There will be significant mean difference of Socio-Economic Status between Boys and Girls”.

The t-value obtained for the mean scores of boys and girls were found to be significant. So the hypothesis is accepted.

The tenth hypothesis states that “There will be significant mean difference of Socio-Economic Status between Urban and Rural students”.

The t-value obtained for the mean scores of urban and rural sample were found to be significant. So the hypothesis is accepted.

The eleventh hypothesis states that “There will be significant mean difference of Socio-Economic status between Government and Aided school students”.

The t-value obtained for the mean scores of government and aided sample were found not to be significant. So the hypothesis is rejected.
The twelfth hypothesis states that “There will be significant mean difference of Socio-Economic Status between Science, Humanities and Commerce students”.

The F-value obtained in the mean scores of Science, Commerce and Humanities sample were found to be significant. So the hypothesis is accepted.

The thirteenth hypothesis states that “There will be significant mean difference of Career Counselling between Boys and Girls”.

The t-value obtained for the mean scores of boys and girls were found to be significant. So the hypothesis is accepted.

The fourteenth hypothesis states that “There will be significant mean difference of Career Counselling between Urban and Rural students”.

The t-value obtained in the mean scores of urban and rural sample were found to be significant. So the hypothesis is accepted.

The fifteenth hypothesis states that “There will be significant mean difference of Career Counselling between Government and Aided school students”.

The t-value obtained for the mean scores of government and aided sample were found to be significant. So the hypothesis is accepted.

The sixteenth hypothesis states that “There will be significant mean difference of Career Counselling between Science, Humanities and Commerce students”.

The F-value obtained for the mean scores of Science, Commerce and Humanities sample were found to be significant. So the hypothesis is accepted.
The seventeenth hypothesis states that “There will be significant mean difference of Career Decision Making between Boys and Girls”.

The t-value obtained for the mean scores of boys and girls were found to be significant. So the hypothesis is accepted.

The eighteenth hypothesis states that “There will be significant mean difference of Career Decision Making between Urban and Rural students”.

The t-value obtained for the mean scores of urban and rural sample were found to be significant. So the hypothesis is accepted.

The nineteenth hypothesis states that “There will be significant mean difference of Career Decision Making between Government and Aided school students”.

The t-value obtained for the mean scores of government and aided sample were found to be significant. So the hypothesis is accepted.

The twentieth hypothesis states that “There will be significant mean difference of Career Decision Making between Science, Humanities and Commerce students”.

The F-value obtained for the mean scores of Science, Commerce and Humanities sample were found to be significant. So the hypothesis is accepted.

The twenty first hypothesis states that “There will be significant effect of Self-Efficacy on Career Decision Making for total and subsamples”.

The analysis of variance revealed that the F-value obtained of career decision making by self-efficacy for the total sample is significant. For the subsample also revealed significant effect. So the hypothesis is accepted.
The twenty second hypothesis states that “There will be significant effect of Parental Expectations on Career Decision Making for total and subsamples”.

The analysis of variance revealed that the F-value obtained of career decision making by Parental expectations for the total sample is significant. For the subsample also revealed significant effect. So the hypothesis is accepted.

The twenty third hypothesis states that “There will be significant effect of Socio-Economic Status on Career Decision Making for total and subsamples”

The analysis of variance revealed that the F-value obtained of career decision making by socio-economic status for the total sample is significant. For the subsample also revealed significant effect. So the hypothesis is accepted.

The twenty fourth hypothesis states that “There will be significant effect of Career Counselling on Career Decision Making for total and subsamples”.

The analysis of variance revealed that the F-value obtained of career decision making by career counselling for the total sample is significant. For the subsample also revealed significant effect. So the hypothesis is accepted.

The twenty fifth hypothesis states that “There will be significant and positive relationship between Career Decision Making and each of the independent variables selected for the study for the total sample”.

The coefficient of correlation obtained between self-efficacy, parental expectations, socio-economic status and career counselling with career decision making is significant. There is positive and significant relationship between the variables found. So the hypothesis is accepted.
The twenty sixth hypothesis states that “There will be significant and positive relationship between Career Decision Making and each of the independent variables selected for the study for the subsample”.

The coefficient of correlation obtained between self-efficacy and career decision making of Girls is not significant. There is no positive relationship between them. But positive and significant relationship found in Boys, Urban, Rural, Government, Aided, Science, Commerce and Humanities sample. So the hypothesis is substantiated to a great extent.

The coefficient of correlation obtained between parental expectations and career decision making of Boys, Girls, Urban, Rural, Aided, Science, and Humanities samples are significant. There is positive relationship between them. The correlation obtained with the samples Government and Commerce has no positive and significant relationship was found. So the hypothesis was substantiated to a great extent.

The coefficient of correlation obtained between socio-economic status and career decision making of Boys, Girls, Urban, Rural, Aided, Government, Science, Commerce and Humanities were found significant relationship. There is positive relationship between them. So the hypothesis is fully accepted.

The coefficient of correlation obtained between career counselling and career decision making of Boys, Girls, Urban, Government, Aided and Humanities sample have significant relationship. There is positive and significant relationship was found between them. There is no significant relationship found between Rural, Science and Commerce samples. Here negative relationship was found. So the hypothesis is substantiated to a great extent.
The twenty seventh hypothesis states that "Career Decision Making of Higher Secondary School students can be predicted significantly with variables selected from among the independent variables of the study".

From the regression weights calculated, the regression equation for predicting the career decision making was formulated from this, it is revealed that addition or improvement of the each of the predictor variable in result in reduction of career decision making. It is also inferred that among four predictor variables, the Socio economic status is the most contributing predictor variable. So the criterion variable career decision making can be predicted using the predictor variables. So the hypothesis was fully accepted.

**Educational Implications of the Study**

On the basis of the major findings of the study it will be useful to examine the implications of the study on the existing educational practices. The major findings showed that all of the independent variables have significant effect on the dependent variable. On the basis of these findings the investigator put forward some of the suggestions regard to each independent variable for the improvement of the present educational practices.

**Self-Efficacy**

Findings of the study revealed that self-efficacy has significant effect on Career Decision Making of higher secondary students. High self-efficacy group; average self-efficacy group and low self-efficacy group of students differ in their career decision making. All the statistical analysis observed that when the level of self-efficacy is high, the level of career decision making will be high. Students with high self-efficacy can make suitable career decisions. So considering the findings appropriate steps can be taken to increase the self-efficacy of students. Every activity to develop the self-
efficacy of the students should be encouraged. In the case of higher secondary schools of Kerala, lack of activities, programmes and motivation from the part of the teachers caused the loss of many chances for students to perform and act. So the following suggestions may help to increase the self-efficacy of students.

- Teachers should observe the success and failure of the students and to repeat the succeeding factors and eliminate the factors leading to failure. This is the vicarious experience which develops self-efficacy of students.
- School should provide different opportunities to develop both the self-efficacy of teachers and students. If a teacher having high self-efficacy it will resemble in their students also.
- Praise the students by highlighting their merits they did in certain activities, this will help to enhance their self-efficacy.
- Frequently organize varieties of programmes and assure the active involvement of each student.
- Give stress free atmosphere both in school and classroom.
- Should motivate to engage in school activities and social activities.
- Teachers should find out the students' areas of interest and motivate them to work hard.
- Teachers and parents never blame their students. If they do anything wrong, will give necessary advice then and there.
- Give maximum love, respect and care because they are in the step of full of stress and strain.

**Parental Expectations**

One of the major findings of the study was that parental expectations have significant effect on career decision making of higher secondary school students. All the statistical analysis revealed that when the level of parental
expectations is high the level of career decision making will be high. The present study points out that the students who receive high parental expectations are better in their career decision making. Hence it is recommended that parents should take interest in the educational activities of their children, it will brighten the career and future of their children. This study showed that there is no mean difference between the parental expectations of boys and girls. So parents consider the future of their children without any gender difference. Some of the suggestions to increase favourable or positive parental expectations are:

- Ensure the importance of parental practices and beliefs in influencing their children's academic performance and intellectual development.
- Ensure parents should attend the parent-teacher conferences.
- As a teacher or a parent should know how to manage adolescents.
- School authorities should provide adequate teaching learning atmosphere and infrastructure.
- Teachers and parents should consider the interests, attitude and aptitude of the students.
- Teachers should motivate the students by introducing some of our great teachers, scientists, nation builders etc.
- Enrich parent-child community relations.
- Frequent parent-teacher discussion should be encouraged.
- Encourage communication between home and school.
- Give training to parents for effective parenting.
- Should let the parent aware about the demerits of over expectations.
- School PTA should organise classes on parenting styles of different eminent personalities.
- Parents should be good role models to their children.
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- Parent should be warm, accepting and are consistent and flexible in disciplinary techniques.
- Parents should not be controlling or dominating.
- Educationists and teachers give due importance to involve families in the academic process.
- Parents should praise the child conveying a positive feeling in voice.
- Parents should have a positive attitude towards both school and teachers.

Socio-Economic Status

The study proved that socio-economic status had significant effect on career decision making of higher secondary school students. Correlation analysis showed that socio-economic status had significant and positive correlation with career decision making. It implies that the level of career decision making was different for different levels of socio-economic status of students. Here the study found the students having low socio-economic status have high career decision making for the total sample and sub sample. It revealed that the students from low socio-economic status group are self-motivated to learn and perform in academics and also they are enough self-reliant to decide their future career. Students from high socio-economic status have a confidence of getting a better career because they were socially and economically sound. So their parents will protect them always. The average group stands very next to the low socio-economic status group. In this study socio-economic status is the best predictor of career decision making.

- It is the teacher's duty to identify the financial difficulties of children. There may be students who are creative and intelligent, but coming from low financial background. So take care to avail scholarships and special care and assistance to such children. Teacher's can bring such cases in staff council and PTA. Teacher's can seek the help of Alumini to help
such students. Financial status will never block such students from their academic growth.

**Career Counselling**

The findings showed that career counselling have significant effect on career decision making of higher secondary students. But in correlational analysis very weak correlation was found between these variables. It is because of the lack of awareness about the students on career counselling practices in higher secondary schools. In Kerala most of the higher secondary schools have no permanent counsellor. Some of the aided and government schools have a full time counsellor but they impart their service of counselling in a poor way. Such a poor condition affects the result. So we should give more attention to give counselling especially career counselling to our higher secondary students, because they are at a critical juncture of their life. A better service of a counselling unit may be provided in our school. Some of the suggestions for that are:

- Appoint a counsellor in each Government and Aided schools.
- Arrange varieties of programmes regarding career awareness.
- Authorities should provide separate room for counselling.
- Every class room should have a career corner.
- School should subscribe various career oriental magazines.
- Career related talks, personality development classes and motivation classes should be arranged.
- Service of the counsellor should be ensured at any time.
- Suitable infrastructure and class period for career educational and counselling should be provided.
- Teacher should act as a counsellor.
- Teachers should reveal the scope of their subject to students.
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- Subscribe newspapers for each class.
- Counsellor, teachers and authorities should give orientations to parents on careers.
- Teachers should be given practical training in guidance and counselling, management of discipline and soft skill development.
- Provide counselling facilities for those who having psychological problems.

Career Decision Making

There is significant difference in the means of career decision making among the sub samples. The four selected independent variables have significant effect on career decision making. Parents, teachers and policy makers should provide ample atmosphere for decision making to all students. Here, we found socio-economic status and parental expectations were the most contributing or influencing factors of career decision making of the students. The following suggestions will help the students to make right career decisions in their life.

- Provide opportunities to think freely.
- Give stress free atmosphere both in school and home.
- Should arrange various career orientation programmes.
- Channalize the students towards right direction according to their own interest.
- Both parents and teachers consider the talents of students in all areas.
- Let the students aware about the changing nature of the career world.
- Provide needful career education.
- Motivate the students to attend various career orientation programmes and also to read various magazines and books related to career and its scope.
• Should consider the interest, attitude and aptitude of students while selecting or course or career to them.

**Policy Recommendations**

The major findings of the study helped the investigator to put forward some recommendations for the improvement of educational practices at higher secondary school level.

• A cursory glance at the problems and need of higher secondary students showed that many problems viz., psychological area, social, familial etc., are faced by the students in life. But there is no provision at present to take adequate measures against these problems in appropriate manner. So these should be taken care of by teachers, parents, and administrators in educational institutions. Apart from these measures should be made in the curriculum to deal with these unavailable components.

• Parental pressure on students for securing academic positions and deciding career should be reduced by giving awareness programmes.

• Parents should give due recognition to the talents of the child and should provide emotional support to them when it is required. So school PTA should give parenting awareness programmes to the parents.

• School authorities and District Boards of Education should implement developmental career guidance and career awareness programmes.

• School counsellors should implement programmes in collaboration with teachers, administrators, parents and students.

• Schools can Co-operate and arrange an expert counsellor.

• Provide opportunities for students to broaden their occupational awareness.
• Teachers and parents of both rural and urban areas should be provided better awareness for the need of career counsellors in each higher secondary school.
• Better environment for free thinking should be given to each student. Then only their career decision making power will enhance.
• School management and government should take the lead to help the students by providing equal opportunities in all the required areas in higher education and employment opportunities.
• Schools should provide ample atmosphere for career decision making by arranging career conferences, career talks, seminars, career corners etc.
• School should make provisions for training to increase personality development.
• Should give proper guidance to the parents about the value of each and every profession.
• Arrange varieties of personality development programmes, inorder to enhance their self-concept, self-efficacy, self-esteem etc.
• Should give stress free atmosphere in both schools and homes. This may lead gradually to the development of self efficacy.
• Vocational training can be given at secondary and higher secondary level. Career education should be added as a part of curriculum.
• It is suggested that necessary experiences must be imparted to higher secondary school students to think and take decisions suitable to their needs.
• Parents, teachers and other educational personals must concentrate on the strength and weaknesses of each and every student. Based on this should give ample counselling for creating self confidence and self efficacy of the student.
Giving stress-free atmosphere lead a student to improve his analytical, creative, decision making and practical abilities.

**Suggestions for Further Research**

The following suggestions are given for future researchers:

- The present study considered only a few psychological variables. Other variables like self-concept, intelligence, attitude, aptitude, school climate, teaching methodology etc can also be considered.
- The same type of study may be conducted on career education.
- A comparative study may be conducted including higher secondary academic and vocational group students.
- Parallel studies can be conducted to other samples such as graduate and post-graduate levels.
- Researches can be conducted to identify the factors which influence the decision making style of the students.
- Researches can also be conducted to develop teaching strategies that enhance self-efficacy of the learners.
- Studies can be conducted to identify other variables as predictors of career decision making.
- Curricular importance of career education can be studied.
- Study on career decision making difficulties of culturally and socially disadvantaged students can also be taken.
- Teachers and parents perception on career counselling programmes can be studied.
- A study of attitudes of teachers in career guidance and counselling can be attempted by giving further importance to factor analysis.
- Study on probable causes for the failure in conducting career guidance and counselling.
Conclusion

The aim of the study was to find out the influence of some psycho-social variables on career decision making of higher secondary school students of Kerala. The identified psycho-social variables are: self-efficacy, parental expectations, socio-economic status and career counselling. These objectives were tested through different statistical techniques like t-test, coefficient of correlation, One-way ANOVA and regression analysis.

From the analysis of t-test it was found that there are Gender, Locale, Type of Management differences among the independent and dependent variables. For the sub sample subject of study One-way ANOVA was done to find out the effect. Significant subject effect was also found.

Correlation analysis, revealed that self-efficacy, parental expectations, socio-economic status and career counselling have significant and positive correlation with career decision making of higher secondary students.

The major findings of the study are that, socio-economic status and parental expectations have significant effect on career decision making. But the result of One-way ANOVA showed that the independent variables have significant effect on the dependent variable career decision making for the total sample and sub samples.

From the regression analysis, the regression weights, calculated and formed the regression equation for predicting the career decision making. It is inferred that addition or improvement of each of the predictor variables will result in the reduction or addition of career decision making. It is also inferred that among the four predictor variables, the socio-economic status is the most contributing predictor variable in deciding one's career.

From the selected independent variables socio economic status and parental expectations were the most influencing factors of career decision making.