CHAPTER-VII

SUMMARY AND CONCLUSIONS

7.1 INTRODUCTION

Career attitudes elicit the feelings, the subjective reactions, the disposition that adolescent has toward making a career choice and entering the world of work. This also indicates the feeling of an individual about the meaningfulness and importance of a job in his life. In which way one is involved and is serious about his process of career choice is a good indication of his attitude towards a career. Choice of a career, however, is not an exclusive intellectual process in which various possibilities of entering in a career are assessed. One's own personal factors such as attitudes, conservatism-radicalism, self esteem, family environment etc. alongwith a host of other psychological and socio-economic factors play an important role (Blochar, 1973; Chand, 1979; Mangat, 1988; Karlin, 1993; Bianchi, 1998). This necessitates career maturity in career decision making.

Understaffing of educational institutions, lack of proper guidance services and lack of research literature particularly in career maturity studies are some blocks in providing career guidance in the realm of career maturity on scientific lines. This leads students to opt for mismatched career options and wrong choices of educational options at the 10+2 stage, that is the stage of diversification of curriculum. Quite often, it further leads to frustration.

During the last two decades, there has been tremendous explosion of knowledge and technology. However, these changes need to keep pace not only in methodology of work, mechanism and tools, but also in the process of thinking. The application of new
knowledge and technology in every field of production, consumption, and actions related to modernisation. Modernity is a psychological mobility which involves new ways of doing things, scientific thinking, universal bent of mind and secular thinking. It also deals with the configuration of values, as well as autonomy and rational decision-making.

This can be possible, if the old, traditional and narrow outlook is shunned. For this purpose, new researches and innovations in education can play a significant role in enabling the human mind to be ready to accept and to practice modernity. Parameters of socio-economic status such as parental level of education, income of the family have also been found to be significantly related to modernity as indicated by Kuhl, (1968); Vijaylakshmi, (1989); Ugai, (1983); Najafabadi, (1998); and Bak and Jo, (2001).

The major problems of backwardness in India are hunger and ignorance. The severity of problems varies in regions but the root cause of the problem lies in economic backwardness and widespread of literacy from which all the rest follow. One such problem, for example, that of rapidly increasing population which threatens to thwart all plannings, is the direct result of poverty, low standard of living coupled with ignorance and lack of knowledge, education and skills.

Social, educational and economic inequalities have existed from time immemorial in different social segments of Indian Society. Backward classes represent the social groups which suffered through the ages due to caste prejudices, economic inequalities and educational backwardness. These inequalities are one of the major fact for backward classes for lagging behind in the field of educational and economic development in comparison to certain advanced or the forward castes.
Government support and facilities provided to the scheduled caste and backward classes in the field of education have been made available to them since 1951. But all sections of depressed classes have not been in a position to utilize these. Similarly, this has led to the formation of section among deprived sections that who have utilized facilities provided by the governments and are developing and growing educationally. In fact, their children are subsequent generation learners. On the other hand, there may be first generation learners belonging to these families of deprived sections who have failed to utilize the facilities and are, still, suffering from many kinds of socio-economic handicaps. There is a need to take up research studies in order to examine the concurrence between ‘ascribed’ and ‘obtained’ status of backward classes and to find out the discrepancy so as to work towards the goals justice and equality.

It may be argued that the present reservation policy for backward classes primarily based on caste considerations and secondarily on economic factor is less than appropriate as it leaves much scope wherein most of advantages of welfare programmes can be grabbed by the well off sections among backward classes. Many other educationally and economically deprived sections of the society which do not fall within these classes, are left out. Hence, the issue arises should some other parameters such as economic and educational conditions, instead of membership to a caste form the very basis for providing welfare benefits and protection.

In India, a large number of backward classes might have attained socio-economic status but remain backward in respect of other social and educational parameters leading to lack of opportunities and wrong career choices. On the other hand, non-backward students, who have ascribed status of being forward classes, may not attain maturity in respect of their career choices.
because of lack of guidance. Likewise, non- backward class students may not necessarily have high economic status and may remain deprived of the sound opportunities and career maturity needed in making the maturity in career choices suited to their talent. For example, persons who belong to high class, but has low economic status, may not be aware of various alternatives of his career. On the other hand, a person even within the backward class, who has achieved status through vertical mobility, may be well aware of his career goals and choices. Hence it is matter of concern to examine the career maturity of those backward classes students, whose parents have achieved vertical mobility and compare these with non- backward class students, who still remain low on all the three parameters of socio-economic status that is social, economic and educational.

The present study was undertaken with a view to examining the concurrence between ‘ascribed’ and ‘achieved’ status of backward class high school students and further compare it with non- backward class group whose socio-economic status is low in order to see if gains of reservations to the backward classes have been of positive consequences towards vertical mobility in developing realistic and sound options that is career maturity among these students. Their attitude towards modernity which basically includes a radical psychological shift towards universalistic, scientific and independent thinking has also been examined and compared. Further, the effect of socio-economic status on career maturity and attitude towards modernity of backward and non- backward class students were studied independently and in interaction with the variable of class in order to discern the potentiality of “class” in interacting with the variable of socio-economic towards producing variations in career maturity.
and attitude towards modernity. It is hoped that the study will submit a clear picture on the issue of whether "class" or socio-economic status should be the main consideration in the realization of goals of justice and equality.

7.2 STATEMENT OF THE PROBLEM

"A Comparative Study of Career Maturity and Attitude Towards Modernity of Backward and Non-backward Class High School Students in Relation to Socio-economic Status".

7.3 DELIMITATIONS OF THE STUDY

1. The study has been confined to Government High and Senior Secondary School Students.

2. The term 'backward and non-backward class students' has been limited to the constitutional provision of reservation as per Punjab Government reservation policy. Presence or absence of other types of deprivation or achieved status has not been taken into consideration.

3. Backward class sample in the study had been selected only on enrolled in schools primarily on the basis of castes which have been ascribed as backward castes under the provision of Punjab Government vide letter no.8/113/88/SWA/ (4) 911 dated 28.11.90; Although the Punjab government has now included the economic criteria as an additional factor (not the basis) in its latest revision of backward classes.

7.4 OBJECTIVES

1. To examine whether or not the 'ascribed' status of the backward class corresponds to their 'achieved' status on educational parameters of socio-economic status?
2. To assess the gender differences on (a) career maturity and (b) attitude towards modernity.
3. To study variations in (a) career maturity and (b) attitude towards modernity due to rural-urban differences.
4. To examine the differences on (a) career maturity and (b) attitude towards modernity of low SES group of BC with the high SES BC group which, on account of vertical mobility, has moved upward on SES scale, specially on income.
5. To study the effect of “class” on (a) career maturity and (b) attitude towards modernity.
6. To assess the effect of factor of SES on (a) career maturity and (b) attitude towards modernity.
7. To study the interactional effect of class X SES on (a) career maturity and (b) attitude towards modernity.

7.5 HYPOTHESES OF THE STUDY

Since research undertaken in this area is scanty and inconclusive, therefore, only Null Hypothesis have been formulated. First five hypotheses are directed to first three objectives and the remaining hypotheses were formulated towards objectives four to seven.

1. There are no significant differences between backward and non-backward class students on educational parameters of socio-economic status.
2. There are no significant differences between boys and girls on career maturity in (a) the total sample, (b) backward class group and (c) non-backward class group.
3. Significant differences do not exist between rural and urban students on career maturity in (a) the total sample, (b) backward class group and (c) non-backward class group.
4. Significant differences do not exist between boys and girls on attitude towards modernity in the total sample as well as in the backward and non-backward class groups.
5. There are no significant differences between rural and urban students on attitude towards modernity in the total sample as well as in the backward and non-backward class groups.
6. Factor of “class” does not lead to significant variations on career maturity.
7. Socio-economic status does not account for significant differences in career maturity.
8. Interactional effect of class and socio-economic status does not lead to significant variations in career maturity.
9. Variable of class does not account for significant variance in attitude towards modernity.
10. Socio-economic status is not a significant factor of attitude towards modernity.
11. Interactional effect of class and socio-economic status does not lead to significant variations in attitude towards modernity.

7.6 DESIGN OF THE STUDY

Keeping in view various objectives formulated in the present study, it has been conducted in two phases. The first phase of the study was advanced with the help of a descriptive survey method in order to examine the concurrence between ‘ascribed’ and ‘attained’ status of backward class on parameter of education and compare it with achieved educational status of the non-backward class subjects. Gender and rural-urban differences on career maturity and attitude towards modernity have also been examined in this phase. Second phase of the study, has been addressed to the objectives of independent and interactional effects of class and
socio-economic status on career maturity and attitude towards modernity. For this purpose, a factorial design involving two-way analysis of variance (2x3) has been employed by taking the backwardness and socio-economic status as two independent variables and career maturity and attitude towards modernity as two dependent variables. The effect of independent variables have been examined separately on both the criterion (dependent) variables namely (1) career maturity and (2) attitude towards modernity. Variable of backwardness was classified into two categories, namely, backward and non-backward classes and the socio-economic status was varied at three levels namely, high, average and low socio-economic groups.

7.7 SAMPLE

Except for the geographical area which was taken purposively on account of backwardness, a stratified sampling technique has been employed to select the sample of backward and non-backward class students studying in high and senior secondary schools in the State of Punjab. Out of four educational divisions of Punjab two divisions, namely, Faridkot and Ferozepur were taken as these are considered socially and educationally backward. There are three districts under each divisions. Out of these districts, two districts were randomly selected from each division. Further, both Govt. High Schools and Sen. Sec. Schools in each districts were categorised into urban and rural area schools. Taking urban and rural schools as separate units, and applying the principle of proportionality, one to three schools from the urban and rural areas were drawn randomly from each district. This resulted in obtaining a total number of twelve Govt. Sen. Sec. and five Govt. High Schools (10 rural + 07 urban). In each school, there were many sections. Firstly, students admitted under 'backward class' certificates in each
section were taken and then approximately an equal number of non-backward class students studying in those very sections were randomly selected. In this way, finally a total sample of 400 students consisting of boys and girls (200 backward and 200 non-backward class) was raised.

At the second stage of sampling for using factorial design (2x3), students in each of the backward and non-backward classes were further categorised into three categories on socio-economic status, namely, high, average and low on the basis of the criterion of top and bottom 27%. To keep the number equal in each group, a few cases had to be dropped out randomly. The number of cases in the final sample was 144, with 24 cases in each group, namely, NBC High SES, NBC average SES, NBC low SES, BC High SES, BC average SES and BC low SES groups.

7.8 TOOLS USED

Following tools were used in the present study,

I. Career Maturity Inventory (CMI) (Indian Adaptation of John O’Crites by Nirmala Gupta 1989).
II. Socio-Economic Scale by Dev Mohan (Revised 1995)
III. The Modernity Scale by S.L. Sharma, 1979 (Modified and Redesigned by B.L. Jindal, 1981 at school level).

7.9 COLLECTION OF DATA

The investigator started data collection in the month of January 2001 and completed it in the month of March 2001 by passing through two phases. In the first phase, Faridkot and Bathinda districts were covered and in the second phase, Muktsar and Ferozepur districts were covered.

After ensuring the co-operation of principals and teachers in respective schools, the data were collected in groups by taking on
section as a unit of data collection. Later on, from the response sheets and school records, the students of NBC and BC were categorised separately. In each section, the tests were administered strictly in accordance with instructions given in respective manuals. Tests were taken up one by one on three separate days in a fixed order of sequence that is, SES scale, career maturity and modernity scale. It took three days to collect the data from one school on one or more sections as was the case.

7.10 SCORING AND TABULATION OF DATA

After collection of data, the booklets were scored by following the instructions in respective manuals. The scores, thus obtained, were tabulated into Raw Data Table against each case for all the three tests and sub-tests.

In case of Modernity Scale, seven sets of scores were obtained, that is, six sets on six dimensions, namely, secular orientation, scientific orientation, universalistic orientation, independence orientation, achievement orientation, civic orientation and one set of totals of six sets.

The Career Maturity Inventory consists of two sub-tests namely, CMI attitude scale and CMI competence test. CMI attitude scale, submitted one overall score. The second sub-tests i.e. CMI competence test has five dimensions; hence, five sets of scores were obtained on these dimensions, namely, self appraisal, occupational information, goal selection, planning and problem solving. Further, the scores of five dimensions were added to find out the total scores on career maturity test II. Then the total scores of sub-test I and sub-test II was added to have the overall career maturity score. Thus in all, eight sets of scores were obtained on career maturity. Socio-economic status scale gives one overall score for each subject.
A separate set of score for the educational status of mothers and another of fathers of subjects included in the study was also worked out by taking relevant items on educational status from Socio-Economic Scale.

7.11 STATISTICAL TECHNIQUES

1. The descriptive statistics, i.e. Mean, Standard Deviation, Skewness, and Kurtosis were employed to examine the normality of distributions of scores on the criterion variable, that is, career maturity and attitude towards modernity.

2. Z-values have been employed to examine the differences of percentages between BC and NBC groups on relevant variables.

3. Two-way analysis of variance was used to find out the main and interactional effects of variables of class (Backward and non-Backward class) and socio-economic status on (a) career maturity, and (b) attitude towards modernity.

4. t-ratios have been used, wherever F-values were found to be significant. 't' ratios were also employed to find out gender and rural-urban differences between and within backward and non-backward class groups.
7.12 RESULTS AND CONCLUSIONS

The main findings of the study (Vide Chapter V, and VI) are as follows:

7.12.1 Parental Educational Level in Backward and Non-backward Class Groups

(a) Significant differences exist between percentages of mothers of backward class and non-backward class students at the educational levels of 'illiterate' (Z=7.44) and 'matriculate' (Z=5.40) in favour of non-backward class group. At the post-matric, that is graduate and post-graduate levels, the percentage of mothers in the backward class group was almost negligible, it was only at the primary level that mothers of backward class students were equally educated as those of non-backward class students.

(b) Similarly, educational status of fathers was significantly higher in non-backward class group at three out of six levels namely, 'illiterate' (Z=3.77), 'matric' (Z=3.94) and 'post-graduate' (Z=2.66) as compared to their counterparts in the backward class. Only at the 'primary level' (Z=3.31), results are in favour of backward class group. Insignificant differences existed at the middle and graduate.

7.12.2 Gender Differences in Career Maturity

a) When the total sample was taken, significant gender differences were found on four sub-variables of career maturity, namely, self appraisal (t = 3.92), occupational information (t=3.70), competence test (sub-test II) (t = 2.38) and overall career maturity (sub-test I & II)
(t=2.35) in favour of girls. But no gender differences were located on the remaining parameters of career maturity, namely, attitude scale (sub-test I), goal selection, planning and problem solving dimensions.

b) Among the **backward class** group, girls were found significantly more career matured only on one dimension i.e. occupational information (t=2.39) as compared to backward class boys.

c) Within **non-backward class**, gender differences were in favour of girls almost on all the sub variables except goal selection and planning of career maturity, namely sub-test II of attitude scale (t=2.63), self appraisal (t=5.25), occupational information (t=2.88), problem solving (t=2.29), competence test sub-test II (t=2.89) and career maturity (sub-test I and II) (t=3.40).

### 7.12.3 Rural-Urban Differences in Career Maturity

a) The mean differences, in case of **total sample**, between rural and urban students on career maturity are significantly in favour of urban students on five dimensions of career maturity namely, self appraisal (t=4.10), Occupational information (t=4.08), goal selection (t=3.62), total sub-test II of competence test (t=4.01) and overall career maturity (t = 3.36); differences on the remaining three sub-variables of career maturity, that is, attitude scale (sub test I), planning and problem solving are not significant.

b) Within **backward class**, urban students have greater career maturity on variables of self appraisal (t=3.19), occupational information (t=2.82), goal selection (t=2.51), competence test/sub-test II (t=2.90) and career
maturity (I+II) (t=2.91) than rural students belonging to backward class.

c) Likewise, in the non-backward class urban group showed superiority over rural group on four variables of career maturity, that is, self appraisal (t=2.53), occupational information (t=2.94), goal selection (t=2.55) and competence test/sub-test II (t = 2.70). Results on rest of the variables, that is, attitude scale, planning, problem solving and career maturity (I + II) were found to be insignificant.

7.12.4 Gender Differences in Attitude Towards Modernity

In the total sample, no significant differences were found between boys and girls on various dimensions of attitude towards modernity, namely, secular orientation (t = 1.15), scientific orientation (t = 1.46), universalistic orientation (t = 1.88), independence orientation (t = 1.65), achievement orientation (t = 1.11) and civic orientation (t = 1.94). It was only on total attitude towards modernity that girls showed superiority over boys (t = 2.14). Similar results of non-significant gender differences on career maturity were obtained within the backward class group, while in the non-backward class group, girls outperformed boys on all (barring the scientific and achievement orientation) the dimensions of attitude towards modernity, namely secular orientation (t = 2.59), universalistic orientation (t = 3.15), independence orientation (t = 2.93), civic orientation (t = 3.80) and total attitude towards modernity (t = 3.75).
7.12.5 Rural Urban Differences in Attitude Towards Modernity

No significant differences were found between rural and urban students in the total sample on all dimensions of attitude towards modernity, namely, secular orientation, universalistic orientation, independence orientation, achievement orientation, civic orientation and attitude towards modernity. Only on one dimension, that is, scientific orientation, rural students showed superiority over urban students in the total sample. Similarly, in backward class group, difference on all dimensions of attitude towards modernity were found as non-significant except on universalistic orientation \((t = 2.35)\) in which case urban group outperformed the rural group. Likewise, in the non-backward class group also, significant differences were not found between rural and urban groups on various dimensions of attitude towards modernity barring scientific orientation \((t = 2.52)\) and universalistic orientation \((t = 2.30)\) wherein results were in favour of urban students.

7.12.6 ‘Class’ and Career Maturity.

The variables of ‘Class’ (BC & NBC) did not significantly contribute towards variance in all parameters of career maturity (without any exception), namely, attitude scale sub-test I \((F = 2.29)\), self appraisal \((F = .20)\), occupational information \((F = .06)\), goal selection \((F = .004)\), planning \((F = .61)\), problem solving \((F = .07)\) and career maturity \((F = .65)\). However, trend of means is in favour of non-backward students.
7.12.7 SES and Career Maturity

(a) The variable of SES exerted a significant effect on the attitude scale ($F = 8.70$) as well as total career maturity ($F = 4.91$) but it failed to reach the level of significance (.05) with regard to sub-variables of career maturity, namely, self-appraisal ($F = 1.61$), occupational information ($F = .93$), goal selection ($F = .24$), planning ($F = 2.39$), problem solving ($F = 2.30$) and total competence test ($F = 1.64$).

(b) On the attitude scale and total career maturity, higher was the SES, superior was the performance. High SES group was superior to average SES group which, in turn, performed better than low SES group. The trend of mean of career maturity on other parameters for which differences are not significant is also in favour of high SES group.

7.12.8 Interaction of Class X SES and Career Maturity

Interaction of effect of ‘Class’ (BC & NBC) and SES (high, average and low) did not contribute significant variance in career maturity in respect of its various dimensions including the totals. Class and SES, in interaction with each other, do not lead to differences on career maturity among intercomparison of six groups taken two at a time, namely, low SES-BC, average SES-BC, high SES-BC, low SES-NBC, average SES-NBC, and high SES-NBC. However, the trend of means on career maturity and its various dimensions in the intercomparison of groups is:

(I) in favour of high SES both under NBC and BC category as compared to their counterparts in low and average SES groups.

(II) Average SES group showed superiority in both BC & NBC categories over low SES groups.
(III) High SES-NBC group performed better than their counterparts of high SES-BC students on career maturity except on attitude scale (sub-test-I) and occupational information.

7.12.9 ‘Class’ and Attitude Towards Modernity

Factor of ‘Class’ has non-significant effect on all the dimensions of attitude towards modernity, namely, scientific orientation \( (F = .53) \), universalistic orientation \( (F = 2.34) \), independence orientation \( (F = .22) \), achievement orientation \( (F = .01) \), civic orientation \( (F = 1.87) \) and attitude towards modernity \( (F = 2.20) \). Only on secular orientation \( (F = 5.47) \), NBC group showed more secular attitude than backward class group.

7.12.10 SES and Attitude Towards Modernity

Factor of SES had significant influence on two dimensions of attitude towards modernity, namely, scientific orientation \( (F = 4.06) \), universalistic orientation \( (F = 6.86) \) and as well as on total attitude towards modernity \( (F = 5.06) \). It, however, did not contribute to significant variation on remaining dimensions of attitude towards modernity, that is, secular orientation \( (F = 1.17) \), independence orientation \( (F = .63) \), achievement orientation \( (F = .61) \). The trend of means, in general is identical in both high and average SES groups. But both high and average SES groups are superior to low SES group on scientific orientation, universalistic orientation and total attitude towards modernity.
7.12.11 Interaction of Class X SES and Attitude Towards Modernity

Interactional effects of ‘Class’ (BC & NBC) X SES (high, average and low) are insignificant on all the dimensions of attitude towards modernity, namely, secular orientation ($F = 1.30$), scientific orientation ($F = .93$), universalistic orientation ($F = .71$), independence orientation ($F = .01$), achievement orientation ($F = .004$), civic orientation ($F = 1.51$) and total attitude towards modernity ($F = .99$). It shows that six groups involved in the class X SES interaction, namely, BC low SES, BC average SES, BC high SES, NBC low SES, NBC average SES and NBC high SES do not differ significantly from each other on attitude towards modernity. However, trend of means is in favour of high SES-NBC group as compared to all other groups.

7.13 OVERALL FINDINGS

(1) The literacy rate of parents (both mothers and fathers) of non-backward class is higher than their counterparts of backward class.

(2) There are significant differences between IX class boys and girls on career maturity in favour of girls both in the total sample and NBC group but backward class boys and girls do not significantly differ from each other on career maturity.

(3) Significant differences exist between rural and urban students on career maturity in the total sample as also in the backward and non-backward class groups in favour of urban students.

(4) Gender differences on attitude towards modernity are neither significant in the total sample nor in the backward class group; but in non-backward class group, the results are in favour of girls.
Non-significant differences were found between rural and urban students on attitude towards modernity in the total sample as also in the backward class and non-backward class groups.

‘Class’ (BC & NBC) as an independent variable is not a significant variable both of (a) career maturity and (b) attitude towards modernity.

(a) The variable of SES is statistically significant in respect of attitude towards career as well as total career maturity. Higher is the SES, more the career maturity.

(b) The variable of SES also contributes to significant differences on about half of the dimensions of attitude towards modernity, namely, scientific orientation, universalistic orientation and total attitude towards modernity wherein high and average SES groups are superior to low SES group.

(c) The interactional effects of ‘Class’ (BC & NBC) and SES (high, average and low) in respect of all sub-variables of career maturity and attitude towards modernity are insignificant.

7.14 EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of this study have implications for career guidance services, policy makers, teachers and researchers.

The congruency between ‘ascribed’ and ‘achieved’ status of backward class is indicative of low educational status of this group in spite of benefits of reservation. This has implication for enhancing the effectiveness of programmes in respect of providing educational opportunities to all. India, since independence in its attempt to provide equality in education, has witnessed phenomenal and tremendous expansion in education. While the country has one of
the largest system of school education, it has at the same time
dubious distinction of having the world’s largest number of ‘drop­
out’ of school children (30 percent of the global population, 1991
census). This indicates that constitutional provision alone, cannot
guarantee equal opportunities of education to all in terms of
implementations of the programmes should be more motivational in
nature.

Results of the study further imply that government has to
provide increased educational facilities for backward class children
to improve their educational status. One of the ways is that instead
of reservation, the persons belonging to socially disadvantaged
positions may be given weightage in achievement depending upon
the types of disadvantageous position which they have in social
system. The weightage will be helpful in many ways. One basic
advantage will be that heart-burning in the advantageous group will
stop, as it provides a logical basis for earning a particular weightage;
secondly, the problem of falling standards will no more be accredited
to the policy of helping the disadvantaged section of the people.
There is a need for bringing modifications in the existing policies
relevant to “equal access to educational facilities”. Distance
education and adult education also should be provided for backward
sections of the society. Parents can also play an important role in
the development of their children including the development of
career competencies.

Results show that urban students are superior to rural group
of students on career maturity. The policy makers also should pay
attention to rural areas. Alongwith provision of physical facilities for
economic improvement, there is need to provide access to update
information and career guidance services in the rural area.
Career guidance and counselling should be specially made available at the high school stage by way of recruitment of competent career masters and counsellors. In-service training of teachers in this respect also can play effective role in the guidance and counselling towards careers. This will empower secondary stage students in making sound career-directed academic choices. At present students of all ages spend much more of their school time with the classroom teacher than the guidance counsellor.

A teacher can also prove to be effective tool of change, if he feels a sense of job satisfaction and need satisfaction. Therefore the administrators should try to create such an atmosphere in the schools which is conductive to these conditions. At least these conditions can better be created in the open schools rather than in the ‘closed’ ones.

Results of the present study indicate no significant differences between low SES in the BC group and low SES in the NBC group of students on career maturity and attitude towards modernity. These results suggest that when the socio-economic status is equated, caste does not make much differences. In Punjab, reservation policy for backward classes has been formulated primarily by identifying castes although economic criteria is used alongwith as a secondary condition. Therefore reservation policy needs to be based primarily on the criteria of educational and economic backwardness. Results of the study very clearly suggest that students belonging to low SES among the non-backward group also need to be nurtured or uplifted in their development process of career choices and attitude towards modernity. Once the entry into educational institution is ensured, education can act as a powerful tool in modernizing their thinking and attitudes.
It will be in the fitness of things that curriculum in the schools should be occasionally restructured to include flexibility in the optional subjects in accordance with career options which are open to students on account of new scientific and technological advancements. At the same time, new units of study relevant to the emerging career trends within globalization and the 'world community' should be brought within the framework of curriculum at the secondary and senior secondary stages.

Results also have some implications for teachers in teaching learning process. Instructional process should be conducive to the development of critical, scientific and universal thinking so that learners can get rid of the dogmas and develop a more modernistic thinking. While remaining ‘rooted in’ and, ‘taking provide in’ the best of their culture, they should also be positively orientated to new patterns of creative thinking and secular bent of mind towards receiving, accepting and transforming themselves into wholesome personalities.

7.15 SUGGESTIONS FOR FURTHER STUDY

1. The present study is limited to the State of Punjab only. Similar study may be taken for other States or on a wider geographical scale.

2. In the present study, the mutual relationship of attitude towards modernity and career maturity was only assumed. The relationship between these two variables was not worked out on account of constraints of time. Studies in this respect can be taken up.

3. Variables other than those included in the present study, such as academic achievement, personality, intelligence,
self-concept, etc. may also be taken up in order to study differences on these variables in the BC & NBC groups.

4. Similar study as the present one can be undertaken at the higher education level.

5. Present study was confined to the Government schools. Hence, future researches in this area can be taken up in respect of Public Schools and other types of schools such as Central Schools and Navodaya Vidayalayas.