CHAPTER-V
SUMMARY, FINDINGS
AND RECOMMENDATIONS
## SUMMARY, FINDINGS AND RECOMMENDATIONS

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5.1 Introduction

If an individual is to lead his life happily, one should be happy with work. If one is to be happy with work, one should choose an occupation that would give satisfaction. For every young child, the 'world of work' may appear remote. But as one grows and goes through the pressures and processes of socialization the 'world of work' comes into one's focus. Certain ideas about work take shape during pre-adolescent years. The process of vocational development is further accelerated in competitive societies like ours by the educational system which is so designed that the individual must make a beginning in the matter of vocational choice early in the high school days. The individual has to choose a particular curriculum and by so choosing one would be preparing for certain types of employment and all the same denying himself certain other types of occupational openings in the 'world of work' thus restricting one's aspirations.

Choosing a career goal is one of the most important decisions one may ever have to make. Also for many of the pupils the Secondary school stage is
the terminal stage of education. It is an important phase in their lives because of the conclusion of this period they are on the threshold of the 'world of work'. The amount of education one receives and the career one chooses will go a long way towards determining one's chances for steady employment in the future. The students at this juncture have to learn more about themselves what are their interests, abilities and aspirations. Here 'Aspirations' refer to an individual's goal or expectations or wants in regard to the welfare of one's future whereas 'vocation' is a particular kind of productive property known as person's vocation by which it means the kind of job one holds.

An individual who aspire to better himself academically, socially and economically would be satisfied only when his achievements come up to the goals he has set, regardless of how others view his achievement. This means that the persons ego is involved in his aspiration.

As the child develops his aspiration shaped by the influence of his imaginations and child fantasies. These are treated as unrealistic as they are based on child's fantasies and fallacies. When the child grows and attains education at school or college level, it becomes 'ambitious' but not unrealistic in aspiration. It is because the matured individual would be able to think realistically. At school level as a student the aspirations are developed with
respect to his/ her education and vocation. That is why, any choice of subject are interest made towards one subject is due to aspiration, to achieve the set goal in his/ her life.

A review of available literature reveals that there is paucity of studies investigating the relationship between important psycho-social variables and the vocational aspirations of Indian youth. The need for greater understanding of the factors which influence the vocational aspirations of young people has prompted this study. While there are probably many influencing factors on vocational aspirations the present study has been concerned with certain psychological and sociological factors.

The present investigation design to study the vocational aspirations of the students at the terminal stage of the Secondary education in relation to selected psycho-social factors. The psychological variables are achievement motivation, personality. The sociological variables were socio-economic status, parental influence. Occupational aspirations belong to socio-psychological variable.

In the present study, dependent variable was vocational aspirations where in selected psychological and sociological variables were considered as independent variables.
5.2 Restatement of the problem

The problem selected for the present investigation is as follows:

"Psycho-Social Correlates of Vocational Aspirations of Secondary School Students".

5.3 Objectives of the study

The present study has been undertaken with the following objectives.

1. To study the relationship between vocational aspirations of X standard students and their achievement motivation.
2. To study the relationship between vocational aspirations of X standard students and their parental influence and its dimensions.
   a. Academic support
   b. Personal care
   c. Support for co-curricular activities
   d. Vocational support
   e. Moral support.
3. To study the relationship between vocational aspirations of X standard students and personality traits.
a. Reserved and outgoing
b. Less intelligent and more intelligent
c. Affected by feeling and emotionally stable
d. Phlegmatic and excitable
e. Obedient and assertive
f. Sober and happy-go-lucky
g. Expedient and conscientious
h. Shy and venturesome
i. Tough minded and tender minded
j. Vigorous and doubting
k. Placid and apprehensive
l. Group dependent and self sufficient
m. Undisciplined self-conflict and controlled
n. Relaxed and tense.

4. To study the relationship between students belonging to different socio-economic status groups and their vocational aspirations.

5. To study the relationship between sex and vocational aspirations.

6. To study the relationship between locality and vocational aspirations.

7. To study the relationship between different types of schools (Government/ Aided/Unaided) and vocational aspirations.
8. To study the relationship between different medium of instruction (English/ Kannada) and vocational aspirations.

5.4 Hypotheses

The following hypotheses are formulated based on the objectives of the study.

1. Boys and Girls of X standard do not differ significantly with respect to vocational aspirations.
2. Rural and Urban students of X standard do not differ significantly with respect to vocational aspirations.
3. Government, aided and unaided Secondary school students do not differ significantly with respect to vocational aspirations.
4. Students studying in different medium of instruction (Kannada and English) do not differ significantly with respect to vocational aspirations.
5. Students with high and low achievement motivation do not differ significantly with respect to vocational aspirations.
6. Students with high and low parental influence do not differ significantly with respect to vocational aspirations.
7. Students with high and low socio-economic status do not differ significantly with respect to vocational aspirations.
8. Students with high and low personality trait do not differ significantly with respect to vocational aspirations.

9. Reserved, Average and Outgoing students of X standard do not differ significantly with respect to vocational aspirations.

10. Less intelligent, Average intelligent and More intelligent students do not differ significantly with respect to vocational aspirations.

11. Affected by feeling, Average and Emotionally stable students do not differ significantly with respect to vocational aspirations.

12. Phlegmatic, Average and Excitable students do not differ significantly with respect to vocational aspirations.

13. Obedient, Average and Assertive students do not differ significantly with respect to vocational aspirations.

14. Sober, Average and Happy-go-lucky students do not differ significantly with respect to vocational aspirations.

15. Expedient, Average and Conscientious students do not differ significantly with respect to vocational aspirations.

16. Shy, Average and Venturesome students do not differ significantly with respect to vocational aspirations.

17. Tough minded, Average and Tender minded students do not differ significantly with respect to vocational aspirations.
18. Vigorous, Average and Doubting students do not differ significantly with respect to vocational aspirations.

19. Placid, Average and Apprehensive students do not differ significantly with respect to vocational aspirations.

20. Group dependent, Average and Self-dependent students do not differ significantly with respect to vocational aspirations.

21. Undisciplined self-conflict, Average and controlled students do not differ significantly with respect to vocational aspirations.

22. Relaxed, Average and Tensed students do not differ significantly with respect to vocational aspirations.

23. There is no significant interaction effect of Achievement motivation (High and Low), Parental influence (High and Low) and Socio-economic status (High and Low) on vocational aspirations of students.

24. There is no significant interaction effect of Achievement motivation (High and Low), Parental influence (High and Low) and Personality traits (High and Low) on vocational aspirations of students.

25. There is no significant interaction effect of Achievement motivation (High and Low), Parental influence (High and Low) and Gender (boys and girls) on vocational aspirations of students.
26. There is no significant interaction effect of Achievement motivation (High and Low), Parental influence (High and Low) and Location (rural and urban) on vocational aspirations of students.

27. There is no significant interaction effect of Achievement motivation (High and Low), Parental influence (High and Low) and Types of management (Government, Aided and unaided) on vocational aspirations of students.

28. There is no significant interaction effect of Parental influence (High and Low), Socio-economic status (High and Low) and Personality traits (High and Low) on vocational aspirations of students.

29. There is no significant interaction effect of Parental influence (High and Low), Socio-economic status (High and Low) and Gender (boys and girls) on vocational aspirations of students.

30. There is no significant interaction effect of Parental influence (High and Low), Socio-economic status (High and Low) and Location (rural and urban) on vocational aspirations of students.

31. There is no significant interaction effect of Parental influence (High and Low), Socio-economic status (High and Low) and Types of management (government, aided and unaided) on vocational aspirations of students.
32. There is no significant interaction effect of Socio-economic status (High and Low), Personality traits (high and Low) and Gender (boy and girl) on vocational aspirations of students.

33. There is no significant interaction effect of Socio-economic status (High and Low), Personality traits (high and Low) and Location (rural and urban) on vocational aspirations of students.

34. There is no significant interaction effect of Socio-economic status (High and Low), Personality traits (high and Low) and Types of management (Government, Aided and Unaided) on vocational aspirations of students.

35. There is no significant relationship between vocational aspirations and Gender, Type of management, Location, Medium of instruction, parental influence, SES and personality traits.

36. There is no significant relationship between parental influence and its dimensions (i.e. Academic support, Personal care, Support for co-curricular activities, Vocational support and Moral support) with vocational aspirations.

37. There is no significant relationship between personality trait and its factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational aspirations.
38. There is no significant relationship between vocational aspirations and Type of management, Location, Medium of instruction, parental influence, SES and personality traits on boys.

39. There is no significant relationship between parental influence and its dimensions (i.e. Academic support, Personal care, Support for co-curricular activities, Vocational support and Moral support) with vocational aspirations of boys.

40. There is no significant relationship between personality trait and its factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational aspirations of boys.

41. There is no significant relationship between vocational aspirations and Type of management, Location, Medium of instruction, parental influence, SES and personality traits of girls.

42. There is no significant relationship between parental influence and its dimensions (i.e. Academic support, Personal care, Support for co-curricular activities, Vocational support and Moral support) with vocational aspirations of girls.

43. There is no significant relationship between personality trait and its factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational aspirations of girls.
44. There is no significant relationship between Vocational aspirations and
   Gender, Type of management, Location, Medium of instruction, Parental
   influence, SES and Personality traits of students of government schools.

45. There is no significant relationship between parental influence and its
   dimensions (i.e. Academic support, Personal care, Support for co- 
   curricular activities, Vocational support and Moral support) with
   vocational aspirations of students of government schools.

46. There is no significant relationship between personality trait and its
   factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational
   aspirations of students of government schools.

47. There is no significant relationship between Vocational aspirations and
   Gender, Location, Medium of instruction, Achievement motivation,
   Parental influence, SES and Personality traits of students of aided
   schools.

48. There is no significant relationship between parental influence and its
   dimensions (i.e. Academic support, Personal care, Support for co- 
   curricular activities, Vocational support and Moral support) with
   vocational aspirations of students of aided schools.

49. There is no significant relationship between personality trait and its
   factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational
   aspirations of students of aided schools.
50. There is no significant relationship between Vocational aspirations and Gender, Location, Medium of instruction, Achievement motivation, Parental influence, SES and Personality traits of students of unaided schools.

51. There is no significant relationship between parental influence and its dimensions (i.e. Academic support, Personal care, Support for co-curricular activities, Vocational support and Moral support) with vocational aspirations of students of unaided schools.

52. There is no significant relationship between personality trait and its factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational aspirations of students of unaided schools.

53. There is no significant relationship between Vocational aspirations and Gender, Type of management, Medium of instruction, Achievement motivation, Parental influence, SES and Personality traits of students of rural schools.

54. There is no significant relationship between parental influence and its dimensions (i.e. Academic support, Personal care, Support for co-curricular activities, Vocational support and Moral support) with vocational aspirations of students of rural schools.
55. There is no significant relationship between personality trait and its factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational aspirations of students of rural schools.

56. There is no significant relationship between Vocational aspirations and Gender, Type of management, Medium of instruction, Achievement motivation, Parental influence, SES and Personality traits of students of urban schools.

57. There is no significant relationship between parental influence and its dimensions (i.e. Academic support, Personal care, Support for co-curricular activities, Vocational support and Moral support) with vocational aspirations of students of urban schools.

58. There is no significant relationship between personality trait and its factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational aspirations of students of urban schools.

59. There is no significant relationship between Vocational aspirations and Gender, Type of management, Location, Achievement motivation, Parental influence, SES and Personality traits of Kannada medium students.

60. There is no significant relationship between parental influence and its dimensions (i.e. Academic support, Personal care, Support for co-
61. There is no significant relationship between personality trait and its factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational aspirations of Kannada medium students.

62. There is no significant relationship between Vocational aspirations and Gender, Type of management, Location, Achievement motivation, Parental influence, SES and Personality traits of English medium students.

63. There is no significant relationship between parental influence and its dimensions (i.e. Academic support, Personal care, Support for co-curricular activities, Vocational support and Moral support) with vocational aspirations of English medium students.

64. There is no significant relationship between personality trait and its factors (i.e. A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4) with vocational aspirations of English medium students.

65. Gender, Type of management, Location, Medium of instruction, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictors of vocational aspirations of students.
66. Type of management, Location,Medium of instruction, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of boys.

67. Type of management, Location, Medium of instruction, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of girls.

68. Gender, Location, Medium of instruction, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of students of government schools.

69. Gender, Location, Medium of instruction, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of students of aided schools.

70. Gender, Location, Medium of instruction, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of students of unaided schools.

71. Gender, Type of management, Medium of instruction, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of students.
traits are not significant predictor of vocational aspirations of students of rural schools.

72. Gender, Type of management, Medium of instruction, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of students of urban schools.

73. Gender, Type of management, Location, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of Kannada medium students.

74. Gender, Type of management, Location, Achievement motivation, Parental influence, Socio-economic status and Personality traits are not significant predictor of vocational aspirations of English medium students.

5.5 Research Design

In the present investigation descriptive survey research method was employed.

5.5.1 Sample

The data was collected from 1012 students from 40 Secondary schools of Bijapur district.
5.5.2 Tools

1. Occupational Aspiration Scale – Grewal (1973)
3. High School Students Personality Questionnaire – By Cattelle (1965)
4. Socio-Economic Status – By Aaron, Marihal and Malatesh (1970)
5. Parental Influence – constructed and standardized by the Investigator

5.5.3 Data Analysis

The following techniques were used for analyzing the data as per the objectives of the study as stated earlier:

(i) Descriptive analysis
(ii) Differential analysis
(iii) Correlation analysis
(iv) Regression analysis

5.6 Major Findings

The major findings of the study are enumerated as follows:

5.6.1 Findings of Differential Analysis

1. The urban school students had higher vocational aspirations than the rural school students.
2. Government, aided and unaided Secondary school students had different vocational aspirations.
3. Students belonging to unaided Secondary schools had higher vocational aspirations than the aided Secondary school students.

4. English medium students had higher vocational aspirations than the Kannada medium students.

5. Students with high achievement motivation had higher vocational aspirations than the low achievement motivation students.

6. Students with high parental influence had higher vocational aspirations than the low parental influence students.

7. Students with high socio-economic status had higher vocational aspirations than the low socio-economic status students.

8. Students with low personality trait had higher vocational aspirations than the high personality traits students.

9. The less intelligent, average intelligent and more intelligent students of X standard had different vocational aspirations.

10. More intelligent students had high vocational aspirations than the less intelligent students.

11. More intelligent students had high vocational aspirations than the average intelligent students.

12. The Relaxed, Average and Tensed students of X standard had different vocational aspirations.
13. Relaxed students had higher vocational aspirations than the tensed students.

14. Average students had higher vocational aspirations than the tensed students.

15. The vocational aspirations were different in high and low achievement motivation of Secondary school students.

16. The vocational aspirations were different in high and low socio-economic status of Secondary school students.

17. The vocational aspirations were different in high and low parental influence of Secondary school students.

18. The vocational aspirations were different in high and low Personality trait of Secondary school students.

19. The vocational aspirations were different in rural and urban students.

20. The vocational aspirations were same in boys and girls.

21. The vocational aspirations were same in different types of management school students.

5.6.2 Findings of Correlation Analysis

22. Location increases the vocational aspirations of students.

23. Medium of instruction increases the vocational aspirations of students.
24. The achievement motivation increases the vocational aspirations of students.
25. The socio-economic status increases the vocational aspirations of students.
26. The personality traits increase the vocational aspirations of students.
27. The parental influence increases the vocational aspirations of students.
28. The parents personal care increases the vocational aspirations of students.
29. The parents support in co-curricular activities increases the vocational aspirations of students.
30. The parents vocational support increases the vocational aspirations of students.
31. The personality trait increases the vocational aspirations of students.
32. Personality factors B, C, D, F, and Q4 increase the vocational aspirations of students.
33. Location increases the vocational aspirations of boys.
34. Medium of instruction increases the vocational aspirations of boys.
35. The achievement motivation increases the vocational aspirations of boys.
36. The socio-economic status increases the vocational aspirations of boys.
37. The personality traits increase the vocational aspirations of boys.
38. The parental influence increases the vocational aspirations of boys.
39. The parents vocational support increases the vocational aspirations of boys.
40. The personality trait increases the vocational aspirations of boys.
41. Personality factors A, B, C, D, J and Q3 increase the vocational aspirations of boys.
42. Location increases the vocational aspirations of girls.
43. Medium of instruction increases the vocational aspirations of girls.
44. The achievement motivation increases the vocational aspirations of girls.
45. The socio-economic status increases the vocational aspirations of girls.
46. The parental influence increases the vocational aspirations of girls.
47. The parents personal care increases the vocational aspirations of girls.
48. The parents support for co-curricular activities increases the vocational aspirations of girls.
49. The parents vocational support increases the vocational aspirations of girls.
50. X standard girls high on personality factor C (affected by feeling Vs. emotionally stable) were high on vocational aspirations.

51. Medium of instruction increases the vocational aspirations of students of government schools.

52. The socio-economic status increases the vocational aspirations of students of government schools.

53. The parental influence increases the vocational aspirations of X standard students of government schools.

54. The parents personal care increases the vocational aspirations of government schools students.

55. The parents vocational support increases the vocational aspirations of students of government schools.

56. The parents moral support increases the vocational aspirations of students of government schools.

57. Location increases the vocational aspirations of students of aided schools.

58. Medium of instruction increases the vocational aspirations of students of aided schools.

59. The achievement motivation increases the vocational aspirations of students of aided schools.
60. The socio-economic status increases the vocational aspirations of students of aided schools.
61. The parental influence increases the vocational aspirations of students of aided schools.
62. The personality trait increases the vocational aspirations of students of aided schools.
63. The parents personal care increases the vocational aspirations of students of aided schools.
64. The parents support for co-curricular activities increases the vocational aspirations of students of aided schools.
65. The parents vocational support increases the vocational aspirations of students of aided schools.
66. The aided school students high on personality factor B (less intelligent Vs more intelligent) were high on vocational aspirations.
67. The aided schools students high on personality factor C (affected by feeling Vs emotionally stable) were high on vocational aspirations.
68. The aided school students high on personality factor D (phlegmatic Vs excitable) were high on vocational aspirations.
69. Medium of instruction increases the vocational aspirations of students of unaided schools.
70. Unaided school students high on personality factor F (sober Vs happy-go-lucky) were high on vocational aspirations.

71. Type of management increases the vocational aspirations of students of rural schools.

72. Medium of instruction increases the vocational aspirations of students of rural schools.

73. The achievement motivation increases the vocational aspirations of students of rural schools.

74. The socio-economic status increases the vocational aspirations of students of rural schools.

75. The parental influence increases the vocational aspirations of students of rural schools.

76. The parents personal care increases the vocational aspirations of students of rural schools.

77. The parents vocational support increases the vocational aspirations of students of rural schools.

78. Medium of instruction increases the vocational aspirations of students of urban schools.

79. The achievement motivation increases the vocational aspirations of students of urban schools.
80. The socio-economic status increases the vocational aspirations of students of urban schools.

81. The personality trait increases the vocational aspirations of students of urban schools.

82. The urban school students high on personality factor A (reserved Vs outgoing) were high on vocational aspirations.

83. Urban school students high on personality factor B (less intelligent Vs more intelligent) were high on vocational aspirations.

84. Urban school students high on personality factor O (placid Vs apprehensive) were high on vocational aspirations.

85. The urban school students high on personality factor Q3 (undisciplined, Self-conflict Vs Controlled) were high on vocational aspirations.

86. Location increases the vocational aspirations of X standard Kannada medium students.

87. The socio-economic status increases the vocational aspirations of Kannada medium students.

88. The parental influence increases the vocational aspirations of X standard Kannada medium students.

89. The parents personal care increases the vocational aspirations of Kannada medium students.
90. The parents vocational support increases the vocational aspirations of Kannada medium students.

91. Kannada medium students high on personality factor A (reserved Vs outgoing) were high on vocational aspirations.

92. Kannada medium students high on personality factor B (less intelligent Vs more intelligent) were high on vocational aspirations.

93. Kannada medium students high on personality factor D (phlegmatic Vs excitable) were high on vocational aspirations of students.

94. Kannada medium students high on personality factor G (expedient Vs conscientious) were high on vocational aspirations.

95. Kannada medium students high on personality factor H (shy Vs venturesome) were high on vocational aspirations.

96. Kannada medium students high on personality factor O (placid Vs apprehensive) were high on vocational aspirations.

97. Kannada medium students high on personality factor Q3 (undisciplined, self-conflict Vs controlled) were high vocational aspirations.

98. Kannada medium students high on personality factor Q4 (relaxed Vs tense) were high on vocational aspirations.

99. The socio-economic status increases the vocational aspirations of English medium students.
100. The parents vocational support increases the vocational aspirations of English medium students.

101. English medium students high on personality factor E (obedient Vs assertive) were high on vocational aspirations.

102. English medium students high on personality factor Q2 (group dependent Vs self-sufficient) were high on vocational aspirations.

5.6.3 Findings of Regression Analysis

103. Medium of instruction contributed better than the remaining potent predictors on vocational aspirations of students. Next factor that contributed better for predicting the vocational aspirations of X standard students was socio-economic status.

104. Medium of instruction contributed better than the remaining potent predictors. Next factor that contributed better for predicting the vocational aspirations of boys is socio-economic status.

105. Medium of instruction contributed better than the remaining potent predictors. Next factor that contributed better for predicting the vocational aspirations of girls is socio-economic status.

106. Socio-economic status contributed better than the remaining potent predictors. Next factor that contributed better for predicting the
vocational aspirations of students of government schools is Medium of instruction.

107. Medium of instruction contributed better than the remaining potent predictors. Next factor that contributed better for predicting the vocational aspirations of students of aided schools is socio-economic status.

108. Medium of instruction contributed better than the remaining potent predictors. Next factor that contributed better for predicting the vocational aspirations of students of unaided schools is socio-economic status.

109. Medium of instruction contributed better than the remaining potent predictors. Next factor that contributed better for predicting the vocational aspirations of students of rural schools is socio-economic status.

110. Medium of instruction contributed better than the remaining potent predictors. Next factor that contributed better for predicting the vocational aspirations of students of urban schools is socio-economic status.

111. Socio-economic status contributed better than the remaining potent predictors. Next factor that contributed better for predicting the
vocational aspirations of Kannada medium students is achievement motivation.

112. Socio-economic status contributed better than the remaining potent predictors. Next factor that contributed better for predicting the vocational aspirations of English medium students is achievement motivation.

5.7 Educational Implications and Recommendations

From the foregone research findings and observations made by the investigator during the study, a few recommendations, which may help in developing suitable school programmes to improve vocational aspirations, have been offered.

1. The study has shown that better the achievement motivation, higher the vocational aspiration. A simple and standardized tool on achievement motivation should be administered to the students when they are in Secondary schools to know their achievement motivation. The instructors should take necessary steps to enhance the motivation level of such students who possess low motivation. Motivation can be promoted among children through various academic and non-academic activities. Hence the school should take interest in developing achievement motivation among children thereby influencing their vocational aspirations.
The teacher can play a very crucial role in the development of achievement motive by the following methods.

a) The teacher should make clear the importance of achievement motive in life by means of telling the stories of great men and their achievements from all walks of life. When the students are convinced in advance to believe that they would or should develop achievement motive, the efforts of the teacher will succeed.

b) The teacher should provide a proper environment in the class and outside class. The teacher’s attitude and enthusiasm will create a better environment for achievement motive in children.

c) The teacher will succeed in his attempt if he convinces the students that the developing a new motive is realistic and reasonable.

d) The teacher should relate the motive with future life of the students and assign independent responsibility to them.

e) The teacher should make clear to the students that the new motive will improve their self-image.

f) The teacher should emphasize upon the fact that new motive is an improvement on prevailing cultural values.

g) The teacher should make students committed to achieving concrete goals in life related to the newly developed motive.
h) The teacher should ask the students to keep the record of their progress towards their goal.

i) Self-study should be emphasized.

j) The teacher should make an effort to develop conducive social climate in the class so that every individual should feel that he belongs to a group.

2. This study revealed that socio-economic status of parents has significant influence on vocational aspirations of Secondary school students. With an increase in the socio-economic status of parents there was an increase in the vocational aspirations of their children. Some suggestions for improving the socio-economic status of children are as follows:

(1) Number of scholarships from different organizations, Government and voluntary, should be increased so that all the students in need of some financial assistance could get the help (2) Mid-day meal could be provided for those children who are in need of it. (3) Philanthropists and industrialists may be made to come forward to supply school uniforms to the needy. (4) The managements should see that the libraries are kept open throughout the day to enable the poor students to read whenever they need. (5) The teacher should encourage the students belonging to low socio-economic status to utilize their talents so that these students, too, would aspire for better occupations. (6) Though the children
belonging to low socio-economic status enter the schools, the teacher should make an effort to convince that their low socio-economic status has nothing to do with their intelligence and academic achievement. Teachers should treat all the children alike irrespective of children's socio-economic background and provide special attention to the children coming from low and middle socio-economic status to develop self-confidence in realizing their potentialities in relation to their vocational aspirations.

3. This study revealed that parental influence has significant influence on vocational aspirations of Secondary school students. With an increase in the parental influence there was an increase in the vocational aspirations of their children. Some suggestions for improving parental influence are as follows:

i) Any guidance endeavour of the school should be based on the promise that the parent is the child's counsellor. Just as parents have the primary duty to educate the children, so they have the basic obligation of providing sound guidance to them. It is the task of the school also to aid the parents, so that the young person makes the correct decisions and attains optimum personal development. School must assist parents to understand children's aspirations.
ii) Any interventions or programmes planned to help students actualize their aspirations should be executed early, when students are in elementary or middle school. Policy makers need to focus on getting students adequate information about vocational opportunities, the services available to them to help financial aid, as well as helping students understand how to meet career goals by performing well academically and making appropriate curricular choices.

iii) Parents can play a dual role in the career development process of their children as guides or resource persons for their own children and as advocates for increased opportunities in the area of career education for all children, with emphasis on the impact that parents can have at the community, state and local levels. Stressing the important of the parent as provider of information and experiences conducive to the formation of proper school and work attitudes, McDaniels and Hummel (1984) list 13 steps that parents can take to assist in their children's career development. These includes encouraging the development of such basic work attitudes as promptness, respect and responsibility; stressing that the work children do in school is good, important and related to the larger world of work; helping children understand that no
individual can be completely competent in all things: providing climate conducive to study; serving as the connecting link between home and school; and encouraging participation in co-curricular activities in diverse experiences outside of school, including leisure activities and part time jobs.

iv) There should be parent-teacher association in each school.

v) The parents should participate in curricular and co-curricular activities conducted by school.

vi) The parents should influence on their children to participate in curricular and co-curricular activities.

vii) The parents should take an interest in their childrens academic achievement.

viii) There should be a coordinal interaction between parents and childrens.

ix) The parents should provide vocational information to their children.

x) The school should invite parents to its activities conducted in it.

xi) The parents should provide guidelines to the school in forming year calendar.

xii) The parents should not lag behind in extending love and affection to their children.
4. This study revealed that some of personality factors increase the vocational aspirations of Secondary school students, as we know that personality is determined by heredity and environment. Where is heredity can not be change personality but the environment can be modified it. So by providing good environment in schools we can develop good personality traits among children. Therefore, schools should conduct good personality development programmes.

5. An interaction of the researcher with the teachers indicated that the schools in rural areas are not well equipped in terms of human and physical resources. Hence, adequate attention should be paid to improve the minimum infrastructural facilities, filing up the vacancies of the teachers and providing orientation and refresher courses periodically to the rural teachers. Consequently we can expect the children in such schools to develop a taste for better occupational aspirations.

6. The result in this study further implies that compared to Kannada medium students, English medium students had high vocational aspiration. May be because most of the English medium schools are situated in urban areas, are privately managed schools, and have sufficient required infrastructure such as well equipped library, advanced laboratory, specious play ground, more enthusiastic teachers and their personal care over students. Therefore Kannada medium schools, if provided, with all
these facilities will make Kannada medium students have high vocational aspiration.

7. From the findings it is clear that there is some confusion and overlapping among the students about their aspirations for the future occupations. Better and earlier guidance is needed in Secondary schools to overcome this kind of confusion. The students' time, effort and money could be better utilized, if the guidance is provided to them at an early stage. Parents should be more understanding and realistic of their child's abilities and potential for excelling in a field which they desire him/her to enter. The students have the major responsibility for getting information about the occupations. It may, finally, be said that co-operative efforts of the students, the parents and the teachers are required to realistically appraise the students potential to succeed in specific occupations.

8. Though much is said about guidance and counselling in the schools the fact remains that the schools do not have guidance centres. The counselling work is not attended by any teacher in the schools. Immediate steps have to be taken up by the Government of Karnataka to establish guidance services in every school.

9. Vocational guidance programmes in Secondary schools need to provide experiences that can enable young people to:

- Expand their knowledge of the world of work.
• Identify, understand and interpret their values and interests.

• Establish meaningful relationship between self-awareness and future occupational endeavours.

• Acquire more effective decision-making skills.

• Understand the present factors in our society, which can affect the world of work and gender.

• Do away with various misconceptions about work and

• Appreciate the various broadly defined work dimensions. (Hansen, 1971).

10. Guidance and Counselling programmes in Secondary schools should emphasize the sex-role stereotyping by encouraging children to know their capabilities, interests and values to relate to their occupational aspirations. This will help them (children) thrive for competence rather than conform to gender roles. That is why Isaacson (1966) asserts that individuals hardly part with their early life experiences.

• Teachers, parents and guardians should relax on their idea that masculine demanding occupations are meant for males and feminine ones for females (Denga, 1986).

• Authors and publishers of Secondary school books should desist from portraying female characters as weak, helpless and unable to carry out difficult tasks in their finished books so that girls like boys will
develop confidence in their ability to compete in the world of work, take care of themselves and contribute to the development of their society.

- Counsellors should be posted to Secondary schools to implement guidance services that will expose children know themselves and work opportunities in their environmental and nation as well as the new trends in the world of works.

- In each state of the federation, counsellors should organize conferences, workshops, seminars, and symposiums for high school teachers to consciously help them to help the children on the importance of work and life.

What children hear and talk about, see and do at this stage is likely to metamorphose into reality as they grow up.

5.8 Discussion and Conclusion

Vocational aspirations in the formative years of life influence the vocational choices in later life, which are supposed to determine individuals success in regard to job satisfaction, productivity, personality adjustment etc.

There are numerous factors, which may affect the vocational aspirations of students.
Achievement motivation emphasizes that (Roe, 1956) "Occupations as a source of need satisfaction were of extreme importance." It had also been a general opinion that an individual who had high need for achievement would indulge in action for fulfillment of motives (may be vocational choice or otherwise). It might be because of ego involvement that brings about increase in drive and intern brings increase in his performance (Kausler, 1951). It was therefore, thought to evaluate whether achievement motivation was related to the aspired vocations. The findings of present study indicated that high achievement motivation had higher vocational aspirations than the low achievement motivation. Therefore it can be concluded that development of achievement motivation should be considered as an important factor in school life.

Personality is another factor, which influences the vocational aspirations of individual. Every job can be described in terms of the personality characteristics, which makes a person to be happy and satisfied in it. The findings of present study indicated that some of the personality traits increases the vocational aspirations of the individual. Those traits to be promoted by the counsellors in schools.

Socio-economic status is an another important factor which influence the vocational aspiration. But the studies of Teahan (1974), Mishra (1975),
Brook et.al. (1974) believed that socio-economic status could not be a determining factor in a aspiration, preference and choice of the vocations. Majority of the researcher, however, considered it to be a potential factor in vocational aspiration, (George and Mathew, 1966, Babelon, 1972–73: Roe, 1956). It is common view that socio-economic status may determine the resources in the society conducive to fulfilling the aspirations. The financial aspects of invariably involved in getting the proper training, a pivotal factor in job placement. It has also been our experience that, those individuals who belonged to lower socio-economic status are generally neither in position to afford the requisite educational expenses nor are able to devote full attention to their studies. Their services are also required by their fathers to supplement their income. It was therefore considered desirable to examine whether there was any association between vocational aspirations and socio-economic status of the family in this part of country. From this study it was found that students with high socio-economic status had higher vocational aspiration than the low socio-economic status of students. It can be concluded that socio-economic status plays an important role in students life.

Parents play the crucial role of determining the adolescents vocational choice. From the present study it is clear that parental influence plays an major role in determining the vocational aspirations of children. From the
study it was found that parents personal care, vocational support, support for co-curricular activities increases the vocational aspirations of childrens.

From the present study, it is also clear that, medium of instruction, (Kannada/ English) location (Rural / Urban), type of school (Government, Aided and Unaided) plays an important role in determining vocational aspirations of X standard students.

From this study it is found that, gender is not an influencing factor on the aspirations of boys and girls of X standard. Therefore it can be concluded that discrimination based on sex is not necessary for Indian schools.

5.9 Suggestions for Further Research

Based on the design for the present investigation, the findings that are arrived at and the limitations that are inevitable, certain suggestions may be made for further research in the areas, which appear to be promising and fruitful for investigator to explore:

1. The present study has been largely concerned with the X standard students studying in the Secondary schools of Bijapur district. There is, therefore, a need for a similar study perhaps with a wider canvas of the state of Karnataka.
2. It will be worthwhile if the other variables like aptitude, interest and intelligence could also be included for the investigation to find out their impact on occupational aspirations.

3. The present study is a cross-sectional one, owing to certain practical considerations such as time, personnel resources. There is a need for a longitudinal study also.

4. The follow-up study of a few subjects may be made to see (i) whether the occupational aspirations made during the Secondary school years persist beyond the high school; (ii) their actual entry into the several occupations; (iii) the shift, if any, in their occupational need patterns; and (iv) to find the reasons for such shifts.

5. In the present investigation no attempt was made to assess the extent to which the subjects are realistic in their occupational aspirations. It may be useful to probe deep into this aspects. Such a study would yield fruitful insights into the dynamics of occupational choice making and would be useful in providing suitable assistance through vocational counselling to the subjects.

6. Another fruitful area of research for the investigators is to explore the changes in the occupational aspirations of the subjects from grades two to ten.
7. A study may be carried out to assess why individuals choose sex-stereotyped jobs.

8. An exclusive study of the occupational aspirations of female subjects may prove to be quite useful.

9. A comparison may be made between the tribal pupils and non-tribal pupils with regard to their occupational aspirations. Similarly a comparison may also be made between scheduled caste students and non-scheduled caste students in relation to their occupational aspirations.

10. A study of occupational aspirations of pre-university students of Karnataka may be made.

11. An investigation of participation of teachers in decision-making and influence of peer group on occupational aspirations may be undertaken.