CHAPTER V

DISCUSSION & CONCLUSIONS

The present study was undertaken to investigate the self esteem and academic achievement of the students studying in secondary level of Govt schools. This study also aims to study the effect of self esteem and socioeconomic status on occupational aspiration and academic achievement of students. The sample of this study consisted of 400 adolescents, 200 urban and 200 rural students from Pauri Garhwal district of Uttarakhand. The boys and girls aged 15 to 17 years were equally distributed among the urban and rural sample. The sample was further divided into science and arts stream. 100 students from arts and 100 students from science stream were selected as a sample for study. Before the collection of data, one day was spent in rapport establishment with the students. The objectives of the test were explained to the students. Thereafter on second, third and fourth day each test was administered one by one on the same students. After collection of test answer sheets were scored with the help of scoring key. The data so obtained was submitted for further statistical analysis using different statistical techniques like Mean, S.D, t-test ANOVA and Correlation.

The following tools were used to achieve the objective of the study.

1- Occupational aspiration scale by J.S Grewal
2- Self esteem inventory by M.S.Prasad and G.P.Thakur
3- Socio-economic scale by Upadhyay and Saxena
4- Previous years marks of the sampled students were taken as their academic achievement

5.1 MAIN FINDINGS

The main findings of the study were found as below

1- Significant relationship between SES and academic achievement of students was found.
2- No significant relationship between academic achievement and occupational aspiration of the students was found.

3- No significant relationship found between self esteem and occupational aspiration of students.

4- No significant relationship found between self esteem and academic achievement of students.

5- No significant difference found between the self esteem of students of rural and urban area.

6- Significant difference found between the academic achievement of students of rural and urban area.

7- No significant difference found between the occupational aspiration of rural and urban students.

8- No significant difference found between the self esteem of boys and girls.

9- Significant difference found between the academic achievement of boys and girls.

10- No significant difference found between the occupational aspiration of boys and girls.

11- No significant difference found between the self esteem of arts and science students.

12- No significant difference found between the occupational aspiration of arts and science students.

13- No significant difference found between the academic achievement of students of arts and science stream.

14- No significant relationship found between the SES and occupational aspiration of students.

15- No significant difference found between boys and girls in idealistic expression of occupational aspiration at initial career point.

16- No significant difference found between boys and girls in idealistic expression of occupational aspiration at mature career point.
17- Significant difference found between boys and girls in realistic expression of occupational aspiration at initial career point.

18- No significant difference found between boys and girls in realistic expression of occupational aspiration at mature career point.

19- No significant difference found between students of rural and urban area in idealistic expression of occupational aspiration at initial career point.

20- Significant difference found between rural and urban students in idealistic expression of occupational aspiration at mature career point.

21- No significant difference found between students of rural and urban area in realistic expression of occupational aspiration at initial career point.

22- No significant difference found between rural and urban students in realistic expression of occupational aspiration at mature career point.

23- Significant difference found between students of arts and science stream in idealistic expression of occupational aspiration at initial career point.

24- No significant difference found between students of arts and science stream in idealistic expression of occupational aspiration at mature career point.

25- No significant difference found between students of arts and science stream in realistic expression of occupational aspiration at initial career point.

26- No significant difference found between students of arts and science stream in realistic expression of occupational aspiration at mature career point.

27- No significant interaction found between Self-esteem and idealistic expression of occupational aspiration of students at initial career point.

28- No significant interaction found between Self-esteem and idealistic expression of occupational aspiration of students at mature career point.

29- No significant interaction found between Self-esteem and realistic expression of occupational aspiration of students at initial career point.
30- No significant interaction found between Self-esteem and realistic expression of occupational aspiration of students at mature career point.

31- No significant interaction found between socio-economic-status and idealistic expression of occupational aspiration of students at initial career point.

32- No significant interaction found between socio-economic-status and idealistic expression of occupational aspiration of students at mature career point.

33- No significant interaction found between socio-economic-status and realistic expression of occupational aspiration of students at initial career point.

34- Significant interaction found between socio-economic-status and realistic expression of occupational aspiration of students at mature career point.

5.2 DISCUSSION

The present study put focus on Academic achievement and occupational aspiration of secondary students in relation to self esteem and socio economic status. Gender wise, stream wise and locale wise differences were also examined on above variable.

In this study the focus was also given to the differences in realistic and idealistic occupational aspiration of students at initial and mature career point.

Many researches has been done on occupational aspiration in relation to various psychological variables, but very few researches gave attention towards ideal and real job aspiration of students.

The realistic occupational aspiration is the occupational goal for which the goal seeker is sure to achieve. Contrary to it the idealistic occupational aspiration has been defined as the occupational goal for which the individual is free to choose but is not sure to getting it achieved.

Gender, locale and stream wise differences on idealistic and realistic occupational aspiration at initial and mature career point were examined. Significant differences were found between boys and girls, at initial career point in realistic
career expression. Difference in mean scores of boys and girls showed that boys are very confident for getting their jobs according to their interest and aptitude. A significant difference was found between students of rural and urban area in idealistic expression of occupational aspiration at mature career point. It is inferred from the study that rural students were more confused and suspicious for getting their aspired job. This is good to see that rural student’s occupational aspiration at idealistic stage is better than urban students but they were not sure of getting these jobs. Even at this stage they are free to choose any of the job they aspired for, but still they feel dilemma in getting their preferential job. This is due to the fact that students of rural area face more challenges than urban students, they do not get proper career guidance, support. Instead of same zeal for occupational aspiration they lag behind and lose their confidence.

This is very interesting to see that students belongs to arts stream were having better idealistic expression of occupational aspiration than science students at initial career point. But they are not sure of achieving it. This is due to the fact that arts students also choose occupations like doctors, engineers, which is not suited to their course. So they are not sure for getting this occupation.

The finding also revealed a significant interaction between socio-economic-status and realistic occupational aspiration of students at mature career point. It is surprised to see that students having low socio-economic background are more confident of getting their aspired jobs than students of high and average socio-economic background. It is a sign of healthy trend. To maintain their confidence teachers, parents and Government should take care of their interest and need. They should give them full support and help them in bringing up their hopes in positive directions.

5.3 CONCLUSION

Appropriate choice of career is reported to have received greater attention in the world of work (Kulshrestha, 1979). The present study examined the influence of socio-economic-status and self esteem as correlates of Academic-achievement and occupational aspiration of secondary school students of Pauri District of Uttarakhand.
Applying the survey method the study sampled 400 secondary students from Government schools of rural and urban area of Pauri District. The findings indicated that socio economic background and Self-esteem has no significant influence on the student’s occupational aspiration but socio economic background of student’s significantly influence their academic achievement. Study also examined Gender wise, Locale wise and stream based differences on academic achievement and occupational aspiration of students. It is inferred from the study that there is significant difference between academic achievement of boys and girls. Boys are better achiever than girls in Government secondary schools. But locale wise and stream based differences on occupational aspiration are not found to be significant. It is resulted from the study that residence affects the academic achievement of students as urban students are better achiever than rural students in academics. Results are also drawn on the basis of gender wise, locale wise and stream wise comparison of realistic and idealistic career aspiration at initial and mature career point.

**Following are the main conclusions drawn on the basis of statistical analysis ;**

**Relationship between socio-economic- status and occupational aspiration of students.**

It can be concluded that socio-economic-background of students do not play a significant role in their career aspiration. The reason behind is that all the students were taken from Government schools, so they were getting equal facility and same education. So SES is not a factor responsible for their career aspiration.

**Relationship between socio-economic-status and Academic achievement of students**

It is concluded from the study that there is significant relationship between socio-economic-status and academic achievement of students. The result shows increase in SES enhance the academic achievement of students. As they get all the facility like books, tuitions, coaching. In the lack of these things student’s achievement lowered down. It was also seen that many of the students belong to low SES were busy in their house hold works. So they can- not attend schools regularly and this affects their academic achievement.
Relationship between Self-esteem and occupational aspiration of students

There was no significant relationship found between self esteem and occupational aspiration of students. It is concluded that self esteem is not a determinant of occupational aspiration of students. So the students of positive, negative and balanced self were having same occupational aspiration.

Relationship between self esteem and academic achievement of students

It is concluded that self esteem does not affect the academic achievement of Government secondary school students. As they are studying in same school and most of the students are from middle socio-economic background. So there are not any differences in their living standards. This could be the reason of same academic achievement instead of different self esteem.

comparison between academic achievement of rural and urban students.

It is concluded that locale affects the academic achievement of students .The reason behind is that teachers in Government schools are selected on the base of entrance exam and interviews , so they are qualified and talented which helps in improvement of academic achievement of students. But these teachers don’t want to live in rural areas. So in many of the Government schools there is lack of efficient teachers. Schools are going on shoulder of one teacher. It affects the academic achievement of students.

Comparative study of occupational aspiration of rural and urban area

It is concluded that locale does not affects occupational aspiration of students. Both the students have same zeal for occupation.

Comparative study of Self-esteem of boys and girls

It is concluded that there is no significant differences between self esteem of boys and girls. Today girls are taking part in every field, now they do not feel shy in expressing themselves. They do not lag behind boys. So their self esteem is same as boy’s self esteem.
Comparison between occupational aspiration of boys and girls.

It is concluded that there is no difference in occupational aspiration of boys and girls. As they are taking same education, and same curriculum, and they are studying in same environment so they were showing same occupational aspiration.

Comparison between academic achievement of boys and girls studying in Government secondary schools.

It is concluded that significant gender differences were found in academic achievement. Boys were significantly higher on academic achievement as compared to girls.

Comparison between Self esteem of students of science and arts stream.

It is concluded that stream is not a determinant of self esteem of students. Students of both the streams have equal scores on self esteem.

Comparison between occupational aspiration of arts and science students.

It is concluded that stream option does not intervene the occupational aspiration of students. As both the stream have lots of vocational choices. Students of both streams can choose same occupation like academics, civil services etc. so there is no significant difference in the occupational aspiration of students of arts and science.

Comparison between academic achievement of arts and science students.

It is concluded that students of Arts and Science streams does not differ in academic achievement. So it can be said that stream is not a predictor of academic achievement of students in Government secondary schools of Pauri District.

Gender wise comparison of idealistic expression of occupational aspiration at initial and mature career point.

It is concluded that gender do not affect idealistic expression of occupational aspiration at initial and mature career point. Boys and girls aspire for same type of job in initial and mature career point. In idealistic expression of occupational aspiration gender differences were not found.
Gender wise comparison between realistic expression of occupational aspiration at initial and mature career point.

It is concluded that gender does not affect realistic expression of occupational aspiration at mature stage. Both boys and girls are full of confidence for getting jobs suited to their interest and aptitude at mature stage of their career which indicates that gender is not a predictor of realistic expression of career aspiration at mature career point but contrary to it at initial stage boys are better than girls in realistic expression of occupational aspiration. They are very much sure of getting their jobs and they were aware that their dreams will definitely comes true.

Locale wise comparative study of idealistic expression of occupational aspiration at initial and mature career point.

It is concluded that residence or locale does not affect idealistic expression of career aspiration at initial career point but at mature career point locale is a determining factor to express ideal job. Rural students aspire for high jobs but they are not sure of getting it. It is due to the lack of self confidence and career guidance that they want to choose highly prestigious jobs but are not confident of getting it.

Locale wise comparison between realistic expression of occupational aspiration at initial and mature career point.

In realistic expression locale does not affects occupational aspiration of students at any stage. Students from both the regions aspire for same type of jobs and both of them are very confident for getting them.

Stream wise differences in idealistic and realistic expression of occupational aspiration at initial and mature career point.

In realistic situation, student’s of arts and science stream aspires for same type of occupation. Occupations like doctors, engineers, scientist, air hostess, advocate, psychologist, lecturer etc got due attention from students of both the stream. But in idealistic expression of career aspiration arts students were having high aspiration then science students. It is due to the fact that due to modernization and globalization every one is aware of new occupations, every student wants better placement but on another side students belong to arts side were also in suspicion.
to get that job. So it is concluded in study that stream is not a factor associated with realistic expression of occupational aspiration of students at initial career point but it is a determinant factor in idealistic expression of occupational aspiration at initial career point.

**Interaction of Self esteem with idealistic and realistic expression of career aspiration of student’s at initial and mature career point.**

It is concluded that there is not any interaction between Self esteem and idealistic and realistic career aspiration of students. So, it is said that while choosing career at any stage students do not give due importance to their self esteem. They only think about their interest and capabilities during selection of their jobs.

**Interaction of socio-economic-status with realistic and idealistic expression of career aspiration of student’s at initial and mature career point.**

It is concluded that socio economic background of students does not affects their ideal and real occupational aspiration at initial stage but contrary to it socio economic background significantly affects career aspiration in real situations at mature career point. In this study it is derived from analysis that low SES students have good zeal of occupations and they are very confident for achieving their required job.

**5.4 EDUCATIONAL IMPLICATION**

Occupational aspiration is the goal which the individual sets for himself in a task, which has intense personal significance for him. The strength of aspiration depends on how important the aspiration is to the individual. The values of an aspiration to an individual in turn are affected to some extent by how hard it is to reach. As study showed that there is no effect of academic achievement, gender, stream, residence and SES on occupational aspiration. This study will help the policy makers, schools, management, and career counselors. The study indicates that schools should provide more time for career advice and career exposures to students and it should begin as early as possible. As the study showed that there is no relationship between SES and occupational aspiration of students. So, students should be helped to make their aspiration true. Teachers should encourage the
students. Schools should provide more information about possible occupations to students according to their interest and choices.

The study showed that the rural area section of the society, whose wards suffer most have the same zeal for education and occupational aspiration. But their area backwardness becomes obstacles in their way and it lowered down their aspiration. So our Government and administration should provide special facilities for them.

Today due to throat cut competition to get higher job or aspired job is difficult. Today unemployment is prevailed everywhere. Everyone wants a proper placement after getting vocational proficiency. But instead of higher degree all individuals can-not get their preferential job. This has given birth to the strategy of right job for right individual which resulted into career based education to our youth. At initial stage every individual aspires for higher and prestigious jobs, but as the time lapse their aspiration lowered down, in the lack of proper guidance, low socio-economic-status and high competition. Finally at the realistic stage when they are asked to choose jobs their aspiration lowered down as they are not sure of getting that job for which they are aspired for and turn themselves towards any of the job they can get without caring their interest and efficiency. So there is a need of proper vocational guidance. This course can stimulate career exploration among our youth with definite specialization and will lead children to choose the best career that suits their aptitudes.

The study showed that there is significant relationship between SES and academic achievement. High SES students showed better academic achievement than the students belonging to average and low socio economic status. As they get every facility. Students having Low socioeconomic status have same zeal for education but due to lack of proper guidance they do not get required success and they use their passion in negative direction. The quality of youth should be nurtured carefully. To evade the problems, it is highly desirable that there should be good intimacy between teachers and students. Students should be treated as politely and carefully. They should be treated as according to their immediate needs; lest they would become frustrated and depressed. If the proper guidance and proper facilities will be provided to the students of low socioeconomic status
they will definitely improve their academic achievement. Government should recognize such students and help them in proper way.

The study showed that there is not any effect of self esteem on academic achievement and occupational aspiration of boys and girls. Even there is not any relationship between locale and self esteem of students. But it is suggested to teachers and school management that they should create positive environment in school. Adequate measures should be made by both teachers and parents to develop and build the student’s self esteem. They should embrace the methods of building a positive self esteem in students.

A student’s self esteem provides a firm foundation for learning. The challenge in working with children with low self-esteem is to restore their belief in themselves. Education shape self esteem every day, in the normal course of interacting with their students.

This study is also helpful for parents and guardians. Parent should not only monitor their children’s academic achievement but more importantly the affective domain of their education. Since this if not properly handled could damage a child into adulthood.

5.5 SUGGESTIONS FOR THE FURTHER STUDY

The findings of the present study “academic achievement and occupational aspiration of the secondary level students in relation to their self esteem and socio-economic status” brought number of areas in light which can be studied in future by the researchers. Following are the suggestions for the further studies which may be undertaken by researchers in future.

1- A similar study is also feasible with same variables on normal and problematic secondary school students.
2- A similar study may also be conducted on normal and physically handicapped sec. school students.
3- The similar study can be feasible with same variables on students studying in regular and distance learning mode.
4- The similar study may also be possible on students of Government and private schools.
5- The present study was conducted on higher secondary students only. For generalization of findings, the study can be extended to students of higher studies.

6- A large sample may be used covering the state of uttarakhand.

7- The present investigation was undertaken on school affiliated to Uttarakhand school education board only. Similar study may be undertaken on schools affiliated to central board of secondary education.

8- In the present study survey method was used to measure student’s occupational aspiration. But in future studies interviews with inventory can be performed to get honest responses.