CAREER MATURITY IN RELATION TO FAMILY AND SCHOOL CLIMATE AND EDUCATIONAL ASPIRATIONS AMONG ADOLESCENTS

A SUMMARY OF THE THESIS

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SUMMARY

INTRODUCTION

The aims of education are multiple, but the primary aim of education is to make an individual understand one’s self and be able to decide upon one vocation or the other. Selection of a vocation as a process covers a considerable number of years, ranging from early childhood to late childhood. A thoughtful selection of a vocation by an individual and satisfaction in his work, inevitably affects the level and degree of his contribution to his own welfare and to that of the community. Jones (1958) said that although the life goal is the centre of all activities and lends meaning to life, a satisfying and a successful life depends on the wise choice of an occupation. A wise choice of an occupation, in turn, means happiness and prosperity. The progress and action taken by an individual throughout his lifetime is generally related to that person’s occupation.

The concept of vocational choice as a developmental process has its origin in the early works of Carter (1940). He concluded that the formation of interest patterns in adolescents progress in the late childhood which ensures mature realistic solutions to the problems of youth and adulthood. Ginzberg, Ginsburg, Axelrad, and Herma (1951) introduced the idea that vocational choice is a continuous process which remains in existence for a long period. Super (1957) viewed that vocational development is one aspect of the individual’s progress which is essential for his social, emotional, and intellectual development.

Vocationalization or vocational development can be considered analogous to the more familiar term socialization (Crites, 1969). The process of vocationalization denoting psychological, sociological, cultural, and economic ingredients across times, results in outcomes which are effective in vocational behavior, decision-making ability and vocational maturity. Career development is a self-development process viewed in relation to choice, entry and progress in educational and vocational pursuits (Tiedeman and O’Hara, 1963).

Herr (1990) advocated that career embodies complex interactions between the cognitive, affective, and psychomotor characteristics of persons, potentially mediated by their values, family history, school climate, community reward system and many
other possible variables that unfold across time. A solid sense of self is the underpinning for clarifying plan and aspiration in the planning phase of career decision making, particularly, when late adolescents are establishing their identity (Chickering and Reisser, 1993).

In India, career selection is also a function of deep-rooted social and moral values which advocates performance of one’s duty towards the self and the society and to make the most of the available opportunities. It is true that the balance between opportunities and personal desires may not be ideal due to the vastness of population and wide gaps in sources of information (Mohan, 1999). Successful career development often involves setting realistic, deliberate goals, simultaneously searching for cohesiveness between employee and employer. Understanding how occupational preferences are identified based on knowledge of self and work can be instrumental in positive career development and satisfying occupational placement (Maietta, 2009).

CAREER MATURITY

The concept of career maturity was introduced by Super (1955) who called it vocational maturity and defined it conceptually as the place reached on the continuum of vocational development from exploration to decline. As with other developmental phenomena, individuals vary along a continuum of maturity relative to career choice processes. Career maturity is thus the degree which one has reached in cognitive, emotional, and other psychological factors whereby one acquires the capacity of making realistic and mature career choices.

Thompson and Lindeman (1981) defined career maturity as the readiness to deal with career development tasks that are appropriate to one’s stage in life. This statement indicates that career maturity measurement does not refer to individuals’ attributes but to the career related attitudes and competencies.

Herring (1997) pointed out that career maturity is a life-long process focused on identifying and acting on the students’ goals, in which the school counselor uses a repertoire of synergetic strategy.

The basic necessity for career maturity is self understanding. It implies understanding by the individual of different kinds of learning, the bases of the choices of occupations and the use of information for career planning, out of which the best alternative is taken up. Mature career preferences, interests, aspirations and choices
are important components for developing vocationally mature behavior of an individual.

FAMILY CLIMATE

The economic status, attitude and behavioral experiences of parents and family environment, all influence the child’s behavior and attitudes, both directly as well as indirectly (Murdock, 1949).

Fraser (1959) proposed four aspects of home environment, which are likely to overlap to a greater or less degree. These aspects of home environment are:

(a) Cultural: It includes factors like the educational level of the parents, the books in the home, the leisure interests, and their reading habits.

(b) Material: This aspect is concerned with the income of the parents and the siblings, and general living conditions in the home.

(c) Motivational: This aspect is concerned with parents’ attitude towards the child’s educational progress and the future employment.

(d) Emotional: This aspect is concerned with the degree of harmony at home, the emotional security of the child, and the interest taken by the parents in the child’s general welfare.

Moos and Moos (1986) defined family environment as the degree of commitment, help and support of the family members provided to one another. The climate prevailing in the home varies from culture to culture, society to society, and family to family.

Wiltfang and Scarbecz (1990) defined family climate as the characteristics determining the social status of the parents like educational level, occupational status and professions of the parents as well as the quality of the residence, working conditions of the parents and relations of the siblings.

Grolnick and Slowiaczek (1994) opined that environment in which the family lives as a setting of learning which has vital effects on the child, is known as family environment.

The family climate affects the child’s cognitive and social development, which in turn influences his/her self-confidence, self-reliance, assertiveness, personality characteristics, coping skills, academic motivation and success (Pfeiffer and Aylward, 1990). The future career of the adolescents depends upon their educational plans.
which are chalked out by them under their parents’ guidance. These plans are based on the degree of interest of parents and of the adolescents towards the career they aspire. The parents with a good educational background are capable of developing the interest of their children in their school education by various means. The educated parents may take interest in the school work of their children and acquaint the children with the career plans relating to education. But the role played by the parents in educational and vocational plans of their children differ from family to family.

**SCHOOL CLIMATE**

The dictionary meaning of the word ‘climate’ is ‘character of something.’ So according to this meaning, school climate can be considered as character of a school. It is an over-all philosophical, psychological, social, cultural, aesthetic and managerial environment prevailing in every nook and corner of the school. School sets a special environment where a certain quality of activity and occupation are provided with the job securing child’s development on desirable lines. It appeals to one’s sensitivities, emotions, preferences, expectations, feelings, attitudes, ego and value system. The school climate is to be experienced and even inhaled. It is largely product of a direct and deliberate policies, plans and actions.

Halpin and Croft (1963) defined school climate as the personality of an organization or institution which includes the social interactions between the principal and the teachers and among members of the teaching staff. The school climate consists of interpersonal relationships within the group and between the groups and its leader.

Moos (1979) defined school climate as the social atmosphere of a setting or “learning environment” in which students have different experiences, depending upon the protocols set up by the teachers and administrators. This social environment is divided into three categories-relationship, personal-growth or goal-orientation and system maintenance and change.

Gonder and Hymes (1994) defined school climate as the atmosphere within a school and reflects the attitudes (such as trust, respect and cohesiveness for example) that are shared by members of subgroups such as the learners, educators, principal and school population as a whole.

In short, it can be concluded that school climate is a powerful force and plays a pivotal role in the all round development of the child. The school climate consists of
the prevailing conditions in the school affecting the life and activities of the individuals. It is the combination of all the organizational factors, expectations and beliefs characterizing the school system as perceived by its members. It greatly influences students’ achievements, personality, values and accomplishment of school’s objectives. A conducive and an open climate which allows pupil’s freedom of thoughts and expressions, would reflect in the positive attitude and performance of pupils in all aspects.

EDUCATIONAL ASPIRATION

The word ‘aspire’ refers to the ambition, expectation or desire, which has yet not been fulfilled and a man still works for it. Aspiration refers to the level of education or occupation for which a person aspires. In general aspiration means the fantasy of the individual regarding future occupation or settlement. It indicates what a person wants to be in his future life irrespective of limitations imposed by reality.

Aspiration refers to a longing for and striving after something higher than one self and one’s present status. This longing may be enabling or uplifting or it may be unwarranted presumptuous. It is somewhat closer to ambition but more realistic than ambition. Aspiration serves as an active psychological force. Aspirations are both a predictor and a product of one’s abilities, personal attributes, socialization and experiences. An individual always strives to grow, to improve and to become more capable. Every individual has his own needs and for the satisfaction of these needs a person thinks, plans and aspires more and more.

Hurlock (1973) defines aspirations as longing for what is above one's achievement level with advancement on it as its end. Webster’s Dictionary (1976) defines aspiration as a strong desire for realization of ambition, idea or accomplishments.

Walberg (1989) defined educational aspiration as a strong desire; an eagerness to learn. Young people’s aspiration guide what they should learn in school, how they should prepare for adult life, and what they should eventually do.

Thus, educational aspiration is the degree to which an individual sets his educational goal realistically in relation to his physical and mental attributes and in accordance with environment. But educational goals which an individual sets for his own self, differ from one individual to another due to certain factors. Teachers may
influence student’s aspiration level by the nature of goal imposed on the student and the willingness of the teacher to insist upon realistic goal setting by the student.

Educational aspiration of an adolescent can be measured by asking him to predict what performance he expects in a test, what he plans for his future education and what his outlook is towards higher education. He allows his abilities to determine what he will do or attempt to do. Adolescence is a time when important choices have to be made. In high school years the student decides what subjects to take and the decision is based on his plans for his higher education. To make a wise choice, one must have a realistic idea of the kind of person he is and can become.

**NEED AND SIGNIFICANCE OF THE STUDY**

In the past, customs and traditions had a great impact on the life and work of people. The people had no freedom to make career choices. The child usually adopted the vocation of his father. But in the modern times, bread earning is one of the important aspects of vocation. Industrialization, urbanization and democracy with its natural consequences of mass education and equality of opportunity have brought tremendous changes in the hierarchy of occupational and vocational selections.

Nowadays, an adolescent is expected to make career choices at the school stage. At the time of entry into senior secondary stage, which is a stage of diversity of curriculum the adolescent has to select particular stream of studies: science, commerce, arts or vocational subjects. Indian Education Commission (1964-66) has rightly stated that Secondary education must be vocationalized to a large extent and in higher education, a great emphasis should be placed on agricultural and technical education. Even though career development is a lifelong process and does not remain static in the life of a progressive individual, still an adolescent is expected to make career choices at the time of senior secondary stage, which is a stage of the diversity of career. Thus, it becomes imperative for an adolescent to engage in academic decision making processes which have important repercussions for the future (Gonzalvez, 2008).

Career maturity assumes a great importance in the life of adolescents for their proper future placement. It is a pre-requisite ability to make a wise choice towards particular occupation and represents development along a continuum. The counselors and the students, and the teachers with whom they work, need an understanding of the types and characteristics of career patterns.
The family plays an important role in the career decision making of the adolescents and acquaint the children with the career plans relating to education. As a child grows in the family, there is a need for parents to maintain an accurate and balanced perception of the child. Not only do parents influence their children’s vocational and educational aspirations (Drabeck, 1967; Haller and Portes, 1973; Sewell, 1981), but they also play a significant role in youngsters’ career planning and decision-making. Children need parents for encouragement, emotional support and behavioral guidance and to set ideal goals. So, it is contingent on counselors and others to help parents provide the kind of family context and specific assistance appropriate to adolescents for their career choices.

Next to the family, is the school which plays an important role in child’s life. A school’s climate is the thread that connects the multitude of activities on a campus. The school climate differs from institution to institution. The interactions among the students, teachers and principal weaves an intricate and delicate web of the school climate. The school system has the responsibility of assisting the youth in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics (Salami, 2008). Link should be established between vocational and educational stream as well as school education and higher education (National Knowledge Commission, 2008).

As the child reaches adolescence the problem of his future looms up before him. The problem becomes personal and important when the decision about going to college has to be made and when they are given choice of courses in higher education. Right type of curricular choice and career decision, therefore, has come to occupy a central place in the life of adolescents. It has been identified as a key strategy for widening educational participation in life-long learning process. Therefore, it is important to know a person’s level of aspiration as it gives a good knowledge of the aspiration level of an individual both from educational and guidance point of view.

Although considerable research has been conducted on career maturity with other variables, however, this area of research has not been explored much. With the emergence of globalization there is privatization of organizations, as a result, there is greater emphasis on skill utilization and competitiveness. In view of these changes, there is an immediate need to bring about career consciousness among adolescents so that they are well-equipped with job information before they complete their secondary
education. There is a need to guide the adolescents in planning career and making mature decisions. Both family and the school hold the responsibility of assisting the students in making competent career decisions that they are appropriate to their abilities, aptitudes, interests and other personal characteristics. Students should have multiple entry and exit options in the vocational educational stream (National Knowledge Commission, 2008). In planning the career, educational aspiration of adolescents is of paramount importance, one cannot ignore this aspect while opting for a career and hence to develop career maturity among adolescents is of great concern. An insight into the possible factors underlying career maturity would suggest the guidelines for planning various activities for the students. It may also help the teachers, parents and guidance workers for developing desirable attitude in children. Thus on the basis of above discussed factors and variables the present study was designed to investigate career maturity in relation to family and school climate and educational aspirations of adolescents.

**STATEMENT OF THE PROBLEM**

“CAREER MATURITY IN RELATION TO FAMILY AND SCHOOL CLIMATE AND EDUCATIONAL ASPIRATIONS AMONG ADOLESCENTS”

**OPERATIONAL DEFINITIONS OF THE TERMS USED**

Career Maturity: It is the extent to which an individual is able to master certain career developmental tasks that are applicable to his life stage. Career maturity in the present study, refers to the individual’s degree of readiness to choose, prepare and plan for future vocation; to be measured by CMI by Nirmala Gupta (1989).

Family Climate: It is the combination of external and extrinsic physical conditions that affect and influence the growth and development of the family. Family climate in the present study is an interpersonal relationship between parents and the child; to be measured by Family Climate Scale by Beena Shah (2009).

School Climate: It is described as the set of perceptions of the students about academic emphasis, student-teacher relationship, student-interpersonal relationship, physical facilities, administration, and community linkage in the school; to be measured by School Climate Scale developed by the investigator.

Educational Aspiration: It is described as a degree of person’s orientation towards particular educational goals; to be measured by Educational Aspiration Scale by V. P. Sharma and Anuradha Gupta (2009).
Aided School: An aided school is that which is run by an individual or a private organisation and receives grant from government or local body.

Public school: A Private school is that which is managed by an individual or a private organisation and does not receive any grant either from government or local body, and is supported by endowment and tuition fees.

OBJECTIVES OF THE STUDY

1. To construct and standardize a tool for the school climate for the adolescents.

2. To find out differences in the career maturity (career attitude and career competence) of adolescents with respect to gender.

3. To find out differences in the career maturity (career attitude and career competence) of adolescents with respect to types of school.

4. To find out differences in the career maturity (career attitude and career competence) of adolescents with favorable, moderate and unfavorable types of family climate.

5. To find out differences in the career maturity (career attitude and career competence) of adolescents with high, average and low levels of school climate.

6. To find out differences in the career maturity (career attitude and career competence) of adolescents with high, average and low levels of educational aspiration.

7. To study the interaction of family climate and school climate on career maturity (career attitude and career competence) of adolescents.

8. To study the interaction of family climate and educational aspiration on career maturity (career attitude and career competence) of adolescents.

9. To study the interaction of school climate and educational aspiration on career maturity (career attitude and career competence) of adolescents.

10. To study the interaction of family climate, school climate and educational aspiration on career maturity (career attitude and career competence) of adolescents.
HYPOTHESES OF THE STUDY

For the present study following hypotheses are framed:

1. There exists no significant difference in career maturity (career attitude and career competence) of boy and girl adolescents.

2. There exists no significant difference in career maturity (career attitude and career competence) of adolescents studying in aided and public schools.

3. There exists no significant difference in career maturity (career attitude and career competence) of adolescents with favorable, moderate, and unfavorable types of family climate.

4. There exists no significant difference in career maturity (career attitude and career competence) of adolescents with high, average, and low levels of school climate.

5. There exists no significant difference in career maturity (career attitude and career competence) of adolescents with high, average, and low levels of educational aspiration.

6. There exists no significant interaction of family climate and school climate on career maturity (career attitude and career competence) of adolescents.

7. There exists no significant interaction of family climate and educational aspiration on career maturity (career attitude and career competence) of adolescents.

8. There exists no significant interaction of school climate and educational aspiration on career maturity (career attitude and career competence) of adolescents.

9. There exists no significant interaction of family climate, school climate, and educational aspiration on career maturity (career attitude and career competence) of adolescents.

DELIMITATIONS OF THE STUDY

The present study was confined to the following:

1. The present study was delimited to 800 adolescents studying in secondary schools of Amritsar district only.

2. The present study was delimited to students of eleventh class (boys and girls).

3. The present study was delimited to aided and public secondary schools only.
SAMPLE OF THE STUDY

The sample of the present study was drawn from aided and public secondary schools of Amritsar district selected randomly. All the schools and students could not have formed the subjects of the study by a single researcher; hence it was decided to select a representative sample of twelve schools on the basis of random sampling technique. Finally, a sample of 800 students studying in twelve selected secondary schools constituted the sample for the study. Out of which 400 students (177 boys and 223 girls) from aided secondary schools and 400 students (222 boys and 178 girls) of eleventh grade from public secondary schools of Amritsar district were taken.

DESIGN OF THE STUDY

The study was completed in two phases. In the first phase, the tool, which was not available (School Climate Scale for Students), was constructed by the investigator. In the second phase, the data was collected, analyzed and interpreted by following the steps:

   Step I: In this step, nature of score distribution for the variables of career maturity, family climate, school climate and educational aspiration was worked out.

   Step II: This step consisted in finding out the mean differences in career maturity of students with respect to gender and types of school. The techniques of analysis of variance were used to process the data obtained on the variables of career maturity, family climate, school climate and educational aspirations to find out main and interactional effects.

TOOLS USED

The tools used for this purpose were as under:
1. Indian adaptation of Career Maturity Inventory (Gupta, 1989).
2. Family Climate Scale (Shah, 2009).
3. School Climate Scale (Self Constructed)
4. Educational Aspiration Scale (Sharma and Gupta, 2009)

ADMINISTRATION OF THE SCALES

Prior to the administration of the composite booklets containing Career maturity inventory, Family climate scale, School climate scale and Educational aspiration scale to secondary school students, the investigator got the permission and cooperation of the principals and the teachers. First of all, the purpose of test was
clarified to the students and rapport was established with them. All the students under study were assured that the information would be kept strictly confidential and it would be used only for the research purpose. While handling over the booklets of the scales, they were requested to go through the printed instructions and understand them correctly before responding to the items of the tools. The investigator again emphasized the paramount need of genuine research, i.e., the need to respond to the items of research tools with utmost honesty and truthfulness. Here sufficient time was given to the respondents to respond.

The data pertaining to the gender (male/female) and type of school (aided/public) of subjects was obtained from the particulars they were required to mention in the relevant columns of the title page of the scales used.

After the collection of all types of data the responses of the subjects were scored in the light of the criteria laid down for each of the tools used, as described in description of tools. Thereafter, the scores of the subjects pertaining to each variable were tabulated on a proper code sheet which was used for statistical analysis.

**STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS**

The following statistical techniques were used:

1. **Mean, median, standard deviation, skewness and kurtosis** of the scores of students were calculated on the variables of career maturity, family climate, school climate and educational aspiration to ascertain the nature of score distribution.

2. **The ‘t’-values** were calculated to locate the mean differences in career maturity of students with respect to gender and types of school.

3. **One-way analysis of variance (ANOVA)** was employed using F-test to compare the differences in career maturity of students with different types of family climate, with different levels of school climate and with different levels of educational aspiration.

4. **Two-way analysis of variance (ANOVA)** was also employed to process the data obtained on the variables of career maturity, family climate, school climate and educational aspirations to find out their interactional effects.
FINDINGS AND CONCLUSIONS

1. There is no significant difference in career maturity attitude, occupational information, goal selection, planning, and problem solving of boy and girl adolescents.

2. There is a significant difference in self appraisal of boy and girl adolescents. The mean score of self appraisal of boy adolescents is higher than girl adolescents.

3. There is significant difference in career maturity attitude, self appraisal and problem solving of adolescents studying in aided and public schools. Career maturity attitude, self appraisal and problem solving of adolescents studying in public schools is higher than adolescents studying in aided schools.

4. There is no significant difference in occupational information, goal selection and planning of adolescents studying in aided and public schools.

5. There is no significant difference in career maturity attitude, self appraisal, occupational information, and planning of adolescents with favorable, moderate, and unfavorable types of family climate.

6. There exists no significant difference in goal selection of adolescents with favorable family climate and with moderate family climate. But, goal selection of adolescents with favorable family climate is significantly higher than adolescents with unfavorable family climate. Also, there exists no significant difference in goal selection of adolescents with moderate family climate and with unfavorable family climate.

7. There is no significant difference in problem solving of adolescents with favorable and moderate family climate. But, there exists a significant difference in problem solving of adolescents with favorable and unfavorable family climate. The problem solving of adolescents with favorable family climate is significantly higher than adolescents with unfavorable family climate. Similarly, problem solving of adolescents with moderate family climate is significantly higher than adolescents with unfavorable family climate.
8. There is no significant difference in career maturity attitude, goal selection, and planning of adolescents with high, average and low levels of school climate.

9. There is a significant difference in self appraisal of adolescents with high, average and low levels of school climate. Self appraisal of adolescents with high level of school climate is significantly higher than adolescents with average level of school climate. Further, self appraisal of adolescents with high level of school climate is significantly higher than adolescents with low level of school climate. Also, self appraisal of adolescents with average level of school climate is significantly higher than adolescents with low level of school climate.

10. There is a significant difference in occupational information of adolescents with high level of school climate and adolescents with average level of school climate. Occupational information of adolescents with high level of school climate is significantly higher than adolescents with average level of school climate. Also, occupational information of adolescents with high level of school climate is significantly higher than adolescents with low levels of school climate. But, there is no significant difference in occupational information of adolescents with average level of school climate and adolescents with low level of school climate.

11. There is a significant difference in problem solving of adolescents with high level of school climate and adolescents with average level of school climate. Problem solving of adolescents with high level of school climate is significantly higher than adolescents with average level of school climate. Similarly, problem solving of adolescents with high level of school climate is significantly higher than adolescents with low level of school climate. But, there is no significant difference in problem solving of adolescents with average level of school climate and adolescents with low level of school climate.

12. There is no significant difference in career maturity attitude, self appraisal, occupational information and goal selection of adolescents with high, average and low levels of educational aspiration.

13. There is a significant difference in planning of adolescents with high, average
and low levels of educational aspiration. The planning of adolescents with high level of educational aspiration is significantly higher than adolescents with average level of educational aspiration. Further, planning of adolescents with high level of educational aspiration is significantly higher than adolescents with low level of educational aspiration. But, there exists no significant difference in planning of adolescents with average and low level of educational aspiration.

14. There is a significant difference in problem solving of adolescents with high, average levels of educational aspiration. Problem solving of adolescents with high level of educational aspiration is significantly higher than adolescents with average level of educational aspiration. There exists no significant difference in problem solving of adolescents with high and low level of educational aspiration. Also, there exists no significant difference in problem solving of adolescents with average and low level of educational aspiration.

15. There exists no significant interaction of family climate and school climate on career attitude, occupational information, goal selection, planning and problem solving of adolescents.

16. There exists a significant interaction of family climate and school climate on self appraisal of adolescents.

17. There exists no significant interaction of family climate and educational aspiration on career attitude, occupational information, goal selection, planning and problem solving of adolescents.

18. There exists a significant interaction of family climate and educational aspiration on self appraisal of adolescents

19. There exists no significant interaction of school climate and educational aspiration on career attitude, self appraisal, occupational information, goal selection, and planning of adolescents.

20. There exists a significant interaction of school climate and educational aspiration on problem solving of adolescents.

21. There exists no significant interaction of family climate, school climate and educational aspiration on career attitude, occupational information, goal selection, and planning and problem solving of adolescents.
22. There exists a significant interaction of family climate, school climate and educational aspiration on self appraisal of adolescents.

SUGGESTIONS FOR FURTHER STUDY

In the opinion of researcher, the following studies need to be undertaken on empirical lines:

1. In the present study only three variables viz. family climate, school climate and educational aspiration, that have major influence on career maturity of adolescent, have been investigated. Further research can be carried out with some other variables like intelligence, personality, creativity, and motivation etc.

2. The present research was conducted on a sample of 800 adolescents. In order to come out with more valid generalizations it can be replicated on a larger sample.

3. The present study was carried out in Amritsar district of Punjab. Similar studies can be carried out on the other districts of Punjab and in other states.

4. The study can also be conducted on the adolescents studying in different grades.

5. Comparative studies on career maturity can be carried out in rural and urban areas of Punjab.

6. Experimental studies on career maturity can be taken up, where the process of guidance and counseling can be involved.

EDUCATIONAL IMPLICATIONS

1. As the gender difference regarding self-appraisal has been found in favor of boy adolescents, so the parents as well as the school should lay emphasis on acquainting the girl adolescents with strategies and techniques which may help them to know more about themselves. This would definitely help them to evaluate themselves and take better career decisions. Since self appraisal is an important dimension of career maturity, so due recognition should be given to it and thus the differences between the gender can be minimized.

2. It was observed from the result that type of school (aided or public) significantly influenced career attitude, self-appraisal and problem solving of adolescents. This result recommends that administrators and teachers of aided
schools should organize activities like seminars, workshops, lectures from

guest speakers for the adolescents to motivate them to participate actively in

selecting their career.

3. Since, the types of the family climate of adolescents influence their goal

selection and problem solving ability, the counselors are advised to mount

more workshops to apprise the parents of latest career options and available

multiple avenues. Hence, make their horizon wider to help their children

besides leaving them free in goal selection and nourishing their problem

solving abilities. The students should also be assisted in striking a balance

between total independence in the selection of their goal and development of

their problem solving ability.

4. As the levels of school climate influence their self appraisal, occupational

information and problem solving abilities, so the teachers and administrators

should create the congenial climate to improve the career selection of students.

The stakeholders from the community should be asked to establish a higher

link with schools and pressurize the school to provide more congenial climate
to students.

5. The adolescence is crucial age of getting deviated from the right path, so to

keep the students on right path, they should be motivated and encouraged to

increase the level of educational aspiration.