CHAPTER 5
SUMMARY AND CONCLUSION

5.1 INTRODUCTION

The aims of education are multiple, but the primary aim of education is to make an individual one’s self and be able to decide upon one vocation or the other. Successful career development often involves setting realistic, deliberate goals, simultaneously searching for cohesiveness between employee and employer. As much greater the career maturity, greater is the probability that the individual is able to make wise, sincere and satisfactory decisions with regard to career choices.

Immediately, after Matriculation, students are at the cross roads. They remain in dilemma to decide: a) to continue for higher education, b) to take up vocational or professional course or c) to enter a job - may be due to domestic reasons etc. A student at the age of 15 is a raw hand to decide what he would become in future. It is one of most crucial decision of a young adolescent to how to select of an occupation now in these days a large number of career options are available to the students which making it a difficult task for the youngster to make a career choice.

Grubb (2002) views these career-related decisions as a developmental process, unfolding over time. It takes years together in determining the decision which is based on various measures. The choice of a career depends upon various factors, viz. economics, social, domestic, socio-psychological, parental background, available opportunities and environment needs of the area. In the past, young ones used to choose the profession already adopted by their parents and also they had least career choices. But today, there is a great renaissance in the choice of careers because of: advent of science and technology, wide spread of education, tremendous explosion of knowledge, changed social and economical scenario and awareness and awakening of the society and change in expectations of parents and opportunities available in the job-market. Powell and Luzzo (1998) demonstrated that interacting with a changing environment greatly facilitates the career choice of an individual. Additionally, through the view of contextual perspective, engagement in alternative work environments help an individual shape his career choice.
The selection of an appropriate occupation is valuable not only for individual purposes, as a means of increasing satisfaction at work, earnings and stability of employment, but also for the social goals of efficiency, productivity and competitiveness. Improved career guidance is also necessary for individuals to make rational choices within expanded alternatives in the field of work. Walsh and Tosi, (1980) cited that ‘Choice of a career is not only central to one’s life style; it is also a vital aspect of the physical and emotional well-being of the individuals themselves and their families.’

There are only few children who are able to desire, determine and achieve what they imagine, aspire and dream. For others, there appear a number of turning points due to changes in needs, family compulsions and personal liking and disliking for realizing the desired career. Their destination and career of life change every day until finally they join specific career. Later, some time, they feel happy and sometime unhappy over their choice of career. Uncertainty in career and facilities available at the time of determination of career, besides personal needs and conditions, compel a young student to change the option of his career. It is amazing that a B. Sc. Graduate shifts to LL.B. and finally joins Banking service. There can be so many reasons for all that. But, career immaturity and lack of Guidance and Counselling services at school level dishearten lot many students. They remain at cross roads – always trying to check pros and cons. Career decisions inevitably require examining present education and future occupations, or present investments and future benefits. Grubb (2002) views valuing future consequences, the willingness to trade current costs for future benefits and to postpone gratification as a sign of maturity and self-control. According to him, part of the process of maturing involves understanding future consequences more clearly and becoming increasingly aware of careful planning.

The assumption can be made that a career mature person is more capable of making an appropriate and realistic career choice and decision. Career mature individuals have the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. The close relationship of career maturity, family environment and study habits establishes the importance of these in guidance and education. Researcher attempted to find out the impact of family environment, study habits and academic achievements on career maturity of senior secondary students.
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.

5.1.1. Career Maturity

Career maturity can be said ‘the skills or competencies needed for making strong career decisions’ which include planning, information seeking, self appraisal and problem solving. It includes attitude of an individual towards career decision making e.g. orientation towards work and willingness to be realistic and make compromise in careers.

The definition given by Crites (1978) has been adopted in the present study for ‘career maturity’. Career maturity refers to attitude towards career decision making (orientation towards work and willingness to be realistic and make compromise in careers) and the skills or competencies needed for making strong career decisions which include self appraisal, information seeking, planning, goal setting and problem solving.

According to Spokane (1991), career maturity is based on the direct assistance given to an individual to permute more effective decision making intensive counseling to help resolve career difficulties enhancement of person’s career development to enable him make more effective career decision.

Career maturity is central to any developmental approach to understanding career behavior; it involves an assessment of an individual's level of career progress in relation to his or her career-relevant development tasks (Crites, 1976). Furthermore, it refers, broadly, to the individual’s readiness and awareness to make age-appropriate career decisions and cope with career development tasks (Savickas, 1984).

The construct of career maturity consist of a readiness, attitude and competency to cope effectively with the career development tasks. It is assumed that a career mature person is more capable of making an appropriate and realistic career choice and decisions. He / She has the ability to identify specific occupational preferences and to implement activities in order to achieve their goals. It is one of the most crucial decision of a young adolescent must make is the selection of an occupation. Greater Career Maturity enables the Individual to cope with development tasks at different stages of vocational development. It is observed that as greater the maturity grantee is the probability that the individual is able to make wise, sincere and satisfactory decisions with regards to career choices.
The Crites model (1965, 1971) has three levels: at the first level are the variables (a total of 20); at the second, intermediate level are the four factors (consistency, realism, competencies & attitudes) which group the variables; & the third level consists of the degree of career development. This is a hierarchical model where significant, relatively high correlations exist between variables within one factor, and moderate correlations are found between variables in different factors. Crites (1976) stated that most part of the career maturity is concerned over the adolescent years. He explicated his view that the career development takes place in the adolescent age and early adulthood. His model of career maturity applies for the age range of 15 to 16 also that consist of high school students. Crites (1978) which regarded it as a sum total of five attitudinal variables and five competencies.

Attitudinal variables pertaining to career maturity are:

(i) Decisiveness in career decision making
(ii) Involvement in career decision making
(iii) Independence in career decision making
(iv) Orientation to career decision making
(v) Compromise in career decision making

Competencies are:

(i) Self Appraisal (S.A.) is to know yourself
(ii) Occupational Information (O.I.) is concerned with knowing about jobs
(iii) Goal Selection (G.S.) relates with choosing jobs
(iv) Planning (PL) pertains to looking ahead
(v) Problem Solving (PS) is ways to do

The construct of career maturity consists of a readiness, attitude and competency to cope effectively with the career development tasks. The characteristics of Super’s and Crites’s and developmental models can be specified as follows:

- They are multi-factorial models that can be verified empirically, and differ only in the number of factors and their representativeness
- They show a moderate predictive value, that is, it is probable that people who are vocationally mature make more realistic, stable decisions
- For both models, career maturity is a developmental process which begins in early years and continues throughout a person’s stages.
Career maturity is a continuous process but not uniformly so. Its rate of development is not constant.

The development process is partially irreversible, since once a person has pursued one option of studies; it is difficult to discontinue that option without experiencing some setback.

Thus, career maturity is a development construct which matures with age & years in school. However, this development is not uniform; in certain school years the differences are minor. The factors or dimensions which show greater progression with age and school year are information and decision making. However, what shows the least progression is exploration of resources. All this confirms that the development of career maturity in adolescence goes through phases of intense development, stagnation, and moderate growth.

5.2 Other Variables

Personal Variables: The personal variables included,

Gender (Male/Female): Physiological condition.

Physical fitness/ Physical disability: Physically fitness denotes students without any kind of physical disability or who are physically advantaged whereas physical disability refers to any kind of physical challenges like visual impairment, hearing impairment, orthopaedic impairment or speech impairment which necessitate some sort of special provision under inclusive education.

**Occupational Aspirations:** Occupational aspiration usually means what the individual considers to be an ideal vocation for him and refers to the point in the vocational prestige hierarchy of various vocational fields which an individual view as a goal. Designed in this way, aspiration is quite similar, if not identical with person's fantasy choice. The occupational aspirations are realistic when the vocational aspiration level is consistent with the individual and mental attributes, unrealistic when vocational aspiration level is not consistent with the individual's mental attributes (Lockwood, 1958).

Johnson (1995) defined occupational aspiration as point in time expressions of occupational goals, leading several authors to regard them as important career motivational variables, proving to be predictive of later career attainment levels.
Adolescents’ occupational aspirations have been viewed as significant determinants of both short-term educational and long-term career choices (Holland, Gottfredson, & Baker, 1990). Rojewski, (2005) reported the importance of occupational aspirations and expectations in identifying future educational and career options and career self-concept of adolescents (Rojewski, 1995). The lower occupational aspirations reflects systemic limitations that constrain future opportunities (Rojewski & Hill, 1998). Adolescents have a variety of occupational aspirations based primarily on interests; these aspirations narrowed and became more realistic as they mature, and there are a number of factors that may affect their occupational aspirations (e.g., gender, parental influences, socioeconomic status, and school experiences). Knowledge of adolescents’ occupational aspirations is important in the development of career planning programs.

**Family Variables:** The family variables are factors related with the parents of the students such as

Parental education: The educational status of parents of the students in terms of level of attainment in terms of school education like matric pass, twelfth pass, or higher education like graduate or post-graduate etc.

Economic status: Economic status denotes the financial status of a family in terms of the monthly income of the family i.e. less than 15000 (lower class) and more than Rs. 15000 per month (upper class)

Social status: In India there are thousands of castes and sub-castes in every State. On the basis of these castes, a social status (or class) is assigned as different privileges are associated with these castes and categories. The individuals are categorized to ‘General category, Scheduled Castes (SC), Scheduled Tribes (ST), Backward class (BC) Other Backward Classes (OBC) etc. The general category is considered to be socially advantaged group and those from other categories are said to be socially disadvantaged group thus given lower status traditionally.

Parental support: Parenthood is central to childhood to child development and to society’s long term investment in children”, (Bornstein, 1998). Parents are the first and lifelong teachers and guides of every child. Parents are children’s primary advocates and their life-long security. Parents do teach values about work and teach important lessons in decision-making, work habits, conflict resolution and communication skills which are the foundations
of successful career development. Now the parents are much aware and alert and they realize that their children need more support and supervision, as reported by Shellenberger (2000). They prepare children for all the situations in they have to survive and thrive.

Parents Support positively leads to adolescent’s development. The support of parents yields desired results in academic achievement, vocational achievement besides improving the self-esteem and moral behaviour of the child. Parents support their children with physical affection, companionship, monitoring and counseling as well. Especially during adolescent period which is the most crucial and critical period of life when adolescents struggle, progress, fall and get up, get matured, and finally settle at the base-ladder to begin their future life. Parents’ Support positively leads to adolescent’s development. The support of parents yield desired results in academic achievement, vocational achievement besides improving the self-esteem and moral behaviour of the child. It is believed that use of parental support often transmits in adolescent recognition of their abilities and to make decision. Parents’ support enhances adolescents’ self-esteem by communicating parental confidence in his abilities to understand and cope successfully with social environment and role making skills as adults of tomorrow (Nandwana and Asawa, 2006).

**Institutional Variables:** The institutional variables are variables related to school as

**Type of school (State Government/ Private/ Navodaya Vidyalaya):** There are different types of schools being run depending upon its administration and management. In India, schools are run by central government, state government and private bodies. There are differences in the norms and management processes in different kinds of the schools.

**Locale of school (rural/urban):** The area or locality where the school is situated.

**Availability/non-availability of organized guidance services at schools:** Career Education and Guidance include guidance where the students are given the opportunity to narrow down their areas of interest and discuss future educational and vocational options. It helps them to maintain a balance between personal interests, preferences and necessary qualities, and concrete information about job qualifications and the job market for various fields. The Career counseling results in students’ ability to critically review information and an awareness of their responsibility to make their own educational and vocational choices. The career education and guidance in the schools is designed in such a way that each student
receives information on the courses and the choices that can have an impact on their whole life.

5.3 RATIONALE OF THE STUDY

There has been tremendous explosion of knowledge and technology around the world. But, students at IX and X levels are still unaware of the career to be chosen by them. They join a profession as suggested or ordered by the parents or elders of the home. Under compulsions, they join a profession for money, greed but they do not become keen-professionals. They themselves remain innocent and unaware until the merits & demerits of each profession are made clear to them. A race and lust for money is other reason that students do not prefer such career where they have to work hard physically, e.g. chef or waiter in a hotel. Sandhu (2013) stated that 'In this era of globalization, India is uprising at a fast pace and becoming a new world power. productivity in the country adds to this progressive process. Correct career choice attributes a lot towards the productivity as career decisions taken by an individual at this stage forms the base for the future decisions taken in the field of work. If an individual learns decision making early in life, he is capable to survive more successfully and is more fit in the world of work.

Career choice, surely, is a developmental process that extends throughout life. This involves not a single decision but a series of decisions. Good Career planning includes a match among requirements of a job, individual’s aptitudes interest, personality and expectations from the parents. It is correct to say that good career planning leads to good career adjustment. Thus, a person’s transition into the world of work marks one of the most important milestones in his life. Reaching and crossing this milestone is influenced by numerous socio-economic, cultural and psychological forces. Research from different cultural contexts including the Indian environment has consistently revealed a strong relationship between socio-economic status (SES) and career preparation.

Exceptionally, with the proper monitoring and guidance of the parents and teachers, some ambitious students may be in a position to focus their career and aim of life. According to Grubb (2002), career guidance is fast becoming increasingly important. The selection of an appropriate occupation is valuable not only for individual purposes, as a means of increasing satisfaction at work, earnings and stability of employment, but also for the social goals of efficiency, productivity and competitiveness. Improved career guidance is also necessary for individuals to make rational choices within expanded alternatives in the field of work.
Research conducted by Seligman (1980) indicated that there was a relationship between adolescents’ career maturity and their later career satisfaction, career success, reaching of potential and realism of career choices. The implication of this is that young people can be timorously prepared by parents, teachers, psychologists and the like, to master every developmental task.

The Educational administrators have now started focusing on career counseling in the schools. The Senior Secondary schools, having class IX, X, XI and XII, have been making efforts to counsel their students through the school-counselor for career. Experts from Universities, exhibition by scholars and university-students, talk by subject-teachers (lecturers) at school level have been enlightening students for opting the career of their choice. The most efficient way to develop young persons’ abilities and assist them in realizing their true potential, is through the educational and vocational training offered in schools. But before providing such training, the factors that affect the career maturity must be evident. It can be said that career maturity is related to knowledge, ability, information, aspiration, attitude, planning and usability. To attain these goals, some intervention strategies are necessary for success. Career maturity depends on attitudinal and cognitive readiness to cope with the developmental task of human occupation, yet it is necessary to follow the ethnicity and moral judgment. Career education infuses the multicultural sensitivity. Career choice is as important as career development. It involves strong interest, consistent and competent choices and development of attitude towards career.

Though research in the dimension of career maturity is not new but because of the changing times, trends, different varieties and fields of careers, demand of employers, choices of careers and ambition of the youth to accept newer sort of career present challenges for young school children residing in different areas because of the exposure they have at their disposal. A student of class IX/X in Bombay would be more career conscious than a student of any other region or state. Geographical conditions of one state differ with the other and that, too, affects the career maturity of students of the concerned regions. As in Himachal Pradesh, there are lots of geographical barriers due to which information do not reach the interiors. Many students remain unaware about the trends going on in the world of work, due to this and limited resources available to them may hamper their career development. Besides these the differences can be rural-urban, boy-girl, poor-rich, socially backward-creamy layer, financial conditions, educated people in the family, properly counselled or non-
counselled young students. Along with this career maturity are also influenced by socio-economic status which seems to be potentially strong contributor. Youth from well placed families normally join the elite vocation whereas those from less-well-to-do families choose the vocations consistent with the kind of background they possess. No doubt, youth from lower status/class families may be more prepared mentally for prestigious career so as to be able to rise above their own and parental status. For this, they ought to have clearer vision and planning as far as career is concerned. Holland (1981) found SES to be significantly correlated to attitudinal career maturity in 6th graders, among whom it was a better predictor of career maturity than sex, place of residence, age, or self-concept. The vital influence of SES on female career development was recognized by Rice (1981) who reviewed other research supporting this relationship. There are so many factors that affect the career maturity of the student. Peterson et al (1987) observed that the parents occupying white collar position exercised initiative and self direction with their children to meet the job expectations that they faced on a daily basis. This shows as how educated parents are actually worried about the career and best placement of their children in future. It is, somehow, obvious, that an educated white collar parent would see that his children are placed better than himself and they enjoy the perks and facilities those are offered to the officers/employees by the work place. No doubt the parents are getting awakened to this burning problem. However, the rural parent and/or socio-economically weak parents are still not in a position to ascertain the career of their wards. The urban children have better facilities for choosing and joining the career of their choice whereas in rural areas, children do not possess the same as the urban children have. The rural parents are not much educated, nor well off socio-economically. However, they wish, dream, pray and make possible efforts for higher education and better career for their wards.

Few studies have included multiple determinants in analyzing both the direct and indirect effects of target variables on career maturity and found more refined & indirect effects of target variables on career maturity. More refined causal models need to be constructed so that theoretically frameworks can be developed to assess the importance of multiple determinants of career maturity. The effects of race, culture, sex and socio-economic status on career maturity need to be further explored. There are indications that certain career maturity measures are valid among majority groups but not among minority groups. Keeping this in view the study has been planned to explore the career maturity among school students of Punjab and Himachal Pradesh (where minority cases are more prevalent). The findings of the study may have implications for the policy makers and educationists for institutionalizing
the intervention programmes in the form of vocational guidance and counseling programmes in secondary schools to help secondary school students to attain career maturity.

5.4 STATEMENT OF THE PROBLEM

CAREER MATURITY AMONG SCHOOL STUDENTS OF PUNJAB AND HIMACHAL PRADESH IN RELATION TO SELECTED PERSONAL, FAMILY AND INSTITUTIONAL VARIABLES

5.5 DELIMITATION OF THE STUDY

The research was carried out in schools of Himachal Pradesh and Punjab. Since, it was not possible to cover these states completely; the five secondary schools from each of the three selected districts (out of 22 districts) from Punjab (Fatehgarh Sahib, Roop Nagar and SAS Nagar-Mohali) and also five secondary schools from each of the two districts (out of 12 districts) in Himachal Pradesh, namely, Shimla, and Mandi were taken. Only 9th class students were selected for study.

5.6 OBJECTIVES OF THE STUDY

1. To study and compare career maturity among secondary school students in Punjab and Himachal Pradesh.
2. To study career maturity of students in relation to the institutional variables such as type of school (State Government, Jawahar Navodaya Vidyalayas, and Private schools), locale of school (urban/rural) and availability of organized guidance services at school.
3. To find the career maturity of students in relation to their personal variables, namely, gender, physical fitness and occupational aspirations.
4. To investigate the career maturity of students in relation to their family variables, namely, parental education, economic status, social class and parental support (as perceived by students).

5.7 HYPOTHESES

I. No significant difference exists between secondary school students of Punjab and Himachal Pradesh on career maturity.
II. Career maturity of students studying in Government, Private and Jawahar Navodaya Vidyalaya do not differ significantly in (a) Punjab and (b) Himachal Pradesh.

III. There exist no significant difference in the career maturity of students of Navodaya Vidyalayas of Punjab and Himachal Pradesh.

IV. There exist no significant difference between Government schools students of Punjab and Himachal Pradesh in their career maturity.

V. Private school students in Punjab do not differ significantly in their career maturity from their counterparts in Himachal Pradesh.

VI. No significant differences exist in career maturity between students studying in rural and urban schools in (a) Punjab and (b) Himachal Pradesh.

VII. Career maturity of students who receive occupational guidance at schools do not differ from those who do not get occupational guidance at schools.

VIII. No significant differences occur between boys and girls on career maturity in (a) Punjab (b) Himachal Pradesh.

IX. Students who are physically fit and those who have some physical disability do not differ in their career maturity.

X. Career maturity among students is not related significantly with their occupational aspirations.

XI. Parental education does not account for significant differences in career maturity of their wards.

XII. Economic status of family does not account for significant differences in career maturity among secondary school students.

XIII. No significant difference exists in the career maturity of students belonging to general category and other categories (SC/ST/BC/OBC).

XIV. Career maturity among students does not differ significantly in relation to their parental support.

5.8 DESIGN OF THE STUDY

The descriptive survey method was employed to carry out this study. The career maturity among the students was studied in relation to institutional variables, namely, type of the school (State Government/ Jawahar Navodaya Vidyalaya/ Private school), location of the school (urban/rural) and availability of organized vocational guidance services at schools, personal variables of students which included gender, occupational aspirations, and physical abilities (physically fit / physically challenged) of the students and also the familial variables,
namely, parental education (up to 12\textsuperscript{th} / Graduation and more), economic status in terms of monthly family income (less than 15000, more than 15000), social status in terms of social class (General category/ Others like SC/ST/OBC etc) and parental support as perceived by students. The comparisons were made on different dimensions of career maturity between students of Punjab and Himachal Pradesh by employing t-tests. The differences were seen on the dimensions of career maturity between students studying in different types of schools i.e. Government, Private and Jawahar Navodaya Vidyalaya located in Punjab as well as in H.P. separately. Also gender differences were studied separately among students in Punjab as well as in H.P. for their career maturity. For rest of the variables, the career maturity was investigated by taking total sample as a whole.

5.8 SAMPLE

The study was conducted on the students of 9\textsuperscript{th} class from 25 schools. Out of these 25 schools, 10 schools were taken from Himachal Pradesh which include one Jawahar Navodaya Vidyalaya, two Govt. Senior Secondary Schools and two private-recognized schools each from urban and rural area from two districts (Shimla and Mandi). In the same manner, in Punjab also, one Jawahar Navodaya Vidyalaya, two Government Senior Secondary Schools and two Private-recognized schools have been picked up for collection of data each from urban and rural areas from three districts. In all, data from has been collected, analyzed and interpreted. The sample of the students was selected by employing multi-stage sampling technique. First of all, districts were selected by using cluster sampling. From the selected districts, schools from rural and urban areas were selected by simple random sampling. From these schools, students of 9\textsuperscript{th} class were taken randomly from the schools where there were more than one sections of 9\textsuperscript{th} class, in some schools where there was only one section, then, all the students of the section were taken. It is worth mentioning that, Initially, the data was collected from about 1053 students. But, for final analysis, data was retained from those students who completed all the tools properly. 162 students who did not complete the data collection tools, were dropped. So, finally, a sample of 891 students was considered for data analysis which included 324 students from Himachal Pradesh and 567 students from Punjab.
5.9 DATA COLLECTION TOOLS

Following tools were used to collect the data for present study:

1. Career Maturity Inventory (Indian adaptation of John O’ Crites by Gupta, 1989): This tool was used to measure the career maturity of the students in terms of their career choice attitudes and competence (Self appraisal, occupational information, goal selection, planning and problem solving) that are critical in realistic career decision making.

2. Occupational Aspiration Scale (Grewal, 2011): Occupational Aspiration Scale was constructed and standardized by Grewal and was used to assess the level of occupational aspirations of the students.

3. Parental Support Scale (Nandwana & Asawa, 2006): The data on this scale is to be obtained from the parents of the school students. Since in the present study it was not feasible to contact the parents of the whole sample, thus the scale was adapted for the students. All the items of the scale were converted to make it suitable for students so that the data could be obtained from the students about how they perceive about the support their parents extend to them. After changing the language of the items, the scale was administered on fifty students and their parents were given the original scale. The data thus obtained from students and their parents was correlated and co-efficient of correlation was found to be .82 which showed the validity of the modified scale. After this, the modified scale was used to obtain the data about parental support from the students in the present study. Thus, in the present study parental support as perceived by students were taken.

4. Personal Data Bank: It was used to obtained information pertaining to certain personal (gender, physical fitness/disability), family (parental education, social class, economic status) and institutional variables (type of school, locale, availability of guidance services) etc.

5.10 Collection of data

The investigator began collecting data in the month of April, 2013 and completed the task in April, 2014. Data from 25 schools was collected and a sample of 891 students was considered for data analysis which included 324 students from Himachal Pradesh and 567 students from Punjab.
5.11 STATISTICAL TECHNIQUES

The following statistical techniques were used in this investigation:

- Descriptive statistics
- t-test
- One way ANOVA
- Co-efficient of correlation

5.12 MAJOR FINDINGS

5.12.1 Career Maturity between Students of Punjab and Himachal Pardesh

- Most of the students have below average career choice attitude both in Punjab (more than 82% boys and 58% girls) and Himachal Pardesh (86% boys and 68% girls). For career competence, the situation is better than career choice attitude as most of the students possess average level of competence among school students of both sexes in Punjab (49.5% boys and 53% girls) as well as Himachal Pardesh (47% boys and 47.5% girls). A large number of boys (41.5% in Punjab and 46% in H.P.) and girls (42% in Punjab and 45.5% in H.P.) have below average competence. There was not even a single student who came up with high level of competence. Hardly a few cases were there who possess above average career competence (3.5% boys in Punjab and 3% in H.P. whereas only 1% girls in Punjab and 2% in H.P.). It may be said that more students studying in schools of Punjab have average and above average career attitude and competence than students studying in schools of Himachal Pradesh.

- Significant differences exist between students of Punjab and H.P. in their levels of career choice attitude as well as all the dimensions of career competence. The students in Punjab have significantly higher career maturity than students in Himachal Pradesh.

- Students of state government schools of Punjab found to possess highest level of maturity pertaining to career choice attitude followed by private school students of Punjab, state government schools of H.P., students of JNV in Punjab, private school students of H.P. and the lowest level of maturity in attitude is found in students of JNV in H.P. With respect to career competence, students of JNVs in Punjab scored
highest followed by state government school of H.P., private school students of Punjab, government schools students of Punjab, private school students of H.P. and lowest level of maturity is again found in students studying in JNV in H.P.

- Students studying in Government, Private and Jawahar Navodaya Vidyalaya of Punjab differ in their career maturity. The research indicates that irrespective of the States, government school students possess equal level of career maturity. But, for private schools as well as JNV students, the States do matter. Private school students of Punjab as well as students studying in JNVs in Punjab have higher career maturity as compared to their counterparts in H.P.

- It is found that sample of boys from two States (i.e. Punjab and H.P.) differed significantly from each other in all the dimensions of career maturity under study. The boys in Punjab schools have higher career maturity than their counterparts in H.P. With respect to girls’ sample, the results illustrated that the girl-students in Punjab have higher maturity in their attitude and competence (except for self-appraisal and problem solving) than their counterparts in H.P.

5.12.2 Findings in relation to personal variables such as gender, occupational aspiration, and physical fitness/disability etc.

- Male students in Punjab have higher level of career maturity than their female counterparts whereas no gender differences exist in career maturity of secondary school students in H.P.

- It is seen that Career maturity among students is not related significantly with their occupational aspirations.

- About physically challenged students, it is noticed that these students do not differ in their career choice attitude from their physically fit counterparts. For career competence, except for two dimensions, namely, self-appraisal and planning, on all the remaining dimensions, such as occupational information, goal selection, problem solving the physically challenged students do not differ from their physically fit counterparts. In the dimensions of self-appraisal and planning, the physically challenged students have lower maturity than physically fit students.
5.12.3 Findings pertaining to Institutional Variables such as type of schools, locale and availability of guidance

- It is revealed that in Punjab, students studying in State government and Private schools possess same level of career choice attitude as well as competence. But both the groups are better than students of JNVs for career attitude. With regards to career competence, it is found that students studying in JNVs in Punjab possess higher competence than students of state government schools but are equal with students in private schools.

- In Himachal Pardesh, the students studying in Government, Private and Jawahar Navodaya Vidyalaya differ in their career maturity. The students studying in state government schools have better career attitude than students in JNVs and also students in private schools. It is also found that students studying in government schools in H.P. have higher competence than students of state private schools and of JNVs. The students in JNVs and in private schools possess same level of competence.

- With respect to locale of the schools, students studying in schools located in rural area and urban area of Punjab do not differ in their career maturity. And also students studying in rural schools of H.P. do not differ in their career choice attitude and career competence from their counterparts in urban schools.

- Students’ career choice attitude is not affected by vocational/occupational guidance but their career competence is affected by guidance. The students who received any form of vocational/occupational guidance have higher career maturity in the dimension of competence than those who did not get vocational guidance in any form.

5.12.4 Findings in relation to family variables such as parental education, economic status of family, social status and parental support

- It is also found that students, whose parents are more educated, possess more favourable career choice attitude as compared to those students whose parents are less educated. But parental education does not account for significant differences in competence related with career maturity of their wards. Thus, parental education does matter to establish career attitude among their wards but do not affect the career related competence of their wards.
With respect to economic status it is found that students who belong to lower income group family differ significantly from those belonging to higher income group in all the dimensions of career maturity except one i.e. competence for career planning. The students belonging to families with higher economic status, possess significantly higher career maturity than those who belong to families with lower economic status.

The social status of a family in terms of social class do not affect the career maturity of the students as the students from general category and other categories have equal level of career maturity on all the dimensions (except for goal selection).

Parental support of parents as perceived by students affect their career maturity. Higher support from parents (overall) and also in terms of behavioural support enhances the career choice attitude of the students. It has been noticed that higher is the parental support, more competent a student is in his/her appraisal for career. The competence for occupational information among student increases with increase in support of parents by providing required resources. The results indicate that students who perceived to have higher parental support or more interest of their parents towards them or higher behavioural supports from parents have higher level of competence for their goal selection. Along with this it is observed that student who feel that their parents take interest in them and those who get higher behavioural support from their parents, have higher level of career competence. Overall, career maturity among students is positively correlated with their parental support.

5.15 EDUCATIONAL IMPLICATIONS OF THE STUDY

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

The schools are supposed to be the right place where students get knowledge and education about various careers. It is the place where they get motivation and encouragement to like, dream, choose and join a specific career. But, if there are no facilities of imparting career counselling or career education at school level, students would quit the school simply with a certificate of passing Class X or XII but without being specifically clear about their career. They would join any work or job as suggested by elders, employers, teachers, parents
etc. They would be failing if not careful about their advancement in the respective career or may get rise in the said career only because of sheer luck.

Despite the so-called ‘spread of career-awareness’ being made by the schools or educational agencies and government, the career maturity at the root level in schools is still a dream. It was observed that though in some schools occupational information is provided to students by organizing career exhibitions, calling experts for talks on careers and also by visiting to nearly work-places or industries but no schools irrespective or type and locale provide sufficient vocational guidance through their Guidance and Counselling Cells which may help the students to attain career maturity. They do not get proper career guidance at school level and even thereafter. There have been some private agencies which conduct Aptitude and Attitude tests and guide the students at the exit at class X for joining various academic streams. But, not many parents know about them nor all parents can pay for the tests. Then, such kind of agencies and centres are not run or recognized by the government. As such, students along with their parents are on cross-roads ever. The findings of Egner and Jackson (1978), Tulsi (1987) reported that students in schools with vocational guidance and counseling provisions showed high career maturity in self awareness and occupational information as compared to those school students who were deprived of these provisions, similarly in choosing a job, the students who were privileged to be exposed to the guidance and counseling programmes showed much higher maturity than their underprivileged counterpart

The results of the study call for an urgent need of adopting strategies at school levels both in Punjab and H.P. to spread career awareness among students so as to make all students ‘career-mature’. ‘Vocational Guidance Cell’ should be organized on regular basis by the government to the schools located in remotest places where rural students, too, can be benefited. Career talks, Career Guidance Exhibition, Career Fairs should be a regular feature of the school activities. This would help students to widen their horizon of thinking and weave dreams for the best careers.

A teacher is a mentor, an unforgettable personality, for students at school level. Thus, teacher has to be trained well regarding careers so that he can teach and preach various careers to his students. The teacher, being a facilitator and motivator, must be filled with positivity and should guide the students for the best careers. Parents should be oriented towards helping their wards by taking interest in their activities, supporting them in their
decisions and also providing them the resources as much as possible as it has a great impact on the maturity level of the students.

Along with this as recommended by Sirohi, “Education policy makers, planners and counselors need to recognise the relevance of vocational guidance and counseling programme for school students irrespective of the class, gender, type of school. Vocational guidance and counseling needs to be introduced as an integrated component of the curriculum at all stages of school curriculum with diverse objectives depending upon the needs of the students in each stage of education. This would ensure a strong foundation to make career decisions appropriately at secondary and senior secondary stages of education. Moreover, during the secondary stage well formulated and realistic concepts about self and the world of work need to be developed which would make for easier transition from school to work” (Sirohi, 2013).

Therefore, it is recommended that vocational guidance may be provided in an organized way through well established guidance cell. Efforts should be made to expose students to unlimited careers available in the market at state level, national level and even international level.

5.16 SUGGESTIONS FOR FURTHER STUDY

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

2. In the present study, the career maturity based on three variables was studied, viz. Personal variables, Family variables and Institutional Variables. The interaction effect of these variables was not taken up (for constraints of time). Studies in this respect can be taken.

3. Variables, other than those included in the present study, such as Intelligence, academic achievement, academic excellence, academic audit, personality etc. may be taken up to study differences on these variables in the General, SC, ST and Other classes.

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

5. The present study was confined to the government schools, private/public schools and Jawahar Navodaya Vidyalayas. Researches on residential and non-residential; general schools and religion based schools; general schools and schools for blinds and general schools and charity schools for orphanages by NGOs can be undertaken.