CHAPTER – IV

ANALYSIS OF DATA

This chapter consists of the analysis of data gathered from various sources along with profile of respondents and interpretations. This chapter is divided in to two sections. Section one consists of the presentation of quantitative data which was analyzed using appropriate statistical methods. It is presented in the form of tables, graphs and figures and description of the qualitative data (open ended questions). Section two consists of description of interviews conducted and information received from the Principals and Heads of the various departments of various colleges.

Section – I

Section – I-A

Demographic Profile of the Sample

As mentioned in earlier chapter, the sample of the study comprised of 423 college students studying in the final year/ final semester of the under graduation courses from various disciplines viz. B.A. (41), B.Sc. (16), B.Com. (126), BBA (46), BCA (47), B.Ed. (41), LLB (10), MBBS (10), Homeopathy (6), Physiotherapy (6), Pharmacy (6), Engineering (62) and Architecture (6) from different colleges as presented in table 4.1 Further it can be noted that 29.8 percent, highest number of respondents were drawn from B.com course where as 1.4 percent, the lowest number of respondents were drawn from the courses of Homeopathy, Physiotherapy, Pharmacy, and Architecture.

Table – 4.1: Distribution of sample respondents among various courses

Sr. –	Courses	Frequency	Percent
1.	BA	41	9.7
2.	B.Sc.	16	3.8
3.	B.Com	126	29.8
4.	BBA	46	10.9
5.	BCA	47	11.1
6.	B.Ed.	41	9.7
7.	LLB	10	2.4
8.	MBBS	10	2.4
9.	Homeopathy	6	1.4
10.	Physiotherapy	6	1.4
11.	Pharmacy	6	1.4
12.	Engineering	62	14.7
13.	Architecture	6	1.4
	Total	423	100.0

N=423

Further the above listed courses were segregated in three categories with an objective to observe and compare the impact of demographic variables on various categories of courses.

Figure – 4.1: Category wise distribution of various courses

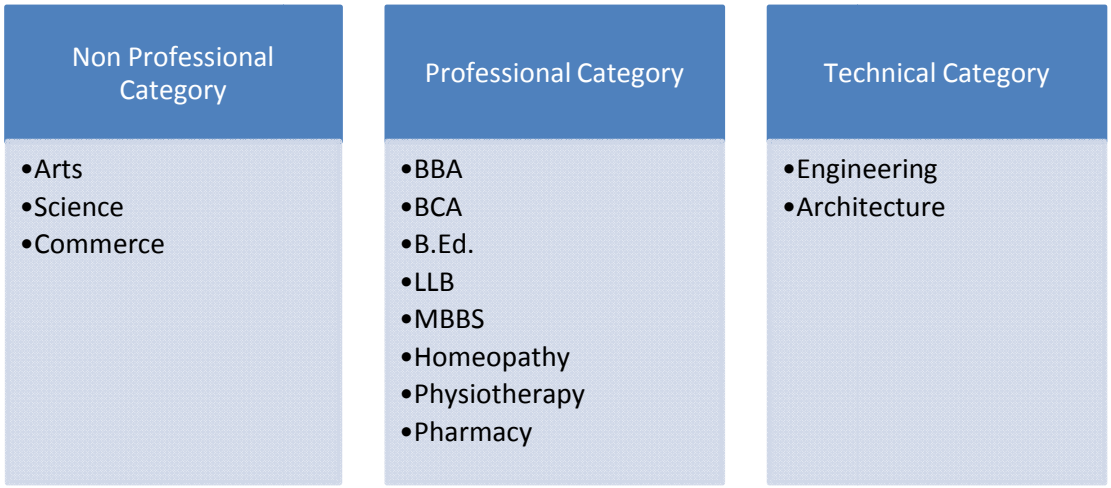
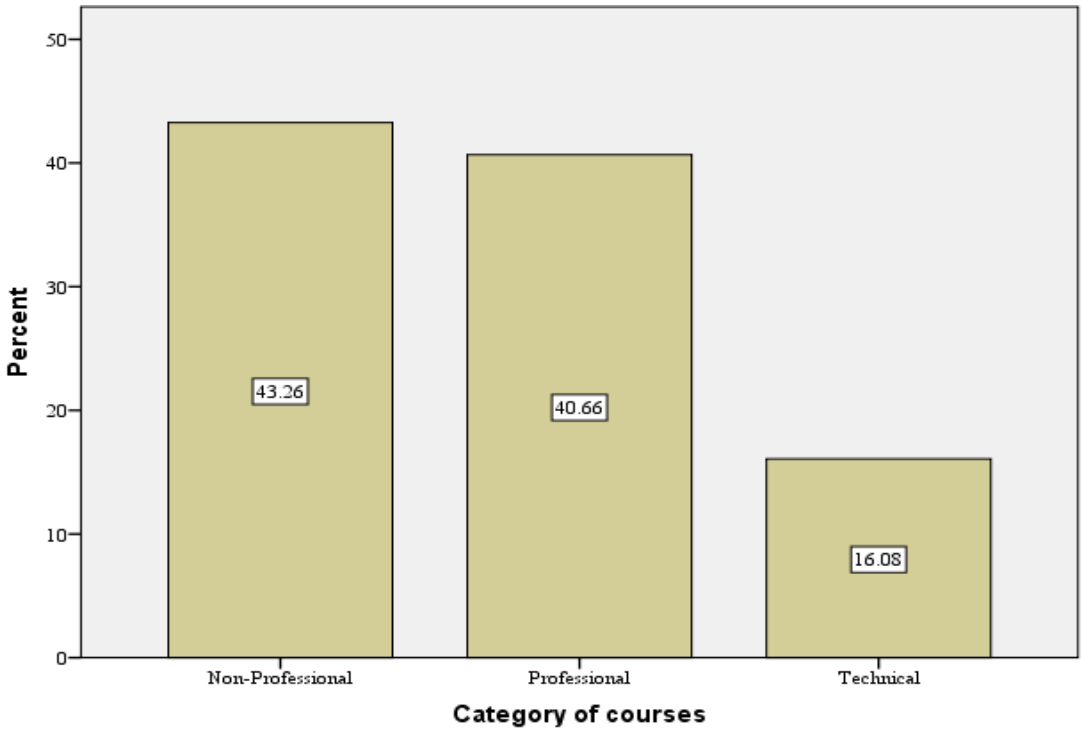


Figure – 4.2: Distribution of Percentage among Category of Courses



As presented in fig. – 4.1 and fig. – 4.2 namely, Non-Professional, Professional and Technical. Courses like Arts, Science, and Commerce were grouped into Non-Professional (NP) category comprising of 43.3 percent (183) sample respondents whereas courses like BBA, BCA, B.Ed., LLB, MBBS, Homeopathy, Physiotherapy, and Pharmacy courses were grouped in to professional (P) category comprising of 40.7 percent (172) of respondents and Engineering and Architecture are included under the Technical (T) category comprised of 16.17 percent (68) of sample respondents

Table – 4.2: Distribution of sample respondents among type of colleges

Type of Colleges	Frequency	Percent
1. Self Financed	200	47.3
2. Grant in Aid	223	52.7
Total	423	100.0

As can be revealed from table – 4.2, that 52.70 percent (223) of respondents were studying in Grant in Aid Colleges and 47.3 percent (200) of respondents were studying in Self Financed Colleges.

Gender

The total sample respondents (423) comprised of 47.0 percent (199) of male and 53.00 percent (224) of female respondents.

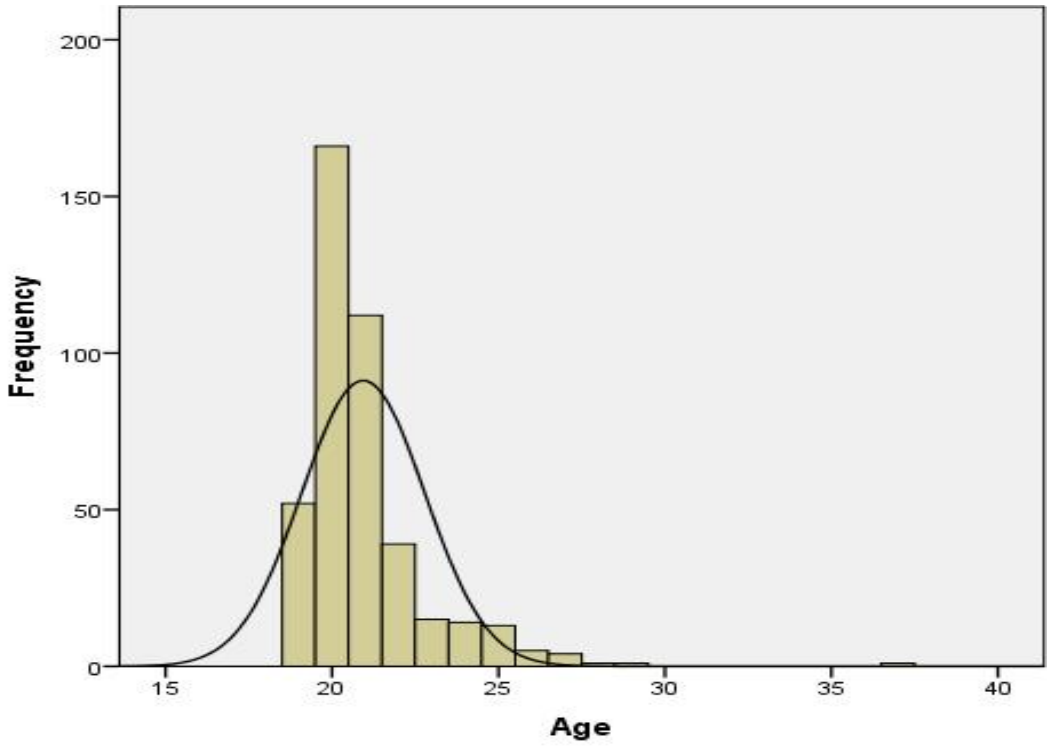
Table – 4.3: Gender wise distribution of respondents in categories of courses

Gender	Category of Courses			Total
	Non-Professional	Professional	Technical	
Male	85 (20.1%)	82 (19.4%)	32 (7.6%)	199 (47.0%)
Female	98 (23.2%)	90 (21.3%)	36 (8.5%)	224 (53.0%)
Total	183 (43.3%)	172 (40.7%)	68 (16.1%)	423 (100.0%)

It is further observed from the cross tabulation of gender and category of respondents, in table – 4.3 that out of 47.00 (199) percent of male respondents, 20.10 percent (85) belonged to N P category, 19.40 percent (82) belonged to P category, and 7.60 percent (32) belonged to T category. Whereas in case of female respondents, out of 53.00 percent (224), 23.20 percent (98) belonged to N P category, 21.30 percent (90) belonged to Professional category and 8.50 percent (36) of respondents belonged to Technical category.

Age

Figure – 4.3: Distribution of age among respondents



The above figure – 4.3 and table- 4.4 indicates the mean age of total respondents is 20.94 years (SD 1.849), median is 20 years, minimum age is 19 years and maximum age is 37 years. Further 99.30 percent (420) of sample respondents' age fall between the ranges of 19 to 27 years only 0.07 percent (3) of sample respondents' age falls between 28 to 37 years.

Table – 4.4: Description of various statistics of age in years among respondents

Description	Total N	Mean Age	Median Age	Minimum Age	Maximum Age
Male respondents	199	21.11	20.00	19	37
Female respondents	224	20.78	20.00	19	28
Total respondents	423	20.94	20.00	19	37

Further analysis related to both the gender indicated that total male respondents (199) have shown 21.11 years (SD 2.088) as mean age which is little higher than mean age of female respondents, 20.78 years (SD 1.596), with median of 20 years, minimum age is 19 years and maximum age is 37 years for male respondents and 28 years for female respondents (Table – 4.4).

Marital Status

Data on marital status reveals that 92.20 percent (390) of respondents' were unmarried, 2.40 percent (10) of respondents were engaged where as 5.40 percent (23) of respondents were married (Table – 4.5).

Table – 4.5: Gender wise distribution of marital status among respondents

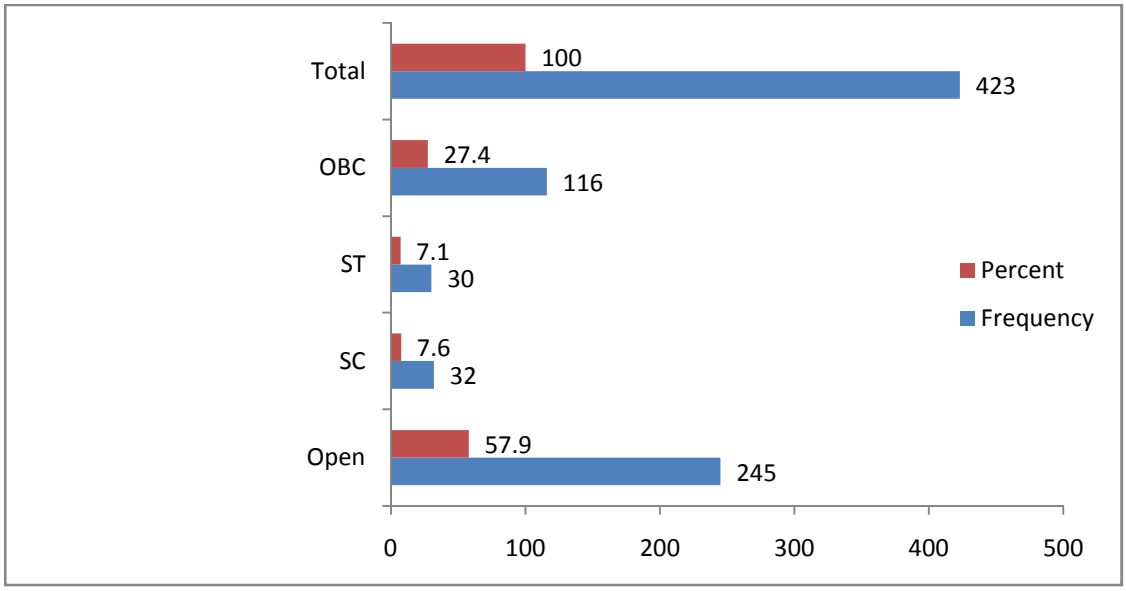
Gender	Category of courses			Total
	Married	Engaged	Unmarried	
Male	7 (1.7%)	3 (0.7%)	189 (44.7%)	199 (47.0%)
Female	16 (3.8%)	7 (1.7%)	201 (47.5%)	224 (53.0%)
Total	23 (5.4%)	10 (2.4%)	390 (92.2%)	423 (100.0%)

Further the cross tabulation of gender and marital status revealed in table – 4.5, that more percentage of married female respondents, 3.8 percent (16) is pursuing studies compared to 1.7 percent (7) male respondents. Though the number of respondents is less but it indicates the need felt by married female respondents for further studies.

It is further noted in cross tabulation of marital status and category of courses that majority of married respondents are pursuing the professional courses, followed by technical courses and non professional courses.

Caste

Fig. – 4.4: Distribution of caste among respondents



As can be noted from fig. – 4.4, that out of the total respondents, 57.92 percent of respondents (245) belonged to open category, 27.42 percent of respondents (116) belonged to OBC category where as 7.6 percent (32) and 7.1 percent (30) of respondents belonged to SC and ST category respectively.

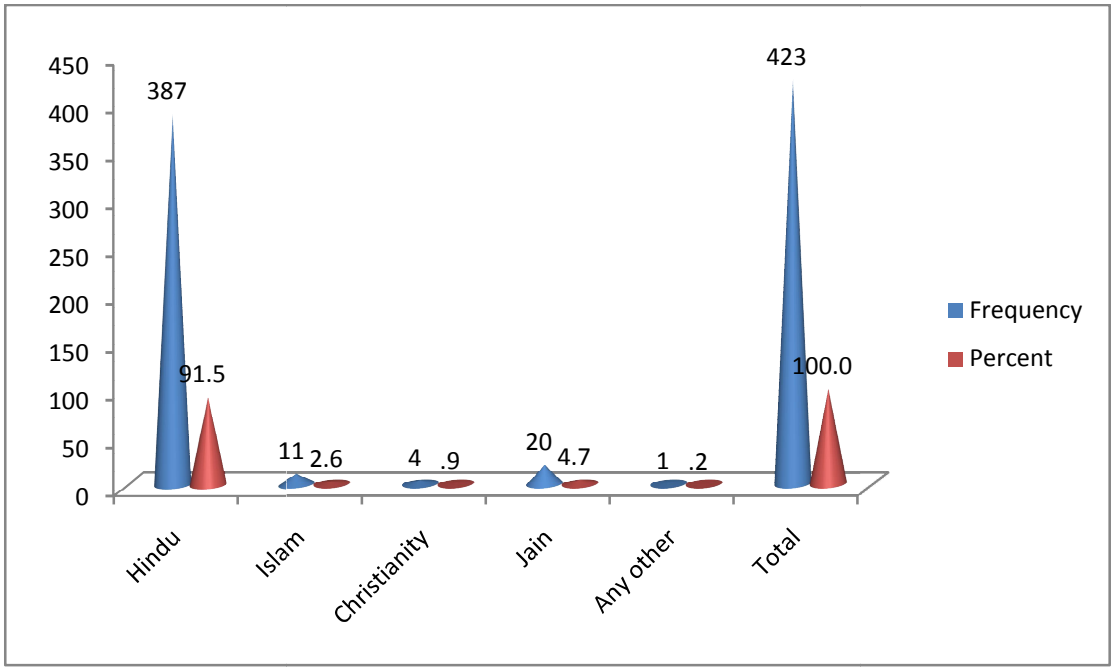
Table – 4.6: Caste wise distribution among respondents of category of courses

Caste	Category of courses			Total
	Non-Professional	Professional	Technical	
Open	104 (42.4%)	115 (46.9%)	26 (10.6%)	245 (100.0%)
SC	17 (53.1%)	9 (28.1%)	6 (18.8%)	32 (100.0%)
ST	8 (26.7%)	13 (43.3%)	9 (30.0%)	30 (100.0%)
OBC	54 (46.6%)	35 (30.2%)	27 (23.3%)	116 (100.0%)
Total	183 (43.3%)	172 (40.7%)	68 (16.1%)	423 (100.0%)

It can be noted from table – 4.6, that out of the total respondents of open category (245), mainly 46.90 percent (115) found in professional category of courses, out of total SC respondents (32), mainly 53.10 percent were found in Non Professional category of courses, out of total ST (30) respondents, majority 43.30% (13) were found in Professional category of courses, and majority of respondents (46.60%) belonging to OBC category opted for Non Professional category.

Religion

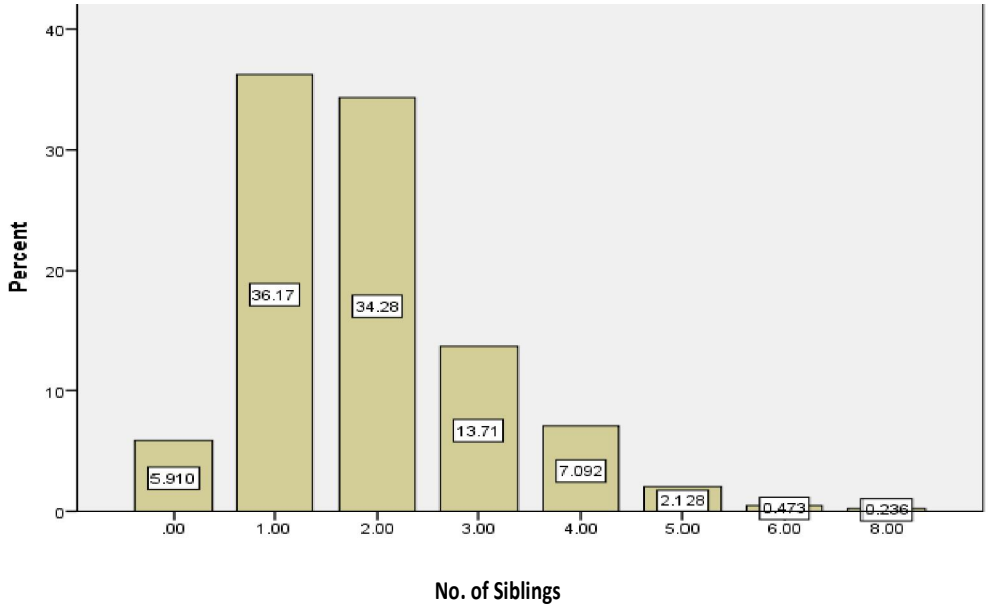
Fig. - 4.5: Distribution of religion among respondents



The fig. 4.5 reveals the distribution of respondents as per their religion. Out of total respondents, 91.50 percent (387) of respondents belonged to Hindu religion, 4.7 percent (20) of respondents belonged to Jain religion, and 2.60 percent (11) of respondents belonged to Islam religion and only 00.90 percent (4) of respondents belonged to Christianity.

Number of Siblings

Fig. – 4.6: Distribution of number of siblings among respondents



It can be seen from the figure – 4.6, that only 5.90 percent (25) of respondents were only child in the family and 94.10 percent (398) of sample respondents had siblings and the number of siblings varied from one to three in 90.00 percent cases.

The cross tabulation of only child in the family (not having siblings) with gender discloses that out of them 60.00 percent (15) female respondents did not have siblings; they were the only child of the family.

Types of Family

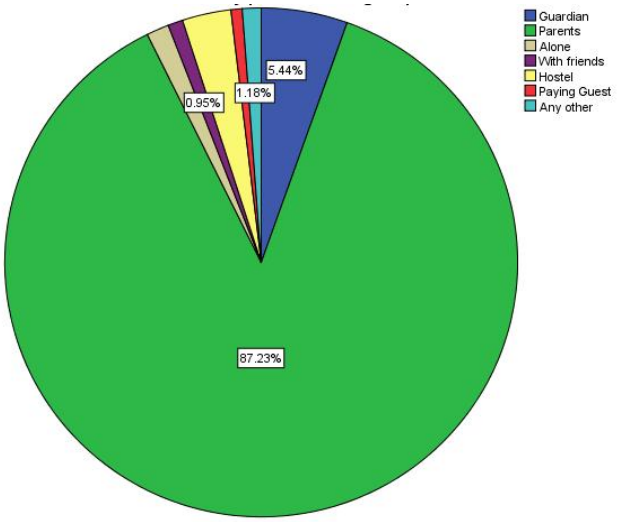
Table – 4.7: Types of family among respondents

Type of family	Frequency	Percent
1. Joint	259	61.20
2. Nuclear	160	37.80
3. Extended	004	00.90
Total	423	100.00

The data analysis on types of family reveals the typical family pattern of business community which can be seen from table – 4.7 that out of total respondents, 61.20 percent (259) of respondents come from joint family, 37.80 percent (160) of respondents come from nuclear family, and only 00.90 percent (4) respondents come from extended family i.e. family where father's brother, aunty, is living with them.

Staying pattern among the respondents

Fig: 4.7: Distribution of pattern of stay among respondents



Further exploration in relations to with whom are the respondents staying as revealed in fig. – 4.7, that out of total respondents 87.20 percent (369) were staying with parents, 5.40 percent (23) stayed with guardian, 3.10 percent (13) stayed at hostel, 1.40 percent (6) of respondents stayed alone where as 00.90 and 00.70 percent (4 and 3) stayed either with friends or as a paying guest respectively. Further 92.00 percent (389) of respondents are staying within the Surat city and only 8.00 percent (34) stayed outside Surat.

Section – I-B

Data on Profile of Respondents' Parents

Socio-economic profile of respondents' parents comprised of level of education among parent, type of occupation followed by parent and total monthly income of both the parents. Data on the aforesaid profile was gathered through questions on education, occupation and monthly income of both the parent.

Education among Father

Table – 4.8: Distribution of standard of education among respondents' fathers and mothers

Standard of Education	Father		Mother	
	Frequency	Percent	Frequency	Percent
1. Illiterate	21	5.0	43	10.2
2. Primary	95	22.5	140	33.1
3. Secondary + H. Sec.	206	48.7	185	43.7
4. Under Graduate	101	23.9	42	9.9
5. Post Graduate	34	8.40	13	3.1
Total	423	100.0	423	100.0

As can be seen in the table – 4.8, that 5.00 percent (21) of total respondents' fathers were illiterate, 22.50 percent (95) had primary level of education, whereas 48.70 percent (206) of total respondents had secondary and higher secondary level of education, only 23.90 percent and 8.40 percent (101, 31) of total respondents' father graduate or post graduates.

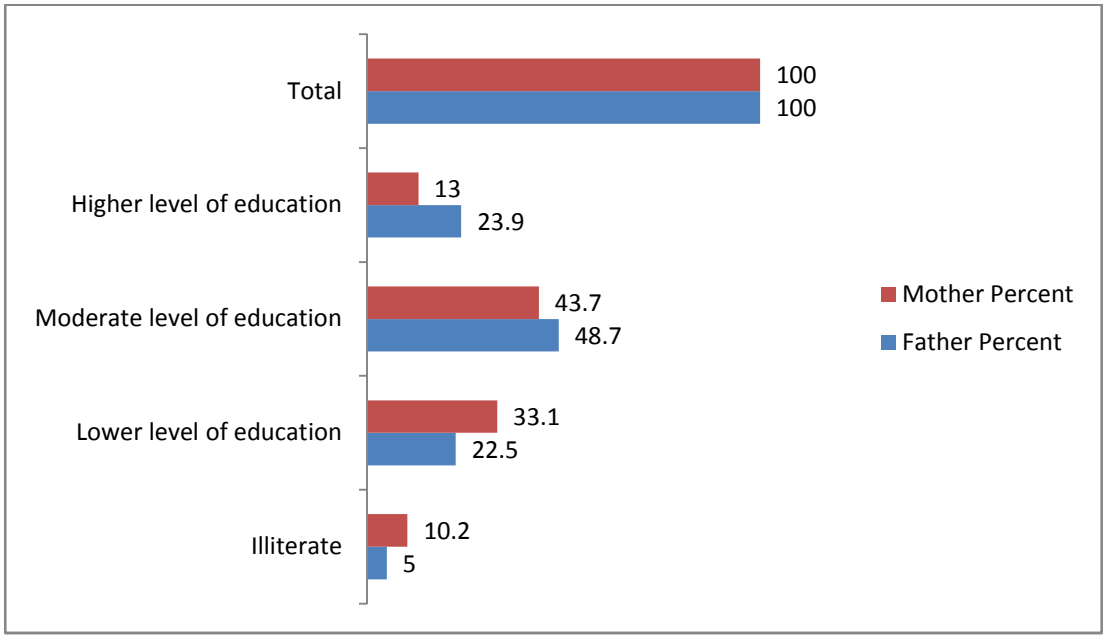
Education among Mother

As can be seen from the same table – 4.8, that 10.20 percent (43) of total respondents' mothers were illiterate which is higher than illiteracy among fathers. 33.10 percent (140) had primary level of education, whereas 43.70 percent (185) of total respondents had completed secondary and or higher secondary level of education, only 09.90 percent and 03.10 percent (42, 13) of total respondent's mother had completed graduate and post graduate level of studies respectively.

Level of Education among Father and Mother

The literacy of parents were grouped in to three levels namely, lower level, moderate level and higher level to examine the impact of level of parent's education on level of aspirations and level of achievement among respondents. Education up to standard eight is grouped in to lower level of education, Education up to secondary and higher secondary standard is grouped in to moderate level of education and education up to undergraduate and post graduate level is grouped in to higher level of education.

Figure – 4.8: Level of education among respondent's Fathers and Mothers



It can be noticed from fig. – 4.8, that 22.50 percent (95) of respondents' father had lower level of education, 48.70 percent (206) of respondents' father had moderate level of education and 23.90 percent (101) of respondents' father had higher level of education. Thus, it can be stated that mothers are found at lower level of education in comparison of level of education among fathers.

It can also be noticed in the above figure (4.8), that 10.20 percent (43) of respondents' mothers had lower level of education, 33.10 percent (140) of respondents' mothers had moderate level of education and 13.00 percent (55) of respondents' mothers had higher level of education.

Occupation

Table – 4.9: Distribution of Occupation among Respondent's Fathers'

Type of occupation	Frequency	Percent
1. Service	231	54.60
2. Business	123	29.10
3. Self-employed	32	07.60
4. Agriculture etc.	33	07.80
5. Retired	4	00. 90
Total	423	100.00

As can be seen from table – 4.9 that 54.60 percent (231) of total respondents' fathers were in service, 29.10 percent (123) of respondents' fathers were businessman, 7.60 and 7.80 percent (32, 33) of total respondents' fathers were self employed and working in agriculture respectively and 0.90 percent (4) were retired.

Occupation among Mothers

Table – 4.10: Distribution of occupation among respondent's Mothers'

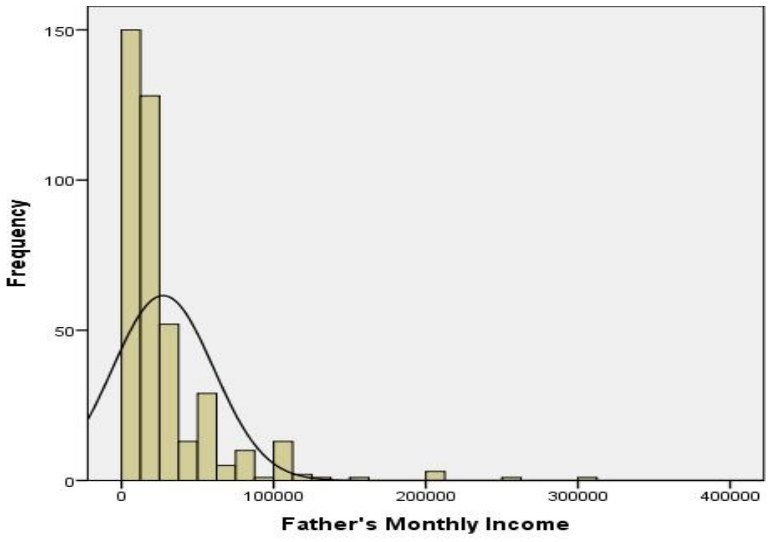
Type of occupation	Frequency	Percent	Working Mothers
1. Housewife	376	88.9	
2. Service	25	5.9	
3. Business	9	2.1	(47) 11.10%
4. Self-employed	8	1.9	
5. Work related to Agriculture	5	1.2	
Total	423	100.0	

It can be observed from table – 4.10 that 88.90 percent (376) of total respondents' mothers were housewives and 11.10 percent (47) of mothers were engaged in one or the other type of occupation. It is further observed that 5.90 percent (25) of total respondents' mothers were doing service, 02.10 percent (09) of respondents' mothers were businesswomen, 01.90 and 1.20 percent (8, 5) of total respondents' mothers were self employed and working in agriculture respectively.

Parents Income

Fathers' Income

Fig. – 4.9: Distribution of Father's monthly income

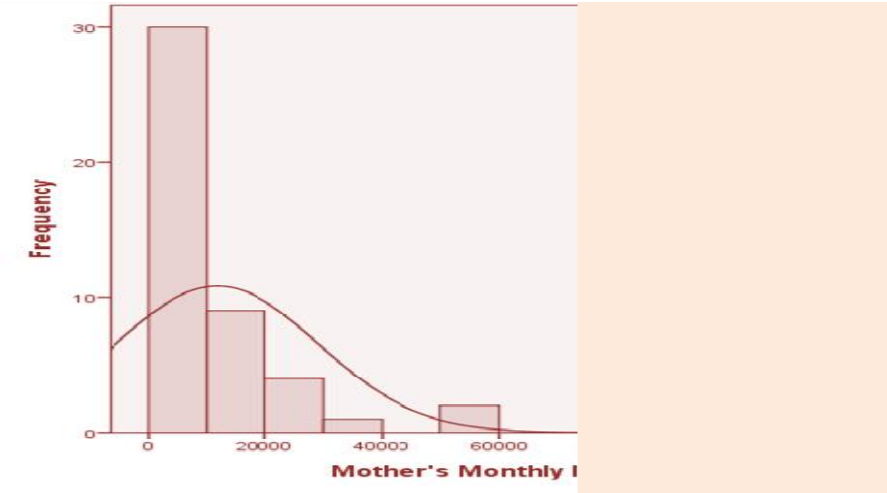


It can be revealed from table – 4.11 and fig. – 4.9 that 13 respondents' did not have father either because their father had expired or respondents were staying with mother. The mean monthly income of fathers was Rs. 27333.90, minimum Rs. 1800, and maximum Rs. 300000 with Std. Deviation of Rs. 33212.318 was observed.

Mothers' Income

As can be revealed from table – 4.11 that only 11.10 percents (47) of respondent's mothers were working, and the mean monthly income of mothers was Rs.11759.57, minimum Rs. 1000, and maximum Rs. 100000 with Std. Deviation of Rs. 17259.637 was observed.

Fig. 4.10:Distribution of mother's monthly income



Parent's Monthly Income

Income of respondents' fathers and mothers were combined in order to understand the total parent's income and was recorded the same in to three levels namely, lower income group, moderate income group, and higher income group in order to examine the impact of various income groups on respondent's level of aspiration and academic achievement. The income groups have been formed on the basis of using quartile formula; Q1 and Q4 were found having extreme value whereas Q2 and Q3 were grouped which has been found in resemblance with standard of living in Surat city.

Table – 4.11: Description of various values of income in Rs. among parents

Specification	Valid number	Mean	Std. Deviation	Minimum	Maximum
Father's	410	27333.90	33212.318	1800	300000
Mother's	47	11759.57	17259.637	1000	100000
Total income of Parents'	420	27999.0476	34082.41939	1800.00	300000

The total 99.30 percent (420) respondents' parents' income included in the study. The three respondents, 0.7 percent did not have both the parent and they were staying with grand parent or elder brother. Therefore their income is not counted in the total income of the parent. The findings of the total income as presented in table – 4.11, minimum monthly income of the parents is Rs. 1800 and maximum monthly income is Rs. 300000.00. Mean income among parents was Rs. 27999.04 which is higher than mean income among fathers and mothers as well.

Level of Income Groups among Parents

Table – 4.12: Level of Income groups among parents of respondents' (Income p.m.)

Level of Income group	Frequency	Percent
1. Lower income group	126	29.80
2. Moderate income group	202	47.80
3. Higher income group	92	21.70
4. Not Applicable	3	00.70
Total	423	100.00

It can be seen in table – 4.12 that 47.80 percent (202) of respondents' parents belonged to moderate level of income group i.e. income between Rs. 10,001 to 30,000

per month. 29.80 percent (126) of respondents' parents belonged to lower income group i.e. less than Rs. 10,000 per month and 21.70 percent (92) of respondent's parents belonged to higher income group i.e. income more than Rs. 30,000 per month.

To summarize it can be stated that level of education among father is found higher than mothers. A very few number of respondent's mothers are found working. Majority of respondent's parents are having moderate level of income i.e. income range between Rs. 10,000 to Rs. 30,000 per month.

Section – I-C

Present Course of Study

Entrance Tests

Present course of the study was probed through various questions.

Table – 4.13: Distribution of various entrance tests appeared by respondents to get admission in the present degree course

Types of Entrance Test	Frequency	Percent
1. Did not appear	317	73.94
2. CPT	20	4.72
3. AIEEE	50	11.82
4. JEE	08	1.89
5. PMT	04	0.95
6. NATA	05	1.18
7. Any Other	19	4.50
Total	424	100.00

It can be seen from table – 4.13 that 73 percent (317) of total respondents did not appear for any type of entrance test. Only 27 percent (114) of respondents appeared various entrance tests to get admission in the present course of study. Out of total respondents (114) who appeared for any kind of entrance test, majority i.e. 13.60 percent (59) appeared for AIEEE, and other appeared tests like CPT, JEE, PMT, NATA. Any other category of responses included tests like N- Mat and others. Thus respondents belonging to Professional and Technical category of courses appeared for one or more than one entrance tests for the present course of study.

Pursuing the Present Course of Study as First Choice

Table – 4.14: Gender wise distribution of pursuance of present course of degree as first choice

Gender	pursuing the course of first choice		Total
	Yes	No	
Male	143 (71.9%)	56 (28.1%)	199 (100.0%)
Female	166 (74.1%)	58 (25.9%)	224 (100.0%)
Total	309 (73.0%)	114 (27.0%)	423 (100.0%)

Findings on whether respondents pursued the course of present degree as their first choice or not, as presented in table – 4.14 reveals that 73.00 percent (309) of the total respondents pursue the course of their first choice, whereas 27.00 percent (114) of total respondents did not pursued the course of their choice. The cross tabulation of gender and pursuance of present course as their first choice revealed that more of female respondents i.e. 74.10 percent (166) pursued the present course of study as their first choice compared to male respondents 71.9 percent (143) (table 4.14).

Table – 4.15: Distribution of various reasons for not getting admission in the first choice of course

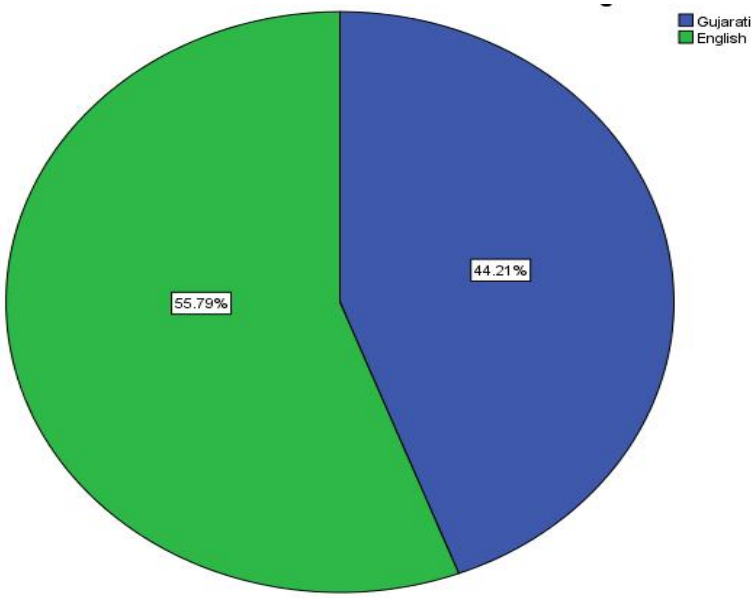
Various Reasons	Frequency	%*
1. Lack of knowledge about admission procedure	25	21.92
2. Lack of information on availability of course.	27	23.68
3. Could not qualify minimum criteria required for admission	38	33.33
4. Higher level of fees structure	42	36.84
5. Insufficient effort	23	20.17
6. Parent did not allow to opt for	25	21.92

N=180

* Multiple responses hence the percentage do not add to 100

Further exploration regarding reasons for not getting admission in the first choice of degree was done with multiple choice options, as presented in table – 4.15, the multiple reasons were found, like lack of knowledge about admission procedure, lack of information on availability of course, could not qualify minimum criteria required for the admission, higher level of fees structure, insufficient effort and parent did not allow to opt for.

Fig. – 4.11: Distribution of medium of Instruction opted by respondents at college level



It can be noticed that 236 (55.80%) of respondents opted for the English language as a medium of instruction at under graduate level, as presented in fig. – 4.11, which is higher than respondents (15.60 percent) studied through English medium at secondary and higher secondary school level.

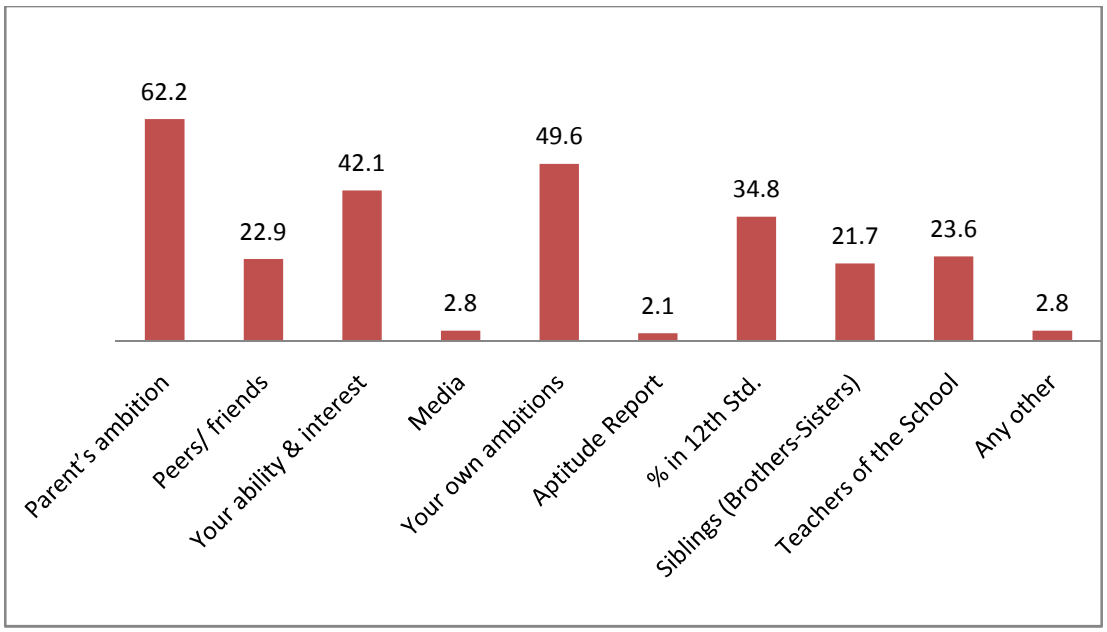
Table – 4.16: Distribution of various quotas for admission among respondents

Various Quotas of admission	Frequency	Percent
1. Merit	242	57.20
2. SC	26	6.10
3. ST	20	4.70
4. OBC	87	20.60
5. NRI	3	0.70
6. Management	20	4.70
7. Any other	25	5.90
Total	423	100.00

Table – 4.16 indicates the prototype of admission at under graduate level among the sample respondents. 57.20 percent (242) of total respondents have taken admission on merit, 20.60 percent (87) of respondents have taken admission on OBC quota, whereas 6.10 percent followed by 4.70 percent (26, 20) of respondents have taken admission on SC, ST and Management quota respectively. Though the NRI quota percentage is very low 0.7 percent (3) but it indicates the student's choice at undergraduate level specifically for engineering. 5.9% in any other means admission on female quota.

Influencing Factors

Fig. – 4.12: Distribution of Influencing Factors for the present course of study



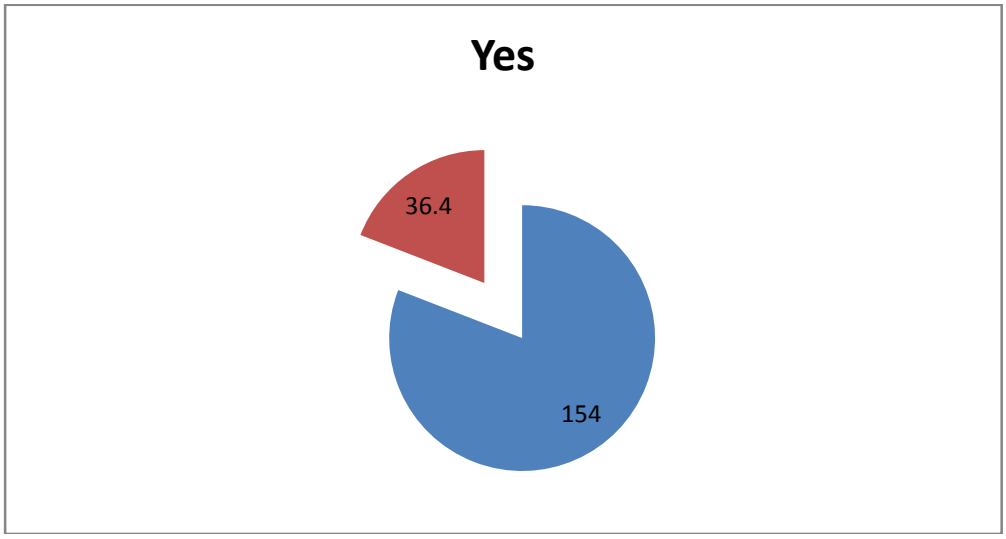
Influencing factors for the present course of study was further investigated through multiple choice options. Fig., – 4.12 indicates the significant extent of various influencing factors. 62.20 percent of respondents said that it is parents' ambition which was motivating factor for selection of present course of study. 49.60 percent of respondents had their own ambition to select, 42.10 percent of respondents said that it is because of their own ability and interests, which was followed by achievement of high / good percentage in 12th std., this was a factor for 34.80 percent of respondents, whereas teacher of the school has been found as less influencing factor in case of 23.60 percent respondents which was followed by peers/friends (22.90%) who influenced respondents and Siblings as an influencing factor, in case of 21.70 percent of respondents. Media and Aptitude Test report has been found very low influencing factor for only i.e. 2.8 and 2.1 percent of respondents respectively.

Fee Structure

Description of the fee structure for the various courses varied from minimum fees of Rs. 545 per annum to Rs. 63000 with the mean of Rs. 26335.14 per annum. It is further observed that self financed courses are having higher fee structure than Grant in Aid courses.

Financial Constraints

Fig. – 4.13: Distribution of felt financial constraints for pursuing studies among respondents



The study also tried to further explore whether respondents felt any financial constraints during the course of study from primary level to undergraduate level. It can be seen in fig. – 4.13, that 36.40 percent (154) of total respondents felt financial constraints in pursuing studies.

Table – 4.17 Distribution of level at which respondents felt financial constraints during course of study

Level	Frequency	Percent*
Schooling till 10th	23	14.93
Higher Secondary	51	33.11
College level education	106	68.83

N=180
Note: * Multiple responses and hence the percentage do not add to 100

It can be further noticed in table – 4.17, that 68.83 percent (106) of respondents felt financial constraints at college level followed by higher secondary level and schooling till the level of 10^{th} standard with 33.11 (51) and 14.93 percent(23) of respondents respectively.

Table – 4.18: Distribution of various purposes of financial constraints among respondents

Various Purposes	Frequency	Percent
1. Fees	109	70.77
2. Books	21	13.63
3. Tuitions Fees	37	24.02
4. Any other	11	7.14

N= 178
Note: * Multiple responses and hence the percentage do not add to 100

Further exploration related to various purposes for which financial constraints felt by respondents was done and findings can be observed in table – 4.18, that 70.77 percent (109) of respondents felt financial constraints for paying fees, followed by constraint for paying tuition fees and purchasing books for 24.02 and 13.63 percent (37, and 21) respondents respectively. Any other responses included purposes like

managing expenditure for the project work, for photocopy of study material, pocket money etc for which economic constraints felt by respondents.

Table – 4.19: Distribution of Various Sources of Financial Assistance

Various sources of financial assistance	Frequency	Percent*
1. Government Schemes	17	15.70
2. Private Institutions	5	4.60
3. Trust	12	11.00
4. Bank	9	8.20
5. Own Community Fund	27	24.80
6. College	8	7.30
7. Any other	31	28.40

N=109

Note: * Multiple responses and hence the percentage do not add to 100

Investigation related to various sources of management of financial constraints was done and as it can be noticed in table – 4.19, the highest percent 28.40 (31) of respondents have managed their financial constraints through taking help from closed relatives and friends which have been mentioned in any other responses, other respondents have approached own Community Fund (24.80 percent), and very less percent 15.70 of respondents have taken advantage of Government scheme, followed by financial assistance from Trust, Bank, College and Private Institutions.

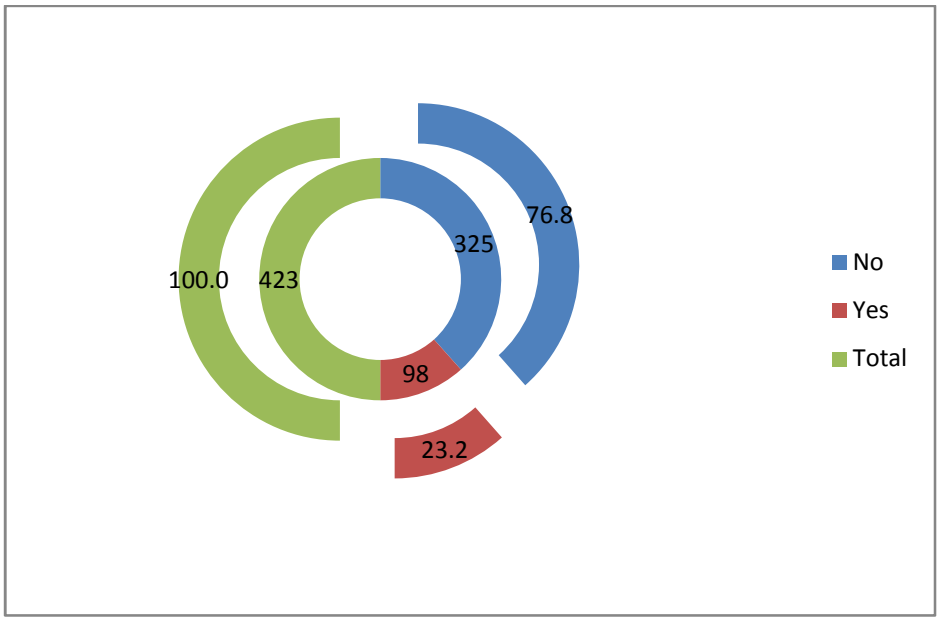
Table – 4.20: Gender wise distribution of felt financial constraints among respondents

Responses	Gender		Total
	Male	Female	
Yes	91 (21.5%)	63 (14.9%)	154 (36.4%)
No	108 (25.5%)	161 (38.1%)	269 (63.6%)
Total	199 (47.0%)	224 (53.0%)	423 (100.0%)

Table – 4.20, the cross tabulation of gender and felt financial constraints reveals that 21.50 percent (91) of respondents were male and 14.90 percent (63) of female respondents who felt financial constraints in the pursuing studies for one or the other purposes. Thus it can be said that more of male respondents felt financial limitation than female respondents.

Status of Working Students

Fig. – 4.14 : Distribution of frequency of working respondents



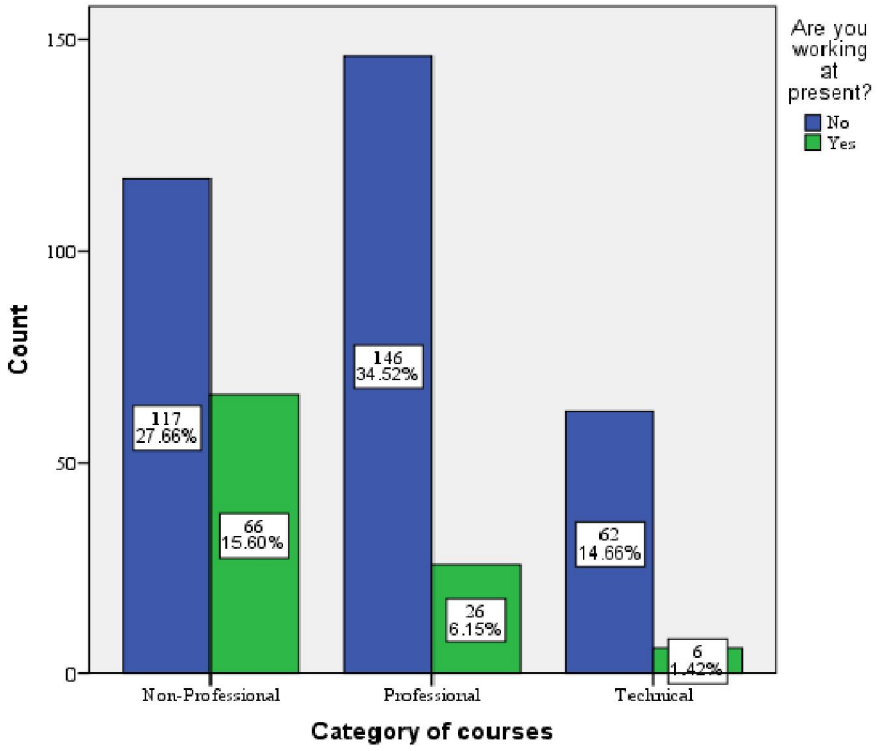
It was further explored to understand the concept of 'earn while you learn' among the sample respondents which is presented in following paragraph. The data findings presented in fig. – 4.14 indicated that out of total respondents, 76.80 percent (325) respondents were not working; only 23.20 percent (98) of respondents were working while studying.

Table – 4.21: Distribution of Pattern of Employment among Working Respondents

Pattern of Employment	Frequency	Percent	
1. Self Employed	31	7.30	
2. In family business	19	4.50	98 (23.2)
3. Pvt. organizations	46	10.90	
4. Govt. Organization	1	0.20	
5. Non Working	325	76.80	
Total	423	100.00	

Further probing was done to understand the pattern of employment among working respondents (23.20%) as can be seen in table – 4.21 that, 10.90 percent (46) of respondents were working with Private Organizations, 7.30 percent (31) were self employed, 4.50 percent (19) were working with family business and only 0.20 percent (1) was working with Government Organization.

Fig. – 4.15: Distribution of working respondents as per their categories of courses



The cross tabulation of working respondents and category of courses (fig.,4.15) indicates that out of total working students (98), the highest percent 15.60 (66) belonged to Non professional category of courses, 6.15% (26) belonged to Professional category of courses and 1.42% (6) belonged to Technical category of courses respectively.

Table – 4.22: Gender wise distribution of working respondents

Description	Gender		Total
	Male	Female	
No	141 (33.3%)	184 (43.5%)	325 (76.8%)
Yes	58 (13.7%)	40 (9.5%)	98 (23.2%)
Total	199 (47.0%)	224 (53.0%)	423 (100.0%)

Further probe through the cross tabulation of gender and working students (table – 4.22) revealed that more of male respondents (13.7%) were working compared to female respondents (9.5%).

Analysis on working hours of respondents varied from two to twelve hours per day. Minimum working hours were two and maximum hours of working were twelve. The mean hours of working were 5.64 hours among respondents.

Further probe in to the income earned by working respondents indicated that income earned varied from minimum Rs. 600 to maximum Rs. 20,0000, with mean of Rs. 8207.14 per month.

Table – 4.23: Distribution of reasons among working respondents (98)

Reasons for working	Frequency	Percent
1. To get experience	49	50.00
2. To manage expenses of study	28	28.57
3. Want to continue job in hand	01	1.20
4. To support family	29	29.60

N= 107 *

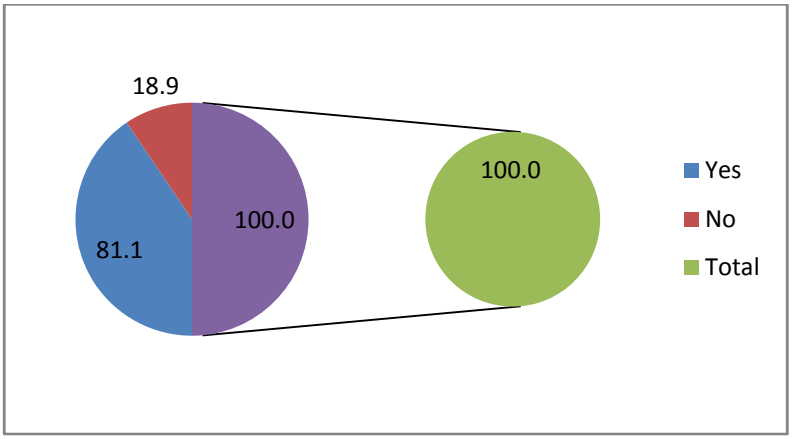
Note: * Multiple responses and hence the percentage do not add to 100

The study further explored about various reasons for working as can be observed in the table – 4.23, 50.00 percent (49) of sample respondents replied that they worked to get experience, 29.60 and 28.57 percent (29 and 28) of working sample respondents worked to support the family and to manage expenses of studies respectively. Only one respondent was working to continue job in hand.

The content analysis of work done by working respondents was done which revealed that respondents were doing work related to Accountancy, sales, computer, data entry, data operator, teaching and supervision in private classes, financial advisor and networking, diamond broker, marketing agents.

Extra Curricular Activities

Fig. – 4.16: Distribution of participants in extra curriculum activities (in %)



The above fig. 4.16 indicates that majority of respondents, (81.9 percent) participated in one or the other extracurricular activities.

Table – 4.24: Distribution of Extracurricular Activities among Respondents

Various Extra-curricular Activities	Group	Frequency	Percent
1. Debate or essay writing	Literary Art	87	25.36
Quiz Contest	Literary Art	142	41.39
2. Music & Drama	Performing Art	186	54.22
3. Sport and Games	Sports	260	75.80

N = 675*
Note: * Multiple responses and hence the percentage do not add to 100

Further participation in Extra Curricular activities was probed and analysis revealed that out of total respondents 81.09 percent (343) respondents participated in various extracurricular activities, like debate, music, drama during youth festival, essays writing competition, quiz contest, sports and games. All the activities were divided in to literary art, performing art, and sports as presented in table – 4.24. It is perceived

that majority of (260) respondents participated in sports and games followed by literary art and performing art.

Table – 4.25: Gender-wise distribution of participation in extracurricular activities

Responses	Gender		Total
	Male	Female	
Yes	157 (45.8%)	186 (54.2%)	343 (100.0%)
No	42 (52.5%)	38 (47.5%)	80 (100.0%)
Total	199 (47.0%)	224 (53.0%)	423 (100.0%)

Further exploration on participation in extracurricular activity was done with gender variable. As presented in table – 4.25, that 54.20 percent (186) of female respondents participated in extracurricular activities and 45.80 percent (157) of male respondents participated in extracurricular activities. It can be said that more of the female respondents participated in extracurricular activities.

Table – 4.26: Distribution of Category of Courses and Participation in Extracurricular Activities

Responses	Category of courses			Total
	Non-Professional	Professional	Technical	
Yes	130 (37.9%)	157 (45.8%)	56 (16.3%)	343 (100.0%)
No	53 (66.2%)	15 (18.8%)	12 (15.0%)	80 (100.0%)
Total	183 (43.3%)	172 (40.7%)	68 (16.1%)	423 (100.0%)

Further investigation was done related to which category of courses participated more in extracurricular activities. The data presented in cross tabulation of table – 4.26, on category of courses and participation in extracurricular activities reveals that 45.80 percent (157) of respondents from professional category participated in various activities which are followed by respondents (37.90%, (130)) from non-professional category and respondent (16.30%) from technical category.

Section – I-D

Academic Achievement (A Ach)

In Indian education system, Academic achievement is commonly measured in marks, grades GPA, SGP etc. The study tried to understand academic achievement at secondary level, higher secondary level and at all the semesters of UG level. The collected data was standardized in percentage format by using various formulas. For example: the students of engineering are awarded Grade by Gujarat Technological University (GTU), the same was converted in to percentage by using formula given by GTU.

The average academic achievements of the sample respondents at 10^{th} standard and 12^{th} was drawn by using formula of geometric mean and renamed as academic achievement at higher secondary level. Further the average achievements of respondents from secondary level to UG level is calculated by using Geometric Mean formula and renamed as overall academic achievement.

$$GM = \sqrt[n]{x_1 \times x_2 \times \ldots x_n}$$

Academic achievement at both the level, namely, higher secondary level and under graduate level were grouped in to three different level after using quartile formula namely,

(a) Percentages less than 50 were grouped in to Lower academic achievements, (<50 percentage),

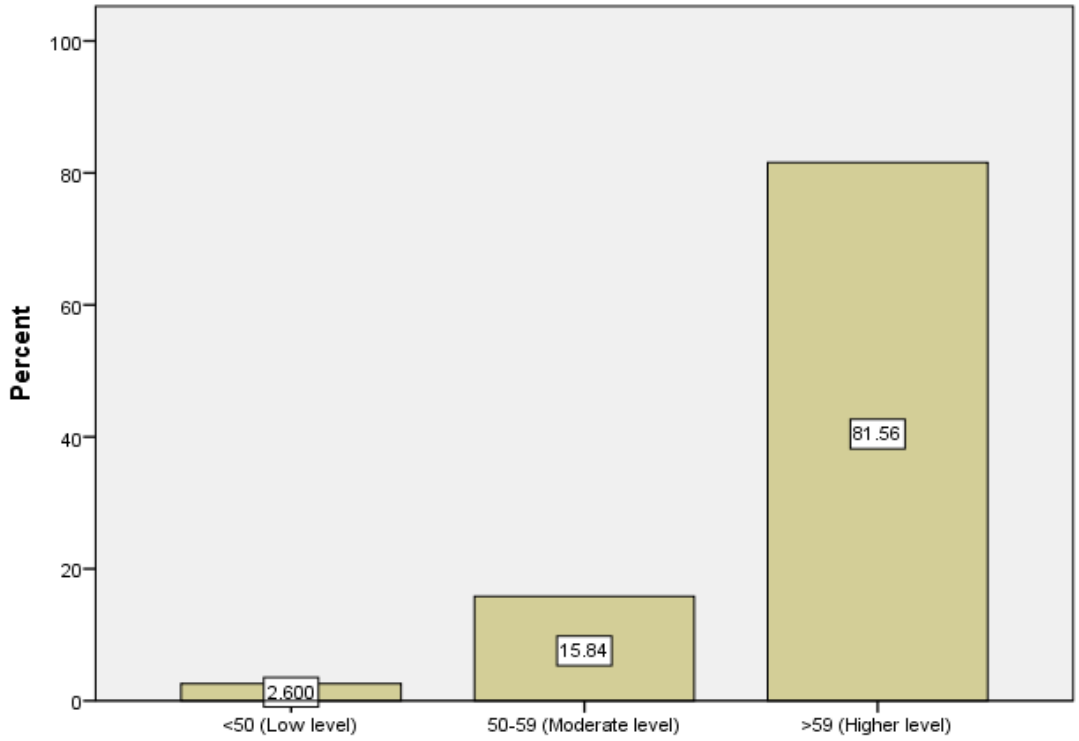
(b) Percentages more than 50 to 59 were grouped in to Moderate academic achievements (50-59 percentage) and

(c) Percentages more than 59 were grouped in to Higher academic achievement (>59 percentage) in order to understand the impacts and associations with socio demographic variables.

Academic Achievement at Higher Secondary level: (Standard 10th & 12th)

As can be noticed from the table – 4.41 that respondents achieved minimum 43.50 percent and maximum of 90.50 percent with mean academic achievement of 68.63 percent, among respondents at higher secondary level.

Fig. – 4.17: Classification of level of achievement at higher secondary level among respondents



Further various level of academic achievement which can be seen in fig., – 4.17 that 81.56 percent (345) of respondents had higher level of achievement, 15.80 percent (67) of respondents had moderate level of achievements and only 2.60 percent (11) of respondents had lower level of achievements higher secondary level. It can be concluded that majority of respondents had higher level of academic achievements at higher secondary level.

Table – 4.27: Gender wise distribution of levels of academic achievement at higher secondary level

Level	Gender		Total
	Male	Female	
Lower level	7 (63.6%)	4 (36.4%)	11 (100.0%)
Moderate level	39 (58.2%)	28 (41.8%)	67 (100.0%)
Higher level	153 (44.3%)	192 (55.7%)	345 (100.0%)
Total	199 (47.0%)	224 (53.0%)	423 (100.0%)

The cross tabulation data on gender and academic achievements at higher secondary level (table – 4.27) reveals that 55.70 percent (192) of female respondents had higher level of achievements than male respondents (44.30%, 153), 58.20 percent (39) of male respondents were higher on moderate level of achievements than female respondents (41.80%, 28), whereas 63.70 percent (7) of male respondents were higher at lower level of achievements than female respondents (36.40%, 4).

To conclude it can be mentioned that female respondents were higher achievers than male respondents.

Schooling and Academic Achievement at Higher Secondary Level

Further level of achievement was explored in depth with status of school, place of school, medium of instruction at school, and Board of examination at higher secondary level. Findings of which are presented in the following Para in the above mentioned sequence.

Type of School

Analysis on status of school revealed (table – 4.28) that 53.00 percent (224) of respondents studied in Private but GIA school, out of which 52.50 percent (181) of respondents were higher academic achiever 56.70 percent (38) were moderate academic achievers, where 45.50 percent (5) were lower academic achiever.

Table – 4.28: Distribution of type of school and level of academic achievement among respondents

Academic achievement	Status of School				Total
	Private & Grant in Aid	Private/Non-granted	Central	Municipal	
Lower level	5 (45.5%)	0 (0.0%)	3 (27.3%)	3 (27.3%)	11 (100.0%)
Moderate level	38 (56.7%)	19 (28.4%)	3 (4.5%)	7 (10.4%)	67 (100.0%)
Higher level	181 (52.5%)	128 (37.1%)	19 (5.5%)	17 (4.9%)	345 (100.0%)
Total	224 (53.0%)	147 (34.8%)	25 (5.9%)	27 (6.4%)	423 (100.0%)

Data presented in table – 4.28 implied that 34.80 percent (147) of respondents studied in private & non GIA School, out of which, 37.10 percent (128) of respondents were higher achiever, 28.40 percent (19) percent of respondents were moderate achiever; however there was none in lower achievement level.

5.90 percent (25) of respondents studied in Central school, out of which 5.50 percent (19) were higher academic achievers, and 4.50 & 27.30 percent (3 & 3) of respondents were moderate and lower level achievers respectively.

6.40 percent (27) of respondents studied in municipal school, out of which 4.9 percent (17) of respondents were higher academic achiever, 10.40 percent (7) were moderate academic achievers, where as 27.30 percent (3) were lower academic achiever.

In brief, it can be said that respondents from private school but GIA were the higher achievers.

Academic Achievement and Place of Schooling among Respondents

Table – 4.29: Distribution of various levels of academic achievement and place of schooling among respondents

various level of academic achievement	Place of Schooling			Total
	Urban	Semi-Urban	Rural	
Low level	6 (54.5%)	4 (36.4%)	1 (9.1%)	11 (100.0%)
Moderate level	51 (76.1%)	8 (11.9%)	8 (11.9%)	67 (100.0%)
Higher level	276 (80.0%)	40 (11.6%)	29 (8.4%)	345 (100.0%)
Total	333 (78.7%)	52 (12.3%)	38 (9.0%)	423 (100.0%)

It can be observed from table – 4.29 that 78.70 percent (333) of respondents studied from urban area of school, out of which 80.00 percent (276) were higher academic achievers, 76.10 percent (51) of respondents were moderate achiever, whereas 54.50 percent (6) of respondents were lower academic achievers.

12.30 percent (52) of respondents studied from semi urban area of school, out of which 11.60 percent (40) were higher academic achievers 11.90 percent (8) of respondents were moderate achiever, whereas 36.40 percent (4) of respondents were lower academic achievers.

9.00 percent (38) of respondents studied from rural area of school, out of which 8.40 percent (29) were higher academic achievers 11.90 percent (8) of respondents were moderate achiever, whereas 9.10 percent (1) of respondent was lower academic achiever.

In brief, it can be stated that respondents from urban school were higher academic achiever than respondents from semi urban and rural area.

Various Levels of Academic Achievement and Medium of Instruction at School

Table – 4.30: Distribution of various levels of academic achievement and different Medium of instruction at school among respondents

	Medium of Instruction			Total
	English	Gujarati	Any Other	
Low level	0 (0.0%)	11 (100.0%)	0 (0.0%)	11 (100.0%)
Moderate level	2 (3.0%)	65 (97.0%)	0 (0.0%)	67 (100.0%)
Higher level	64 (18.6%)	268 (77.7%)	13 (3.8%)	345 (100.0%)
Total	66 (15.6%)	344 (81.3%)	13 (3.1%)	423 (100.0%)

As can be seen from table – 4.30 that 81.30 percent (344) of respondents studied through Gujarati medium school out of which 77.70 percent (268) of respondents were higher achievers, 97.00 percent (65) of respondents were moderate achievers, whereas 11 respondents were lower academic achievers.

15.60 percent (66) of respondents studied through English medium school out of which 18.60 percent (64) of respondents were higher achievers, 3.00 percent (2) of respondents were moderate achievers, whereas there was none on lower academic level.

Respondents from any other responses included respondents those who studied through Marathi and Hindi medium school. Only 3.10 percent (13) of respondents comprised of any other responses. And all of them were found higher achievers.

Various Levels of Academic Achievement and Board of Examination at Higher Secondary School among Respondents

Table – 4.31: Distribution of various levels of academic achievement and Board of examination at higher secondary school among respondents

Various levels of academic achievement	Board of Examination				Total
	Gujarat Board	CBSE	ICSCE	Any Other	
Low level	10 (2.40%)	1 (0.2%)	0 (0.0%)	0 (0.0%)	11 (2.60%)
Moderate level	67 (15.80%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	67 (15.80%)
Higher level	325 (76.83%)	13 (3.1%)	1 (0.2%)	6 (1.4%)	345 (81.60%)
Total	402 (95.0%)	14 (3.3%)	1 (0.2%)	6 (1.4%)	423 (100.00%)

As can be observed in table – 4.31, that 95.00 percent (402) of respondents were from Gujarat Board, out of which 76.83 percent (325) of respondents were higher academic achievers, 15.80 percent (67) of respondents were moderate achievers, whereas 2.40 percent (10) respondents were lower academic achievers. Another 5.00 percent (21) of respondents were from CBSE, ICSCE, and other boards like, Maharashtra, Uttar Pradesh and they are found higher level achievers.

In brief it can be said that respondents from Gujarat Board were found higher achiever at higher secondary level of schooling.

To conclude, it can be said that respondents from private but GIA School, urban area school, and who studied in Gujarati medium and Gujarat Board were higher achiever.

Academic Achievement at Under Graduate Level

Academic achievement at under graduate level were obtained year wise and or semester wise and then the average has been taken out using mean formula.

Fig. – 4.18: Distribution of frequency of Academic Achievement at Under Graduate Level

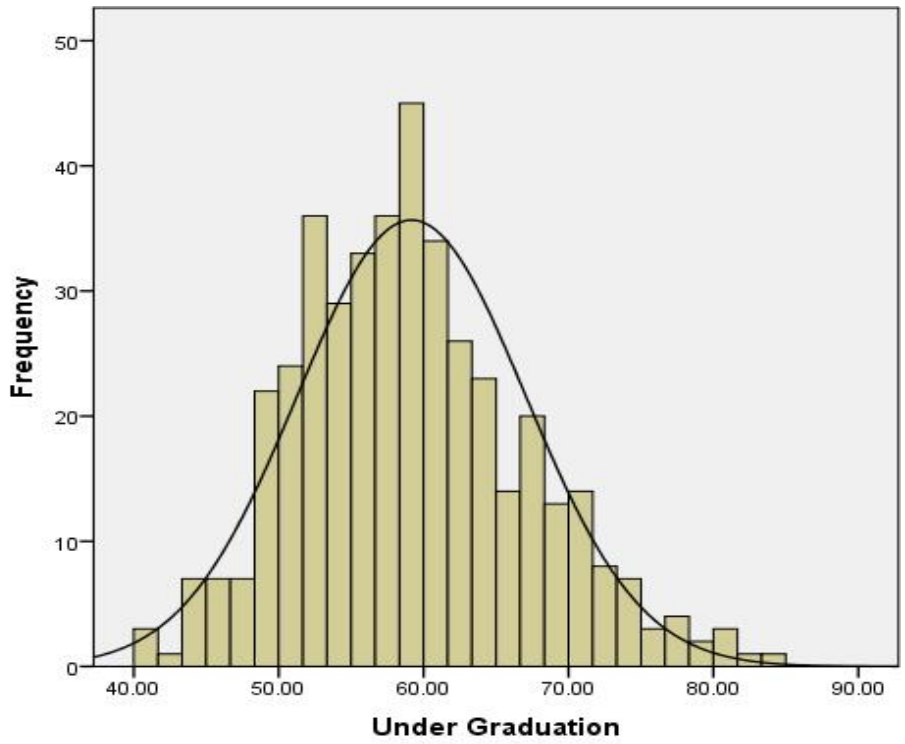
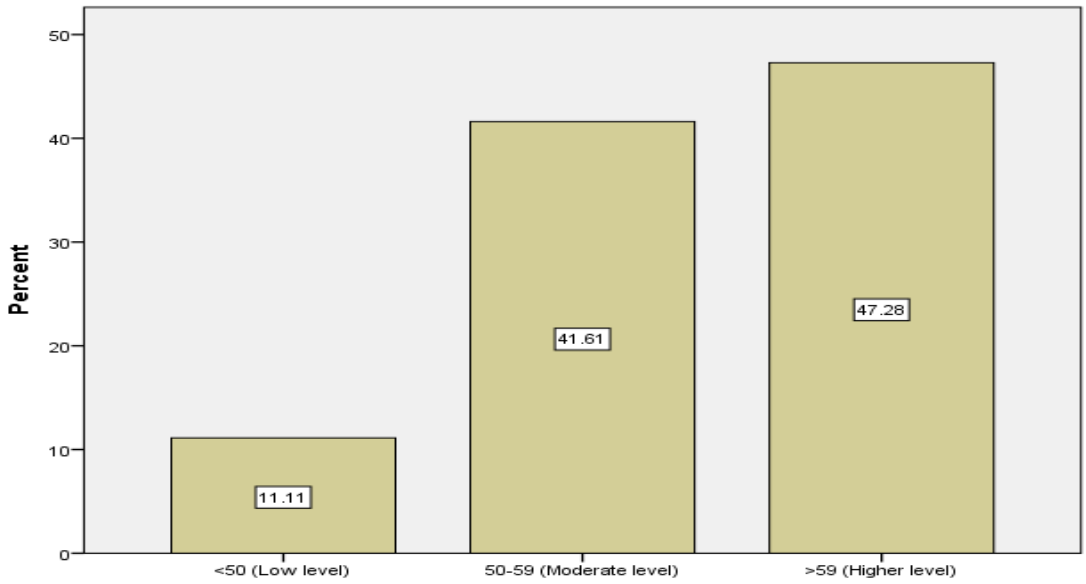


Fig. – 4.18 reveal normal distribution of academic achievement at under graduate level. It further indicates that respondents have minimum academic achievement of 40.00%, maximum of 84.77% with mean academic achievement of 59.16% at UG level.

Fig. – 4.19 Classification of level of academic achievement at under graduate level among respondents



Frequencies of academic achievement were grouped in to three levels as mentioned earlier. As can be seen in fig. – 4.19, 47.28 percent (200) of respondents had higher level of academic achievement, 41.60 percent (176) of respondents had moderate level of achievement and 11.10 percent (47) of respondents had lower level of academic achievement.

Table – 4.32: Distribution of level of Academic Achievement at H. S. & UG level of education

Level of achievement	Higher Secondary level		Under Graduate level	
	Frequency	Percent	Frequency	Percent
Lower level	11	2.6	47	11.1
Moderate level	67	15.8	176	41.6
Higher level	345	81.6	200	47.3
Total	423	100.0	423	100.0

As it can be seen from table – 4.32, that percentage of lower level and moderate level achievement have increased from 2.6% to 11.1% and 15.8% to 41.6% at under graduate level. There is a noticeable decrease in percentage at higher level of academic achievement from 81.6% to 47.3% level.

It can be mentioned that Academic Achievement at UG Level found at lower level than Academic Achievement at higher secondary level.

Table – 4.33: Gender wise distribution of level of academic achievement at UG level among respondents

Various Levels of academic achievement at UG level	Gender		Total
	Male	Female	
Low level	35 (74.5%)	12 (25.5%)	47 (100.0%)
Moderate level	91 (51.7%)	85 (48.3%)	176 (100.0%)
Higher level	73 (36.5%)	127 (63.5%)	200 (100.0%)
Total	199 (47.0%)	224 (53.0%)	423 (100.0%)

Data findings as presented in table – 4.33, on cross tabulation of gender and level of academic achievement and gender designate that more female respondents 63.50 percent (127) were found on higher level of achievements than male. More male respondents were found on moderate level (51.70 percent (91) of achievement and lower level of achievement (74.50 percent (35) than female respondents.

It can be said that female respondents are higher achiever then male respondents.

Table – 4.34: Distribution of level of academic achievement and types of colleges at UG level among respondents

Various Levels of academic achievement	Types of colleges		Total
	Self Financed	Grant in Aid	
Low level	5 (10.6%)	42 (89.4%)	47 (100.0%)
Moderate level	78 (44.3%)	98 (55.7%)	176 (100.0%)
Higher level	117 (58.5%)	83 (41.5%)	200 (100.0%)
Total	200 (47.3%)	223 (52.7%)	423 (100.0%)

Further investigation was done with type of colleges and level of academic achievements as presented in table – 4.34, that more (58.50 percent (117) of respondents from self financed colleges were found on higher level of academic achievement at UG level, more respondents from GIA colleges were found on moderate and lower level of achievement 55.70% (98) & 89.40% (42) respectively.

It can be said that respondents from self financed colleges are found higher achiever.

Table – 4.35: Distribution of levels of academic achievement among respondents of various categories of courses

Various levels of academic achievement	Category of courses			Total
	Non-Professional	Professional	Technical	
Low level	40 (85.1%)	3 (6.4%)	4 (8.5%)	47 (100.0%)
Moderate level	83 (47.2%)	64 (36.4%)	29 (16.5%)	176 (100.0%)
Higher level	60 (30.0%)	105 (52.5%)	35 (17.5%)	200 (100.0%)
Total	183 (43.3%)	172 (40.7%)	68 (16.1%)	423 (100.0%)

Further exploration was done through cross tabulation of level of academic achievement among various categories of respondents as can be observed in table – 4.35 that more respondents (52.50 percent (105) from professional category were

found on higher level of academic achievements at UG Level, 47.20 & 85.10 percent (83, & 40) of respondents from non professional category were found on moderate and lower level of academic achievement respectively.

To summarize, it can be stated that academic achievement at UG is observed decreasing from academic achievement at H S level. Female are found higher achiever. Respondents from self financed colleges, professional category of course were found higher achiever.

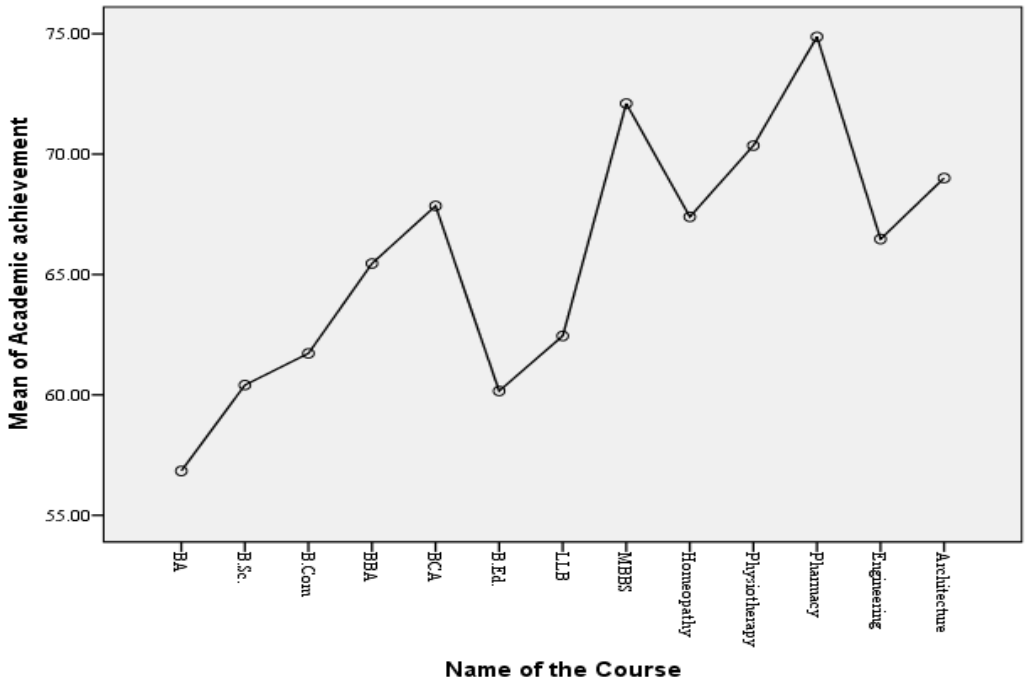
Overall Academic Achievement

An academic achievement at secondary level, higher secondary level and Undergraduate level was grouped to understand overall level of academic achievement among respondents.

Table – 4.36: Description of mean achievement among the respondents of various courses (in %)

Name of the course	N	Mean	Std. Deviation	Minimum	Maximum
BA	41	56.8397	5.91054	46.99	69.70
B.Sc.	16	60.4080	7.38737	50.80	78.14
B.Com	126	61.7251	8.45784	46.64	80.93
BBA	46	65.4594	4.87647	56.91	76.66
BCA	47	67.8501	5.75777	57.32	79.82
B.Ed.	41	60.1612	5.64083	48.37	71.34
LLB	10	62.4499	5.71571	52.38	71.70
MBBS	10	72.1008	3.47506	66.19	77.10
Homeopathy	6	67.3949	5.31873	59.00	73.46
Physiotherapy	6	70.3549	5.27273	60.75	76.60
Pharmacy	6	74.8718	5.71360	65.41	80.26
Engineering	62	66.4720	6.19228	55.13	83.44
Architecture	6	69.0062	8.17235	56.10	79.46
Total	423	63.5876	7.70650	46.64	83.44

Fig. – 4.20: Mean plot of academic achievement at U.G. level



The above table – 4.36 and fig. – 4.20 reveals the mean percentages and mean plotting of achievement with maximum and minimum scoring among respondents at various courses and indicate that respondents from B.A. had lowest mean of 56.83% achievement and respondents from Pharmacy course had the highest mean 74.87% achievement at UG level. The mean plotting further implies higher mean achievements of professional courses than Non professional courses. Further the mean achievements (66% & 67%) of technical courses are higher than average mean achievement (63.58%).

Table – 4.37: Distribution of level of overall academic achievement among respondents

Levels of Academic Achievement	Frequency	Percent
Lower academic achievement	16	3.8
Moderate academic achievement	102	24.1
Higher academic achievement	305	72.1
Total	423	100.0

The data findings on overall level of Academic Achievement, see table – 4.37, indicates that 72.10 percent (305) of respondents have higher academic achievements (>59%), 24.10 (102) percent of respondents have moderate level of academic achievement (50%- 59%), whereas only 3.80 (16) percent of respondents have lower level of achievement (<50%) on overall level of academic achievement.

Gender

Table – 4.38: Gender wise distribution of level of overall academic achievement among respondents

Various Levels of academic achievement	Gender		Total
	Male	Female	
Lower academic achievement	12 (75.0%)	4 (25.0%)	16 (100.0%)
Moderate academic achievement	62 (60.8%)	40 (39.2%)	102 (100.0%)
Higher academic achievement	125 (41.0%)	180 (59.0%)	305 (100.0%)
Total	199 (47.0%)	224 (53.0%)	423 (100.0%)

Further analysis of level of overall academic achievements was done with cross tabulation of gender, as per findings presented in table – 4.38, indicates that more female respondents (59.00 percent (180) were found on higher level of A Ach, compared to 41.00 percent (125) of male respondents. 60.80 & 75.00 percent (62, 12) of male respondents were found on moderate and lower level of Academic Achievement compared to female respondents (39.20% & 25.00% (40, & 4) respectively.

Table – 4.39: Distribution of various levels of academic achievement among various categories of courses

Various levels of academic achievement	Category of courses			Total
	Non-Professional	Professional	Technical	
Lower academic achievement	14 (87.5%)	2 (12.5%)	0 (0.0%)	16 (100.0%)
Moderate academic achievement	73 (71.6%)	21 (20.6%)	8 (7.8%)	102 (100.0%)
Higher academic achievement	96 (31.5%)	149 (48.9%)	60 (19.7%)	305 (100.0%)
Total	183 (43.3%)	172 (40.7%)	68 (16.1%)	423 (100.0%)

The cross tabulation of gender and category of courses revealed that (table – 4.39) more (48.90 percent (149) respondents from professional category found on higher level of overall academic achievements, whereas more (87.50 percent (14) of respondents from non professional category were found on lower level of overall Academic Achievement. However, none of the respondents from technical category was found on lower level of overall Academic Achievement.

Table – 4.40: Distribution of type of colleges and level of overall academic achievement

Types of colleges	Over all academic achievement			Total
	Lower academic achievement	Moderate academic achievement	Higher academic achievement	
Self Financed	2 (12.5%)	30 (29.4%)	168 (55.1%)	200 (47.3%)
Grant in Aid	14 (87.5%)	72 (70.6%)	137 (44.9%)	223 (52.7%)
Total	16 (100.0%)	102 (100.0%)	305 (100.0%)	423 (100.0%)

Further investigation on level of overall academic achievement with type of colleges was done through cross tabulation which can be observed from table – 4.40 that more

respondents 55.10 percent (168) from self financed colleges were found on higher level of academic achievements, respondents from GIA colleges were found more (87.50 percent (14) on lower level of academic achievement.

Comparison of Academic Achievements

Table – 4.41: Description of statistics of academic achievement at various levels of education (in %)

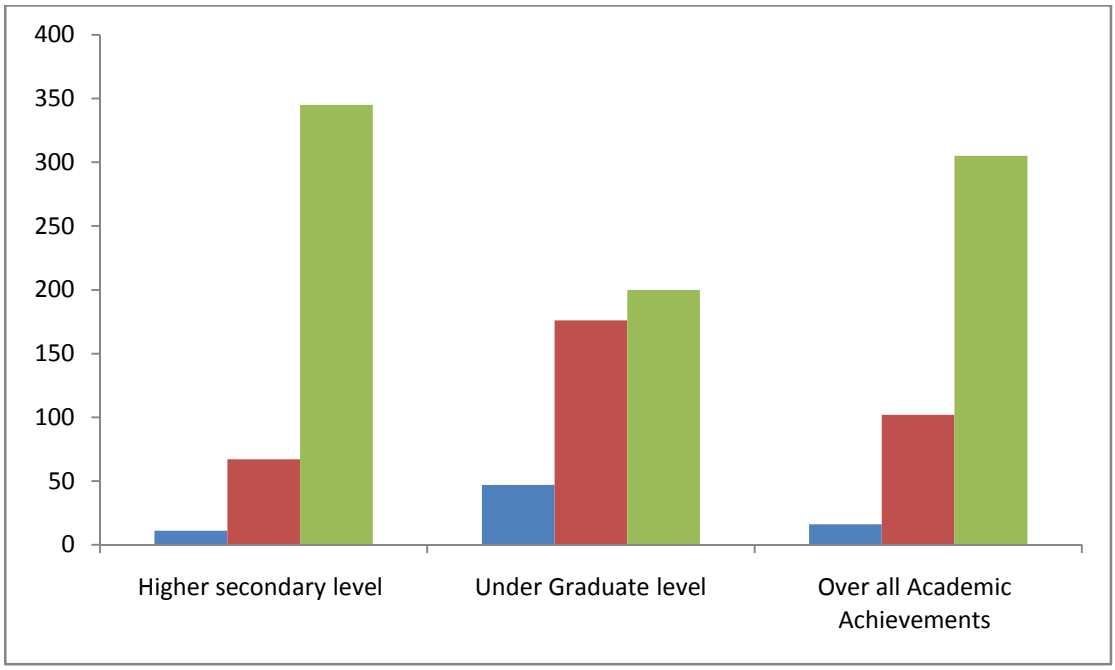
Level of Education	Mean	Std. Deviation	Minimum	Maximum
Higher Secondary Level	68.6359	9.70989	43.50	90.50
UG Level	59.1602	7.88421	40.00	84.77
Overall Achievement	63.5876	7.70650	46.64	83.44

The above table reveals the various descriptions of academic achievement at various levels of education among respondents. It indicates that mean achievement of from 68.63% at higher secondary level is decreased to 59.16% achievements at UG level. Further decrease in minimum and maximum scoring of percentage is also noticed.

Table – 4.42: Level wise distribution of academic achievement among respondents

Various Level of Academic achievement achievement	Achievement at Higher secondary level		Achievement at Under Graduate level		Over all Academic Achievement	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lower level	11	2.6	47	11.1	16	3.8
Moderate level	67	15.8	176	41.6	102	24.1
Higher level	345	81.6	200	47.3	305	72.1
Total	423	100.0	423	100.0	423	100.0

Fig. – 4.21: Levels of academic achievement at various levels of education.



It can be observed from table – 4.42, and fig. – 4.21 more percentages of respondents were higher achiever at higher secondary level than other two levels, more respondents are found at lower level of achievement at UG level than other two levels. More percentages of respondents are found at moderate level of achievement at UG levels than other two levels.

It can be clearly noticed from the above table and figure that the level of Academic Achievements among respondents at different levels of education.

Extra Achievements

There were respondents who had completed one Bachelor Degree and pursued another degree. They were grouped under extra achiever. Their mean achievement was 55.80% these respondents usually pursued LL.B. or B.Ed.

Section – I-E

Career Aspirations

In order to understand Career Aspirations, Occupational Aspiration Scale (OAS) was administered, and in depth probing about planning for future studies and career was done.

Further, the score is divided in to three different levels, using quartile formula.

Table - 4.43: Descriptive Statistics of Occupational Aspirations among Respondents of various Courses

Courses	N	Mean	Std. Deviation	Minimum	Maximum
BA	41	47.4634	7.52694	31.00	66.00
B.Sc.	16	50.6250	7.69307	36.00	62.00
B.Com	126	49.5794	7.93206	32.00	72.00
BBA	46	53.0870	6.08030	39.00	63.00
BCA	47	51.6170	7.18862	34.00	65.00
B.Ed.	41	46.2927	8.09087	26.00	69.00
LLB	10	62.2000	4.28952	55.00	67.00
MBBS	10	56.2000	7.78603	47.00	69.00
Homeopathy	6	53.1667	3.18852	50.00	58.00
Physiotherapy	6	56.0000	3.74166	53.00	63.00
Pharmacy	6	56.3333	3.88158	53.00	63.00
Engineering	62	54.0000	6.26989	36.00	65.00
Architecture	6	51.3333	9.91295	32.00	60.00
Total	423	51.0686	7.81920	26.00	72.00

Fig. –4.22: Mean plot of Occupational Aspirations among respondents of various courses

Table – 4.43 and fig. – 4.22 reveals description of various statistics of Occupational Aspirations found among respondents of all the courses. The lowest mean score of 46.29 is found among the respondents of B.Ed. course whereas the highest mean score of 62.20 of O A is found among respondents of LLB course. Further, overall mean of 51.06 score with minimum score of 26.00 and maximum score of 72.00 found among respondents.

Table – 4.44: Distribution of level of Occupational Aspirations among respondents

Level of Occupational Aspiration	Frequency	Percent
1. <46 (Lower level)	114	27.0
2. 47-56 (Moderate level)	204	48.2
3. >=57 (Higher level)	105	24.8
Total	423	100.0

Fig. – 4.23: Distribution of level of Occupational Aspirations among respondents

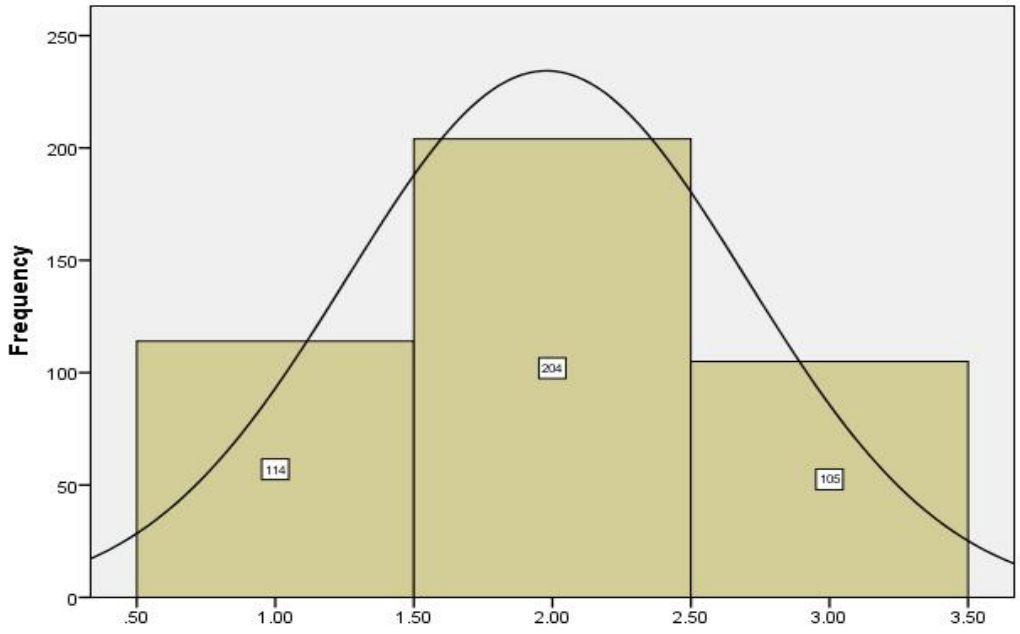


Table – 4.44 reveals frequency of levels of Occupational Aspirations among the respondents. Approximate quarter i.e. 24.80 percent (114) of respondents have higher level (score <=57) of occupational aspirations and 48.20 percent (204) of respondents have moderate level (47-56) of occupational aspirations and 27.00 percent (105) of respondents have lower level (<46) of occupational aspirations related to future occupation.

The data presentation in fig., 4.23 indicates the normal distribution of score across the three levels, majority of respondents are having moderate level of occupational aspirations about the job after completion of graduation. It can be stated that majority respondents are found on moderate level of Occupational Aspirations.

Gender

Table – 4.45: Gender wise Distribution of Level of Occupational Aspirations

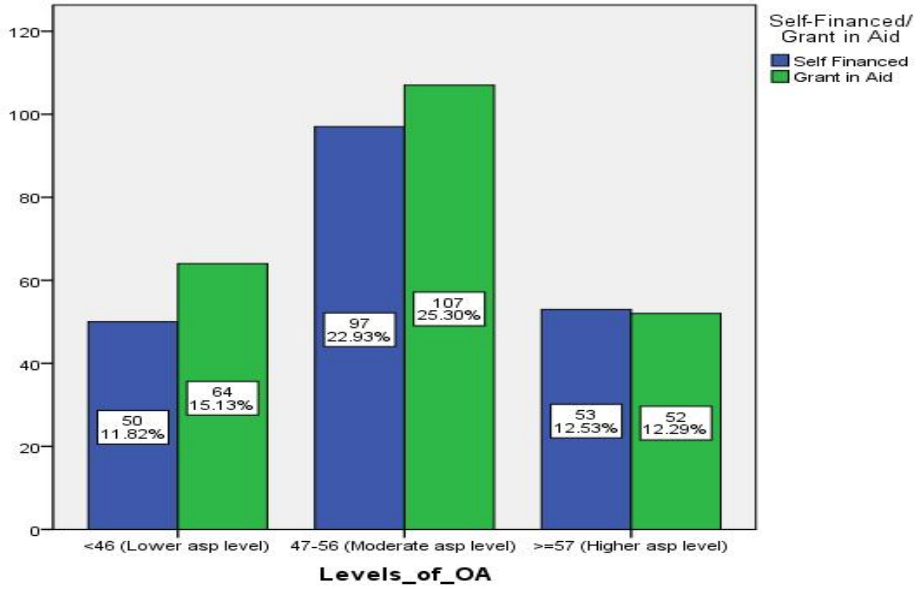
Levels of Occupational Aspirations	Gender		Total
	Male	Female	
Lower asp level	41 (36.0%)	73 (64.0%)	114 (100.0%)
Moderate asp level	100 (49.0%)	104 (51.0%)	204 (100.0%)
Higher asp level	58 (55.2%)	47 (44.8%)	105 (100.0%)
Total	199 (47.0%)	224 (53.0%)	423 (100.0%)

Further investigation of occupational Aspiration with gender was done to understand which gender has higher aspirations? Findings (table – 4.45) indicate that higher percentage of male respondents is found on higher level of occupational aspiration with 55.20 percent (58) compared to female respondents with 44.80 percent (47). 51.00 & 64.00 percent (104, 73) of female respondents are found on moderate and lower level of occupational aspirations.

It can be stated that male respondents are found having higher occupational aspirations than female. Female respondents are found with moderate or lower level of Occupational Aspirations.

Types of colleges

Fig . – 4.24: Distribution of levels of Occupational Aspirations and types of colleges among respondents



Further exploration was done in relation to type of colleges and level of aspirations as presented in figure – 4.24 that negligible difference is noticeable among both the type of colleges on higher level of occupational aspiration, 50.50 percent of respondents from self financed and 49.50 percent of respondents from GIA colleges. Respondents from GIA colleges are found higher on moderate and lower level of occupational aspirations compared to respondents from self financed Colleges.

Table – 4.46: Distribution of Levels of Occupational Aspirations among various categories of courses

Levels of OA	Category of courses			Total
	Non-Professional	Professional	Technical	
Lower level	69 (60.5%)	37 (32.5%)	8 (7.0%)	114 (100.0%)
Moderate level	81 (39.7%)	89 (43.6%)	34 (16.7%)	204 (100.0%)
Higher level	33 (31.4%)	46 (43.8%)	26 (24.8%)	105 (100.0%)
Total	183 (43.3%)	172 (40.7%)	68 (16.1%)	423 (100.0%)

Additional investigation was done on category of courses and levels of Occupational Aspirations as presented in table – 4.46 found that higher percentage (43.80) of respondents from professional category were found on higher level than other two levels, whereas (60.50 percent) of respondents from Non Professional category were found on lower level of Occupational Aspirations.

In short, it can be stated that professional courses are able to generate more of occupational aspiration rather than non professional courses.

Table – 4.47: Distribution of various reasons to achieve higher percentages at final U.G. Exam among respondents

Various reasons to achieve higher percentages	Frequency	Percent*
To get job	148	34.98
To get admission in good college for master degree	146	34.51
To get admission in good course at master degree	137	32.39
Helpful in going abroad	19	4.50
Helpful in getting good life partner	20	4.72

N=460
* Multiple responses hence percentages do not add to 100.

Respondents replied to the question of their wish to achieve percentages in the final exam, which they wished to achieve 75+ percentages in the final year of UG level for various reasons as mentioned in table – 4.47. To get job and to get admission in good college for master degree were the most common among various other reasons.

Aspirations Related to further Studies

Table – 4.48: Distribution of various options after graduation

Various options after graduation	Frequency	Percent*
Further study	131	30.96
Job	67	15.83
Job with Studies	182	43.02
Join family business	7	1.65
Start own business	36	8.51
Not decided	23	5.43
Marriage	13	3.07

N = 462

* Multiple responses hence percentages do not add to 100.

The respondents were asked questions like what will you do after graduation, in which field and where? Data findings of these questions can be noticed in table – 4.48 that 182 respondents would like to plan job and studies together, 131 wants to continue further studies, only 67 respondents wants to do job. Whereas 23 of them are undecided related to studies or job, very few only seven of respondents will join family business, whereas 13 respondents had planned marriage after bachelor degree. In short, it can be inferred that majority of youth would prefer to do further study with job.

Further Study

Table – 4.49: Distribution of frequency on Aspirations for further study

Aspiration for further study	Frequency	Percent*
Master	181	58.00
M.Phil.	21	6.70
Ph.D.	89	28.43
PG Diploma/ Certificate/ Professional Courses	32	10.22
Not sure	94	30.03
Others	11	3.51

N = 428

* Multiple responses hence percentages do not add to 100.

Moreover, the data on those who wish to study further (313), respondents (181) would like to complete study up to Master degree level, 89 respondents were aspired to opt for Ph.D., followed by respondents (94) were not sure what they would pursue after graduation, others included study as per the requirements of jobs (see table – 4.49).

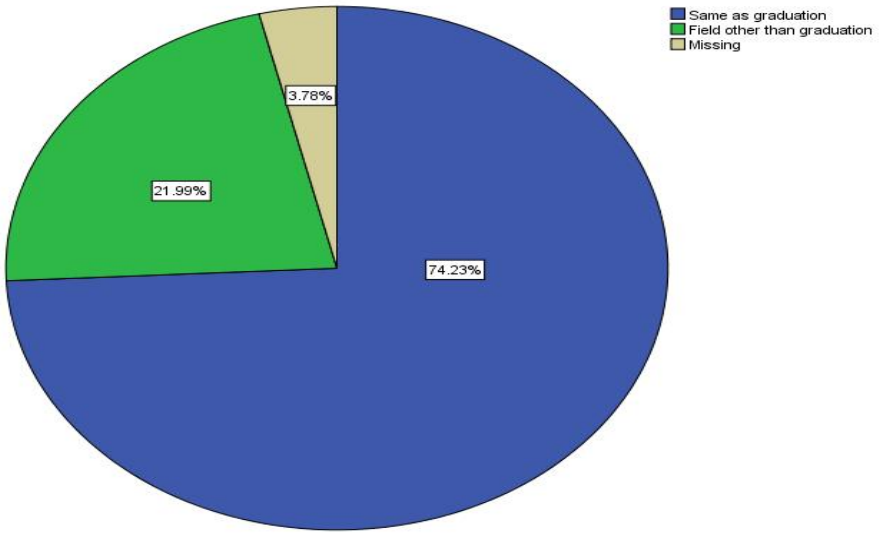
Table – 4.50: Distribution of places for future studies among respondents

Places of future studies	Frequency	Percent
1. Surat	203	48.0
2. Gujarat	125	29.6
3. Within India	58	13.7
4. Outside India	23	5.4
5. Any other	14	3.3
Total	423	100.0

Further probing on place of study was done and it is found that 77.50 percent (cumulative percent) (328) of respondents would prefer to continue further studies in Surat and with in Gujarat, and 13.70 percent (58) of respondents wanted to study in

India, only 5.40 percent (23) aspires to go to abroad for future studies. Any other responses included study through distance learning and undecided about place of study (See table – 4.50).

Fig. 4.25: Distribution of fields for the further study



Further investigation on field of study revealed as can be noticed in fig. - 4.25 that 74.23 percent (314) of respondents wanted to continue in the same field of graduation, 21.99 percent (93) of respondents would like to change the field or would like to opt for the field other than graduation. 3.78 percent (16) of respondents did not answer.

Table – 4.51: Distribution of change in career plans during the course of study among respondents

Responses	Frequency	Percent
Yes	105	24.80
No	318	75.20
Total	423	100.00

On enquiry, whether respondents ever changed the career plan, 75.20 percent (318) of respondents did not change the career plan, however 24.80 percent of respondents changed career plan after the result of 12th standard.

Influencing Factors

Table – 4.52: Distribution of influencing factors for future plans among respondents

Influencing factors for future plans	Frequency	Percent *
1. College institutions	24	05.67
2. Teachers	61	14.42
3. Job Market	3	00.70
4. Family	136	32.15
5. Self decision	112	26.47
6. Friends	30	07.09
7. Media	09	02.12
8. Career Exhibition	19	04.49
9. Versatile Personality	**31**	07.32
10. Others	**04**	00.94

N= 429*

* Multiple responses hence percentages do not add to 100.

Additional exploration on influencing factor for future plan of study was done**.** (see table – 4.52) the respondents have chosen multiple responses as factors such as from College institutions, Teachers, Job Market, Family, Self decision, Friends, Media, Career Exhibition, and Versatile Personality. The highest among them is family which influenced 136 respondents followed by independently decided by self in case of 112 respondents. Other influencing factors like college institutions, teachers, friends, career exhibition, versatile personality, are having influences at lower level. while the influences of job market is found in case of (3) respondents.

Table – 4.53: Distribution of preparation of competitive exam among respondents

Responses	Frequency	Percent
Yes	189	44.7
No	234	55.3
Total	423	100.0

Additional probe in to whether respondents are preparing for any competitive exams was done which can be seen in table – 4.53 that 44.70 percent (189) respondents are preparing for competitive exams and 55.30 percent (234) of respondents were not preparing any kind of competitive exams.

Table – 4.54: Distribution of preparation about the type of competitive exams among respondents

Purpose of Exams		Frequency*	Percent
Job	1. UPSC	24	
	2. GPSC	23	71
	3. IPS	6	
	4. TAT	18	
Entrance for admission	5. Law Entrance	8	
	6. CAT/ MAT	38	
	7. GATE	27	101
	8. GSAT	15	
	9. CPT	13	
Going Abroad	10. ILETS	8	08
	Any other	5	05
	Total		185

N=185*

* Multiple responses hence percentages do not add to 100.

Further researcher tried to know respondent's preparation about the type of competitive exams. Table – 4.54 reveals that 101 respondents were preparing for one or the other competitive exams to get admission in master degree. Very few, only 8 of respondents were preparing for ILETS to go abroad. 71 respondents were preparing for jobs, majority of respondents were preparing for UPSC and GPSC, followed by preparation for TAT, only 6 of respondents were preparing for IPS. Any other responses included preparation of specific entrance test required to get admission in particular institutions (for e.g., BITS PILANI, required by engineering institute, take their own entrance exams).

Thus it can be said that more of respondents were opting to appear test for getting admission in master degree.

To summarize, it can be mentioned that majority of respondents would prefer study with job and are aspired for master degree. However, majority of respondents would prefer to continue study in the same field of graduation from colleges of Surat and Gujarat. Family is found the most influencing factor for future study plans. Majority are not preparing for any competitive exams.

Aspirations related to Job Prospects

On enquiry, 45.20 percent (191) of respondents replied that their colleges have placement cell. 53.90 percent (228) of respondents replied 'no' to the query on placement cell. However, it is also observed that all the respondents from same college were not aware about existence of placement cell.

Study further explored on awareness about job opportunities after completion of study, data indicated that majority (77.30 percent, (327) of respondents, were aware

about availability of job opportunities. 22.70 percent (96) of respondents were not aware.

Data on awareness about expected job tasks indicated that 73.00 percent (309) of respondents were aware about expected job tasks to be performed in job. only 27.00 percent (114) of respondents were not aware about job tasks.

Table – 4.55: Distribution of perception of getting job among respondents

Responses	Frequency	Percent
Yes	293	69.3
No	130	30.7
Total	423	100.0

Advanced probe on perception of getting job after graduation was done, as presented in table – 4.55, it can be observed that 69.30 respondents (293) have positive feeling for getting job after graduation and 30.70 (130) of respondents had negative feeling about getting job after graduation.

Content Analysis of reasons for getting job revealed that respondents were confident to get the job for various reasons like they perceived that they have ability and knowledge to do job, good personality, demand of their degree in the market, their hard work quality, work experiences and skills were some of the major reasons.

Reasons expressed by respondents for not getting jobs were high level of competition in the market, bachelor degree is not sufficient to get the job, no placement centre, no value of degree in job market, high level of unemployment prevalent in society.

Table – 4.56: Distribution of Preferred Places for Job among Respondents

Preferred place of job	Frequency	Percent
1. Your home town	248	58.62
2. Anywhere in Gujarat	88	20.80
3. Anywhere in India	63	14.89
4. Abroad	24	05.69
Total	423	100.00

Additionally the researcher tried to know the preferred place for job from the respondents, as presented in table – 4.56 it can be seen that majority (58.6 percent (248) of respondents would prefer home town for doing job, 20.80 percent (88) of respondents would prefer anywhere in Gujarat for doing job, only 14.80 percent (63) of respondents opted for anywhere in India, where else, 5.69 percent (24) respondents would like to go abroad for job.

Thus it can be said that majority of respondents would prefer to have job in home town first and then in own state and very few aspired to go to other state and abroad for job. Majority are aware about available job opportunities and expected tasks in job, and also positive about getting job. Somehow, majority preferred to have job in hometown.

Parent's Aspirations

Assessment of Parent's Aspiration was done through respondents' perception. Respondents were asked open ended question as what do their parents wish for them to become in life. Sample Respondents' replied that their Parents wished that their children should become a successful person in life, become an ideal daughter and son, and achieve the highest position in their respective field of work and good human being.

Table – 4.57: Distribution of confidence of parents in respondent's abilities and interest

Responses	Frequency	Percent
Yes	406	96.00
No	17	4.00
Total	423	100.00

Further exploration was done to assess parents' confidence in abilities and interest of respondents as presented in table – 4.57, indicates that out of total respondents, 96.00 percent (406) respondents' parents had confidence in respondent's abilities and interest and only 04.00 percent (17) of respondents' parents did not have confidence in respondents' abilities and interest.

Table – 4.58: Distribution of ambitions among parents of respondents

Who has high ambitions	Frequency	Percent
1. Mother	152	35.90
2. Father	201	47.50
3. Mother-Father	66	15.60
4. Did not respond	4	0.90
Total	423	100.00

Further investigation on who have higher ambition among parents as seen from table – 4.58, the 47.50 percent (201) of fathers had higher ambitions for respondent's career, whereas 35.90 percent (152) respondents' mothers had higher ambitions, in case of 15.80 percent (66) of respondents' both the parents had higher ambitions for the career of respondents. However 00.90 percent (4) of respondents did not reply to this.

Table – 4.59: Distribution of parent's educational expectation for respondents

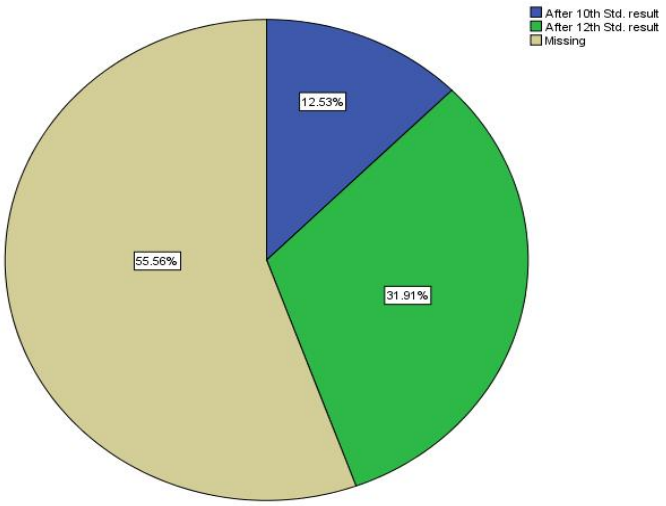
Various levels of Study	Frequency	Percent
1. Bachelor	57	13.5
2. Master	173	40.9
3. M. Phil	20	4.7
4. Ph.D.	94	22.2
5. Any other	68	16.1
6. Did not respond	11	2.6
Total	423	100.0

Further analysis on level of education which parent want their child to achieve as presented in table – 4.59, reveals that 40.90 percents (173) of respondents' Parents have expected their child should study up to master degree, 22.20 percent (94) of respondents' parents wished that their child should go up to Ph.D. level, whereas in case of 13.50 percent (57) of respondents' parents wished them to complete bachelor degree, 16.10 percent (68) of respondents opted for any other category which included as per desire of respondents, study till the respondent get government job, in few cases parents did not express any wish. However, 2.6 percent (11) of respondents did not give answer.

Comparison of these findings with respondents' wished for further study reveals that 42.78 percent of respondents wished to study master degree (table-4.49). It entails parent's influence in formation of aspiration among children.

Researcher also tried to understand whether there was any change in parent's ambition for respondents', data findings indicated that 54.40 percent (230) of respondents experienced no change in parent's ambition whereas in case of 45.60 percent (193) of respondents experienced change in parent's ambition.

Fig. – 4.26: Distribution of levels at which parents changed their ambition for respondents



In depth exploration was done related to the level at which respondent experienced change in parent's ambition, as presented in fig. –4.26, that 31.90 percent (135) after the result of 12th standard and 12.50 percent (53) of respondents experienced change in parent's ambition after the result of 10th standard.

To conclude, it can be mentioned that among parent, fathers have higher aspiration for career of respondents. Very marginal percentage of parents wished that their respondents should complete master degree. Respondents also experienced change in parents' ambition after the result of 12th standard.

Section – I-F

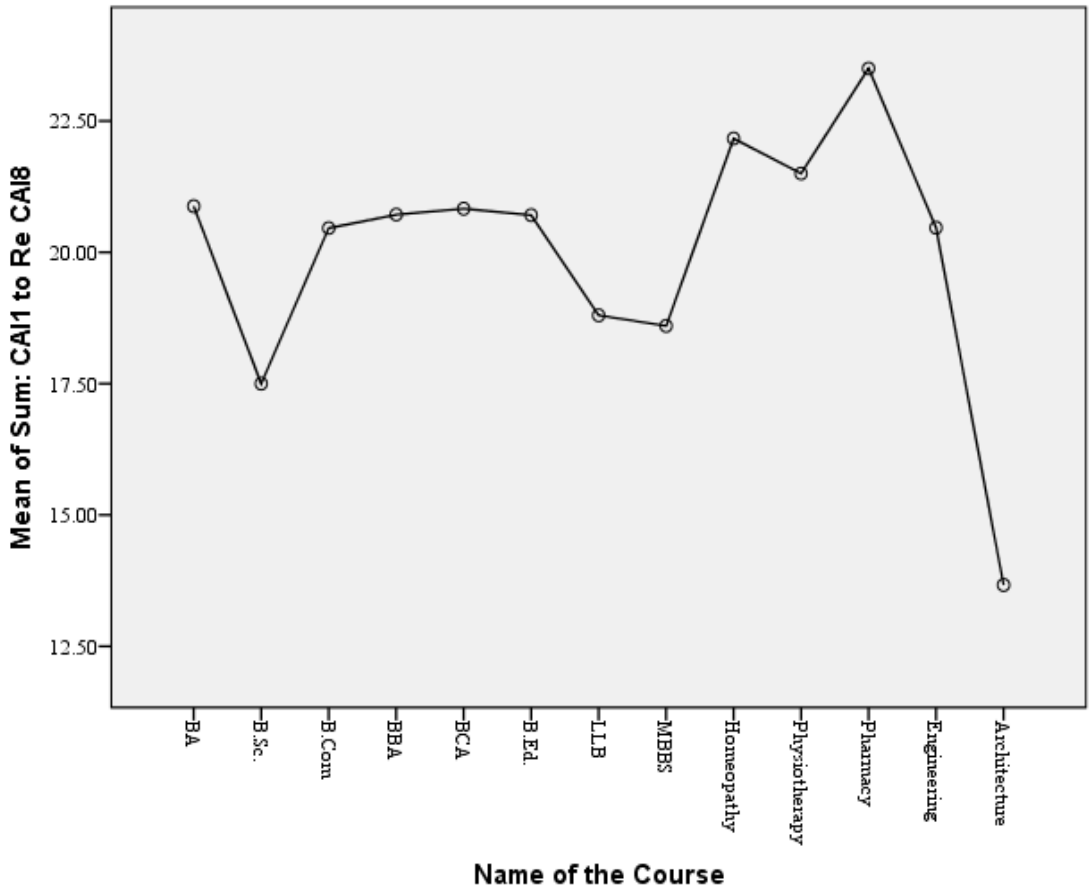
Career Anxiety

Anxiety related to future job was assessed through administration of inventory on career anxiety. The score ranged from 8 to 24. Analysis as per the norms implied that higher the score, higher the level of career anxiety and lower the score lower the level of career anxiety.

Table – 4.60: Descriptive statistics of Career Anxiety among respondents of various courses

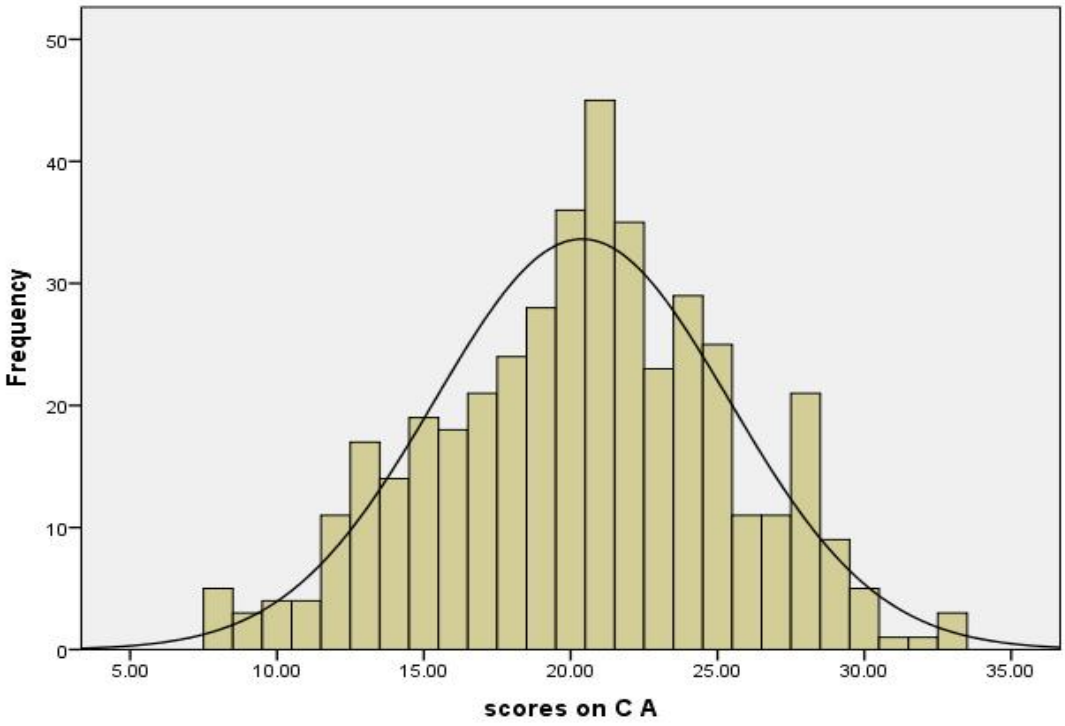
	N	Mean	Std. Deviation	Minimum	Maximum
BA	41	20.8780	5.29242	9.00	32.00
B.Sc.	16	17.5000	6.12100	8.00	28.00
B.Com	126	20.4603	4.83430	8.00	33.00
BBA	46	20.7174	4.20404	10.00	30.00
BCA	47	20.8298	4.94895	10.00	31.00
B.Ed.	41	20.7073	5.27373	8.00	30.00
LLB	10	18.8000	3.99444	12.00	25.00
MBBS	10	18.6000	6.63660	13.00	33.00
Homeopathy	6	22.1667	2.78687	18.00	26.00
Physiotherapy	6	21.5000	6.31664	11.00	28.00
Pharmacy	6	23.5000	5.71839	17.00	29.00
Engineering	62	20.4677	4.80341	8.00	33.00
Architecture	6	13.6667	3.44480	9.00	19.00
Total	423	20.3853	5.01708	8.00	33.00

Fig – 4.27: Mean plot of career anxiety among respondents of various courses



The table – 4.60 and fig. – 4.27 reveals descriptive statistics of mean, std. deviation, minimum and maximum score found among respondents of all the courses. The respondents from Architecture revealed lowest mean score (13.66) where as respondents from Pharmacy revealed the highest mean score (23.50) on Career Anxiety Inventory. Further data findings indicated minimum score of 8 and maximum score of 33 with mean score of 20.38, among the respondents of the study.

Figure – 4.28: Distribution of Career Anxiety among respondents



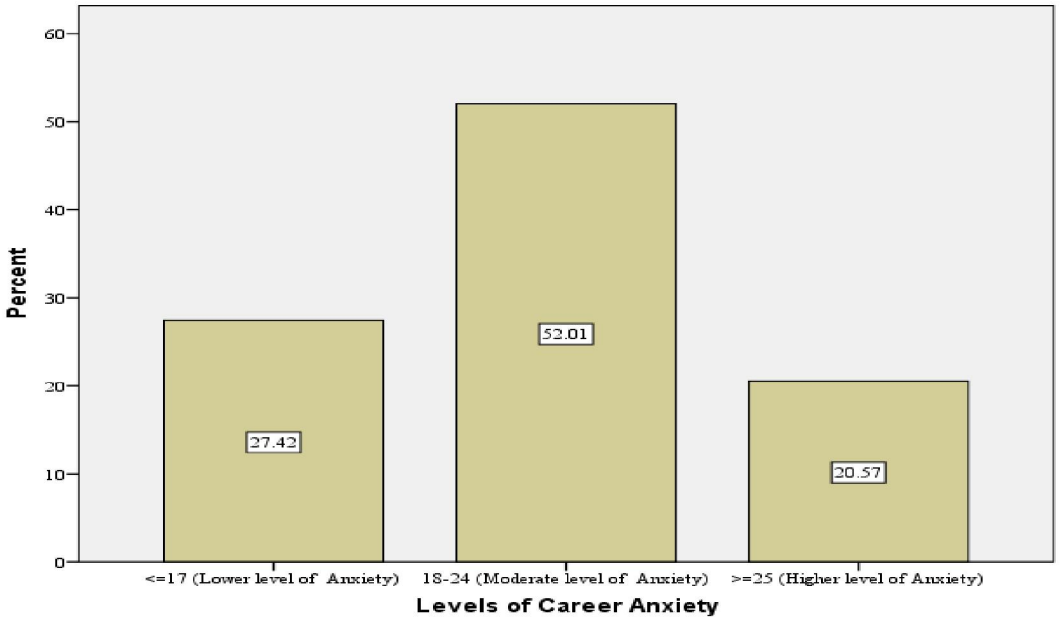
It is observed in fig. – 4.28, that scores on Career Anxiety is showing normal distribution.

The scores on the inventory of all the respondents was classified using quartile formula in to four levels. Q1 and Q4 were found on extremes and Q2 and Q3 are clubbed in to second level and finally made in to three different levels, namely, (a) Lower level of Anxiety, (score less than 17 or equal to 17) (b) Moderate level of Anxiety (scores between 18 to 24) (c) Higher level of Anxiety (scores greater than or equal to 25).

Table – 4.61: Distribution of frequency of levels of Career Anxiety among respondents

Levels of anxiety	Frequency	Percent
1. <=17 (Lower level of Anxiety)	116	27.4
2. 18-24 (Moderate level of Anxiety)	220	52.0
3. >=25 (Higher level of Anxiety)	87	20.6
Total	423	100.0

Fig. – 4.29: Distribution of percentage of levels of Career Anxiety among respondents



It can be noticed from table – 4.61 and fig. – 4.29, that 52.00 percent (220) of respondents are having moderate level of anxiety, whereas 27.40 percent (116) of respondents are having lower level of anxiety and 20.60 percent (87) of respondents are having lower level of anxiety. In short, majority of respondents are having moderate level of anxiety related to career.

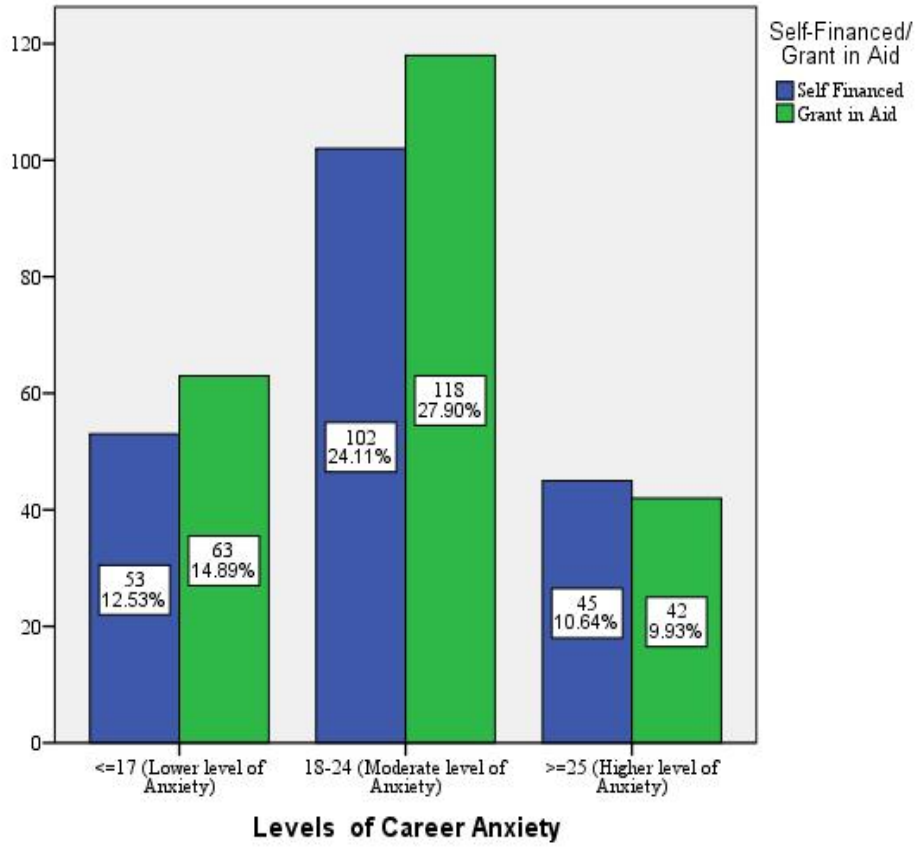
Table – 4.62: Gender wise distribution of Levels of Career Anxiety

Levels of Career Anxiety	Gender		Total
	Male	Female	
Lower level of Anxiety	46 (23.1%)	70 (31.2%)	116 (27.4%)
Moderate level of Anxiety	107 (53.8%)	113 (50.4%)	220 (52.0%)
Higher level of Anxiety	46 (23.1%)	41 (18.3%)	87 (20.6%)
Total	199 (100.0%)	224 (100.0%)	423 (100.0%)

Further investigation was done to understand who has higher anxiety, male or female? A data findings indicated that more of (23.10 and 53.80% (46 and 107) of male respondents are found on higher level and moderate level of anxiety than female respondents (18.30% & 50.40%) respectively. More female respondents (31.20 percent (70) are found on lower level of anxiety than male respondents (23.10%, 46) (see table – 4.62).

In brief, it can be stated that male respondents are having higher level of career anxiety than female respondents.

Fig. –30 - Distribution of levels of career anxiety and types of colleges among respondents



Further exploration was done in relation to type of colleges and levels of anxiety. The fig – 4.30 reveals that 10.64 percent (45) of respondents from self financed colleges have shown higher level of anxiety than 9.93 percent (42) respondents from GIA colleges. Respondents from GIA colleges are found higher on moderate level 27.90 percent (118) and lower level 14.89% (63) of anxiety than respondents from self financed colleges.

It can be stated that very nominal differences are observed on all the three levels of career anxiety among respondents of self financed and GIA colleges.

Table – 4.63: Distribution of levels of career anxiety among respondents of category of courses

Levels of Career Anxiety	Category of courses			Total
	Non-Professional	Professional	Technical	
Lower level of anxiety	53 (29.0%)	43 (25.0%)	20 (29.4%)	116 (27.4%)
Moderate level of anxiety	91 (49.7%)	90 (52.3%)	39 (57.4%)	220 (52.0%)
Higher level of anxiety	39 (21.3%)	39 (22.7%)	9 (13.2%)	87 (20.6%)
Total	183 (100.0%)	172 (100.0%)	68 (100.0%)	423 (100.0%)

Further exploration was done on category of courses and level of anxiety. As can be seen from table – 4.63 that respondents from all the three categories are found higher on moderate level of career anxiety. 49.70 percent (91) of respondents from N P category, 52.39 percent (90) of respondents from P category and 57.40 percent (39) of respondents from T category were higher on moderate level of career anxiety.

It can be mentioned that moderate level of career anxiety is found among majority of respondents.

Section – I-G

Meaning in Life

Meaning in life is referred as the sense made of, and significance felt regarding, the nature of one's being and existence. As given in the first chapter, MIL has significance in youth adult life. Study by Anindita (2011) explored the relationship of meaning in life with subjective well-being with administering the Meaning in Life Questionnaire (MLQ) 10-item measure among a sample of young adults launching their career in India.

Hence, the same Meaning in Life Questionnaire (MLQ) 10-item measure by Michael F. Steger (2010) was adopted to measure Presence of Meaning in Life and the Search for Meaning in Life among the respondents of the present study. Scoring on the MLQ was done as per the given norms in to two categories, namely, presence of meaning and searching of meaning in life.

Table – 4.64: Distribution of Meaning in Life among respondents

Status of Meaning in Life	Frequency	Percent
1. Presence of meaning in life	269	63.6
2. Searching meaning in life	154	36.4
Total	423	100.0

As can be observed in table – 4.64 that 63.60 percent (269) of respondents are found having meaning in life and 36.40 percent (154) of respondents are found still searching meaning in the life.

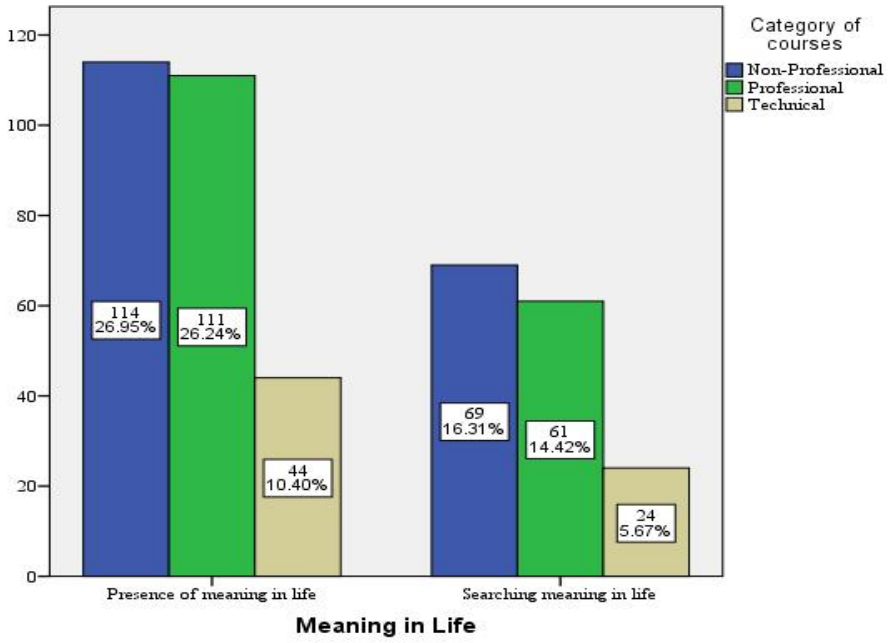
Table – 4.65: Gender wise distribution of Meaning in Life among respondents

Meaning in Life	Gender		Total
	Male	Female	
1 Presence of Meaning in Life	133 (49.4%)	136 (50.6%)	269 (100.0%)
2 Searching Meaning in Life	66 (42.9%)	88 (57.1%)	154 (100.0%)
Total	199 (47.0%)	224 (53.0%)	423 (100.0%)

Further the cross tabulation of MIL with gender found that more or less fifty percent 50.60 percent of female and 49.40 percent of male are found having meaning in life. More female respondents (57.10 percent (88) are found on in search of meaning criterion than male respondents (table – 4.65).

In brief, it can be said that more of respondents are having meaning in life. The findings did not imply the gender difference on having presence of meaning in life dimension. However, gender difference was found on searching of meaning in life favored females.

Fig –31:Distribution of meaning in life among respondents of category of courses



Further exploration was done to understand Meaning in Life among respondents of various categories of courses. As can be observed in fig., – 4.31 26.95 percent (114) of respondents from NP category were found having meaning in life and 16.31 percent (69) of respondents of NP category are searching meaning in life.

In case of P category, 26.24 percent (111) of respondents are found having meaning in life and 14.42 percent (61) of respondents are searching meaning in life.

In case of T category, 10.40 percent (44) of respondents were found on meaning in life dimension and 5.67 percent (24) of respondents are still searching meaning in life. In short, it can be stated that no significant impact of category of courses have been found among three categories of respondents on both the dimensions, namely meaning in life and searching meaning in life.

It can be concluded that majority of respondents from all the category of courses were found having meaning in life.

Section – I-H

Career Guidance (CG)

An exploration was done to assess the impact and need for Career Guidance and career Counseling Services in the university and community. Firstly, it was assessed that how many of respondents attended Career Guidance program.

Table – 4.66: Distribution of frequency on attending career guidance program among respondents

Responses	Frequency	Percent
1. Yes	266	62.9
2. No	157	37.1
Total	423	100.0

Data findings presented in table – 4.66 reveals that 62.90 percent (266) of respondents attended Career Guidance program and 37.10 percent (157) of respondents never attended Career Guidance program for deciding career.

Table – 4.67: Distribution of standard at which respondents attended Career Guidance program

Standard at which attended CG	Frequency*	Percent
1. Before 10th Std.	36	13.53
2. Between 11^{th} and 12^{th} Std.	122	45.86
3. During college years	108	40.60

N=266

* Multiple responses hence percentages do not add to 100.

Further it can be observed in table – 4.67 that only 13.53 percent (36) of respondents attended CG program before 10^{th} standard, 45.56 percent (122) percent of

respondents, majority of respondents attended CG program between 11th and 12th standard, and 40.60 percent (108) of respondents attended during college years.

Table – 4.68: Distribution of usefulness of Career Guidance program among respondents

Responses	Frequency	Percent
Yes	210	49.60
No	56	13.50
Total	266	63.10

Opinion about usefulness of Career Guidance program was probed and findings implied that out of 63.10 percent (266) of total respondents, 49.60 percent (210) of respondents found the usefulness of Career Guidance program. (Table – 4.68)

In depth analysis of usefulness of Career Guidance Program revealed that it was useful in imparting information related to setting up of life goals, scope of subjects for future career, coming up of new courses, selection of a right career direction, better study habits, it helped in selection of present course of study and better study habits.

Some respondents found useful information related to starting up of own business. Some found information related to better scope of job and job consultant. Knowledge about competition and new technology was very useful. Few respondents found it useful for getting information about IPS exam.

Some respondents found it useful for getting information related to live better life, ways to follow passion, created self-awareness, for personality development, strategies to reach target.

Respondents were asked suggestions about their expectation for the content of career guidance program, and suggestions provided by the respondents are presented below:

(a) It should include information related to available courses, names of the institutions, requirements for admission, fee structure of the courses, sources of monetary assistance.

(b) They also suggested including information related to future scope of work of present study, scope of study in job market, preparation for job interviews. Some suggested to provide information on how to start business, how to handle obstacles in future and suggested to involve parents in CG program.

(c) Respondents said that program on Career Guidance should include self-assessment techniques, give guidance according to abilities should be provided, should clear our doubts in relation to career path. Program further can help by teaching ways to reach set targets and stress management techniques.

Table – 4.69: Distribution of necessity for information on career options for better career choice

	Frequency	**Percent**
Yes	243	57.4
No	180	42.6
Total	423	100.0

Further probing was done to understand whether information on career options would have made any difference in selection of course and as can be seen from table – 4.69**,** data reveals that 57.40 percent (243) of respondents felt that detail information on available career options would have made difference in their choice of course.

Table – 4.70: Distribution of frequency on feeling of limited knowledge about career options

Responses	Frequency	Percent
Yes	225	53.60
No	198	46.80
Total	423	100.00

Further it was verified if the respondent ever felt limited knowledge about career options? Table – 4.70 reveals that 53.60 percent (225) of respondents expressed that they felt limited knowledge about career options.

Table – 4.71: Distribution of frequency of standard at which respondents felt limited knowledge about career options

Levels at which limited knowledge on career options was felt among respondents	Frequency*	Percent*
After 10th Std.	32	14.22
After 12th Std.	152	67.55
During Graduation	98	43.55

N-282*
*multiple responses hence percentages do not add to 100

Further investigation on the level at which they felt limited knowledge was done (see table – 4.71) the majority i.e. 67.55 (152) of respondents felt limited knowledge about career options after 12^{th} standard followed by during graduation years 43.55% (98).

Table – 4.72: Distribution of frequency of appearing test for deciding career

Responses	Frequency	Percent
Yes	197	46.6
No	226	53.4
Total	423	100.0

Additional exploration was done to know whether respondents appeared any tests for deciding career field, and it is noticed that 46.60 percent (197) of respondents appeared for tests to decide career fields. 53.40 percent (226) of respondents did not appear for any career tests (See table – 4.72).

Table – 4.73: Distribution of appearance of various tests for deciding career field among respondents

Various tests	Frequency	Percent*
1. Aptitude Test	80	40.60
2. Interest Test	44	22.33
3. IQ Test	50	25.38
4. Personality Test	28	14.21
5. Any other	05	2.53

N=205
* multiple responses hence percentage do not add to 100

In depth investigation was done to understand type of test appeared for deciding career, it is observed from table – 4.73**,** that majority 40.60 percent (80) of respondents appeared for Aptitude test, 25.38 percent (50) of respondents gave I Q Test. 22.33% and 25.38% appeared for interest test and I Q test respectively for deciding career field. Any other test option included tests on study habits, creativity test etc.

Table – 4.74: Distribution of need felt for availability of career guidance services among respondents

Responses	Frequency	Percent
Yes	394	93.10
No	29	06.90
Total	423	100.00

Additional probe was done to assess need for Career Guidance services in community, 93.10 percent (394) of respondents expressed strong need for Career Guidance services in community and 6.90 percent (29) of respondents did not feel need for such services in community (see table – 4.74).

Table – 4.75: Distribution of levels at which Career Guidance services required by respondents

Level at which CG services required	Frequency	Percent*
1. At secondary level	141	35.78
2. At higher secondary level	207	52.53
3. At undergraduate level	109	27.66

N=457
*Multiple responses hence percentage do not add to 100

Respondents those who felt the need for Career Guidance services in the community, majority of them 52.53% (207) felt that career guidance services should be available at higher secondary level of education, i.e. after 12^{th} standard followed by secondary school level (35.78%) and at under graduate level (27.66%).

To summarize, it can be stated that majority of respondents attended Career Guidance program after 12th standard and found it useful for various reasons. Data further revealed that majority of respondents felt limited knowledge on available career options after 12th standard. Majority of respondents felt need for Career Guidance service in the community after higher secondary i.e. 12th standard and also suggested outlines to be included in organization of career guidance program.

Study findings also implied the need for organization of such program to bring awareness about available career options and organization of aptitude test for deciding career as well, as nominal respondents appeared tests for deciding career.

Section – I-I

Associations and Correlations

The present study was conducted with the prime purpose to understand career aspirations and academic achievement of youth and their influencing factors and secondly to establish associations between career aspirations, academic achievement, career anxiety and meaning in life.

Results on Career Aspirations and Academic Achievement among youth have been presented in preceding part of this chapter, where as associations and correlations of various influencing factors with career aspirations and academic achievement are presented in the forth coming paragraph.

1. Academic Achievement

Socio Demographic variables and Academic Achievement

Mainly Pearson Chi Square test was applied to verify the associations, whenever value of Pearson Chi Square is not found reliable (expected count is less than 5), Fisher's Exact test was used to verify associations among dependent variables and independent variables, Chi square test was applied to various socio- demographic - independent variables like gender, schooling which included status of school, medium of instruction, place of schooling, Board of examination at higher secondary level which included type of college, category of respondents, participation in extracurricular activities, financial constraints felt by respondents while studying, parent's socio economic status included levels of education among parents, status of working mothers, various income groups among parents, type of family, level of career anxiety and Meaning in Life among respondents with dependent variables- overall Academic Achievement(Overall academic achievement referred to average

achievement at 10th standard, 12th standard and at UG level) and Occupational Aspirations.

Further Crammer's V test was applied to understand the strength of associations between variables. Spearman's correlation was applied to assess the correlations among Academic achievement and Occupational Aspirations and Career Anxiety.

The results of the various tests are presented below:-

Table – 4.76: Associations and Level of Significance of Associations between Variables and levels of overall Academic Achievement

Different Parameters tested with overall academic achievement	Association value	P value (2- sided)	Strength of Association
Gender	17.246	.000<0.05	.202
Type of colleges	28.278	.000<0.05	.259
Category of courses	63.510	.000<0.05	.274
Working Students	3.902	.142>0.05	----
Financial constraints felt in studies	.872	.647>0.05	----

1.1 Gender and overall Academic Achievement

An attempt was made to understand association between gender and academic achievements, the result of Chi-square test revealed association value, 17.246, P-value - 0.000 <0.05 (2 sided) indicating association between two attributes. Value of Crammer's V (0.202) indicated significant association between gender and academic achievements in favor of female respondents.

1.2 Types of colleges and Overall Academic Achievement

Further it was assessed whether the types of the colleges in which the respondents are studying has any impact on the level of academic achievements? Chi-square test revealed association (Value 28.27, P-Value 0.000<0.05) and Crammer's V (value 0 .259) indicated significant association between types of colleges and level of overall academic achievement.

1.3 Category of courses and overall Academic Achievement

The study further explored association between the category of courses and level of academic achievements? The result of chi-square test disclosed association (value 63.51, P-Value 0 .000<0.05.) Cramer's V indicated significant association (value 0.274) between category of respondents and level of overall academic achievements.

1.4 Status of working students and overall academic achievements

Further, it was attempted to search association between status of working students and its association with the level of academic achievement. The Chi Square test revealed (association value 3.902, P Value 0.142>0.05) no association between status of working students and level of overall academic achievements.

1.5 Financial constraints and academic achievement

Chi square test revealed (value of 0.872, P- Value- .647>0.05) no association between felt financial constraints while studying and the level of overall academic achievements.

In context of the above mentioned parameters, it can be summarized that variables like gender, category of courses- professional, Non professional and technical category- courses in which student is studying- and type of colleges - self financed and GIA, have association with level of overall academic achievements. Whereas parameters like felt financial constraints in studying and status of working students are not associated with level of overall academic achievement.

1.6 Schooling and Academic achievement

As per the objectives, study also tried to look for associations between schooling and overall academic achievements. Data presented in table – 4.77 reveals various facets of schooling like, status of school, medium of Instruction, place of schooling and Board of examination.

Table – 4.77: Associations between Schooling and levels of overall Academic Achievement

Different parameters tested with overall Academic Achievement	Association value	P Value (2- sided)	Strength of Association
Status of school	14.158	0.028<0.05	.129
Medium of Instruction at school	16.159	0 .002<0.05	.138
Place of schooling	3.132	.536>0.05	----
Board of Examination	8.382	0.197>0.05	----

1.6-a Status of the school and overall Academic Achievement

Result of chi-Square test has disclosed the association (value 14.15, P Value-.028<0.05) and Cramer's V test has (value .129) revealed significant association between status of school and level of academic achievement.

1.6-b Medium of Instruction and overall Academic Achievement

An application of Pearson Chi Square test indicated 33.3% of cells having expected count less than 5, means criteria was not satisfied for application of Chi-square test hence Fisher's Exact test was used to assess association which revealed association (value 16.15, P value .002 < 0.05) and Cramer's (value .138) represented significant association between medium of instruction and level of overall academic achievement.

1.6-c Place of Schooling and overall Academic Achievement

An application of Chi square test revealed (association value 3.132, P value .536>0.05) no association between place of schooling and level of overall academic achievements.

1.6-d Board of examination and overall Academic Achievement

The same thing, (as mentioned in 6-b) was observed in application of chi square (66.7% of cells had expected count less than 5) therefore Fisher's Exact test was used and it revealed (association value 8.382, P Value- .197> 0.05) no association between Board of examinations and level of overall academic achievement.

To summarize, it can be stated from results of chi square test and Exact Test that from various aspects of schooling, (a) status of the schooling i.e. Private but Grant In Aid, Private & Non Granted, Central government, and Municipal school, (b) Medium of Instruction at school are associated with academic achievements. Whereas (c) place of schooling and (d) Board of examination are not associated with level of overall academic achievement.

1.7 Socio Economic status of parents and overall academic achievement

Pearson Chi square tests were applied to various facets of Socio Economic status of parents and overall academic achievement to understand association between them and Phi and Cramer's V was applied to understand the significance of association between them.

Socio economic status of parents included (a) level of education among father and mother - Illiterate, Lower level - (education up to primary standard) Moderate level - (education up to secondary and higher secondary level), Higher level (education up to

graduation and above) (b) status of working mother, (c) various income groups among parents - Lower Income group (<=10,000) Moderate Income group (10,001-30,000), Higher Income group (>=30,001) (d) type of family in which respondents live, i.e. joint, nuclear or extended. Results of the above mentioned tests are presented in the following paragraph.

Table – 4.78: Association between Socio Economic Status of Parents and overall Academic Achievement

Different parameters tested with overall Academic achievement	Association value	(2- sided) P-Value	Strength of association value
Level of education among Fathers	21.536	.001<0.05	.159
Level of education among Mothers	33.608	.000<0.05	.199
Status of working Mothers	1.456	.483>0.05	----
Various Income Groups	31.811	.000 < 0.05	.195
Types of family	13.5333	.001<0.05	.180

1.7-a Level of education among fathers and overall Academic achievement

The study explored the impact of levels of education among fathers on overall academic achievements among respondents. Criteria for use of Chi Square was not satisfied, as 25% of cells have expected count less than 5, hence Fisher's Exact test was used and it revealed association (value 21.536, P value .001<0.05) and Cramer's V. (value .159) indicated significant association between levels of education among fathers and its relation with overall academic achievement.

1.7-b Levels of education among mothers and overall level of overall Academic achievement

Application of Chi square test revealed (association value 33.60, P value .000<0.05) and Cramer's V. (Value .199) indicated significant association between level of education among mothers and its relation with level of overall academic achievement.

1.7-C Status of working mothers and overall Academic Achievement

The result of the Pearson chi square test revealed (association value - 1.456, P value .483 >0.05) no association between status of working mothers and level of overall academic achievement.

1.7-d Various Income groups among parents and overall Academic achievement

The study further applied Pearson Chi square test to investigate an association between various income groups and level of overall academic achievement which revealed (association value 31.81, P value .000<0.05) association between two attributes and result of Cramer's V test revealed significant (association value 0.195) association between various levels of income groups among parents and level of overall academic achievement.

1.7-e Types of family and overall Academic achievement

Study further tried to understand an association between types of family and academic achievement, here also criteria for application of chi-square was not found satisfied (33.3% of cells had expected count less than 5). Hence Fisher's test was applied which revealed association (value 13.53, P Value .001<0.05) and Cramer's V significant value (.180) indicated association between types of family and level of academic achievement.

1.8 Extracurricular Activity & overall Academic achievement

Study tried to understand Participation in extracurricular activities and its association with the level of overall academic achievements. Extracurricular activities referred to participation in Debate, Music & Drama competition, Quiz Contest, Sport and Games etc. Chi square test revealed (value of 12.35, .002<0.05) and Cramer's V (value .171) indicated significant association between two attributes.

Table – 4.79: Associations between various parameters & overall Academic achievement

Different parameters tested with overall Academic achievement	Association value	P Value (2-sided)	Significant value
Extracurricular activities	12.359	.002<0.05	.171
Level of Career Anxiety	9.396	.052>0.05	---
Meaning In Life	1.655	.437>0.05	---

1.9 Career Anxiety and overall Academic achievement

Career anxiety referred to anxiety related to feelings and thoughts about getting jobs in near future after completion of U.G. study. The study tried to explore the association between level of career anxiety and level of overall academic achievement. The chi-square reveals (see table -4) (association Value 9.39, P Value .052 >0.05) no association between level of overall academic achievement and level of career anxiety among respondents.

1.10 Meaning in Life and overall Academic achievement

Study tried to search for an association between meaning in life and level of overall academic achievement. Chi square test revealed no association (association value 1.655, P value .437>0.05) between meaning in life and over all academic achievement among the respondents.

To summarize it can be noted that variables like gender, category of courses-professional, Non professional and technical category, type of colleges - self financed and GIA, participation in various Extracurricular Activities, Status of the School, Medium of Instruction at school, level of education among father and mothers, various income groups among parents, types of family in which respondents live are

significantly associated with over all academic achievement among respondents of the study.

No associations have been found among variables like felt financial constraints in studying, status of working students, place of schooling, Board of examination, status of working mother, level of career anxiety, and Meaning In life and level of overall academic achievement.

2. Occupational Aspirations

Occupational Aspiration (O A) Scale was administered to understand career aspirations, a scale for measuring the Level of Occupational Aspiration was developed by Haller and Miller (1967) to provide a scientific and well standardized procedure for measuring the occupational aspirations of youth. The scale was developed on the basis of rank ordering of 90 representative occupations out of a list prepared by the National Opinion Research Centre (NORC, 1947) of the U.S.A. The Indian adaptation of the scale has been has been used in the present study which was developed by Dr. J. S. Grewal, by getting the prestige rating of150 occupational titles, identical with the NORC list. These titles were taken from Dictionary of Occupational Titles of India.

Analysis of score of Occupational Aspiration scale was done as per prescribed norms. Findings on the Occupational Aspirations have been presented in the previous part of the chapter. Associations of different parameters which were tested with academic achievement, the same parameters are also tested with the level of Occupational Aspirations.

Socio demographic variables and Occupational Aspirations

The data presented in table – 4.80 reveals the various associations and significant level of associations with different parameters.

Table – 4.80: Associations between different parameters and level of Occupational Aspirations

Different parameters tested with Occupational Aspirations	Association value	(2- sided) P value	Strength of association value
Gender	8.766	.012<0.05	.144
Type of colleges	.971	.615>0.05	---
Category of Respondents	25.22	.000<0.05	.173
Working Students	1.960	.375>0.05	----
Financial constraints felt in studies	.135	.935>0.05	----
Extracurricular activities	.339	.844>0.05	---
Career Anxiety	6.46	.167>0.05	--
Meaning In Life	11.13	.004<0.05	.162

2.1 Gender and Occupational Aspirations

An effort was done to understand association between gender and Occupational Aspirations, Pearson Chi- square revealed association value 8.766, P value 0.012<0.05 and Crammer's V (value 0.144) represented significant association between gender and level of occupational Aspirations favoring male gender.

2.2 Types of colleges and Occupational Aspirations

Further it was assessed whether the type of the colleges in which the respondents are studying has any impact on the level of O A? An application of Pearson Chi Square revealed (value .971, P- value .615 >0.05) no association between type of colleges and level of Occupational Aspirations among the respondents.

2.3 Category of courses and Occupational Aspirations

The study further explored association between the category of courses in which respondents were studying and level of Occupational Aspiration. Pearson chi-square test revealed association (value is 25.22, P Value .000<0.05) and Crammer's V value (0.173) indicated significant association between category of courses and level of Occupational Aspirations.

2.4 Status of working students and Occupational Aspirations

Study also assessed the status of working students and its association with the level of Occupational Aspirations. The Chi Square test (association value 1.960, P value .375 >0.05) indicated no association between status of working students and level of Occupational Aspirations.

2.5 Financial constraints and Occupational Aspirations

Study further explored whether felt financial constraints while studying does have any association with the level of Occupational Aspiration? Pearson Chi square test (association value .135, P value .935 > 0.05) indicated no association between status of working students and level of Occupational Aspirations.

Thus it can be summarized that variables like gender and category of respondents and levels of Occupational Aspirations are significantly associated with Occupational Aspirations whereas variables like felt financial constraints in studying and status of working students are not associated with the levels of Occupational Aspirations.

2.6 Extracurricular activities and Occupational Aspirations

Study tried to understand participation in extracurricular activities and its association with level of Occupational Aspirations**.** The result of chi square test revealed (association value of .339 P value .844>0.05) no association between two variables.

2.7 Career Anxiety and Occupational Aspirations

The study tried to explore the association between levels of career anxiety and occupational aspirations. The result of chi-square revealed (association Value 6.46, P Value .167 >0.05) no association between occupational aspirations and level of career anxiety.

2.8 Meaning in Life and Occupational Aspirations

Study tried to search for an association between meaning in life and occupational aspirations. Chi square test revealed association (value 11.13, P value .004 < 0.05) and Cramer's V Value (.162) indicated significant association between meaning in life and Occupational Aspirations among the respondents. It means those who have higher occupational Aspirations have found meaning in Life.

2.9 Schooling and Occupational Aspirations

The study as per the above mentioned objective, also tried to look for associations between schooling and level of Occupational Aspirations. Data presented in **table – 6** reveals various feature of Schooling like, Status of school, Medium of Instruction, Place of schooling and Board of examination.

Table – 4.81: Associations of different parameters of schooling and level of Occupational Aspirations

Various facets of schooling tested with Occupational Aspirations	Association value	P Value- (2- sided)	Significant value
Status of school	10.271	.114 >0.05	----
Medium of Instruction at school	10.597	.031<0.05	.112
Place of schooling	6.649	.156>0.05	---
Board of Examination	9.288	.086>0.05	---

2.9-a Status of the school and Occupational Aspirations

An application of Pearson Chi-Square test revealed (association Value -10.271, P value .114>0.05) no association between Status of school and level of Occupational Aspirations.

2.9-b Medium of Instruction and Occupational Aspirations

Further application of Chi Square to Medium of Instruction at school and level of Occupational Aspiration, revealed association (Value 10.597, P value .031<031,) and Cramer's V (Value .112) pointed out significant association between two variables.

2.9-c Place of Schooling and Occupational Aspirations

The study further applied Pearson Chi Square to Place of schooling and Levels of Occupational Aspirations found (association value 6.649, P value .156>0.05) no association between place of schooling and level of Occupational Aspirations.

2.9-d Board of Examination and Occupational Aspirations

The application of Fisher's Exact test revealed (association value 9.28, P Value- .086 >0.05) no association between Board of examinations and level of occupational Aspirations.

To summarize, it can be stated from results of chi square tests that from various aspects of schooling: Medium of Instruction at school i.e. English, Gujarati, or any other vernacular medium is associated with level of Occupational Aspirations. While parameters of status of school, place of school, and Board of examination are not associated with occupational aspirations. It means whether, school is private or public, GIA or Non GIA, Municipal or Central, whether it is situated in urban or rural or in semi-urban place; do not influence the level of Occupational Aspirations.

2.10 Socio Economic Status of parents and Occupational Aspirations

Pearson Chi Square tests were applied to various aspects of Socio Economic status of parents and Occupational Aspirations to understand the association between them and Cramer's V test was applied to understand the significance of associations.

Socio-economic status of parents included (a) levels of education among fathers and mothers – Illiterate, Lower level – (education up to primary standard) Moderate level – (education up to secondary and higher secondary level), Higher level (education up to graduation and above) (b) status of working mother, (c) various income groups among parents- Lower Income group (<=10,000) Moderate Income group (10,001-30,000), Higher Income group (>=30,001) (d) type of family in which respondents live, i.e. joint, nuclear or extended. Results of the above mentioned tests are presented in the following paragraph.

Table – 4.82: Association between Socio Economic Status of parents and Occupational Aspirations

Different parameters of SES of parents	Association value	(2- sided) P -Value	Strength of association
Level of education among Fathers	8.27	.219>0.05	----
Level of education among Mothers	7.64	.265>0.05	-----
Status of working Mothers	1.636	.441>0.05	-----
Various Income Groups	14.66	. 005<0.05	.132
Types of family	6.713	.035<0.05	.127

2.10.1 Level of education among fathers and Occupational Aspirations

The study explored the impact of level of education among fathers on the level of Occupational Aspirations among respondents. An application of Pearson Chi square test revealed (association value 8.27, P value .219<0.05) no association between level of education among fathers with Occupational Aspirations among respondents.

2.10.2 Level of education among Mothers and Occupational Aspirations

Application of Chi Square test revealed (association value 7.64, P value .265< 0.05) no association between level of education among mothers and Occupational Aspirations among respondents.

2.10.3 Status of working mothers and Occupational Aspirations

Pearson chi square test was applied to explore an association between status of working mother and level of Occupational Aspirations. The result of the test revealed (value 1.636, P value .441 >0.05) no association between status of working mothers and levels of Occupational Aspirations. It means working mother does not have impact on raising level of Occupational Aspirations among respondents.

2.10.4 Various Income groups among parents and Occupational Aspirations

The study further investigated an association between various income groups and levels of occupational aspirations. Pearson Chi Square revealed association value 14.66 (P value .005<0.05) and Cramer's V test disclosed (.132) significant association between two variables.

2.10.5 Types of family and Occupational Aspirations

Study further tried to understand an association between type of family and level of occupational Aspirations. An application of Fisher's test revealed association value 6.713 and (P Value .035 < 0.05) and Cramer's V test significant value (.127) represented association between types of family and levels of occupational aspirations. It favored the contribution of joint family in raising higher level of occupational aspirations.

To conclude, it can be stated that occupational aspirations are associated positively with various parameters like gender, category of courses in which a respondent is studying, having Meaning in life, medium of instruction at school, various level of income groups among parents, and type of family in which respondent live.

Whereas parameters like types of colleges, status of working students, financial constraints felt in studies, participation in extracurricular activities, level of career anxiety, status of school, place of schooling, board of examination, status of working mothers, level of education among fathers and mothers are not influencing variables in level of occupational aspirations.

3. Correlations

The study also attempted to find correlations with the application of Spearman's rho between academic achievement and occupational Aspirations with level of education among fathers and mothers, various income groups among parents; and level of career anxiety among the respondents (Table – 4.83).

Table – 4.83: Correlations of variable with Academic Achievement and Occupational Aspirations

Correlations

Spearman's rho		Levels of OA	Level of father education	Level of mother education	final income	Levels of Career Anxiety	Meaning in Life	Over all academic achievement
Levels of OA	Correlation Coefficient	1.000	.005	.058	.098*	-.043	-.162**	.224**
	Sig. (2-tailed)	.	.914	.237	.045	.379	.001	.000
Level of father's education	Correlation Coefficient		1.000	.564**	.274**	-.086	.046	.200**
	Sig. (2-tailed)		.	.000	.000	.079	.343	.000
Level of mother's education	Correlation Coefficient			1.000	.270**	-.059	.043	.250**
	Sig. (2-tailed)			.	.000	.224	.382	.000
final income	Correlation Coefficient				1.000	-.087	.060	.271**
	Sig. (2-tailed)				.	.076	.217	.000
Level of Career Anxiety	Correlation Coefficient					1.000	.147**	-.148**
	Sig. (2-tailed)					.	.003	.002
Meaning in Life	Correlation Coefficient						1.000	-.049
	Sig. (2-tailed)						.	.315
Over all academic achievement	Correlation Coefficient							1.000
	Sig. (2-tailed)							.

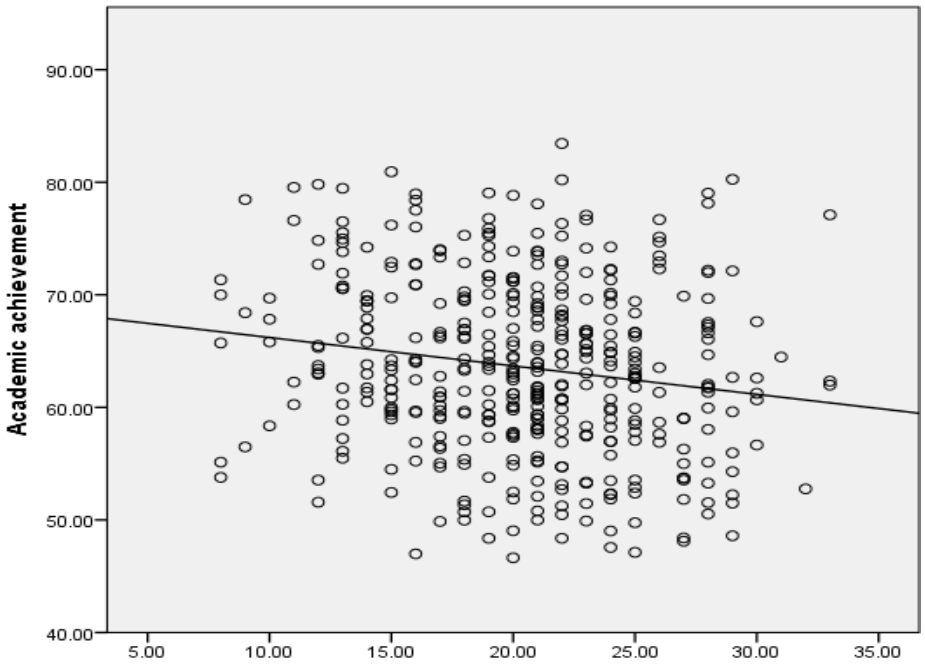
*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations of variables with Academic achievement

1. Application of Spearman's rho correlations to the level of education among fathers and overall Academic achievement among respondents revealed correlation value(r = .200, P value 0 .000<0.05 (significant at the 0.01 level, 2-tailed) which represented highly significant correlations between level of education among father and level of overall Academic Achievement among respondents. It means higher level of education among father implied higher level of academic achievement among respondents.
2. Spearman's rho correlations applied to the level of education among mothers and overall Academic achievement among respondents revealed (r = .250, P value 0.000<0.05 significant at the 0.01 level, 2-tailed) highly significant correlations between level of education among mothers and level of overall academic achievement. It means level of education among mother has significant contribution in level of achievement among respondents.
3. The result of Spearman's rho correlations revealed (r = .271, P value 0 .000 < 0.05 (significant at the 0.01 level, 2-tailed) significant correlations between various income groups among parents and level of academic achievement among respondents. It means, higher the income among parents, higher the level of academic achievement among respondents. Thus, socio-economic status of parents is found positively and significantly contributing factor in academic achievement of respondents at UG level.
4. Correlation between Academic Achievement and Career Anxiety.

Fig. – 4.32: Correlation between Academic Achievement and Career Anxiety



Correlation test between academic achievement and career anxiety revealed r=-.148, P-value (0.002) <0.05, which represents significant negative relationship between Academic Achievement and Career Anxiety, which can further be clearly observed in fig. – 4.32. To conclude, it can be stated that higher the Academic Achievement, lower the level of Career Anxiety.

Correlations of variables with Occupational Aspirations (table – 4.83)

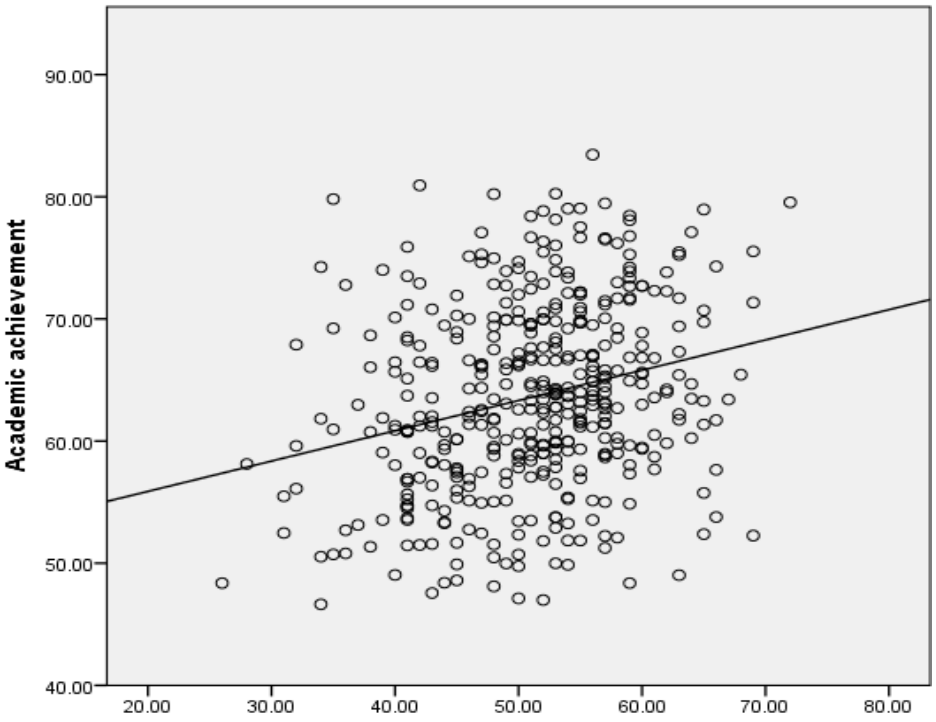
1. Further Spearman's rho correlations revealed (r = .005, P value 0 .914 > 0.05, significant at the 0.01 level, 2-tailed) no significant correlations between level of education among father and level of occupational aspirations.
2. Further Spearman's rho correlations revealed (r= .058, P value 0 .237 > 0.05 (significant at the 0.01 level, 2- tailed) no significant correlations between level of education among mothers and level of Occupational Aspirations.

3. The result of Spearman's rho correlations revealed(r= .098, P value 0 .045 < 0.05 (significant at the 0.05 level, 2-tailed) significant correlation between various income groups among parents and level of Occupational Aspirations among respondents. It means, higher the income among parents, higher the level of Occupational Aspirations among respondents.

4. Application of Spearman rho Correlation test between career anxiety and occupational aspirations revealed (r = -.043, P- value 0.379 > 0.05) which represented negative relationships between occupational aspirations and career anxiety. It means higher the level of occupational aspirations; lower the level of career anxiety among the respondents.

Correlation of Academic achievement and Occupational Aspirations

Fig. – 4.33: Correlations between Academic Achievement and Occupational Aspirations



Correlation test revealed r=0.224, P- value (0.000) <0.05, (see table – 4.83) which found statically significant relationships between two variables. Fig., – 4.33 indicated the positive relationships between two variables i.e. higher the level of achievement, higher the level of occupational aspirations.

To conclude about correlations, it can be stated that study found significant and positive correlations of academic achievement with level of income groups among parents, educational level among parents and level of Occupational Aspirations.

Level of Occupational Aspiration found positive correlation with level of income groups among parents and level of academic achievement.

Further study found negative correlation of level of academic achievement and level of Occupational Aspiration with level of career anxiety. Further level of Occupational Aspirations is not correlated with level of education among parents.

Importantly study found highly significant correlation between level of Occupational Aspirations and Academic Achievement.

Section – II

Qualitative Findings from Interviews of Principals/Head

This section consists of description of qualitative analysis of information gathered from the Principals and Heads of the departments of the colleges. An interview guide was developed which consisted of eight questions around the theme of career among students. The researcher had interviewed (total N=39) Principals of colleges and Heads of the various departments. The gathered information is presented under three main headings namely (a) Career Aspirations and factors for student's choice of course (b) Constraints experienced by colleges in planning of career for students (c) Need and scope of Career Guidance Services which is presented in the forth coming chapter.

a. Perception of the principals and HODs about Career Aspirations and the factors for career choice among Undergraduate students

The principals and HODs of colleges of Arts, Commerce and Science, (Non Professional category) said that students those who are choosing Arts, do not have prime motive to pursue arts in particular but when they do not get admission in commerce mostly due to less percentage in 12^{th} commerce they join arts faculty. A common trend to opt B. A. with Economics or Languages rather than other subjects is observed among students of arts faculty. Students prefer to opt for B.A. with economics with an aspiration to get job in bank and others opt for B.A. with languages to become a teacher after B.A. B.Ed. Mostly girls from rural areas are opting for arts. They have poor motivation for learning; specifically computer related (ICT) learning and this limits their ability to complete online process of admission on time. They prefer to have spoon feeding from teacher. They do not come on their own to take admission; parents pressurize and accompany them in few of the cases. It was further shared that parents are the prime motivator for making them to join Arts

when other options are not available as parents have a belief of getting good life partner for the girls with graduation than a girl with only 12th standard qualification. They also opined that subjects of Arts need paradigm shift to generate livelihood.

Students select commerce to join family business and a tendency is also observed to pursue more than one course at a time to get better job. They also believe that MBA will be easy after B.Com. degree. Students opt for B.Sc. with various subjects as an alternative of engineering; due to less percentage in 12th standard they are not able to get admission in engineering. Higher fee structure of engineering colleges and four years of duration of the same are seen as factors. A new trend has been observed among companies in preferring candidates with B.Sc. degree at cheaper salary than candidates with B.E. degree at higher salary.

Students and parents prefer to take admission in GIA colleges mainly due to financial crisis, sometimes they are unable to pay fees of GIA at that time staff contributes towards the fees or students are guided to private donation resources.

Principals and HODs of colleges of Professional Courses (BBA, BCA, B.Ed., LLB, Medical, Homeopathy, Physiotherapy, and Pharmacy) shared that students pursue professional category of course as the scope of getting job is very high after graduation. Student's aspiration to pursue B.Ed. due to possibility of getting jobs in teaching field is high. 89% of girls pursue to get job of teachers. The job of a teacher is considered to be safe and respectable in the society. Further, change in government policy for recruitment of qualified teachers at various levels of education also inspired to opt for B.Ed. Students of BBA do not have entrepreneurship or business plan as such but usually students with lower percentage in 12th commerce would join BBA as an alternative to B.Com. Students of BCA are seem to be more focused in their career choice; admission in this course is found as their second choice. Students pursue LLB

to enhance their capacity for working with specialization in different sectors. They are found sincere and focused about study.

Majority of students of medical science are not aiming general practice as their future career. They pursue MBBS not out of ability but more out of social status they hire seat to look forward for getting job in government or in International NGO. Physiotherapy and Homeopathy is opted as a second choice Physiotherapy is a shortcut to go abroad and cheaper than medical course. More students are opting for Pharmacy as health industry is flourishing with good job prospectus.

Principals and HODs of Engineering and Architecture College (Technical category) said that students do not have clear idea about available job prospectus of their branch of engineering when they join engineering as a field of study. Majority of them join to have degree for social status, particularly students from Surat city; sometimes they do not appear for campus interview and if they are selected, do not join the job, "It is the business culture of Surat" said by one of the Principal. The number of students opting for engineering has increased in the past few years, but qualitative outcome has not increased. They are not serious about attendance and learning. Those who are opting for civil engineering mostly come from builder family. Parent's pressure and social status are prime influencing factors. 25% seats of NRI and management Quota are filled due to parent pressure and peer pressure. Students those who opt for Architecture, they have an aspiration to become a professional. 10 to 20% of students come from business family where father is a practitioner so they join with the mind set of joining family business. Out of total intake, 90% of students are girls as parents perceive social status value of architecture degree and possibility of getting daughter married in builder or developer family increases. Further the option of self employment is also perceived after marriage.

When they join the course, they are not clear in career plan but towards the end of second year they are focused on career after graduation. Majority of Students are not aware and do not consider their abilities and interest in selection of a course for the study.

b. Constraints experienced by colleges in planning career for the students

During XI Plan, the UGC merged various schemes under General Development Grant. One of the schemes is the establishment of Career and Counseling Cell in colleges and Universities. In this context, Colleges usually have formed Career Guidance Committee to guide students for further career planning. Committee organizes the seminars related to jobs and study. Sometimes committee display information about vacancy and seminars on the notice board. Expert from the companies are invited to give guidance. The Architecture College does not feel much need for career guidance as the entry of corporate house in the field of architecture is limited in India which divulges little scope for job in companies. Students get updated about diverse scope in architecture during their internship.

Youth need to think about enhancing their own capability for job and study in the era of cut throat competition -as said by one of the principal. It means students should take responsibility for enhancing capability.

c. Need and Scope of Career Guidance Services

Career Guidance services are required at various levels of the education and in the community too.

The CG cell in schools at Secondary and Higher Secondary school level need to organize talks, seminars, exhibitions related to scope of available courses, specialization of subjects, colleges, name of the university, fees structure and procedure.

Further CG cell at college level, need to provide information about availability of jobs, demanded special knowledge and skills in the job market in private and public sector, government and semi government sector.

Career Corner term coined by the present Central Government is the need of era, clubs like Rotary, Lions, Jaycees or private organization or NGOs or government organization can take the initiative in providing guidance and counseling to facilitate the youth to move smoothly on the career path. Community requires trained counselors or trained personnel in Career Guidance field. Discussion should be there among family members including youth before taking admission in the particular course.

University should take initiative in forming separate structure for CG cell and also appoint trained personnel to talk about job prospectus of present course of study.

"We "C" (see) youth with Confusion". Youth can be molded as you want" – a Principal of BBA college. She further added that youth need specific guidance to be more focused. Sometimes they are aspired but due to various constraints they set back. Special training centers are also required to be established to impart training on the development of various soft skills.

Career Corner is the need of era. Services at such centers should be available at free of cost. Government can develop updated Website or soft ware for Guiding of students and parents. Career Guidance can put check on "general trend" among students.

To sum up, it can be stated that the perception of the principals and HODs about students' career. It can be stated that majority of students are not focused when they join particular course of study at UG level. Parents' ambition and social status of a degree is perceived as the most influencing factors; students feel many constraints on the career path, one of which is the higher fee structure of self financed courses. Further it was unanimously expressed need for CG services at various levels of education, specifically after 12th standard and UG level is the need for the present era.

The above mentioned findings are also in analogous with the findings of the quantitative data gathered from the respondents. To mention a few, overall moderate level of occupational Aspirations was found among respondents of the study, further the lower level of Occupational Aspiration was found among the respondents of Non Professional category of courses. Influence of parents was found the chief factor for the present and future course of study. Majority of respondents felt need for CG at Higher secondary and UG level.

Thus to conclude, data findings from respondents' information is in parallel line with the data findings of interviews of the principals and HODs.