CHAPTER – V

MAJOR FINDINGS, DISCUSSIONS AND SUGGESTIONS

The chapter is divided into three sections, section – I is comprised of major findings from the quantitative analysis of the data and qualitative analysis of the interviews of the principals of the Colleges and Heads of the various department of the colleges. Section – II consists of discussions under major themes of the study and section – III contains suggestions at policy level, social work practice point of view and further research areas in accordance with the findings of the study.

Section – I

Globalization is a dominant paradigm of present times. Higher education is seen as a commercial product which is to be bought and sold like any commodity in a market place under General Agreement of WTO on Trade and Services (GATS). Commercialization of education is increasing opportunities for modern education, have given rise to greater geographical and occupational mobility.

The education is a crucial determinant of people's life chances and it particularly affects the integration of youth into labour markets. The wider gap has been observed in demand of labour markets and under graduate youth. Hence, the study was taken up with a specific objective to understand the career aspirations and academic achievements of the youths and to assess influence of socio demographic factors on academic achievements and building of the career aspirations. Study also examined the levels of anxiety on the path of career development and their contributions in attainment of Meaning in life. Thus, the study specifically intended to establish associations between career aspirations, academic achievements, career anxiety and meaning in life. The broad objective of the study can be stated briefly to describe and explore career aspirations and academic achievements of youth and their influencing factors. Other objective was to suggest model for career guidance and counseling services at U G level on the basis of findings.

Major Findings

Profile of the Respondents

1. Out of total sample (N=423) 47.0 percent were male respondents and 53.00 percent were female respondents.
2. Mean age of Male respondents was 21.11 years which is little higher than mean of total sampled age (20.94) and mean age of female respondents (20.78 years).
3. The minimum age of sample is 19 years and maximum age is 37 years.
4. Majority, 92.20 percent of respondents were unmarried. Only 7.80 percent respondents were either engaged or married.
5. Largely (57.92 percent) respondents belonged to open category, followed by respondents from OBC category (27.42 percent)
6. Majority of respondents (91.50 percent) belonged to Hindu religion, and others (8.5%) were Jains, Muslims and Christians.
7. 94.10 percent respondents had siblings. The number of siblings varied from one to three in 90.00 percent of cases.
8. 61 percent of respondents were from joint family and 37.60 percent of respondents were from nuclear family.
9. Mainly 87.20 percent of respondents were staying with their parents.
10. Generally (92.00 percent) the respondents stayed within the city of Surat.

11. Respondents from Non- professional category formed major part (43.3 percent) of the samples, followed by respondents (40.7 percent) from Professional category and Technical category (16.17 percent).

12. Almost 52.70 percent of respondents were studying in Grant in Aid Colleges and 47.30 percent of respondents were studying in Self Financed Colleges.

Profile of the Parents

13. 95.00% of respondents' fathers were literate and only 5.00% of respondent's fathers were illiterate.

14. Majority (48.70 percent) of respondents' father had a moderate level of education and 23.90 percent of respondents' father had higher level of education and 22.50 percent of respondents' father had lower level of education.

15. Mostly 89.80% of respondents' mothers were literate and 10.20% mothers were illiterate which is higher than male illiterate percentage.

16. Majority (33.10 percent) of respondents' mothers had moderate level of education, 13.00 percent respondents' mothers had higher level of education and 10.20 percent of respondents' mothers had lower level of education.

17. Majority (54.60 percent) of respondents' fathers was doing service, and 29.10 percent of fathers were businessman, others were self employed or agricultural worker.

18. 88.90 percent of respondents' mothers were house wives and very nominal percent (11.10%) of mothers (n=47) were working in one or the other type of occupations like service (n=25), having business (n=9), self employed (n=8) and working in agriculture, farm laborer, (n=5).

19. The mean monthly income of father was Rs. 27,333.90 (minimum Rs. 1800, and maximum Rs. 300000) which was higher than monthly income of mothers.

20. Mean monthly income of working mother was Rs.11,759.57, (minimum Rs. 1000, and maximum Rs. 1,00,000)

21. Mean monthly income of the parents was Rs. 17000.00; (Minimum Rs. 1800 and maximum is Rs. 300000.00) which was lower than mean of fathers' income per month.

22. Majority, 47.80 percent of respondents' parents belonged to moderate level of income group (income between Rs. 10,001 to 30,000 per month.) 29.80 percent of respondents' parents belonged to lower income group (less than Rs. 10,000 per month) and 21.70 percent of respondent's parents belonged to higher income group(income more than Rs. 30,000 per month)

Present Course of Study

23. Majority of respondents (52.70%) were studying in GIA colleges followed by respondents studying (47.30%) in self financed colleges.

24. Majority of respondents were studying to Non- Professional courses (43.30%), followed by Professional courses (40.70%) and 16.10% of respondents were from Technical courses.

25. 73 percent of respondents did not appear for any type of entrance test to get admission in the present course of the study.

26. Out of 27%, (n=114) respondents who appeared for Entrance test, mostly (n=59) appeared for AIEEE, and they were from Technical courses.

27. 73.00 percent of the total respondents pursued the course of their first choice, whereas 27.00 percent of respondents did not pursue the course of their choice. Reasons for not pursuing the course of their first choice among the respondents (n=42) was higher level of fee structure

28. More female respondents (74.10 percent) pursued the present course of study as their first choice compared to the male respondents.

29. 55.80 percent of respondents opted for the English language as a medium of instruction at under graduate level which was higher than respondents studied through English medium at higher secondary school.

30. Mostly (57.20 percent) respondents have taken admission on merit followed by 20.60 percent of respondents who have taken admission on OBC quota, whereas others took admission on SC, ST and Management quota

31. Parents' ambition came out as the most influencing factor for selection of present course of study for 62.20% of respondents.

32. Influence of media and Aptitude Test report were found influencing very low for 2.8 and 2.1 percent of respondents in deciding career.

33. Fee structure varied from minimum of Rs. 545 to Maximum Rs. 63,000 per annum.

34. Self financed courses are having higher fees than Grant in Aid courses.

35. 36.40 percent (n=154) of total respondents felt financial constraints in pursuing studies at various levels.

36. Of the 36.40%, (n=106, (58.90 percent) respondents felt financial constraints at college level followed by higher secondary level (28.30%)

37. Out of n=154, 61.30 percent of respondents felt financial constraints mainly for paying fees, followed by constraint for paying tuition fees and purchasing books

38. Of the 154 respondents, mainly 28.40% of respondents have managed their economic constraints through taking help from closed relatives and friends.

39. More male (21.50 percent) respondents felt constraints in study than female respondents (14.90 percent).

40. Majority of (76.80 percent) respondents were not found working, only 23.20 percent (n=98) of respondents were working while studying.

41. Out of working respondents (n=98), half of the (n=46) respondents were working with Private Organizations and others were either self employed, or working in family business.

42. More of working respondents (n=66) were from Non professional courses (15.60 percent).

43. More of male respondents (n=58) were working than female respondents (n=40), working hours of respondents varied from two to twelve hours per day (Mean 5.64 hours of working).

44. Income earned by working respondents varied from minimum Rs. 600 to maximum Rs. 20,0000 (mean of Rs. 8207.14)

45. Out of various reasons for working, mostly (45.80%) respondents worked to get experience, others worked (53.30%) to support their family and to manage expenses of studies.

46. Respondents work was related to accountancy, sales, computer, data entry, data operator, teaching and supervision in private classes in general.

Extra Curricular Activities

47. Majority of (81.09 percent) respondents participated in various extracurricular activities, like debate, music, drama during youth festival, essays writing competition, quiz contest, sports and games.

48. Female respondents (54.20 percent) participated in extracurricular activities more than of male respondents (45.80 percent).

Academic Achievement

I. Academic Achievement at Higher Secondary Level

49. Mean academic achievement at higher secondary level was 68.63 percent, (minimum 43.50 percent and maximum 90.50 percent.)

50. Mostly respondents (81.56 percent) were found on higher level of achievement, 15.80 percent of respondents were found on having moderate level of achievement and only 2.60 percent of respondents were found on lower level of achievement.

51. More female respondents (55.70%) were found on higher level of achievements than male respondents (44.30%)

52. More male respondents (58.20% & 1.70%) were found on moderate and lower level of achievements than female respondents (41.80% &36.40%) respectively.

53. Out of (53.00%) respondents studied in Private but GIA School, majority (52.50%) were higher achiever.

54. Of the total respondents (n=34.80%) studied in Private and non GIA school, mainly respondents were (n=128) found at higher level. No respondent is found on lower level of achievement from private /non GIA School.

55. Largely (81.30%) respondents studied in Gujarati Medium School followed by respondents studying from English medium school (15.60%).

56. Out of 81.56% who are higher achiever, (77.70%), of respondents were from Gujarati medium than English medium (18.60%).

57. Largely respondents (78.70%) studied from urban area schools, followed by semi urban area schools (12.30%).

58. Total respondents (n=333) who studied from urban area, majority respondents (n=276) were found on higher level of academic achievement.

59. Mainly respondents (95%) were from Gujarat Board, remaining 5% belonged to CBSE, and ICSCE and respondents from Gujarat Board were found on higher level of achievement.

II. Academic Achievements at Under Graduate level

60. Mean academic achievement percentage at U G level was found (59.16%, minimum 40.00%, maximum 84.77%) which is lower than achievements at higher secondary level (Mean 68.63 percent, minimum 43.50 percent and maximum 90.50 percent)

61. Majority of respondents (47.28%) were found on higher achievement level, 41.61% of respondents were found on moderate level, and 11.11% of respondents found on lower level of academic achievement.

62. More female respondents were found (63.50 percent) on higher level of achievements than of male respondents (36.50%)

63. More male respondents (51.70% & 74.50%) were found on moderate and lower level of academic achievement than female respondents (48.30% & 25.50%).

64. Respondents from self financed colleges were found more (58.50%) on higher level of academic achievement than respondents GIA colleges (41.50%). Respondents from GIA colleges were more (55.70% & 89.40%) on moderate and lower level of achievement than respondents (44.30% & 10.60%) from self financed colleges.

65. Out of the n=172, more respondents (52.50%, n=105) from professional category were found on higher level of academic achievement than other two categories.

66. Respondents from non Professional category were found more on moderate and lower level of academic achievement (47.20% & 85.10% respectively) than other two categories.

67. Non working respondents were found more (48.60%) than working students (42.50%) on higher levels of achievement.

68. 36.20 percent (n=153) of respondents had A.T.K.T.at U G level

69. Out of 153 respondents, 28.10 percent (119) respondents had A T K T in the first semester in one or more subjects

III. Overall academic achievement

70. Mean score of overall achievement was found 63.58 percent (minimum 46.64% and maximum 83.44%) which is higher than the Mean academic achievement at U G level.

71. Majority of respondents (72.10 percent) were found on higher level, 24.10 percent of respondents were found on moderate level of achievement and only 3.80% were found on lower level of achievement.

72. Female respondents were found more (59.00%) than male respondents (41.00%) on higher level of overall academic achievement.

73. More male respondents were found on moderate and lower level of overall achievement compared to female respondents.

74. More respondents (48.90%) from professional category were found on higher level of achievements than respondents from non Professional category (31.50%).

75. None of the respondents was found on lower level of achievement from Technical category.

76. More respondents (55.10%) from self financed colleges were found on higher level of overall academic achievements than respondents from GIA colleges (44.90%).

77. More respondents from GIA colleges found on moderate and lower level of achievement than respondents from self financed colleges.

78. Respondents from English medium colleges were found more (51.10%) on higher level of overall achievements than respondents from Gujarati Medium colleges (21.10%)

79. Most of (81.10%) respondents participated in extracurricular activities.

80. Majority (61.50%) of respondents those who participated were found on higher level of achievement than respondents who did not participate (10.60%).

Occupational Aspirations

81. Mean score of occupational Aspirations was found 51.06, with minimum score of 26 and maximum of 72.

82. Majority of respondents (48.20%) were found on moderate level, followed by respondents (27.00%) on lower level and 24.80 percent respondents were on higher level of occupational aspirations.

83. More male respondents were found (55.20%) on higher level of occupational aspirations compared to female respondents (44.80%)

84. Female respondents (51.00% & 64.00%) were found more on moderate and lower level of occupational aspirations than male respondents (49.00% & 36.00%).

85. Very negligible difference of percentage was found among the respondents from Self Financed and GIA colleges on higher level of Occupational Aspirations.

86. Respondents from GIA colleges were found little higher (25.60%) on Moderate level of occupational aspirations compared to respondents from Self Financed Colleges (22.90%).

87. Respondents from Professional category of course were found more (43.80% & 43.60%) on moderate level & higher level of occupational aspirations compared to other two categories.

88. Largely respondents wanted to achieve 75+ percentages in the final year of under graduation.

89. Major reason to achieve higher percentage was to get job which was followed by to get admission in good college for master's degree.

90. 182 respondents would like to take up job and studies together.

91. 181 respondents would like to complete study up to Master degree level.

92. Majority (77.50 percent) of respondents would prefer to continue further studies in Surat and with in Gujarat. 74.23 of respondents would prefer to continue further studies in the same field of graduation.

93. Majority (75.20 percent) of respondents did not change their career plan.

94. Family influence came out as the most influencing factor for selection of future course of study for (N= 136) respondents.

95. 55.30 percent of respondents were not preparing for any kind of competitive exams.

96. A small percentage (n=71) of respondents were preparing for competitive exams to get jobs

Aspirations related to Job Prospects

97. 77.00 percent respondents were aware of job opportunities and job tasks after completion of study.

98. Largely (69.30%) respondents had positive perceptions about getting job after graduation. Reasons for getting job were; their ability and knowledge, good personality, demand in the market, their hard work attitude, work experiences and skills.

99. Those who said they will not get the jobs, reasons like high level of competition in the market, inadequate academic qualification, no placement centre, no value of degree in job market, high level of unemployment prevalent in society, were common among respondents.

100. Majority of respondents (88.00%) preferred job either in home town or anywhere in Gujarat and very few preferred outside Gujarat.

101. A very small percent (5.69%) of respondents aspired to go abroad for job.

102. Majority of respondents (54.60%) were not aware about existence of placement cell in their college.

Parent's Aspirations

103. Majority of respondents' parents aspired that their children should become a successful person in life.

104. 96.00 percent respondents' parents had confidence in respondent's abilities and interest.

105. Mostly (47.50 percent) fathers had higher aspirations than mothers (35.90 percent) for respondent's career.

106. Mainly (40.90 percent) respondents' Parents have expected their child should study up to masters'.

107. 54.40 percent of respondents did not find any change in their parent's ambition for their career.

Career Anxiety

108. Moderate level of career anxiety was found among the respondents, with Mean score of 20.38, minimum score of 8 and maximum score of 33.

109. 52.00% of respondents were found on moderate level of career anxiety followed by respondents (27.40%) on lower level, 20.60 percent (87) of respondents were found on higher level of anxiety

110. More male respondents (23.10%) were found on higher level of anxiety than female respondents (18.30%).

111. No gender difference was found on moderate level of anxiety (25.30% & 26.70% for male and female respondents respectively.

112. Respondents (27.90%) from GIA colleges were found more on moderate level of career anxiety than respondents from self financed colleges (24.10%)

113. Respondents from Non Professional category were found higher on lower level of career anxiety.

114. Respondents from professional and technical category were found higher on moderate level of career anxiety.

Meaning in Life

115. More respondents (63.60 percent) were found having meaning in life and 36.40 percent of respondents were searching meaning in the life.

116. More female respondents (57.10%) were found on searching meaning in life than male respondents (42.90%).

117. Both male and female respondents are found almost equal on Presence of meaning in life (49.40% & 50.60%, respectively).

118. Presence of meaning in life was found more among respondents from Non Professional and Professional category of courses.

Career Guidance and career Counseling

119. 62.90 percent respondents attended career Guidance program in their school and colleges.

120. Out of 62.90%, 28.84%, respondents attended Career Guidance program at higher secondary level followed by respondents (25.53%) attended during college years.

121. Majority (57.40 percent) of respondents felt lack of knowledge about career options while selecting career stream.

122. 53.20% of respondents felt limited knowledge about career options after 12th standard.

123. Those who attended the career Guidance program, mostly (49.60%) respondents found usefulness of career Guidance program.

124. Majority of respondents expected information related to scope of study, place of courses and scope of job etc. from Career Guidance program.

125. Majority of respondents (53.40%) did not appear for any type of career tests for deciding career.

126. A very a small number (80) of respondents appeared for Aptitude test.

127. Almost all respondents (93.10%) expressed need for Career Guidance services in community at all levels of education.

128. Out of 93.10%, ( ) 48.93% of respondents suggested need for Career Guidance services at higher secondary level.

Associations between Variables

Analysis was done to examine the associations between variables such as gender, schooling included; status of school, medium of instruction, place of schooling, Board of examination at higher secondary level, type of college, category of respondents, participation in extracurricular activities, economic constraints felt by respondents while studying, parent's socio economic status included; levels of education among parents- status of working mothers, various income group among parents, type of family, level of career anxiety and Meaning in Life and Academic Achievement and Occupational Aspirations. The findings were as follows:

Associations of Academic achievement with various socio demographic variables

129. Gender was found to be significantly ($P < 0.05$, 2 sided) associated with the level of overall academic achievement.

130. Types of the college was found to be significantly ($P < 0.05$) associated with the level of overall academic achievement among respondents.

131. The category of courses was found to be significantly associated ($P < 0.05$) with the level of overall academic achievement.

132. The Status of working students was not found to be associated ($P > 0.05$) with the level of overall academic achievement.

133. The financial constraints experienced while studying was not found to be associated ($P > 0.05$) with the level of overall academic achievement.

134. Association between status of school and level of academic achievement was found to be significant ($P < 0.05$).

135. Medium of instruction at schooling found to be significantly associated ($P < 0.05$) with overall level of academic achievement.

136. The place of schooling did not have association with the level of overall academic achievement.

137. The Board of examination was not found to be associated ($P > 0.05$) with the level of overall academic achievement.

138. The level of education among fathers is found to be associated with level of overall academic.

139. The level of education among mothers is found to be associated ($P < 0.05$) with overall level of academic achievement.

140. Level of income group also showed association with level of overall academic achievement.

141. The Status of working mothers was not found to be associated with level of overall academic achievement.

142. Types of family showed a significant and positive association ($P < 0.05$) to the levels of overall academic achievement.

143. Participation in extracurricular activities is associated ($P < 0.05$) with level of overall academic achievement.

144. Meaning in life and over all academic achievement among the respondents was not found to be associated.

145. Level of career anxiety was not found to be associated with level of overall academic achievement.

Occupational Aspirations and socio demographic variables

146. Gender was found to be significantly associated with the level of Occupational Aspirations favoring male gender.

147. Types of the colleges in which the respondents are studying was not found to be associated with the level of Occupational Aspirations among the respondents.

148. Status of working students did not find its association ($P > 0.05$) with the level of Occupational Aspirations.

149. Category of courses was found to be associated ($P < 0.05$) with level of Occupational Aspirations.

150. Economic constraints felt while studying found no association with level of Occupational Aspirations.

151. Participation in extracurricular activities found no association with levels of Occupational Aspirations.

152. Status of school did not show significant association with level of Occupational Aspirations.

153. Medium of Instruction at school showed significant association with the level of Occupational Aspirations.

154. Place of schooling indicated no association with level of Occupational Aspirations.

155. Board of examinations was not found to be associated with levels of occupational Aspirations.

156. No significant association is found between level of education among fathers and level of Occupational Aspiration among respondents.

157. No significant association was found between level of education among mothers and level of occupational Aspirations.

158. A significant association was found between level of various income groups among parents and level of Occupational Aspirations of respondents.

159. Status of working mother was not found to be associated with the level of Occupational Aspirations.

160. Type of family was found to be associated with the level of occupational Aspirations.

161. No association is found between level of Career anxiety and the level of occupational Aspirations.

162. A significant association is found between the level of academic achievement and the level of occupational aspirations.

163. The meaning in life showed significant association ($P<0.05$) with occupational aspirations among the respondents.

Correlations

164. The level of education among fathers showed a significant and positive correlation (significant at the 0.01 level (2- tailed) with the level of overall academic achievement at U G level. It means higher the level of education among fathers, higher the level of overall achievements among respondents.

165. The level of education among mothers indicated a positive and highly significant correlation ($r= 0.250$, $P<0.05$, significant at the 0.01 level (2-tailed) with overall level of academic achievement. It means higher the level of education among mother, higher the level of academic achievement among children.

166. Income groups also showed a significant and positive relationship (significant at the 0.01 level (2-tailed) with level of overall academic achievement. It means respondents from higher income groups are found academically higher achiever.

167. A negative relationships was found between overall academic achievement and the level of career anxiety, it means higher the academic achievement, lower the career anxiety.

168. No significant correlation is found between level of education among fathers and level of Occupational Aspiration among respondents.

169. No significant correlation was found between level of education among mothers and level of occupational Aspirations.

170. There is a significant and positive correlation between various income groups among parents and level of Occupational Aspirations of respondents.

171. A negative relationship ($r = -0.043$, P Value < 0.05) between Career anxiety and the level of occupational Aspirations is found. It means higher the level of occupational aspirations; lower the level of career anxiety.

172. A significant and positive correlation (significant at the 0.01 level (2-tailed) found between the level of achievement and the level of occupational aspirations. It means higher the academic achievements, higher the level of occupational aspirations.

Major findings from Interviews of Principals and HODs

Perception of the Principals and HODs about Career Aspirations and factors for Career Choice among U G students

173. A common trend to opt B.A. with Economics or Languages is observed among students of arts faculty. Students prefer to opt for B A with economics aiming to get job in bank or to become a teacher.
174. Mostly girls from rural areas are opting for arts.
175. They feel that subjects of Arts need paradigm shift to generate livelihood after graduation.
176. Students select commerce to join family business or higher scope of job is perceived in the field of commerce and further they believe that MBA will be easy after B.Com. degree.
177. Students opt for B. Sc. as an alternative of engineering; less percentage in 12^{th} standard, higher fee structure and a new trend among companies in preferring candidates with B.Sc. degree at cheaper salary are also important factors at some extent.
178. Students and parents prefer to take admission in GIA colleges mainly due to lower fee structure.
179. Students pursue professional category of course as the scope of getting job is very high after graduation.
180. Girls prefer to pursue B.Ed. due to higher scope of getting jobs in the field of teaching.
181. Students of BBA do not have entrepreneurship or business plan as such but usually students with lower percentage in 12^{th} commerce would join BBA as an alternative to B.Com.
182. Majority students of BCA and LLB are focused about study.

183. Majority of students of medical science are not aiming general practice as their future career. They look forward for getting job in government or in International NGO.

184. Physiotherapy and Homeopathy is opted as a second choice. Physiotherapy is a shortcut to go abroad and cheaper than medical course.

185. More students are opting for Pharmacy as health industry is flourishing with good job prospectus.

186. Majority of engineering students do not have clear idea about available job prospectus of their branch of engineering. The number of students opting for engineering has increased but qualitative outcome has not increased.

187. Students those who opt for Architecture, they have an aspiration to become a professional. Girls prefer to join Architecture.

188. Majority of Principals and HODs said that almost all the students are not aware about their abilities and interest and also do not consider it in selection of a course for the study.

189. Parent's pressure and social status are prime influencing factors in career choice of students.

Constraints experienced by colleges in planning career for the students

190. 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.

191. Few of the principals suggested that youth need to think about enhancing their own capability for job and study.

Need and scope of Career Guidance Services

192. Everyone agreed for the necessity of starting up of Career Guidance Services at various levels of the education and in the community too.

193. Various activities like talks, seminars, exhibitions related to **scope** of available courses, specialization of subjects, colleges, name of the university, fees structure and procedure can be organized by C G Service.

194. Further C G cell at college level, need to provide information about availability of jobs in private and public sector, government and semi government sector.

195. NGO and clubs like Rotary, Lions, Jaycees or private organization or government organization should the initiate services in relation to Career guidance and counseling to facilitate the youth to move smoothly on the career path.

196. Trained counselors or trained personnel should be appointed from the field of Career Guidance and counseling to provide services.

197. Counselor can facilitate discussion among family members including youth before taking admission in the particular course.

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

199. Government can develop updated Website or soft ware for Guiding of students and parents.

200. Further they point out certain important issues related to Government policy in continuing traditional courses instead of introducing professional courses at GIA colleges.

Section – II

Discussions

The questions posed for discussions in this section are: what are the career aspirations of youth? Does the socio economic status of parents influence career aspirations of youth? Does the educational level of parents influence career aspirations? Are those, who are high on academic achievement, having higher aspirations? What are the gaps between career aspirations and academic performance? What are the possible reasons for the gap between aspirations and academic achievement? Do students set career goal? Is there any association between Academic Achievement, Career Aspirations and Career Anxiety? Do career aspirations and academic achievement contribute to meaning in life? Results of the present study and analysis of information gathered through interviews of the Principals and HODs is used to explore the answers for the above questions. The discussion will be carried out under two broad headings: (i) Career Aspirations and (ii) Academic Achievement.

(i) Career Aspirations

Access to higher education is shaped by a host of factors including student's academic achievement, family background and high school culture and competitiveness (Perna, 2006). By the time people complete their education, whether at the end of the high school, college or graduate schools, most are "ambitious" but may be unrealistic in their vocational aspirations (Elizabeth, 2007). Aspirations connote the achievement of something high or great. They also address both present and future perspectives. In this sense, aspirations can be defined as an individual's "ability to identify and set goals for the future, while being inspired in the present to work toward those goals" (Quaglia and Cobb, 1996).

A career aspiration is commonly described as one's specific desired career choice. Wang and Stave (2001) observed that career aspiration, for both men and women, is recognized as the most important variable affecting later work experiences. Level of occupational aspiration has been defined as orientation towards occupational goal (Haller and Miller, 1963). The majority of respondents of the present study perceived the meaning of "Career" as to get job related education and job satisfaction. Thus, Career Aspirations, in the present study, refers to the future aspirations about the study and job. Level of aspirations can be talked in context of gender, education, ethnicity, class, personality trait and socio- cultural influences (Elizabeth, 2007). The present study looked at youth from the aspects of career aspirations and academic achievement. The present study has examined various context of socio demographic variables, specifically, gender, status of college, course of study in which respondents are studying, participation in extracurricular activities and various facets of schooling (status of school, medium of instruction during schooling, place of schooling, board of examination), type of family, level of income and education among parents, status of working mother and working students with career aspirations and academic achievement.

The study findings have indicated positive and negative context with the above mentioned socio demographic variables. Majority, about fifty percent, respondents from the colleges of Surat City are found on the moderate level, a quarter of respondents were found having higher level and lower level of occupational aspirations.

The questions arise; why do students of colleges, when they are on the verge of completion of study, not have higher level of occupational aspirations and have more of moderate level of occupational aspirations? Are they aware about available options for study and job? Is it because they are not job oriented? Or they are not sure of getting jobs after completion of bachelor degree? It implies that youth are not clearly focused on study, they pursue college education just to get degree or they have nothing else to do. This is also supported by findings from interviews of the Principal and HODs that students are not focused when they select the course of study.

When aspirations in general are seen in context of gender, almost all reviewed studies from abroad have consistently found female are having higher aspirations than boys (Schoon, Martin and Ross 2007). Women are more ambitious in their occupational aspirations than men and more likely to participate in further education (Schoon, I., & Polek, E. 2011)

When career or occupational aspirations are talked specifically, studies both at international and India level have found mixed results. Study (Uplaonker, 1982) found that men students had higher occupational aspirations than women. A comparative study (Khan, 2006) found no significant difference between occupational aspirations of girls and boys of the school. The present study verifies that male respondents have higher level of occupational aspirations than female. More females are found on lower level of occupational Aspirations.

There are numbers of possible contributory factors, including restrictions associated with gender-role stereotypes; women's generally have lower levels of confidence in their own abilities, perceptions of sexism and women's earlier age of entry into parenthood (Schoon et al. 2007). It designates the structured socio- cultural traditional stereotype role of bread winner which is expected primarily from male than female. Perhaps, owing to that female respondents are found having lower level of occupational aspirations in the present study. Globalization has impacted various facets of our life. However, it looks as if the process of Globalization has not contributed much in the process of social development. Social development requires equal contribution made by both the gender. Though there has been increase in Gender Enrollment Ratio to 15.20% in 2007-08 (UGC, XII FYP) in tertiary education, but contribution in service sector by more number of females have not grown. The gap between man and women on economic participation still remains wider. India ranks 123rd out of 135 countries covered under World Economic Federation (WEF) - Gender Gap Survey Report (2012) on economic participation of female participation. The questions arise, with the changing society; does the society move to change gender construction of stereotype role of female? If not, then how to begin? And who can initiate?

The present study further tried to understand the impact of type of colleges in which respondents are studying on the level of occupational aspirations. Study found that type of college whether self financed or GIA does not make significant difference on level of occupational aspirations. A little higher level of Occupational Aspirations was noticed among the respondents of self financed colleges compared to respondents of GIA colleges.

The study implied significant impact of category of courses on the level of occupational Aspirations. Respondents of Technical category of courses (engineering and architecture) found more on higher level of occupational aspirations followed by the respondents of professional category courses like BBA, BCA, B.Ed., LLB, MBBS, Homeopathy, Physiotherapy, and Pharmacy. Non professional category courses like; Arts, Science and Commerce are found having no significant impact on level of occupational aspirations. It implies that the technical and professional courses run by self financed colleges which may show the way to higher scope of jobs which in turn develop higher occupational aspirations. Traditional courses mostly run by GIA colleges which do not create much job opportunities which directly impact the development of lower level of occupational aspirations among the students of non professional category of course. These findings are further supported by qualitative finding of the interviews of principals. Students studying in traditional courses have poor motivation for present and future career. Principals further added that when students join the course, they are not clear in career plan. Majority of Students are not aware and do not consider their abilities and interest in selection of a course for the study. These denote that awareness about scope of job brings higher level of Occupational Aspirations which is observed among respondents of technical and Professional category of courses.

The studies have reported mixed results in understanding of relation various facets of schooling and career aspirations. The study by Khan (2006) found the significant difference between the occupational aspirations of boys from government schools and girls from government aided schools. The study by Kaur and Sharma (2012) found no significant differences in level of occupational aspiration among students of government and private schools. The present study found no statistical significant impact of status of the school, place of school and Board of Examination with the level of occupational aspirations. The present study further explored four facets of schooling, namely status of school, place of school, medium of instruction, Board of examination, to understand their relations with the level of occupational aspirations among respondents. The data analysis indicated that respondents from private school were found having little higher occupational aspiration than from other schools. Further respondents who studied from urban area were found slightly higher occupational aspirations than semi urban or rural area. It means, whether a child is studying in GIA school or in private school, whether the school is situated in rural area, semi-urban area or urban area, whether the board of examination is Gujarat Board or other state Board, do not influence significantly the level of occupational aspirations ($P > 0.05$). The medium of instruction is found as an influencing variable on level of occupational aspirations ($P < 0.05$). Respondents those who studied through the English medium were found more on higher level of occupational aspirations than respondents' from Guajarati and other vernacular medium at school. This finding signifies the craze among parents for enrolling children in English medium schools. School as a socialization agency, in any medium of instruction, needs to nurture the raising of occupational aspirations among students throughout the journey from primary level to higher secondary level of education.

The study found specific trend on career aspirations about future study among the respondents. Further less than half of (42.78%) respondents expressed their wish to study up to Masters degree. To the surprise of the researcher, majority (n= 328, 77.50%) wanted to continue further study in Surat City only and within Gujarat state, their home town and home state. In the era of Globalization, trend of pursuing Masters study abroad or in other states, or in B schools usually observed among youth. The influence of family bonding is also noticed in the present study, as majority of respondents (61.20%) come from joint family. Study findings supported the impact of joint family on the level of occupational aspirations ($P < 0.05$). Respondents coming from joint family are found more on higher level of occupational aspirations. Thus the study concludes a significant influence of joint family on the development of career aspirations in context of future plan for study. The impact of socio-cultural context of business community is seen on the aspirations of respondents.

Additionally, the findings on aspirations for job also implies preference for own city and state. Very few of respondents (14.60%) (n=67) had aspiration to do only job after completion of bachelor study. Further little more than fifty percent (58.62%) (n= 248) wanted to do job preferably in home town and Gujarat. It is a matter of concern; why they are not ready for job or do they really want to do job? Do they not have required skills for the expected jobs or are preferred jobs not available in the business hub? Further, the questions arise; why are they not ready to leave home town and family for job? Is it home sickness or feeling of insecurity which is prevalent among respondents? As pointed in NASSCOM-Mac Kinsey (2005) and Aspiring Mind report (2013) that not more than 15 percent of graduates of general education and 25-30 percent of Technical Education are fit for employment and mismatch is the major reason for the ratio of unemployment in India or are they aspired to join family business or do they want to start their own business? The data clearly implies that students on the verge of completion of graduation are not focused for either study or about career future plans. As findings specified by majority of respondents that had they been given information about career choice either at higher secondary and U G level they would have focused. This finding is further supported by need felt by Principals and HODs for availability of complete information related to study and job in career Guidance program.

Only about 40% (n=182) respondents expressed their plan to do job with studies. Respondents are also not found motivated in preparing for IPS, UPSC or GPSC exams necessary for government jobs. It is strange to note the lower level of occupational aspirations among working students. At one point they were working chiefly to get work experiences and on the other hand, they are not focused about job after studies. Study further noticed lower level of occupational aspirations among the respondents who experienced economic constraints while studying. Is it because of financial constraints respondents are not able to move further for master degree or is it due to limited financial resources they are not able to opt for the professional courses which demand higher fees or are they not aware about available financial resources for study? Do they find difficulty in availing resources to meet various constraints? These are some of the questions come to the researcher’s mind for exploration.

Studies have found positive associations between participation in extracurricular activities and aspirations (Feldman and Matjasko, 2005). Involvement in extracurricular activities may also enhance students' educational and occupational aspirations. Success in extracurricular activities contributes more to the student's self-concept which further produces high self-esteem & may lead to higher level of occupational aspirations (Elizabeth, 2007). Present study did not find impact of participation in extracurricular activities on the level of occupational aspirations of the respondents.

Aspirations of Parents

There is considerable evidence to suggest that a strong sense of self-efficacy promotes higher aspirations in both children and adults (Bandura, 1997). Within this line of research, parents' self-efficacy has been found to relate to their aspirations for their children (Bandura et al., 2001). Parents' cognition about their own parenting abilities as well as their children's abilities play a central role in shaping their aspirations for them (Bandura, 1997, and Wentzel, 1998). Therefore, parents' beliefs in their ability to promote their children's engagement in academic pursuits may raise the academic aspirations that they hold for their children. Lowered perception of one's ability may hamper in educational choices and eventually in career paths as beliefs play a highly influential role in both the career aspirations and pursuits of adolescents and adults (Bandura, 1997, and Bandura et al., 2001).

In Indian context, it is observed that parent's aspirations are determinant highly in child's career decision. The study (CERPA, 2007) reported that nearly three fourth of the students said that their family played a role in their career aspirations and planning. Findings of the present study supports the findings of the study by CERPA that almost all the parents are ambitious for their children to achieve higher status in business or in occupation and in society at large as a good individual. Further, nearly fifty percent of fathers had higher ambitions for respondent's career, in less than fifty percent of cases mothers are found ambitious and in nominal cases (n= 66) both parents are found highly ambitious. Parents' ambition is highly influencing factor (n= 136) in selection of undergraduate studies and future study plan too. Nearly 41 percent of parents (n=173) have expected their children should study up to master degree, and (n=94) of them wished that their children should go up to Ph D level.

Why do parents of more respondents not aspire for the higher studies of their children are they aware about influence of their belief on children's aspirations? Is it due to prevalence of higher rate of unemployment or the mal practices and corruption which is rampant in getting jobs? Another reason could be that Surat is a business city; hence parents' are aspired for their children to join family business.

The socio - economic status, level of education and level of income among parents are found having mixed impact on occupational aspirations. A study by OSA-EDOH and Alutu (2011) concluded that socio-economic status has much influence on students' value of education and vocational preferences. A study by Cheng (2012) found family socio - economic status was not associated with continuing education or career achievement aspirations. Study by L. Huang (2005) found that education and living cost, means of financing studies are influenced by student socio-economic status. They tend to have positive impact on student's career aspirations. Another study by Astagi (2013) found association between student's socioeconomic background and choice of faculty. A greater proportion of college students from higher class with urban background were found in commerce and science courses.

The present study findings reveal that level of education among parents is not the determining factor for deciding occupational aspirations among respondents. Thus, it does not confirm the findings of the above mentioned studies. The present study found parents as the prime influencing factor for the present and future study plan of the respondents. It seems that educated parents are not aware or not able to understand the link of commoditization of education and job market. Researcher while working as a counselor with parents and youth also experienced the ignorance of educated parent's about implication of youth choice of present study on job in future.

A study by Uplaonker (1982) concluded that it is the status of social class rather than the traditional group status, which is beginning to influence the occupational aspirations of college students. Another study (Lihong Huang, 2005) found student's socio-economic background, intended to have positive impacts on student career aspirations. Further the study (Schoon, 2006) says that parents with fewer financial resources tend to hold lower aspirations for their children and students from socially disadvantaged background tend to have lower aspirations than their more advantaged peers. The present study confirms the findings of the above mentioned studies that various income groups **a**mong parents have resultant positive influence on level of occupational aspirations among students. It means higher the level of income among parents, higher the level of occupational aspirations among respondents. The higher income among parents facilitates availability of resources for higher studies. It is also observed that those who come from socio- economically disadvantaged background with high aspirations may be unable to overcome the financial and social obstacles.

In the perspective of general aspirations, studies have found status of working mothers have more influence than stay at home mothers on the aspirations of both boys and girls. A strong relationship has been established between the aspiration of parents for their children and those of the children themselves (Elizabeth, 2008). When it is talked specifically about occupational aspirations, present study did not find status of working mother as an impactful factor for determining higher level of occupational aspirations (P>0.05). However, slightly higher level of frequency is observed among respondents of working mothers.

There are studies tend to find the effects of aspirations, where it was noted that aspirations and achievement are likely to have a mutually reinforcing effect. The findings of the study (Sharma, 2003) indicated significant difference in career attitude and career competence with the level of achievement, high achievers were found more mature towards vocational maturity. The present study established statistically significant and positive correlation (P <0.05) between the level of occupational aspirations and level of academic achievement. Thus, study has confirmed that students with higher occupational aspirations are found on higher level of academic achievement. This equation has directed negative correlation (r= -.043) between the level of occupational aspirations and level of career anxiety. Studies have observed that higher aspirations lead to higher achievement which lowers the level of anxiety. Respondents who had higher occupational aspirations were found having lower level of career anxiety. This finding supports the conclusions of study by Al-Kalbani et.al (2011) that Career Choice Anxiety was negatively related to agreeableness and readiness, the capability of an individual to make appropriate career choices. The study by Debasmita Paul (2013) also implied that students having concrete knowledge about their career are less frustrated and more energetic for better adjustment. Students with higher occupational aspirations tend to have lower level of career anxiety.

It is observed that young people with higher score on achievement were more likely to attend college, earn higher grades, and be involved in college and community activities (McClelland, 1985: Piedmont, 1988). Further, predicted that people with a high need to achieve will seek life and career situations that allow them to satisfy this need (McClelland, Weinberger. 1989). Study by Anindita (2011) materialized the idea of happiness is achievement in career; the construct of happiness is achievement of one's goals and aims in life among the adults from India who participated in the study. The present study also implied the contribution of higher level of occupational aspiration in development of meaning in life among the respondent students of the study. Those who had higher occupational aspirations were found having meaning in life, it may be in context of job or study in future.

To summarize it can be stated that the study confirms positive and significant role of various determinants like gender, types of colleges (self financed and GIA colleges) category of respondents - courses in which a respondent is studying, (status and place of schooling,) medium of instruction at school, levels of income group among parents, and type of family in which respondents live in the development of higher career aspirations. Study does not confirm the significant role of determinants like status of working students, economic constraints in studies, participation in extracurricular activities, levels of education among fathers and mothers, status of working mothers for determining level of career aspirations among youth.

Academic Achievement

Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). In essence, motives or needs are the main springs of action. Academic achievement is commonly measured by examinations or continuous assessment. Achievements are the result of interplay of many factors like kinds of aspirations, level of aspirations, and various socio demographic variables.

Since times, various studies have been indicating mixed context of variables like, status of working mother, religion, caste, class, area of resident, status of school, and gender on educational achievement.

The present study also aimed to understand the various contexts of academic achievement among U G students. Hence, the study verified various socio-demographic factors (independent variables) like gender, schooling that included status of school, medium of instruction, place of schooling, Board of examination at higher secondary level - type of college, category of respondents or the course in which respondent is studying, participation in extracurricular activities, economic constraints felt by respondents while studying, status of working students, socio economic status of parents included - levels of education among parents, status of working mothers, various income group among parents and type of family on Academic Achievement (dependent variable).

The present study has found majority of respondents on the higher level of academic achievement at higher secondary level, at Undergraduate level and level of overall academic achievement. It seems that task of achieving marks may be stimulated to various material and non material awards, admiration and applause from surrounding. However, the findings further implied decreased in percentage from 81.6% to 47.3% on higher level of achievement at under graduate level from higher secondary level. Percentages of respondents increased to 15.8% to 41.6% on moderate level of achievement. The reason could be complexity of study which increases in higher level of education. Another reason could be the ability to understand specific concepts of particular subject/ field may be limited or field of study is not chosen in accordance with abilities and interest or achieving higher percentages is not the priority among the respondents at higher education. However the present study has come across consistency in higher level of academic achievement among the respondents at all the levels of education irrespective of percentages.

Studies at abroad and India found mixed results of gender with higher education aspirations. Study on educational aspirations of higher secondary students by Vaidya

S. (2006) found that boys had higher educational aspiration in comparison to girls. However, to talk of achievements, Jamila Hassan (2009) came up with the results that girls on average achieve better grades than boys. Findings of the present study also confirms the findings of the mentioned study and established that female gender is found consistently higher on the level of academic achievement from higher secondary to undergraduate level. It can be said that boys may be having higher educational aspiration but girls are found and observed sincere and hard working on the aspects of academic achievements.

Relation of academic achievement was explored with the type of college in which the respondents were studying. The respondents of the self financed colleges were found higher achiever than respondents of the Grant In Aid colleges. It may be due to presumption that good quality of education is imparted in self financed college or do more intelligent students pursue education in self financed colleges or because of payment of higher fees, students are sincere in achievements? One can question courses run by self financed colleges motivate for higher academic achievement? Study further found statistically significant impact of category of courses in which the respondents were studying on the level of academic achievement. It has implied that technical courses like engineering and architecture and professional courses like, BBA, BCA, B.Ed., LLB, MBBS, Homeopathy, Physiotherapy, and Pharmacy were found more on higher academic achievement at U G level.

Study further implied that the status of working students is not an impactful factor in increasing the level of academic achievement. Does it denote the matter of time constraints among working students to attend classes and for preparation of exams that needs to be explored.

Study endorsed with findings of study by Jabbar (2011) that financial pressure left disappointing effects on the performance of hard up learners. Study found lower level of academic achievement among the respondents who felt economic constraints in studies.

Many studies have found the significant impact of various facets of schooling on higher level of academic achievement. A study on educational aspiration by Vaidya S. (2006) concluded that the students from nongovernmental schools had higher educational aspiration than the students from government school. The present study also confirmed significant impact of status of school on level of academic achievement. Those respondents who studied through private schools were found higher achievers. The difference may be caused due to the difference in management approach, good and qualified teachers or enrollment of children with higher intellectual level.

A Study by Radha (1998) implied that students from English medium school were high academic achievers than Malayam medium schools; socio economic status appeared to be the best predictor of academic achievement. Respondents of the present study from English Medium Schools were found higher achievers than respondents from vernacular medium. It is usually observed that more efforts has been put up by students of English medium for study which might be leading to higher achievement.

The study on educational aspiration (Vaidya, 2006) found that the students from urban area had higher educational aspirations than rural students. In the present study, place of schooling, i.e. urban, semi urban or rural area has not made much noticeable difference on the level of academic achievement among the respondents. The board of examination is not found having significant impact on academic achievement of a respondent, whether a respondent from Gujarat Board, CBSE Board, ICSCE or any other state Board for Examination. They were all found parallel on academic achievement scores.

Studies at international and national level found consistently positive impact of the socio - economic status, level of education and level of income among parents are found on academic achievement of children. Study by M.S Farooq (2011) found socio- economic status of family as one of the important factors affecting students' achievements. The study by Yousefi, and et. al. (2010) revealed that parents' education has a significant effect on academic achievement of the university students. The study by Acharya and Joshi (2009) implied significant effect of mothers' educational level on the achievement motivation of the adolescents in academic area. The study of Davis-Kean (2005) also concluded that parents' education and household income are moderate to strong predictors of academic achievement and these factors affect academic achievement through parent' beliefs and expectations for their children. The present study has revealed strong and positive correlation of level of education among fathers and mothers with the level of academic achievement among respondents. Higher the level of education among parents, higher the achievement among respondents. It means educated parents are able to provide proper guidance related to study and subjects and able to inspire for higher achievements. Parents with lower level of education may not be able to help their children in higher academic achievement.

Further Yousefi et al. (2010) found positive correlation between family income and academic achievement, the students with better income resources can access to quality educational experience. The present study also established significant and positive correlation between the level of income among parents with academic achievement of respondents. Higher the level of income among parents, higher the academic achievements are found among respondents. Study further indicated positive impact of types of family, particularly nuclear family, on academic achievement. There can be many reasons; parents are able to look after children, can spare time for them and can take interest in their study may be because of less household responsibilities in nuclear family.

Study on family environment and academic achievement of children of working mothers by Saini (2005) indicated that children of working mothers were much better than the adolescent children of non-working mothers. The present study does not show positive impact of working mothers on level of academic achievement among respondents.

Study has implied the significant negative correlation of academic achievement with career anxiety. Higher achiever is found on lower level of career anxiety It implies that higher academic achievement leads to better career plans.

Nevertheless, higher academic achievement has not led to development of meaning in life among respondents. Higher level of occupational Aspiration has led to meaning in life. It connotes that occupational aspirations are more meaningful than academic achievement in life of youth.

Participation in extracurricular activities was another factor for academic achievement. Participation in extracurricular activities may provide socializing experiences that foster achievement and the orientation to succeed, perhaps through taking part in competitive sports. This helps to strengthen occupational and educational aspirations (Otto, 1976). The present study has also established the impact of participation in extracurricular activities on level of academic achievement.

Studies have found the gap between educational aspirations, educational achievements and occupational aspirations and academic achievement. Study by Sharma (2003) indicated significant difference in career attitude and career competence with the level of achievement. Study by Rahim and et. al. (2004) found no significant correlations between academic achievement and educational aspirations and occupational aspiration. The present study also implied gap between academic achievement and level of occupational aspirations. Those students those who were on higher level of academic achievement are not found on higher level of occupational aspirations at U G level. Thus study has confirmed the findings of the study by Sharma and Rahim.

To conclude, it can be stated that the impact of socio demographic predicators like gender, category of courses, type of colleges, 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 and types of family in which respondents live are significant determinants for higher level of academic achievement among respondents of the study.

Study further concludes that variables like economic constraints in studying, status of working students, place of schooling, board of examination, and status of working mother are not impactful in deciding level of academic achievement of the respondents.

Implications of the Study

To summarize in nutshell, it can be stated that Career Aspirations and Academic achievement are not found uniformly dependent on all the mentioned socio demographic variables. A new trend is perceived among youth with moderate level of occupational aspirations with higher level of academic achievement. Gender, particularly male, has been found as a having higher occupational aspirations and gender, specifically girls were found higher on academic achievement. Type of colleges, particularly self financed colleges, and category of courses, predominantly technical courses, medium of instruction, mostly English medium, income groups, the higher income group among parents, are found strongly associated with both the dependent variables. While levels of education among parents are not found significant in determining for level of occupational aspirations, but it is a positive and significant determinant for academic achievement among respondents. In case of type of family, nuclear family is found to be a predicator for academic achievement and joint family is found more prominent for occupational aspirations. Participation in extracurricular activities is found influencing academic achievement and not occupational aspirations.

Demographic variables namely, status of working mothers, status of working students, economic constraints felt while studying, place of schooling, board of examination, are not found determinant for either of the two dependent variables. The level of occupational aspirations is associated with Meaning in life and not associated with the level of academic achievement. It is noteworthy to state that the both the dependent variables have found negative correlations with career anxiety. Thus, study directs the positive equations among higher occupational aspirations and higher achievement causing lower level of career anxiety.

The study has confirmed the positive equation between the level of occupational aspirations and level of academic achievement; however it is not true for the reverse equation. It means all the higher achievers are not found having higher aspirations. Hence, the study observes the gap between level of occupational aspirations and level of academic achievement. Subsequently the question arises: there may be some other determinants, which are the other determinants of occupational aspirations? Therefore, study implies the need for enhancing aspirations and motivation among parents and youth. This would require a collaborative approach of Professionals-educationist, social workers, and psychologists for afore said goal attainment. The researcher also agrees with Keith Kintrea and et.al. (2011) who believed that aspirations are a reasonable focus for intervention; in order to succeed, there is a need to identify and work in a focused manner with those families and communities where aspirations are weaker or poorly defined. Policies need to recognize that aspirations may be influenced by social class, culture and history or people's direct experience of the place they live in. The focus of the work should get maximum fit between young people's job aspirations and the kinds of jobs available in the local labour market. There is a need to expose students to a greater range of occupations and to promote a better understanding of job content. The data reveal need of counseling centers in school and colleges which can play vital role with regard to development of career aspirations among students at various levels of education.

In nut shell, the study has concluded lucid equation on higher aspiration leads to higher academic achievement which consequent lower career anxiety and contributes towards the development of having meaning in life among youth.

In the next section, suggestions for policy measures, Social Work Practice and various interventions and to scope for the further research will be discussed.

Section – III

Suggestions for Policy Formulation, Social Work Practice and Future Research

In this section, based on the study findings, specific suggestions, towards advocacy for policy change and the implications for social work practice are given. Suggestions for the future research are also outlined.

To start with as suggested by respondents:

- Youth, irrespective of category of courses, strongly desired for competent faculty in various courses. They further stated that teachers should have latest practical knowledge and more use of technology in classroom.
- Fee structure should be lowered in self financed colleges.
- Students of self financed colleges felt financial constraints in paying higher level of fees.
- Economic class should be criterion for admission and scholarship at higher level of education instead of caste certificate.
- They conveyed necessity of career guidance at 12^{th} Std. and at undergraduate level to clear career goals.
- To have assistance and conducive atmosphere for better achievement and in choice of career are required at U G level at college level.
- Establish Career Guidance Centers in the community with the aim to provide comprehensive information related to various career options including courses, names of the universities and required criteria for admission, fee structure, and job prospects.

Specific Suggestions for changes at Policy Level

The study pointed the gap between academic achievement and occupational aspirations among youth. It implies that youth with higher academic achievements are not found with clear about future occupation or jobs. The principals and HODs also expressed compliance to have career guidance centre at colleges but articulated their limitations in proper functioning of such centers due to paucity of expert personnel and funds. Further study entailed lower level of occupational aspirations among female students. There is a strong need for significant role of government agencies, parents and teachers to deconstruct gender-role stereotypes or perceptions of roles, society considers appropriate for girls and boys (Pattanayak (2014).

The present study suggests the formation of policy for the youth, also for the enhancement of services and role of social work professionals with specific reference to facilitate the role of parents, family, Government, NGO, Career Guidance Centers in enabling youth to discover their identity during the vulnerable phase of their life.

Ministry of youth Affairs and Sports since 1984 has been emphasizing on holistic development of youth and specifically, National Youth Policy 2014, to create a productive workforce that can make a sustainable contribution to India's economic development. In order to create a productive youth workforce, it is essential that the youth of the country have access to the right set of tools and opportunities to make a sustainable contribution. The youth must have equitable access to higher quality of education and be able to develop the necessary skills that are required by the labour market to ensure that they are gainfully employed. Given that a large proportion of the workforce is self-employed, entrepreneurship must be encouraged amongst the youth and they must be supported through the process of idea generation, incubation and financing. Following are some of the changes required at the policy level to achieve the goal of national development through development of youth.

To encourage equal access to Higher Education among all, there is a need to bring change in criterion for admission in higher education. The respondents have suggested change in policy for reservation. It should be based on economic class instead of caste. Many a times, it happens that a youth from non- reserved category belonging to lower income group finds difficulty in continuing higher studies. The change in reservation criterion, from caste to class will create conducive atmosphere for equal access in higher education.

It is commonly observed that person from lower caste gets lifetime benefits of caste reservation for more than one purpose, for example, getting benefit for securing admission, scholarship, employment, promotion in his /her life and further gets benefits for children also. Hence, today's youth as a change agent expressed their wish for change in policy and wants benefit of scholarships to be given on the basis of merit of results instead of caste. The higher fee structure among self financed colleges is perturbing them; there is a need for appointment of a monitoring body to curb profit making motives of self financed institutions. Number of seats should be increased in self financed colleges to facilitate more number of students. Need for more competent faculty can't be ignored in these colleges.

Budget on education is reduced by Government in every five year plan. Government should give priority to field of education for providing infrastructure, books, appointing required faculty in higher education to encourage higher enrolment at Higher Education particularly at master level in technical and professional courses.

Abstract of interviews of principals of non professional category stipulated the need for inclusive curriculum to facilitate administrative job at government level. This will facilitate the survival of traditional courses. It has been observed that more students are enrolled in non professional category- arts, science and commerce- These courses are run by Grant in Aid colleges which have lower fee structure. Students from lower economic income group are tempted to opt for traditional course which does not directly help out in getting job. Thus the vicious circle of poverty, lack of job oriented education and unemployment among educated youth linger. Hence, the government should encourage GIA colleges for introduction of professional courses at minimal level of fees instead of continuing only traditional courses. This change will benefit large group of youth.

Findings on management of financial resources from relatives and friends during the study implied difficulty in getting monetary support from government and banks. Therefore there is a need to bring changes in the procedure of disbursement of educational loans; specifically short list of required documents and rate of interest should be reduced for encouraging students from lower income strata.

Results have also indicated that there is a need for the career guidance services at secondary, higher secondary and at college level. The selection of education field after 10^{th} and 12^{th} standard is a turning point in every individual's life for establishing successful occupational identity. Establishment of Career Guidance centers at School level and college level necessitate changes at policy level. Government through NCERT, need to make it obligatory to have the counseling centre at school level with multipurpose objectives. It can cater information on what is after 10^{th} and 12^{th} standard? Vocational/Aptitude tests can be conducted to assist parent and adolescence to opt for correct choice of field of study in relation to abilities. Result of Vocational/ Aptitude Test should be made mandatory to get admission in higher education as abilities for the vocation plays greater role in achieving educational achievements and occupational success. It will avert wastage of money and occurrence of mental health problems in case of failure.

As mentioned in earlier part, that majority of colleges did not have Career Guidance cell and placement cell. The colleges which had a placement cell, all the respondents were not aware about it. It can be made mandatory to have active Career Guidance cell and placement cell at colleges. UGC (under XI FYP) has provided guidelines to address equity of access and placement opportunity through availability of appropriate institutional support. The guidance and counseling cell in a college has to be a resource centre of information, guidance and counseling with free accessibility and internet based global connectivity. This will facilitate exchange of information on professional placements and to establish linkages with the world of work. With this, youth can locate career opportunities vis-à-vis the realities and job profiles in the era of speedy emerging competitive occupational patterns.

Policy for youth employment is required to check migration among educated youth; reduce the age of retirement to the age of 58 to provide employment to youth. Another practice is seen is to hire or reappoint the retired person on contract basis. Though this practice saves money but it will lead to unemployment among educated youth. Therefore, there should be policy on checking re appointment of retired persons.

The respondents also articulated the need for practical knowledge in the subject. This designates the need for collaborative linkages between industry and academia for practical experiences among students. This will help to bridge the gap in getting employment due to lack of skills or lack of practical experience. This will facilitate in development of skills among youth and possibility of employability will increase.

Specific suggestions for Programs to implement the policy

(a) Appointment / formation of committees to monitor implementation of change in youth employment policy.

(b) Establishment of Career Guidance Centers at school and colleges with appointment of expert personnel.

(c) Organization of career programs, seminars, exhibitions, etc. in schools, colleges and community also.

(d) Government should launch help line for career guidance and online conducting tests, and for providing information related to career.

(e) Ministry of women and child welfare should increase their focus on adolescent to enable them in establishing occupational identity through certain specific program.

(f) Ministry of Youth Affairs and Sports should focus on youth employment, development of skills with Sports activity.

(g) Utilization of media for discussions: talk show and panel discussion will be fruitful in helping youth to be insightful to move smoothly on career path.

(h) The focus of colleges should be on skill development, to make youth self reliant.

Implications for the Social Work Practice

India is the youngest country in the world with 65% of population ranging between the ages of 24-35 years and will remain young till 2040. This youth population needs to be mould in proper channel to harvest dividend constructively for national development. As a helping profession, social work profession has multidimensional scope to work under the umbrella of family and child welfare with youth and parents, it can initiate as active partners in fostering all-round development of youth through providing services to youth at various stages.

Social worker can play a role of advocacy and work for increasing budget for higher education, introduction of professional courses in GIA colleges, establishing Career Guidance Centers at schools and colleges.

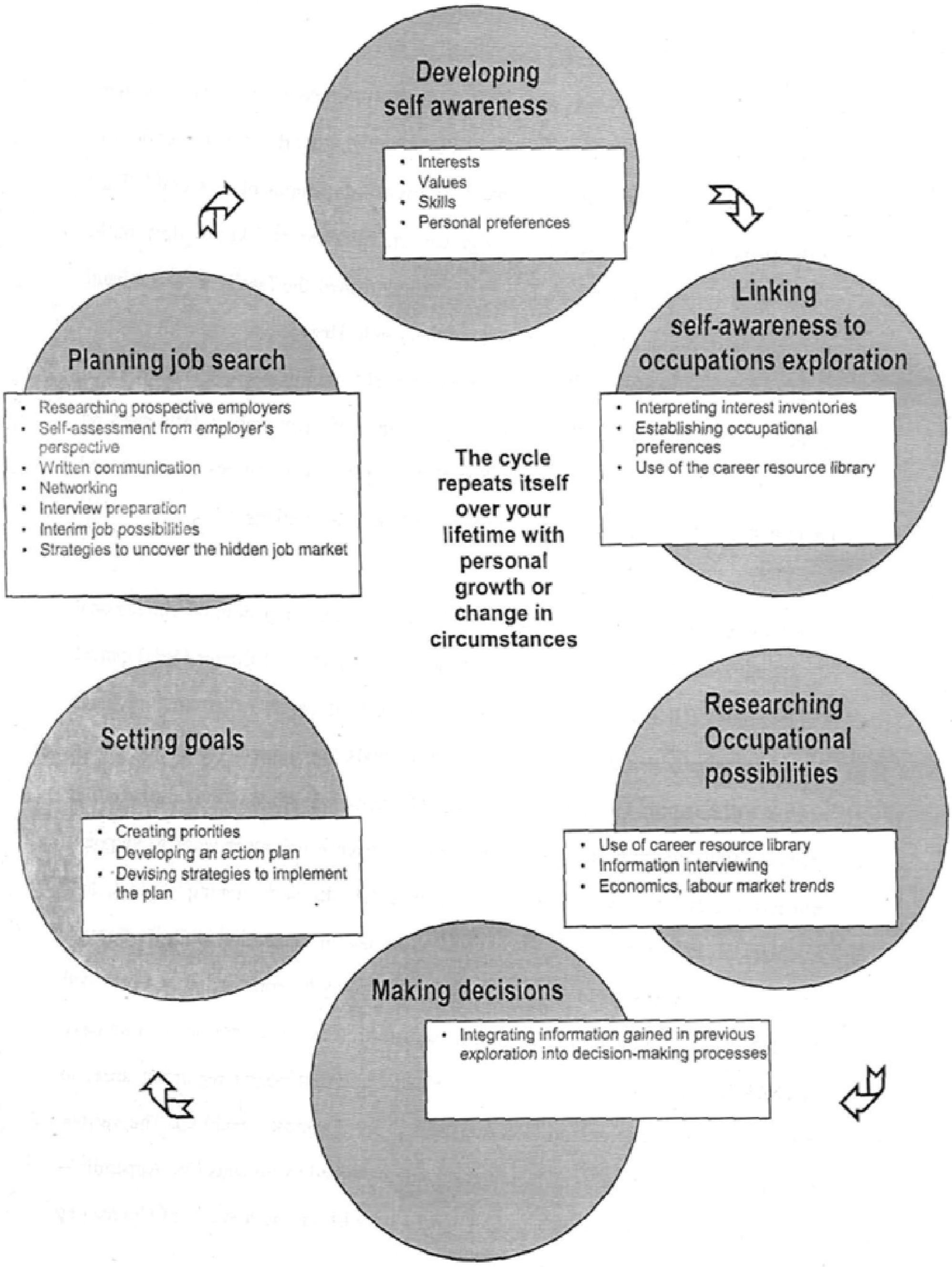
Social workers as career counselors; professional social worker can practice direct methods of social work namely social case work and social group work at community level. The principals and head of the departments also expressed their opinion for having services in schools, colleges, and communities by experts.

Role of school counselor can be seen in "coordination and providing advocacy services to all students, parents and the school community. Individual and group counseling, classroom guidance, consultation, including meeting with parents, teachers, administrators, staff and community members, and coordination of special programs and initiatives are integral parts of all school counseling programs. In Career and Vocational Guidance -

i. School counselors can help by providing information on the various career and vocational options available.
ii. School counselors can guide the students in choosing the right career based on suitable aptitude tests" (Kodad & Kazi, 2014)

The role of social worker at college level can be seen in establishing and supporting Career Guidance Centers through providing information related to vocational guidance and campus based interviews, more information on job avenues and placements in different institutions. Seminars and guidance workshops can be organized for informing students about the emerging professional trends, job profiles, leadership roles, entrepreneurship, market needs and risks. Career counselor can also work in collaborations with industry for bridging the linkages between academics and industry.

Fig. 5.1 – Career Development Cycle



Source: UNESCO, 2002 – Handbook on career counselling.

More so, they can also work with parents in enabling them to provide support, motivation & direction to their raise children by organizing workshops, discussions to understand significant impact of parenting on overall development of a child. Thus social worker using theoretical knowledge can improve parental knowledge, skills, and attitudes for right parenting. The study has confirmed the family as a dominant predicator in deciding future career plan among youth. Hence, working with parents, social worker can implement the knowledge of Social Cognitive Career Theory which emphasizes the psychological and social significance of demographic influences on adolescents' occupational aspirations. Social worker can help parents to understand the role of parenting abilities in shaping their children's aspirations.

Based on the findings, the study has suggested that social worker can play multi dimensional significant role while working with youth in implementation of Career Development Cycle Model (UNESCO, 2002) (Fig. – 5.1). The usual process of career counseling involves facilitating greater self-awareness, linking individuals to resources containing labour market information, increasing awareness of options available (including further study/training opportunities, work shadowing/ experience/ volunteer work as stepping stones towards long-term goals), assisting with the decision making process, and teaching job search strategies. Checklists can be useful in guiding students through this process. A checklist of steps that can be taken may be constructed and provided for students to help them in areas such as self-awareness and opportunity awareness. The various parts of the career process can be reviewed and explained to students (career development cycle).

Academicians and students of social work education can create data base required for policy formulation through conducting base line survey, need assessment on various concerns of youth and parents.

This will help in developing perception about the market demands, self awareness developing motivation to appear for exams conducted for administrative jobs at government level. Social worker need to work on gender dimension to increase occupational aspirations among girls. Motivating parents to inspire girls for taking up job and breaking of stereotype gender roles is also required.

Social worker can organize various programs on self awareness for youth to understand various facets of personality to facilitate the right vocational choice. Social worker while working can work for vocational guidance at two levels a) the differences among individuals (b) promote discipline, to develop healthy outlook and positive attitudes towards national integration and removal of narrow provincial preferences and prejudices. Social worker can create awareness about government schemes for facilitating higher education. Social worker can organize group activity to impart training in development of soft skills which will be increasing employability among them.

Directions for Future Research

Studies on aspiration have been done by educationists and psychologists. The majority of researches conducted in last decade have been focused on adolescent.

The present study put an effort to understand youth from the aspect of career aspirations, as it is one of the significant tasks of early adulthood from social work perspective. The present study has brought up concerns and challenges for the youth. The study has also indicated further scope for research on challenges faced by youth in pursuing their career goals.

The study has observed gap between academic achievements and occupational aspirations. It indicates the need for further exploration on determinants of occupational aspirations besides the variables examined in the present study among youth.

Studies on short term and long term job aspirations of each field of course can be taken up separately. The detailed studies can also be useful on perception of youth about employability. Need assessment of skills development courses to replace some of the courses.

Researches on various dimensions of youth career life will help to understand and serve youth in better ways.