

A Study of Career Aspiration of Students of Prayas Residential School of Raipur

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Abstract

Analysis of career aspiration of students at higher secondary level gives crucial informations about the way students aspire towards their future career. How do they prepare for their future. What are their concerns, What are the fields where they need support .In the present study an analysis of career aspirations of the students of Prayas Boys' Residential School, Raipur has been done. The sample of the present study are 103 boys of class 12th of science stream. Sampling was done purposively and the tool used for the collection of data was Career Aspiration Scale developed by Sarita Anand. The analysis of data was done qualitatively and presented by Pie charts. The results of this study reflects that most of the students have a very clear vision on their future career which is shown by their agreement in most of the positive statements. In some of the negative statements students have shown deep understanding while answering and in some of the negative statements a complete misunderstanding of the statements has been reflected. A good number of students are not in favour of waiting for 3 to 4 years until they get the best post which they have determined for them. These results are reflected in statement number 11 which shows lower level of self confidence of these students. Here guidance services may be very helpful for these students. On the basis of results a necessity of guidance and counselling services is surfaced.

Keywords: Prayas residential school, Career Aspiration.

Introduction

In schooling hierarchical system higher secondary classes are the topmost classes and a most important point of life in the career related perspective. The selection of subject stream in this level plays a very important role in determining the future career of students. This is the most crucial time of the life of a student when he looks around for future career, gets influenced by persons who hold higher position in their fields, always searches for path for good future career, keeps himself completely submerged in studies in order to get good marks and ranks,

prepares rigorously for entrance exams to get a chance to study in prestigious institutions for higher education. This is the phase of life where complete dedication is needed.

The description of various variables included in the study are given below:

Career Aspirations

The term career aspiration is represented by the ideas of persons for future development. How they plan for the future, how they think about future, what are their ideas about future, what are they planning for their future are some of the important aspects of career aspirations. The term 'career' has several meaning which vary with the user. In certain occupational and employment fields it denotes progression from one lower position to a fields to higher positions. keeping with its origin as word it denotes the sequence of positions occupied by a person during the course of a life time. The word comes from the latin "Carrus", "Chariot", and "Viacarraria" chariot course or highway. Vocational psychologists tend to use "career briefly for occupational career" (Super, 1957).

Career begins before employment, and shaped by parental background through its determination of exposure to occupations and educational opportunities, by aptitudes and interest, and by educational attainments. Career extends into retirement, as man on the pension seeks and finds things to do, the things he does are occupations in the series of organized tasks that structure life and give it meaning. In other words "The sequence of professional or occupational positions in the life course of an individual" (Jary & Jary, 2000).

Aspiration has been accepted as one of the important variables of personality. It gives us Knowledge of the goal to person for himself or orientation of a person or a group of persons towards a goal (Haller, 1968). Different persons, however, read to their experience of success and failure differently depending upon their personality characteristics like reality orientation, optimism, emotional stability, ambition, self confidence, boldness, preferences, rigidity, cautiousness, and courage etc. Aspiration is ambition of an individual and in educational usage usually seen as academic, social or occupational and concerned with performance, prestige and status (Page & Thomas, 1977).

Aspirations are the goals a person sets for himself in tasks which have intense personal significance or in which he is ego-involved. Aspirations must be considered from three points of view: first, what performance or aspect of it the individual considers important and desirable, or what he wants to do: second, how well he expects to perform especially in the important aspects of the activity and third, how important the performance is to him either as a whole or in its different aspects (Cronbach. 1963).

Career aspiration represents an individual's orientation towards a particular career goal and may cause an individual to closely examine decisions regarding schooling or the future. these are career related goals or choices that provide important motivational momentum for career

related behaviours and future educational and career success. Aspirations can have lifelong consequences as they are associated with significant later outcomes, such as where one works and lives, and the standard of living one attains. Career aspiration provides information about an individual's interest and hopes which leads to a desired career goal under ideal conditions. Career aspiration play a central role in career development, these aspirations are typically characterized as developing from wishful views of the future to mature evaluations considered in the context of abilities, interests, values and opportunities. Career aspirations involve dedication, motivation, realization, self confidence, preparation, etc for future.

Occupying the position of student in an engineering school may lead to working as a production engineer some years later, but the position of elevator operator in a departmental store is not likely to lead to an engineering position. On the other hand "Aspiration" is the act of aspiring of an ardently desiring or strong with or high desire. So that collectively, career aspiration is a strong desire or ambition for a career" (Webster's New World College Dictionary, 2001, p.175). This is a subjective criteria set by the individual before undertaking an activity which will determine his willingness for his future career.

Prayas Residential School

Chhattisgarh is Identified as a tribal state in the country. Sarguja in the north of the state and Bastar division in the southern part is a place of natural wealth and is home to various tribal communities. With the formation of the state, it is facing the problem of left wing extremism. This problem has affected the tribal terrain of the state the most. In tribal areas, lack of teachers in science and mathematics at high school and higher secondary level and LWE affect students of these areas. Reflecting far sightedly Hon'ble Chief Minister assigned the responsibility of preparing the "Chief Minister Bal Bhavishya Suraksha Yojna". to the Scheduled Caste and Scheduled Tribe Development Department. The plan was prepared in accordance with the instructions of the Honorable Chief Minister, in which four components were included namely: **Astha**, **Nishtha**, **Prayas** and **Sahyog**. To provide sustainable development in the life of LWE affected students by providing the facilities of education, housing, food and entertainment, etc. for the all round development of Naxal-affected students, by playing the role of mentor, Hon'ble Chief Minister Dr. Raman Singh, "Chief Minister Bal Bhavishya Suraksha Yojna 2010" has been implemented.

Prayas-Meritorious students of Naxal-affected districts who have passed 10thclass in first division are given education upto class 12thwith all-India level engineering and medical course entrance examinations coaching for admissions into IITs, NITs, TRIPLE IT. This residential school was established in Raipur in July 2010, inaugurated by Honorable Chief Minister. From the establishment various efforts have been made to fulfill the educational needs of the students of the L.W.E. affected district.

Efforts have been made by the Department to provide Infrastructure Facilities and Managerial Arrangements, ie Building, Courtyard, Housing, Mess System, Library, Laboratory and

Computer Lab etc. in Residential School. While teaching and coaching arrangements are met through out-sourcing. Students are provided accommodation, food, uniform and study and coaching completely free of cost.

In 2010, this school of excellence was established with a total of 266 students. In the first attempt, the examination result of all the students included in the class 12th board examination from this school was 100 % and 151 students Qualified in the AI EEE examination and 130 students were successful in getting admission in various engineering colleges. With the success of the Prayas school, the waves of enthusiasm in the tribal areas were communicated. Whereby LWE affected District Students were very much interested to get admission in this School, due to this it was decided to organize the entrance examination. In view of the progressive increase in the large number of students in the year 2013-14, the Prayas residential schools were established in the divisional head quarters Bilaspur, Durg, Jagdalpur and Ambikapur respectively in the year 2013-14. In the year 2015-16, on the headquarters of Kanker district, the teaching of class 9th, 10th and preparatory for competitive examinations, 200 seater "Feeder Prayas Residential School" was established. At present, a total of 07 Prayas Residential Schools are being conducted in which in the year 2016-17, 1606 students were studying against 1700 seats.

Since the establishment of Prayas School, 06 batches have been completed so far, the results of the Class XII board exams have been almost convincing and from the first batch 2012 to 2016, 15 students to IIT/ equivalent, 77 Student NIT/ equivalent, 19 student medical colleges and 432 students have been successful in getting admissions in various engineering colleges. In the year 2017, 149 students from Boys / Girls Residential Schools Raipur, Bilaspur, Durg, Jagdalpur and Ambikapur were successful in JEE Mains Examination. Out of these 12 students were selected for IITs and 50 Qualified for preparatory IITs, which is a matter of pride for the department and Prayas. In this year's Medical Entrance Examination "NEET", a total candidate has been included, whose examination results are expected. Prayas residential schools are unique kind of residential schools run by the Chhattisgarh Government for the students of LWE (Left Wing Extremism) affected districts of state. This is a highly ambitious project of Chhattisgarh Government. The bench mark and set goals are very high for the students and for attaining the goals, they are provided facilities like good infrastructure highly qualified teachers, high level study materials rigorous practice sessions, good quality food and clothing and above all an environment that is free from fear of Naxal menace which provide them to live with peaceful state of mind. The view of the government in providing facilities for the students is to let them live a good life so that researcher is keen to find out whether the facilities are proving good for them.

Rationale of the Study

There are various factors which influence career aspiration of students among which school environment, intelligence, reasoning, guidance and counselling, parental influence, teachers'

influence, physical and mental health, proper study conditions etc. are some important factors. The researcher has worked with Prayas from its beginning/inception and closely associated with all its activities, including its students and management. The setup of Prayas is totally different from other government schools. Being fully residential system, its environment and setup is quite different from other regular/residential schools. The setup provides a different atmosphere to students in order to improve the quality of students learning and ensure their access to higher technical educational institutions. As discussed earlier, environment of school plays a very important role in influencing the carrier aspirations of students. Researcher has investigated the influence of Prayas residential schools on the carrier aspirations of students of these schools.

Need/Importance of the study

A study of the carrier aspirations is an important topic, both for the individual and for the nation. By aspiring for and choosing the right occupations, the individuals will enjoy their world of work and the nation will flourish through the efforts of the dedicated working men and women. To achieve this task, obviously, it becomes important to understand the various factors related to the carrier aspirations of the students. This effort will be of great help to the students in understanding their possible success fields of carrier as well as to gain better internal adequacy for upward social mobility. Within the last few decades, social scientists have become increasingly concerned with factors underlying the carrier aspirations of individuals at all levels of society.

Students of Prayas have a high percentage of selection in higher technical institutions and medical colleges. The Percentage of selection in IITs, NIITs and Medical Colleges is increasing every year. This may be the effect of environment provided in Prayas residential schools which is helpful for the students' study habits improvement. As we have discussed earlier, there is a positive relationship between study habits and carrier aspirations. So it is important to improve study habits of students. So this study is very important to assess the study habits of students of these schools so that the positive aspects of either of these can be applied for the betterment of the other government schools.

Statement of the Problem

A Study of the Career Aspiration of the Students of Prayas Residential Schools of Raipur

Operational definitions of important terms:

1. Prayas residential schools are unique residential schools run by the Chhattisgarh Government for the students of LWE (Left Wing Extremism) affected districts of state.
2. Career aspiration represents an individual's orientation towards a particular career goal and may cause an individual to closely examine decisions regarding schooling or the

future. These are career related goals or choices that provide important motivational momentum for career related behaviors and future educational and career success.

Objectives of the study-Objectives are well defined and comprehensive statements of attainable goal. Unless the objectives are specified with sufficient precision to ensure that the data collected are relevant to the questions raised, the study may not provide the desired information.

The objectives of the study are-

1. To find out the career aspirations of students of Prayas residential schools of Raipur district.

Area and Delimitation of the Research-The present study as per convenience regarding time and resources, was delimited as under:

1. The study was restricted to the class 12th students of Prayas (Boys) Residential school of Raipur district.
2. The study was restricted to the study of Career Aspiration of students .

Educational Implications of the Study

This study will be significant in the course of educational process because,

1. This study helps adolescents not only to get acquainted with their aspirations but also to choose their career.
2. Remedial suggestions can be provided to adolescents.
3. The ways to improve carrier aspirations can be suggested.
4. The effect of factors included in residential schooling system can be predicted and a suggestive note can be given.

Method -For this study **Survey Method** was used.

Population and sample-Population in the present study are the higher secondary students of Prayas residential schools of Raipur district.

Sampling and Sample-Sampling was done by non probability sampling method and sample was selected purposively. Sample in present study are 100 students of class 12th of Prayas (Boys) residential schools of Raipur district.

Tools –Tool used for data collection is Career Aspiration scale developed by Sarita Anand (CAS-SA) .This tool consists 30 items with 20 positive items and 10 negative items .The tool is in the form of rating scale and a standardized scale. The positive items are item no. 1, 2, 3, 4, 5, 7, 11, 12, 14, 15, 17, 18, 20, 21, 22, 24, 25, 27, 28, 30 and the negative items are item no.6, 8, 9, 10, 13, 16, 19, 23, 26 and 29.

Techniques of Data analysis-The collected data was analyzed qualitatively. Each statement was analysed on the basis of 5 points which was given in the career aspiration scale i.e. completely agree, agree, uncertain, disagree and completely disagree. Responses of students on every statement was computed on the basis of 5 point rating scale and descriptive analysis was done and these were presented in tabular form and with the help of Pie-charts.

Data analysis and Interpretation

Analysis of Data of Career Aspiration Scale of Prayas Residential School, Raipur

Statement Wise Analysis

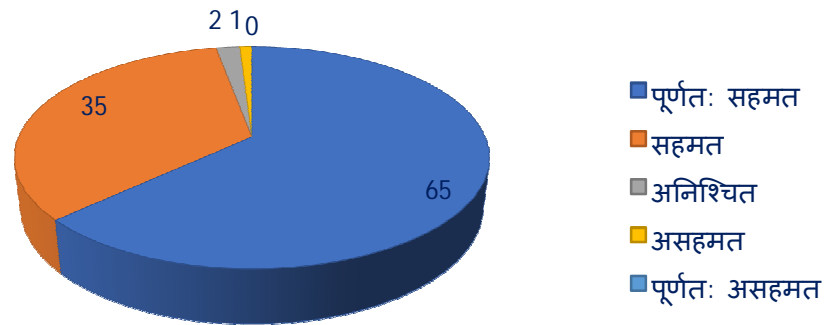
S. No.	Statements	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
1.	भविष्य में उच्च पद प्राप्ति हेतु आवश्यक योग्यताओं की जानकारी मैंने अभी से एकत्र करना प्रारंभ कर दिया है।	65	35	2	1	0
2.	मैं खाली समय में मनोरंजक गतिविधियां छोड़ प्रतियोगी परीक्षाओं की पुस्तकें पढ़ना अधिक पसंद करता/ करती हूँ	38	33	14	13	2
3.	मैं अपने भविष्य के कैरियर की तैयारी हेतु विद्यालय शिक्षा के साथ साथ अभी से अपने पसंद का आधारभूत पाठ्यक्रम भी कर रहा रही हूँ	54	27	8	4	6
4.	जब खाली समय में विद्यालय के सभी साथी खेल रहे होते हैं तो मैं कक्षामें बैठकर पढ़ना पसंद करता / करती हूँ।	21	23	24	24	8
5.	चाहे कितनी ही कठिनाई क्यों ना आए मैं किसी सरकारी विभाग या कंपनी में उच्च पद प्राप्त करके ही रहूंगा/ रहूंगी	66	18	12	4	0

6.	अभी से कैरियर की तैयारी करने का कोई औचित्य मुझे समझ में नहीं आता है	46	31	13	8	0
7.	जब मैं किसी बड़े अधिकारी को लाल नीली बत्ती वाली गाड़ी में जाते देखता हूँ तो मैं दुगुने उत्साह और मेहनत से पढ़ने लगता लगती हूँ	46	23	17	6	5
8.	मैं अपने भविष्य की चिंता छोड़ वर्तमान में ही प्रसन्न रहता/रहती हूँ	15	20	11	30	20
9.	मुझे अपने विद्यालय पाठ्यक्रम के अलावा अन्य किसी विषय में सोचने का समय ही नहीं मिल पाता है	11	32	18	22	17
10.	मैं छुट्टियों में अपनी पढ़ाई और तैयारी को छोड़कर किसी पर्यटक स्थल पर घूमने जाना अधिक पसंद करूंगा/ करूंगी	14	14	30	29	11
11.	मैं अपने जीवन में निर्धारित सर्वश्रेष्ठपद प्राप्ति हेतु अनवरत तीन-चार सालों तक इंतजार भी कर सकता/सकती हूँ	40	30	10	11	07
12.	मैं समाचार पत्र पढ़ना और टीवी देखना अधिक पसंद करता/ करती हूँ क्योंकि मेरी समझ के अनुसार इससे कैरियर के बारे में सामान्य ज्ञान बढ़ता है	47	28	14	7	3
13.	मैं भविष्य में सामान्य स्तर का पद पाकर भी संतुष्ट रहूंगा/ रहूंगी	21	30	12	18	18
14.	मैं कैरियर की तैयारी के लिए समय-समय पर अपने शिक्षकों एवं बड़ों की सलाह लेता रहता/ रहती हूँ	69	24	3	3	0

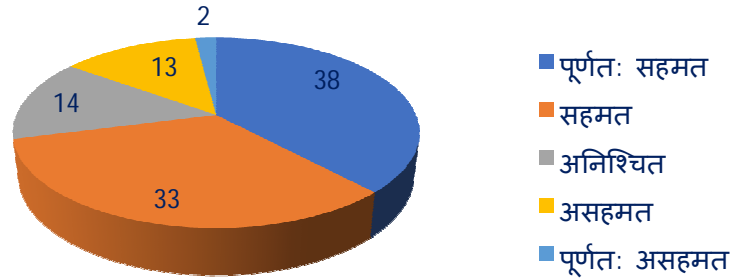
15.	मैं अपने पड़ोस के नौकरी पेशा लोगों से उनके कार्य और संबंधित योग्यताओं की जानकारी एकत्र करता रहता/ रहती हूँ	33	31	21	8	7
16.	मैंने अपने कैरियर की चिंता माता-पिता पर छोड़ रखी है क्योंकि अभी मुझे इसकी कोई जानकारी नहीं है	63	29	3	3	1
17.	मैं और मेरी मित्रमंडली अपने अपने भविष्य के कैरियर की योजनाएं बनाते रहते हैं	50	38	8	2	2
18.	मेरी समझ से आज के प्रतियोगिता पूर्ण समय में अभी से कैरियर की तैयारी करना अत्यंत आवश्यक है	84	15	0	0	0
19.	मैं अपने भविष्य के कैरियर के प्रति सजग नहीं हूँ	62	21	6	6	5
20.	बार-बार असफल होने पर भी मैं अपने जीवन में निर्धारित उच्च पद की प्राप्ति हेतु प्रयास नहीं छोड़ूंगा/छोड़ूंगी	80	15	3	1	1
21.	मैंने अपने जीवन का उच्चतम लक्ष्य अभी से निर्धारित कर लिया है	70	20	5	3	2
22.	मैं विद्यालय शिक्षा के साथ-साथ अलग से कोचिंग कर प्रतियोगी परीक्षाओं की तैयारी भी कर रहा/ रही हूँ	61	18	6	11	4
23.	मुझे कैरियर की चिंता करने की आवश्यकता नहीं है क्योंकि मेरे पिता की पहुंच से मुझे नौकरी तो मिल ही जाएगी	81	20	1	0	1
24.	मैं अपने जीवन में निर्धारित उच्च पद की प्राप्ति हेतु दिन-रात एक कर अभी से तैयारी कर रहा/ रही हूँ	65	30	3	1	0

25.	मैं जिस विषय पर अच्छी पकड़ रखता/ रखती हूँ उसी में आगे अपना कैरियर बनाऊंगा/ बनाऊंगी	69	21	6	3	0
26.	मैं पढ़ा लिखा कहलाने के लिए ही पढ़ाई कर रहा / रही हूँ ना की किसी उच्चपद की प्राप्ति हेतु	45	23	8	17	7
27.	मुझे अपने कैरियर की तैयारी के लिए घर छोड़कर बाहर भी रहना पड़े तो मैं वह भी करूंगा/ करूंगी	78	17	1	0	0
28.	चाहे कितनी भी कठिनाई क्यों ना आए मैं अपना मनपसंद व्यवसाय प्राप्त करके रहूंगा/रहूंगी	59	31	7	1	1
29.	मैं बहुत कठिन परिश्रम करके पढ़ाई नहीं करता क्योंकि मुझे अपने पिता के व्यवसाय को ही आगे बढ़ाना है	63	30	4	1	3
30.	मैं कैरियर की तैयारी को बच्चों का खेल नहीं समझता /समझती हूँ इसलिए मैं इसके लिए कठिन परिश्रम कर रहा /रही हूँ	68	24	4	3	1

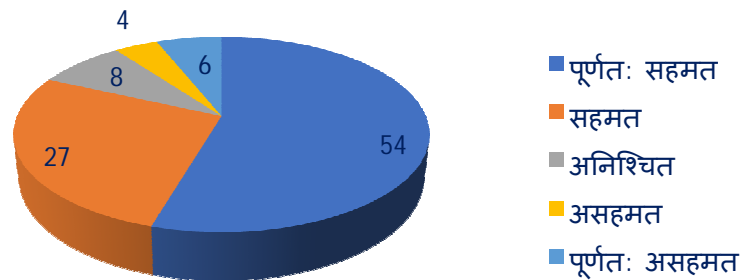
1 भविष्य में उच्च पद प्राप्ति हेतु आवश्यक योग्यताओं की जानकारी मैंने अभी से एकत्र करना प्रारंभ कर दिया है।



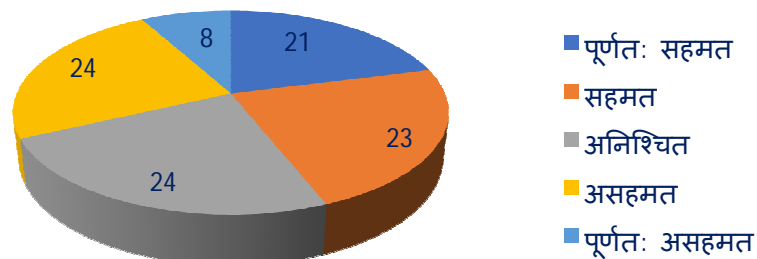
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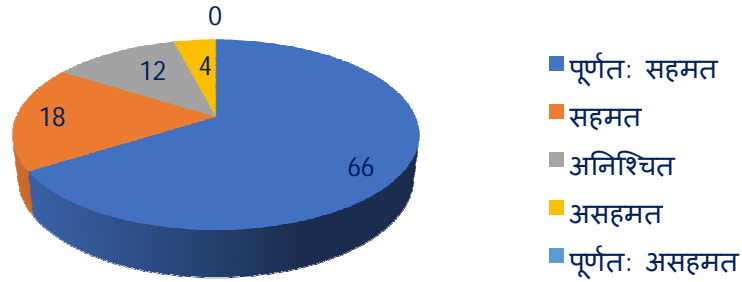
3 में अपने भविष्य के कैरियर की तैयारी हेतु विद्यालय शिक्षा के साथ-साथ अभी से अपने पसंद का आधारभूत पाठ्यक्रम भी कर रहा /रही हूं



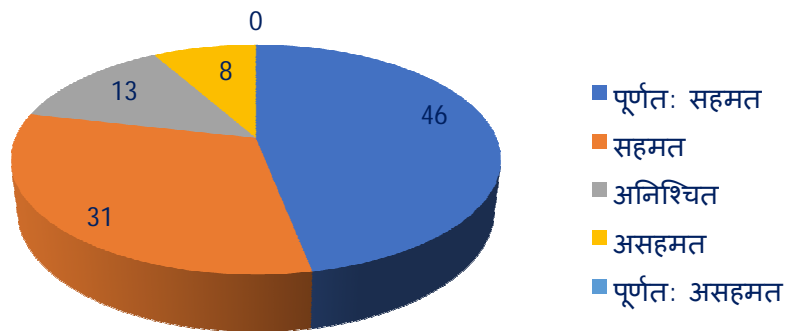
4 जब खाली समय में विद्यालय के सभी साथी खेल रहे होते हैं तो मैं कक्षा में बैठकर पढ़ना पसंद करता/ करती हूं।



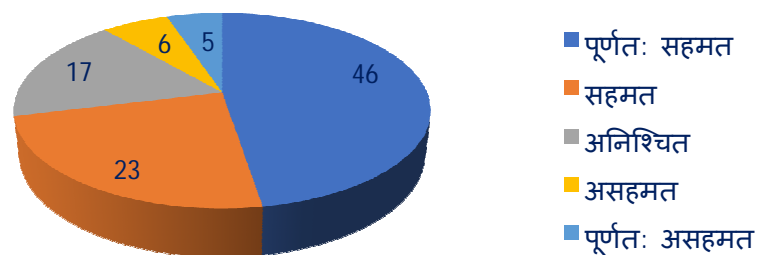
5 चाहे कितनी ही कठिनाई क्यों ना आए मैं किसी सरकारी विभाग या कंपनी में उच्च पद प्राप्त करके ही रहूंगा /रहूंगी



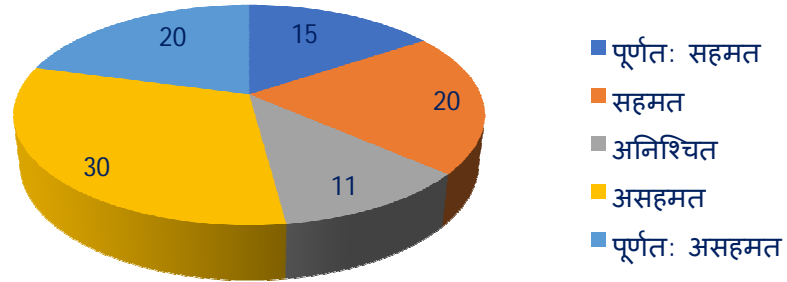
6 अभी से कैरियर की तैयारी करने का कोई औचित्य मुझे समझ में नहीं आता है



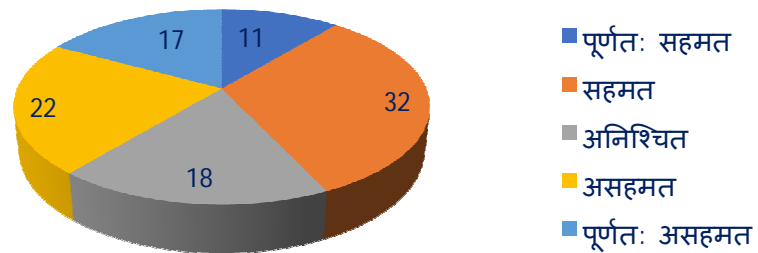
7 जब मैं किसी बड़े अधिकारी को लाल /नीली बत्ती वाली गाड़ी में जाते देखता हूं तो मैं दुगुने उत्साह और मेहनत से पढ़ने लगता लगती हूं



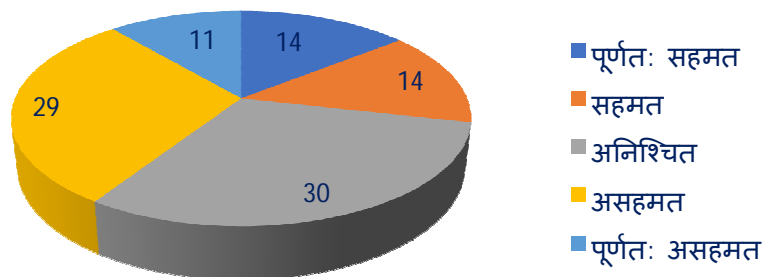
8 मैं अपने भविष्य की चिंता छोड़ वर्तमान में ही प्रसन्न रहता/ रहती हूँ



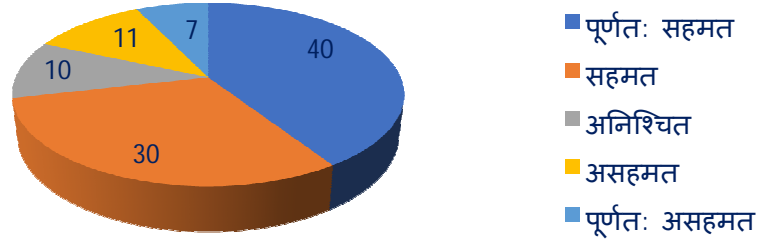
9 मुझे अपने विद्यालय पाठ्यक्रम के अलावा अन्य किसी विषय में सोचने का समय ही नहीं मिल पाता है



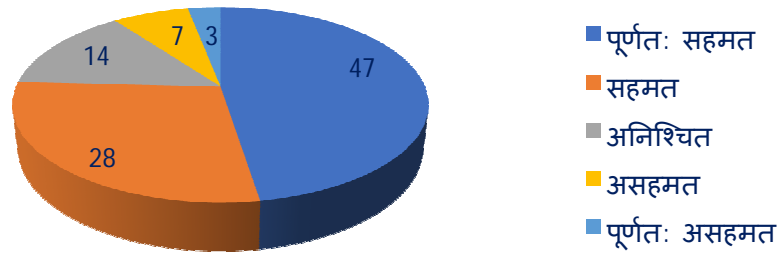
10 मैं छुट्टियों में अपनी पढ़ाई और तैयारी को छोड़कर किसी पर्यटक स्थल पर घूमने जाना अधिक पसंद करूंगा /करूंगी



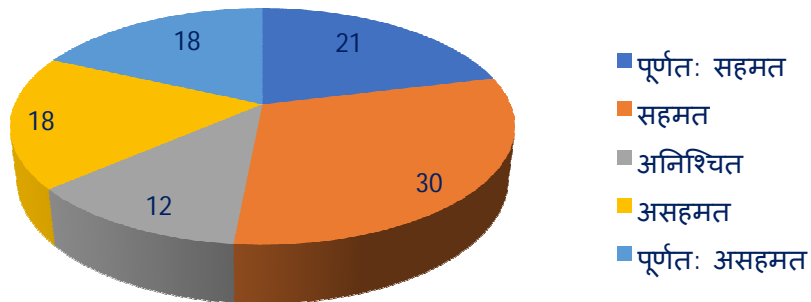
11 मैं अपने जीवन में निर्धारित सर्वश्रेष्ठ पद प्राप्ति हेतु अनवरत तीन-चार सालों तक इंतजार भी कर सकता/ सकती हूँ



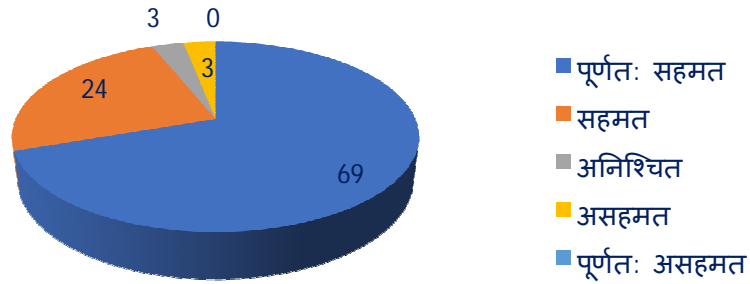
12 मैं समाचार पत्र पढ़ना और टीवी देखना अधिक पसंद करता /करती हूँ क्योंकि मेरी समझ के अनुसार इससे कैरियर के बारे में सामान्य ज्ञान बढ़ता है



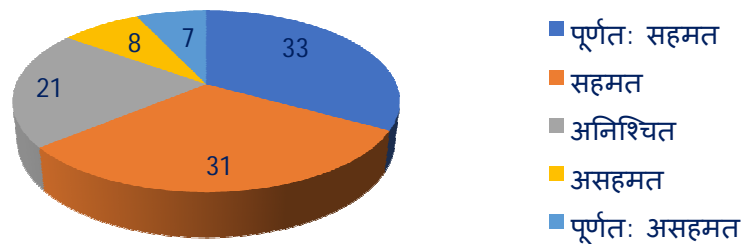
13 मैं भविष्य में सामान्य स्तर का पद पाकर भी संतुष्ट रहूंगा/रहूंगी



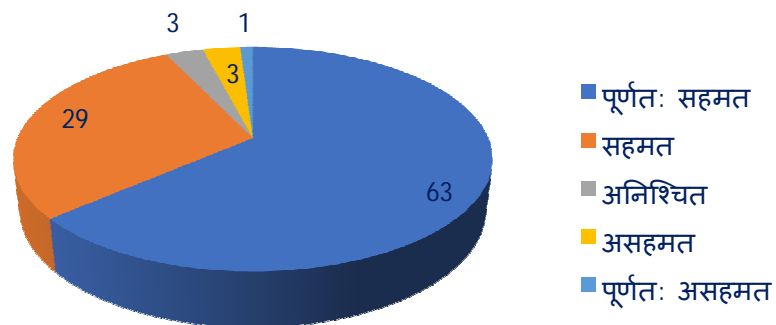
14 मैं कैरियर की तैयारी के लिए समय-समय पर अपने शिक्षकों एवं बड़ों की सलाह लेता रहता /रहती हूं



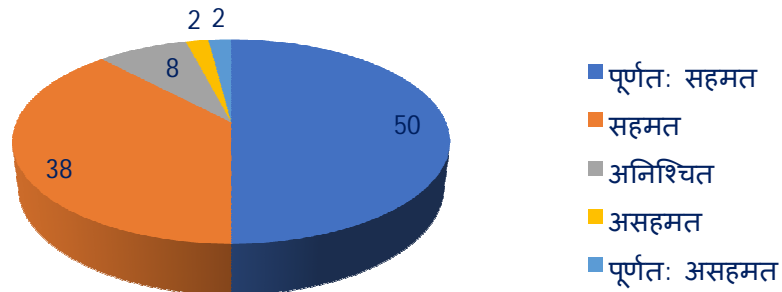
15 मैं अपने पड़ोस के नौकरी पेशा लोगों से उनके कार्य और संबंधित योग्यताओं की जानकारी एकत्र करता रहता /रहती हूं



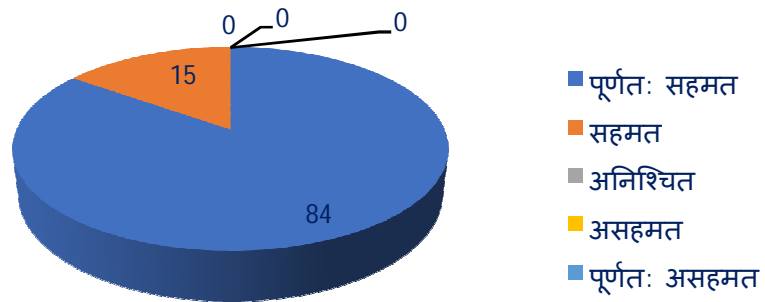
16 मैंने अपने कैरियर की चिंता माता-पिता पर छोड़ रखी है क्योंकि अभी मुझे इसकी कोई जानकारी नहीं है



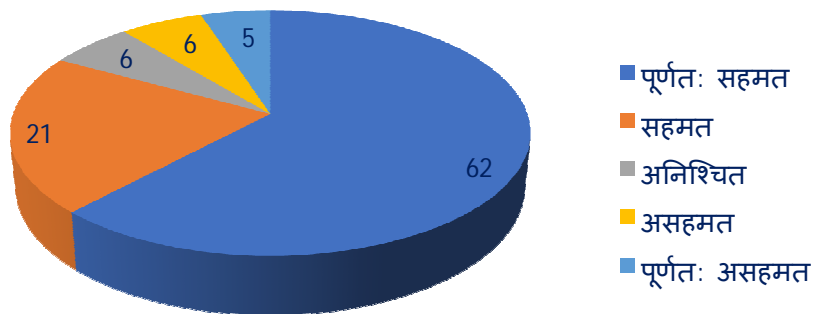
17 मैं और मेरी मित्र मंडली अपने अपने भविष्य के कैरियर की योजनाएं बनाते रहते हैं



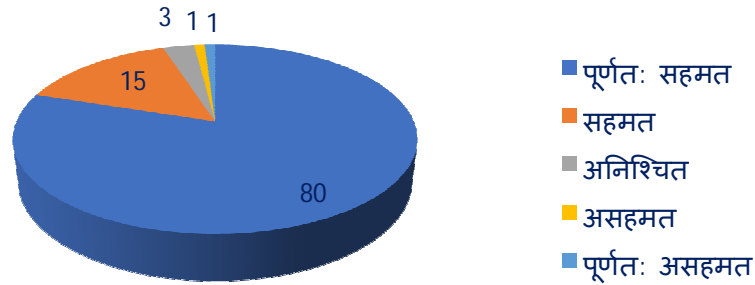
18 मेरी समझ से आज के प्रतियोगिता पूर्ण समय में अभी से कैरियर की तैयारी करना अत्यंत आवश्यक है



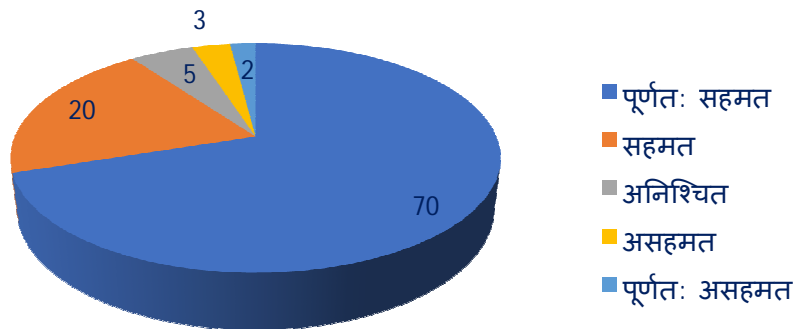
19 मैं अपने भविष्य के कैरियर के प्रति सजग नहीं हूँ



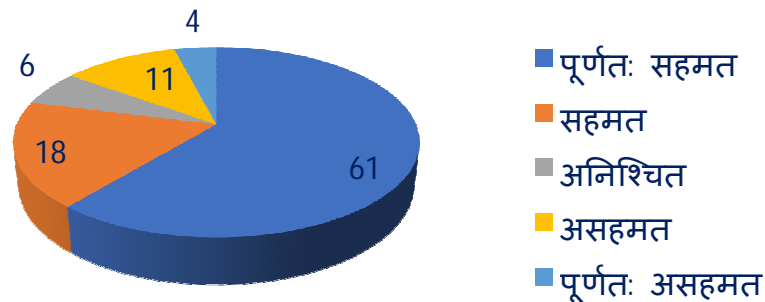
20 बार-बार असफल होने पर भी मैं अपने जीवन में निर्धारित उच्च पद की प्राप्ति हेतु प्रयास नहीं छोड़ूंगा/छोड़ूंगी



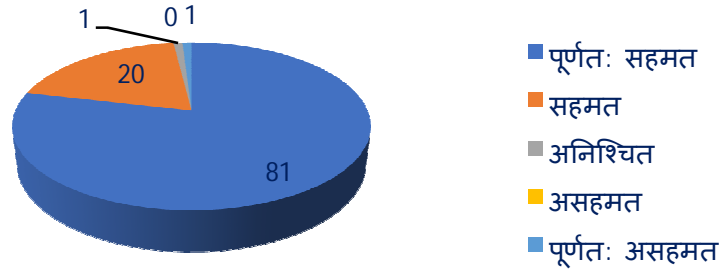
21 मैंने अपने जीवन का उच्चतम लक्ष्य अभी से निर्धारित कर लिया है



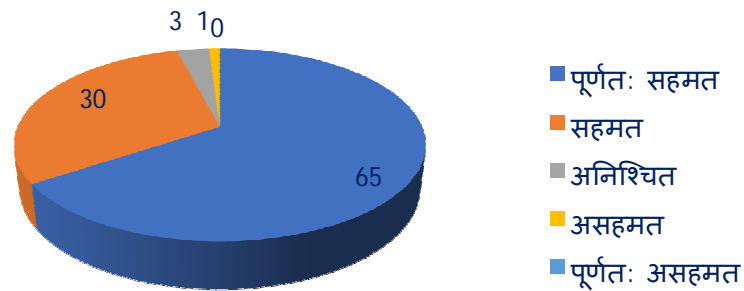
22 मैं विद्यालय शिक्षा के साथ-साथ अलग से कोचिंग कर प्रतियोगी परीक्षाओं की तैयारी भी कर रहा /रही हूँ



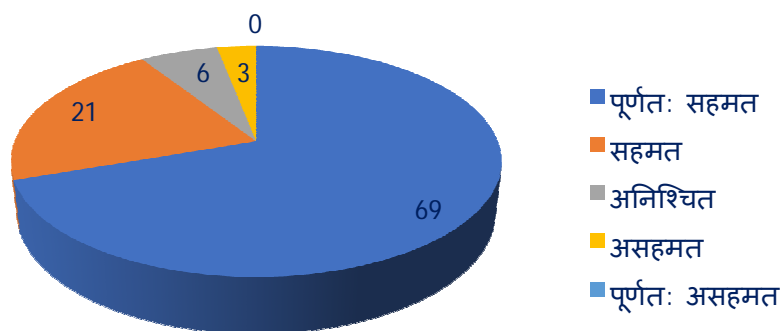
23 मुझे कैरियर की चिंता करने की आवश्यकता नहीं है क्योंकि मेरे पिता की पहुंच से मुझे नौकरी तो मिल ही जाएगी



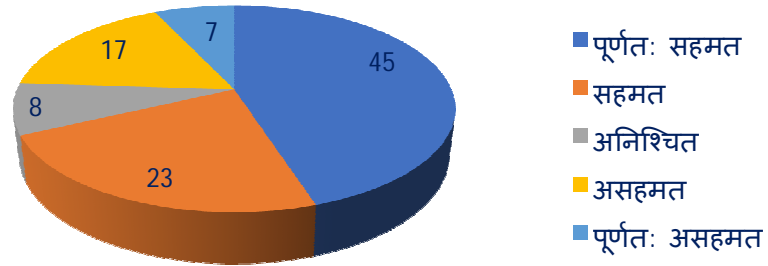
24 मैं अपने जीवन में निर्धारित उच्च पद की प्राप्ति हेतु दिन-रात एक कर अभी से तैयारी कर रहा /रही हूँ



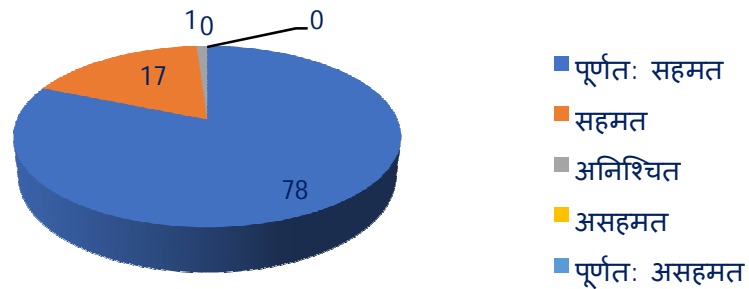
25 मैं जिस विषय पर अच्छी पकड़ रखता /रखती हूँ उसी में आगे अपना कैरियर बनाऊंगा /बनाऊंगी



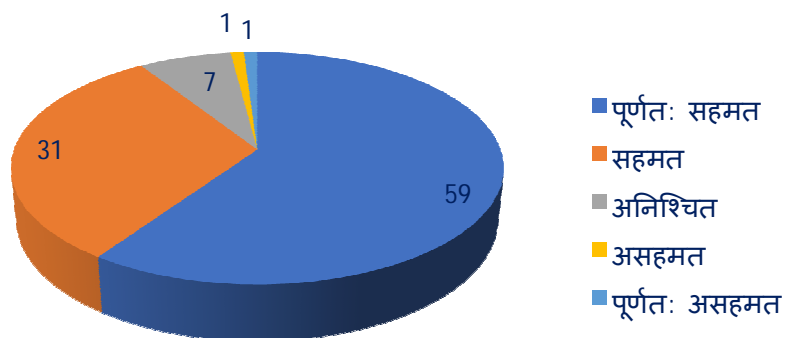
26 मैं पढ़ा लिखा कहलाने के लिए ही पढ़ाई कर रहा/रही हूँ ना की किसी उच्च पद की प्राप्ति हेतु



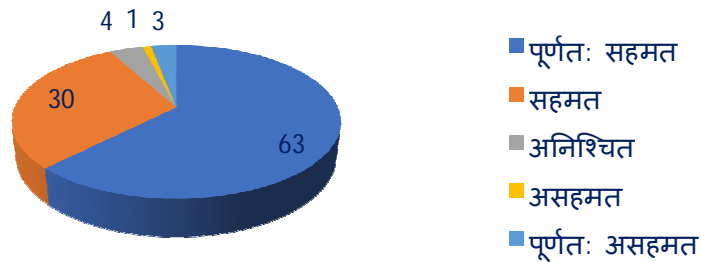
27 मुझे अपने कैरियर की तैयारी के लिए घर छोड़कर बाहर भी रहना पड़े तो मैं वह भी करूंगा/करूंगी



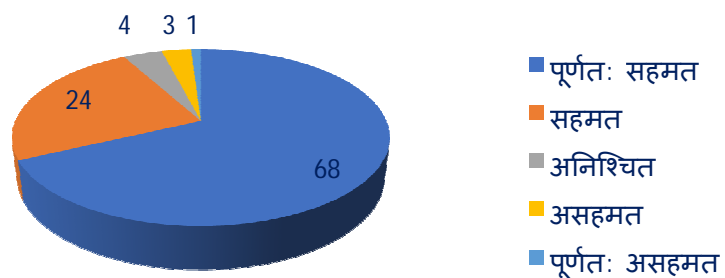
28 चाहे कितनी भी कठिनाई क्यों ना आए मैं अपना मनपसंद व्यवसाय प्राप्त करके रहूंगा/ रहूंगी



29 में बहुत कठिन परिश्रम करके पढ़ाई नहीं करता
 क्योंकि मुझे अपने पिता के व्यवसाय को ही आगे
 बढ़ाना है



30 में कैरियर की तैयारी को बच्चों का खेल नहीं
 समझता/ समझती हूँ इसलिए मैं इसके लिए कठिन
 परिश्रम कर रहा/ रही हूँ



Analysis of data of Career Aspiration scale of Prayas Residential School, Raipur

Statement wise Analysis

1. The responses of statement number 1 show that the students of prayas are completely devoted towards career as 100 students have started gathering information about future higher post requirement.
2. 71 students show interest in reading of books related to competitive exams other than involving in entertainment activities but a significant number of students that is 14 are uncertain and 13 students disagree while two students completely disagree this shows a sense of I'm maturity among 29 students.
3. According to the responses of statement number 3 81 students are going for basic foundation courses for preparation of future career. A very few students that is 18 hour are either uncertain or disagree with this statement.

4. As the responses for fourth statement were analysed it was seen that 44 students agree that they like to study in the classroom instead of playing with other students in leisure time but still 24 students are uncertain and 32 students disagree with this. This data shows that 56 students are still inclined towards games and sports instead of study.
5. When the responses of fifth statement were analysed it was seen that 84 students show their strong will towards getting a higher post in a government department or company which shows a majority of students but 16 students are still uncertain or with disagreement.
6. 77 students are in agreement with this statement and they say that they don't think there is any rationale of preparing for the future from this early time which contradicts with the statement number 3 and its results but a very small number that is 13 students are uncertain and 14 disagree. The responses show that only 8 students are career oriented which is contradictory.
7. 69 students state that they get motivation by seeing the powerful and respectful position of any officer maintaining government vehicles and try to do more and more study to get into that position but 17 students are uncertain about it whereas only a few that is 11 students disagree with this.
8. Results of statement number 8 are also contradictory where 35 students say that they are happy with present life rather than taking burden for the future and eleven students are uncertain. Most important is the response of 50 students which show disagreement with this statement and they are concerned about their future.
9. This statement is about time management where 43 students are unable to manage time and 18 are uncertain whereas a significant number that is 22 and 17 are in disagreement with this statement which means they are able to manage their time for thinking about other subjects other than school curriculum.
10. The responses of this statement show that 28 students are showing inclination towards giving a break to their studies and preparation while 30 students are uncertain and 40 students are in disagreement with this statement which shows that they are quite serious about their studies and preparation.
11. The responses of this statement show that 70 students are goal oriented and are willing to continue their preparation until they get the post which they consider the best for them whereas ten students are uncertain and 18 students showed disagreement with this statement.
12. 75 students like to read newspaper and watch television for getting general knowledge about future career whereas 14 students are uncertain and 10 students didn't show any interest towards getting knowledge for future career.
13. 51 students show agreement that they will be satisfied if they get a lower level of post whereas 36 students disagree with this, 12 students are still in a state of uncertainty. This shows that the students need more and more motivation towards career.
14. 93 students agree that they take the guidance of teachers and elderly persons for future career. This number of students is quite satisfactory and shows that most of the students

- are serious about their future career. Only 6 students are not taking any suggestion or guidance from teachers or elderly persons.
15. 64 students say that they gather information about work and related qualification of persons who are in job but 800 significantly large number of students that is 21 are uncertain about this and 15 students disagree with this.
 16. A large number of students that is 92 are not well aware about their future and they have left it on their parents 3 are uncertain and 4 are in this agreement with this statement. The results of this statement is a matter of concern where students at higher secondary level lack awareness about their career hence a career counseling program seems to be very important to overcome such ignorance.
 17. 88 students agree that they with their peer group always plan for future career. This result is quite good sign. Eight students are uncertain and for students disagree which is a very small number.
 18. The results of this statement are also very positive where all the 99 students agree that in this competitive time it is very important to prepare for future career.
 19. The results of this statement are quite contradictory to the results of statement number 1 and 18. Here 83 students agree that they are not aware towards their career. Six students are uncertain and 11 students are in this agreement with this. The reason behind this may be that most of the students may have misunderstood the meaning of this statement.
 20. The results of this statement shows zeal of 95 students towards their career still three are uncertain and 2 are in disagreement.
 21. 90 students say that they have fixed their highest goal of life which is quite remarkable and good sine but 5 students are still uncertain and five or not in agreement with this statement.
 22. 79 students say that they are able to manage the time for the study of school subjects as well as coaching of competitive exams. This statement again contradicts the results of statement number 9 where only 39 students showed that they could manage time for the study of both school subjects as well as other subjects. Six students are uncertain and 15 students disagree with this.
 23. Again contradictory results came for this statement and 101 students are agreed that they don't need to worry about their future as they will get job with the influence of their father. The students responses show that they have misunderstood the statement and such responses may arise only because of such miss interpretation.
 24. 95 students agree that they are preparing day and night for getting certain higher post which shows their commitment towards career again three students are uncertain and one is in dis agreement with this statement.
 25. 90 students are committed towards preparation of their career in the field or subject in which they have good understanding Sikhs are still uncertain and three students disagree with this.
 26. Again in this statement a confusion in the understanding of statement can be seen where 68 students say that they are studying to become literate or to be called literate but not for

- getting higher post. Eight students are uncertain and five students disagree with this which means these 25 students could understand the correct meaning of the statement.
27. 95 students are ready to move away from their houses for the preparation of their career the students of present study leave in a residential system away from their home. The results of this statement shows the level of adjustment by the students which is high only one student is uncertain.
28. 90 students show commitment towards their career or goal 7 students are uncertain and 2 are in disagreement.
29. 93 students are in agreement with this statement which again contradicts with the results of positive statements. This may be again because of the mis understanding of the meaning of the statement. 4 students are uncertain and 4 are in disagreement.
30. 92 students agree that preparation for career is not a silly game but it needs lot of hard work but for students are still uncertain and four are in disagreement.

Conclusions of the study

1. Most of the students have a very clear vision on their future career which is shown by their agreement in most of the positive statements.
2. In the statement number 4, 12 , 15 , 24, 14 and 21 ;a significant number of students are showing uncertainty regarding the statements; which shows that they like to pay more attention towards games in leisure rather than studying .They are uncertain about the TV /newspaper's career information related importance . They are also uncertain whether or not to gather job related informations from job holders.
3. Statement number 8, 9, 10 are negative statements and the results of these statements show proper understanding of the statement whereas statement number 6, 13, 16, 19, 23, 26 and 29 are also negative statements but the responses given by the students in these statements show that there is a misunderstanding or misinterpretation of the statement hence students were not able to understand the meaning of these statements properly and their responses were in a reverse manner.
4. On analysing responses of statement number 2 , many students have shown inclination towards entertainment activities rather than studying competitive exams related books . In such conditions guidance and counselling program will certainly help the students to become oriented towards career.
5. A good number of students are not in favour of waiting for 3 to 4 years until they get the best post which they have determined for them. These results are reflected in statement number 11 which shows lower level of self confidence of these students. Here again guidance services may be very helpful for these students.

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