

**CARRER ASPIRATION OF COLLEGE GOING STUDENTS IN RELATION TO
SELF ESTEEM**

A Dissertation Submitted to the
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In partial fulfillment of the requirements For the Award of the Degree

Of

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By

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DECLARATION

I do hereby declare that the dissertation entitled "**CARRER ASPIRATION OF COLLEGE GOING STUDENTS IN RELATION TO SELF ESTEEM**" Submitted in partial fulfillment of the requirement for the award of the degree of M.Ed. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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CERTIFICATE

This is to certify that **Meena Kumari** has completed her dissertation entitled **“CARRER ASPIRATION OF COLLEGE GOING STUDENTS IN RELATION TO SELF ESTEEM”** under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.Ed. degree.

Date:- -----

Dr. Suman Saggu

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ABSTRACT

The present study was conducted on career aspiration of college going students in relation to their self esteem. of Kapurthala district of Punjab. Here career aspiration effluence is the surroundings or of self esteem the develop self esteem . The descriptive

method of research has been used in the study. 160 college students were selected from Kapurthala district of Punjab. 80 students were selected from arts and 80 students were selected commerce I by using purpose stratified Sampling technique. Three scales were used namely sipra verma career aspiration scale , self esteem inventory (1988) by M.S. Parshad and J.P. Takhur. The objective compare the career aspiration of college going students positive and negative self esteem.. To compare the difference of college going boys and girls career aspiration. of . To study relationship between career aspiration and self esteem of college going students. . To achieve these objectives investigator was framed hypotheses as: There exists a significant difference in the career aspiration of self esteem .. There exists a significant difference in the boys and girls career aspiration. . There exists a significant difference in male and female children on the variable study habit. There exists a significant difference in arts and commerce students on the variables in career aspiration. There exists a significant relationship between career aspiration and self esteem at 0.05 level.of significance.. There exists a significant relationship between career aspiration and self esteem of college going students..The statistical techniques as- Mean, median and SD. were used to determine the career aspiration and self esteem of college going students . Z-test/t-test statistical technique were used to find out the difference between two samples of mean groups of students of arts and commerce Pearson's product moment co-efficient of correlation-statistical technique was used to find out the relationship between mean scores of the variables-study career aspiration and self esteem of college going students.First hypothesis was to find out the difference in positive or negtive self esteem of children of college going students . for analysis the hypothesis t-test was used and it is found that there exists no significant difference in study negative and positive self esteem of college going students .. It also revealed that there exists no significant difference in boys & girls career aspiration of college going students .hypothesis was to find out the difference in the career aspiration of boys and girls.for analysis t-test was used and found that there exists an insignificant difference in the career aspiration of boys and girls arts and commerce. of students accepted even at 0.01 level of confidence. Third hypothesis to find out the difference in male and female children of adopting the arts and commerce for analysis t-test was used and found that there exists an in significant difference in male and female children of arts and commerce on the variable self esteem was accepted even 0.01 level confidences. Then the another hypothesis that to find out the difference in arts and commerce college students of analysis t-test was used and found that there exists a significant difference in arts and commerce college students and hypothesis-was accepted at 0.01 level. then analysis pearson's product moment co-efficient of correlation was used

and found that there exists signification but positive relationship between career aspiration and self esteem of college going students and hypothesis was accepted 0.05 level of correlation .

Keywords: career aspiration and self esteem of college students .

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CHAPTER -1

INTRODUCTION

1.1 THEROCTICAL ORIETION OF THE PROBLEM

Education delivers knowledge of the world everywhere us. It improves in people an outlook of looking at life. It helps build views and have points of opinion on thing that gives knowledge. Education is the procedure of fast information about the surrounding world while knowledge is something very different. They may be relatively right. Information cannot be reformed into knowledge without the catalyst called education. Education makes people skillful of inferring things rightly. Education is important because it equips people with all that are needed to make dreams come true. Education opens doors to excellent profession chances. It makes better forecasts in carrier and development. Every company of today requires his potential employees to be well educated. Therefore education becomes a suitability criterion for occupation in any sector of the industry. One is rewarded for training the expertise required for the field one projects. We are evaluated in the market based on our educational skills and how well we can apply them. Schooling gives the essentials where the person's interest is channelized.

Career choice or selection is one of the most important decisions in life that all people irrespective of race, creed, and political conviction will have to make at an early stage in their life. Since we are defined in society by what we are in term of our occupations, one's career becomes a very important source of a person's identity .Indeed,

deciding on one's life course is a process that must happen early in life to make useful impact on him ,family and society. The life work actually helps to shape a person's identity as well as one's creativity and mastery. The idea of ambition can be imprecise, from fantasies to tangible goals. Aspiration, howlers, usually predict the achievement of something great .They also discourse both present and future perceptions. In this sense, aspirations can be defined as an individual's "ability to identify and set for the future, while being inspired in the present to work toward those ambitions."

Choice of work may also determine the extent to which it can be considered as being successful or, failures. Different work have different demands and thus success is determined by skill to deliver result .if one chooses a career for which he/ she is not suited, around will be in instances when one is not able to deliver and thus be a failure. Career aspiration is to aspire a career of interest. When one is confused in choosing a career he relies on his friends & relatives in making her decision. For their social, educational & career success in the 21 century, students will need effective work habits & the capability to make sound decisions solve problems plan efficiently work independently communicate well research evaluate themselves realistically and explore new education. These choices are in turn partially effected by their own self-esteem.

We need to examine the extent to which aspirations are related to the professed self-esteem of college going students. Students who have high self-esteem they have the competency and they attribute their success to hard work, rather than luck or fate, they tend to have higher aspirations in career.

This study aims at finding out the relationship between college-type and self-esteem, and career aspirations of college going students. The study focuses on how the psychological factors such as self-esteem, and career aspirations could be related to the college-type a student is admitted in form one. Students' admission in different secondary college-types is based on the selection criteria of their marks. There is a lot of stereotyping by the society on "college labels" and their perceived academic performance. National college post best grades in making them institutions of fame and prestige. Extra-county and County College follow national colleges and at the bottom are sub-county college (Day College) producing the bulk of poor grades i.e. the D's. The

implication is that most of these students miss out the qualification criteria of professional careers.

This trend is worrying and parents are concerned about the college type their adult attends. Therefore, students over time have known different college types and how students' results differ among these college. Such categorization could affect one's self-realization. This could influence students' self-esteem, and career aspirations in one way or another. Studies have not adequately delved into psychological variables and how they may be related to college type and academic performance differences. The main objective of this study is to find out if school type is related to students' self-esteem, and career aspirations. The cluster contained, in order of importance, career indecision, status expectations, self-esteem, career goals and career development attitude, with students in the non-discrepant group reporting less career indecision, higher job expectations, self-esteem, career goals, and more career planning and exploration. Occupational status aspirations were associated with school achievement, self-esteem, and career maturity. Students who reported achieving well at school, were more career mature and had higher self-esteem were more likely to aspire to professional status occupations than students who held skilled status aspirations, and students who held semi-professional aspirations having more career knowledge than students who held skilled aspiration.

CAREER ASPIRATION

Career aspiration are a cluster of needs, motivation and behavioral which individuals coherent with respect to dissimilar career arenas. Thus career aspiration measures the scuffle of an actor's goal to be active in a particular career field the career of the nation of career aspiration shows similarities with the nation .again more, career aspiration represent a type of mental self-selection .actors anticipate the prerequisite for success, estimating their personal strengths and weakness. Market demands and rates of the achievement, estimation to personal strengths and weakness. Market demands and rates of employment directly affect occupational opportunities as well as educational requirement. The more young people are now involved in higher education because of improved educational desires in the workplace as a result, education has taken on a more

important role in occupational fulfilled. The choice of an occupation is one of the most important decisions one makes in life, it is a perhaps as the choice of a life partner because it is consequences are far reaching’

Theories of career development prosed that career aspiration developed stages though childhood and adolescence. Super (1990) and Ginsberg storm proposed that starting at 14 until 24 years old, adolescents are in the exploration stage with a progressive narrowing of career options from identifying tentative options to making final decisions regarding career choice. gottredson’(1981) theory asserts that after age 14 students begin to adjust their career aspiration to factors of the personal self and compromise their aspirations according to more realistic factors.in previous stages students would base their aspiration on factors such as perceived gender .prestige, and power of vocations. Although all of theories make suggestions about the influence of the environment, they propose a rather circumscribed sequence of stages in adolescent career development which are largely determined by linear age.

Several factors do influence one’s career aspiration same of them are listed below:-

Work value- A career is developed on the basis of values or principles that guide individuals in making decisions and developing behavior patterns. Work values indicate occupational preference .from early childhood, people develop attitudes and values toward work.intergenerational show of values a basic view of socialization includes the consolidation of work values in adolescent.this process occurs fairly early in life, and such values are well formed during the period of adolescence.

Gender- Gender is another important variable which affect the career aspiration .in the past, fewer occupational choices were available to women due to factors such as sexism, discrimination, and limited education. Studies on gender and career aspirations in the 1970s revealed girls had more restricted career aspirations than boys and girls often opted for a narrow range of occupational categories.

Family- The family situation has a decisive influence on the development of the child parental behaviors and attitudes, such as encouraging children in their studies, congratulating them on their achievements, expressing tenderness, properly supervising, having high expectations and a positive attitude to education and college tasks, being a

good parent reader and getting involved in college life all these factors impact positively on the likely success of a young persons.

Association with peers- Adolescence is a period of life during which individual's develop their personality and enhance their interests, at this time, the young are susceptible to navigation influences ,as well as to the models and images all around them. Therefore having friends who are motivated to say in school may determine the attitude of a student's towards future careers, education etc. Friends are believed to have a significant effect on career aspiration and self-esteem.

College environment- College environment also effects the career aspiration complete a number of college related variables like richness or dullness of college curriculum peers, and teacher student relations etc. The teacher is an important developed digit for young people, in a like way to their parents. The quality of the teacher –student relations is important to the young person's level of success.

An effect that is sometimes underestimated by teacher themselves .the intellectual process of learning requires a fundamental sense of security and well-being and the teacher can contribute to this by promoting friendly, positive exchanges, teacher also have a major impact on students' perceptions of their own skills, their commitment to college and their appreciation of the value of college materials, their expectations of success, career success and their academic performance.

Adolescence is a time when teenagers develop certain aspirations regarding their educational and future careers. Aspirations represent a person's orientation towards particular goals. A career aspiration is a goal or objective of an individual based on their career choices.people who have career aspirations intend on improving their professional skills, enhancing their capabilities and advancing in the organization's hierarchy level. Career aspiration differ from individual to individual ,and these goals may be categorized as short-term and long-term goals,etc.For this reason, it logically follows that every individual has different needs and it is very important that these needs are determined especially for college students, who are still at the genesis of their potential careers.

Examples of career aspiration; people's career aspirations can be divided into a limited number of categories. The following are five examples of career aspirations:

- 1. Traditional Career Success:-** People who are motivated and inspired to enhance their professional skills to achieve advancement in the organization's hierarchy level. People who seek a position that has latent to –Establish status, duty, higher salary and expert
- 2. Security-** People who seek a solid job that represents stability and expectedness. Person who prefers to work at workplaces that's offer a long term secured position over advancement.
- 3. Expertise-** People who seek position that offer technical/professional enhancement and technological interest .they would like to become experts in their professional area.
- 4. Freedom-** Person who seek individualism. He wants to gain autonomy for his thoughts and activities. People who are motivated by values such as freedom and independence.
- 5. Balance-** People who perceive their job/career to be of equal or less importance than other non-work values and interests such as family, religion and personal issues. They prefer jobs that respect their personal interests.

By the reality of social conditions (Andres et al, 1999), young people from lower socio-economic backgrounds, for example, have a wider gap between their aspirations and expectations for success (Armstrong and Crombie, 2000. Hanson, 1994,)

Kelly(2001) conducted a study to find out career aspiration of 9th class students. sample of his study included 97 students from Kemps Landing magnet school &66 students from Bayside Middle school. he asked 6 questions to individual students of middle school shifting next to higher school regarding their career aspiration of this study revealed that students from margnet school had higher career aspiration than students from a regular public middle school.

Wie-Cheng Mau (Mar 2003) conducted a study on factors that influence persistence in science and engineering career aspiration. Investigator found that women and minorities participated in the male-dominated career rapidly. This study concentrated

on the non-traditional career choice of the college going population. Investigator used the National Educational Longitudinal Survey of 1988.

Aspiration is a compound that can be defined as anything from abstract wishes and dreams to tangible plans and expectation, career aspiration means eager desire for career. Career development is an important aspect of adolescents' life. Adolescence is a time when youngsters improve certain aspiration concerning their educational and future career.

Kevin (2000) conducted a study on career aspiration and knowledge about career and technical education of Kalamazoo 8th and 9th grade students. Study indicated 300 students of middle, high and alternative school and 300 students divided by 6 students groups .and asking the question of groups to name what job or career they thought and might be holding at the age of 30.who joint the career which name of career. The study found the 7% students say no idea and 20% say join to a professional life .

Pendharkar et.al (2007) explored that career aspirations have a important positive relationship with student's achievement and that higher expectations lead to higher educational and professional attainment and found that the career and academic aspiration are professional attainment and found that the career and academic aspirations are clearly influenced by multiple interpersonal and systemic facts parents academic involvement may ensure that teenagers obtain academic skills and knowledge that prepares them for considering higher level occupations .adolescence is a time of intense influence of peer, and the outside world in the society.

Ivan et.al (2008) compared the aspiration of the middle school and high school students and reported that gender difference and developmental changes in the aspirations between secondary school and high schools students were obvious. Male students become decidedly more extrinsic while the aspirations of their female complements grew to be more intrinsic.

Onijigin,(2009) conducted that economic profits, job prestige and job security were significantly related to be career aspiration of the students and suggested that guidance and counselor ,psychologists ,career teacher, parents and school administrators

should provide adequate assistance to students by-emphasizing financial package and remunerations as basis for career aspiration.

Andreas (2010) revealed that the individual degree of commitment in the career preparation task controls the degree of career aspiration development in adolescence and findings showed that students in seventh grade can process largely altered career aspirations in term of specific environmental opportunities. Individual's degree of career adaptability would predict degree of aspiration development and attended school tracks would also affect the degree of career adaptability and career aspiration development. National institute for careers education and counseling UK (NICEC) reported that young people's career decisions were influenced by a range of factors and issues, including parents and other relatives, friends and peer-groups, careers specialists, subject teachers, conduct with employers, direct experience of employment and individual interests and values.

Fave et.at., (2010) conducted a study on career aspirations of secondary school leavers attending state colleges researcher choosing a two states college and survey method and choose 253 students in his descriptive research .they found out the study students career aspiration very thorough out the years 77% students leavers in this study wish to further their education and 15% decided they will start working at the end of schooling age.it can be concluded that the government should persist in implementing the education all secondary school and directed towards career tracks and which determine their future accomplishment.

Quinter et.at (2011) found that are certain careers that are favored by both males and females like exploratory and enterprising career types. Truthful career type was mostly chosen by males while as social career type was typically chosen by females. Academic requirement and absence of monetarist resources were found to be the major barriers that prevent the students from aspiring for their dream careers; for males lack of financial resources and for female, s academic qualifications seems to major barriers in the career development.

Obura, Ajowi (2012) conducted a study on entitled gender and student's perceptions of career aspiration. In sec. school In his study total sample of 31 sec, schools

within the municipality out of which 25 were public and private. In her descriptive survey method, she worked on 1596 students of Kismu Municipality and public school. She found different career aspirations and abilities of students from schools by random sampling techniques. She selected 231 male and 238 female. The result of the study indicated that there was marked gender disparity in career aspirations of school students.

Sandra Cheng & Mantak Yuen, (2012) conducted a study on Education and career aspirations of 10th class students and choosing four schools from Hong Kong. In this study, she chose a sample of 677 students by convenience techniques. The researcher has equally distributed by male and female. He selected 342 male and 335 female 14 to 19 years old students.

SELF-ESTEEM

Self-esteem comes from the Greek word meaning 'reverence' for self. The self-part of self-esteem pertains to the concept and attitude we hold about ourselves. The esteem part of self-esteem describes the worth that we give to ourselves. It is very important because it affects how one thinks, acts and even how he relates to other people. It allows one to live life to one's possible. Self-esteem can be the difference between failure and success. It can touch thinking, causing one's viewpoint to be positive and negative. It affects people's confidence level and self-image. Self-esteem enables one to have the right attitude to be successful at work. Self-esteem is a ratio found by dividing one's success in areas of life of importance given to individual by the failure in them or one's success. Self-esteem is the confidence in one's own abilities. It is respect to one's own self. Its synonyms are self-regard, faith in one's self, self-assurance, self-confidence, dignity. Self-esteem refers to the way we see and think about ourselves.

Students have a sense of identity. They want to know who they are, what they want to achieve in life and what their existence means in this world. Self-esteem and self-concept attached with identity are often used interchangeably. Self-esteem has become a common word and is used in our daily conversation. It is an attitude about the self and is related to the personal beliefs about abilities, skills, social relationships and future outcomes.

Self-esteem is the temperament that an individual has which denotes their verdicts of their own earnestness. In the mid -1960s, sociologist Morris Rosenberg defined self-esteem as a feeling of self-respect and developed the Rosenberg self-esteem scale (RSES) which became the most-widely used scale to measure self-esteem in social sciences.

According to Stanley: Successful in his own eyes, not just in your eyes. Self-esteem is an inner feeling. Nathaniel Braden (1969) defined self- esteem as “the experience of being competent to cope with the basic challenges of life and being worthy of happiness. According to Braden, It is the sum of self- confidence, a feeling of personal capacity and self-respect, a feeling of personal worth. Woolfolk (2004) describes that self -esteem is the value which we place on our own characteristics, abilities and behaviours’. Mason Says Self-esteem is not based on itself.

According to Gosman If self-esteem were easy to impart, everyone would have it. Self-esteem comes from every experience of our life .High self-esteem gives you a good feeling about oneself whereas low self-esteem distorts one’s idea of him-self. Smith and Mackie define it by saying “the self- concept is what we think about the self, self-esteem is the positive or negative evaluations of self, as in how we feel about it.”

Self-esteem has been treated as an important outcome due to its close relationship with psychological well-being. Self-esteem can apply specially to a particular dimension. For example, I am a good teacher and I feel happy about that or a global extent I am a bad person and feel bad about myself in general. The psychologist usually regards self-esteem as an enduring personality characteristic (Marsh 1989).

Amundson (1991) has stated that as students get older, their self-esteem diminished. According to him, Self-esteem has the following component:-

Development of Self-Esteem

- Early life experiences-It is belief about ourselves are the result of experiences we have by a variety of methods including observing what others do, media, direct experiences, and listening to what people say. Negative thoughts and beliefs about ourselves may have come from negative experiences.

- Punishment, neglect, or abuse- unhealthy parenting or interacting with children may be due to a variety of reasons and can lead to a parent not being able to validate a child that may cause chronic feelings of rejection or worthlessness in early childhood.
- Difficulty in meeting parents' standards
- Not fitting in at school or home
- Difficulty in meeting peer group standards
- During childhood and adolescence, interactions with peers can become more important, especially if bullying occurs. Appearance and social media also become important
- Being on the receiving end of other people's stress or distress
- Sometimes families experience stressful or distressing events, which may cause parents to not give children as much attention and respond negatively to their children while being unhealthy models of how to handle stress.
- Cultural variables- religion, race, ethnicity, Socio-Economic Status (SES), citizen status, language etc...
- An absence of positives- not enough attention, encouragement, warmth, etc.

Student's opinion and sensation concerning themselves some supported their unit of time expertise. Those grades you get on associate test, however your friends treat you, our self-esteem, and traditional up and down related to situational changes. Students with smart self-esteem traditional up and down might cause temporary fluctuation in however they feel concerning themselves, however solely to a coupled extent. In context, for school students with poor self-esteem, these up and down directly impact the manner they see themselves. A students with poor self-esteem depends on however they are doing within the gift to see however they feel concerning themselves. They have positive external experiences to counteract the negative feelings and thought that perpetually plague them and students with healthy self-esteem is predicted on our ability to assess ourselves accurately and still be accretive of world health organization we tend to area unit. It means that ready to understand our strengths and we tend to access and at a similar time acknowledge that we tend to area unit worthy and worthy our self-esteem

involves throughout our lives as we develop a picture of self through our experiences with completely different activities.

Several personalities theory, resembling brain doctor, Alder, and Erikson, have instructed that temperament, as well as self-esteem, is created throughout the first years of childhood and adolescents. Schultz (1990) advocated that the self-esteem was shaped supported social interactions and on our interpretations of these events. Alder (1979) students tend to hold forward to the current these interpretations of themselves and reinforce or modify those supported new social contacts. Burns (1987) told that on self-esteem noted that shallowness was a construct created out of our past constructs concerning the globe. They believed that students attended interpret the past from their gift purpose of read and conjointly taken the current on the idea of their past construct. They complete that every student's self-esteem was continuously ever-changing as a result of it had been supported a comparison of their gift accomplishment, their past canons, and their ability to realize forthcoming goalmouths.

For a time, Erikson's (1968) said that in theory of identity formation provided one in all the foremost complaining accounts of developments through adulthood, and though he failed to develop a theory of self, he known central problems and connected organic process conflicts that would have provided the idea for several self-definitions. For instance, Erikson theorised that it's at the stage of intimacy versus isolation that the young adult first begins to relate his or her own identity to it of another person. This suggests that the self needs some variety of maturity. So as to develop reciprocity and differentiation in concerning alternative identities, as, for instance, the individuals own identity versus his or her partner, career, parent, etc. Erikson (1968) went additionally to certify to clarify that it is only if the individual will place these varied identities into a bigger perspective, coordinate them with those of others, and contemplate them at intervals a temporal context, in terms of appreciating his or her place at intervals the context of society, culture, and history, that the event of self-esteem capacities emerge. Erikson holds that self-definition is predicted on the degree to that conflicts area unit though and resolved. It's to be noted that small work, if any, looks to possess been done on the speculation of identity formation and the way it influence the event of self-perception and its outcome of self-esteem.

Self-esteem is seen to be influenced by societal factors such as acceptance and rejection. According to Leary and Baumeister (2000), increase in societal acceptance increases self-esteem while increase in societal rejection threatens and lowers self-esteem.

High self-esteem individuals are more focused, willing, and optimistic in succeeding in the tasks they are involved in unlike the low self-esteem individuals who are pessimistic and lack confidence in succeeding in tasks being carried out (Baumeister et al 2003, 2008; McFarlin et al, 1981). Studies also revealed that high self-esteem individuals tend to pursue self-enhancement and are goal-oriented unlike the low self-esteem individuals who tend to avoid self-derogation and non-action oriented (Martin et al, 2009; Haggins, 1998). Low self-esteem poses some behavioral problems, such as depression, anxiety, and under achievement in academics and workplaces (Khan, 2009; Collins, 2007). These authors respectively noted that these behavioral problems often induce in individuals the feelings of in capabilities and failures in life. Individuals, especially teachers, with low self-esteem therefore need to be helped through cognitive restructuring of mind sets (Ellis, 1994) and retraining programmers', so that they can feel happy in teaching service and achieved better performance.

Kaur (2001) conducted study on a construction of self-esteem in order to develop, make and house one's self-centred life- seminal value. Which are helpful for our mental health in the further aspects of our life. The study found that when mental health of the students is virtuous, their self-esteem is high.

Chester (2005) conducted a study on emotional intelligence and self-esteem and revealed that there is a good relationship between the students' self-esteem, emotional intelligence, academic success, and ultimate success in life. Teacher must learn specific strategies to build their students' self-image and emotional intelligence in an attempt to promote their achievement in and outside the class room.

Anzi and Owayed (2005) studied the link between tutorial action with anxiety, self-esteem, optimism and pessimism. The findings of the investigation finished that there was self-esteem direct correlation between tutorial action and each optimism and self-esteem.

Meisenhelder (1985) concluded on modernism in regard to subjective well-being and self esteem of school students and result came out immature maybe a serious historical within the progress of self-esteem as a prodigious corporal and loving vagaries, a teenage poor self-esteem appropriate to straight forward character involvements indecision, since he nose dives to watch in himself those potential that square measure essential to appropriate with the requirements of the planet, such a separate are afraid to hunt new services, fearful of being disallowed as mediocre. It will even run down his own accomplishment.

Sharma et al. (2006) examined a study on relationship between self-concept, action motivation and achievement in mathematics. The result argued that with relevance action in arithmetic, boys had shown self-esteem positive relationship with self-concept and achievement-motivation, this means that self-concept and action-motivation of boys had a major positive relationship with their achievement. Girls had shown self-esteem relationship between self-concept and action motivation among boys, whereas a major positive relationship was found between self-concept and achievement-motivation among girls.

Engin (2006) found that life satisfaction positively correlated to problem-focused coping and seeking social support. It was also found that life satisfaction is significantly correlated to self-esteem and all decision-making style (vigilance, buck-passing, procrastination, and hyper vigilance). In addition, significant relationships were found among coping with stress, self-esteem and decision-making styles. These results indicate that the self-esteem significantly influence on the decision making process.

Aggarwal et al. (2007) concluded on self-esteem among orphan kids had lower self-esteem than non-orphan kids. Ahmed (2008) concluded a study on phenomenology analysis of selfhood: validation of the have an effect on management scale of the strategy. The man of science printed the testing and validation of the have an effect on and management scales of the Phenomenological analysis of self hood techniques. The strategy was developed as some way of assessing temperament by gauging the expertise of the self through analyzing self-narratives and makes a productive conceive to generate and check information qualitatively at intervals opposite science framework. Construct

validation of the qualitative scales of the PAS against the Rosenberg self-esteem scale, the puke locus of management additionally like different shading kind and total responses on the Ink Blot test yielded variety of serious correlations

Kumari (2008) studied that teacher educators having high, average and low levels of self-esteem had vital distinction in their preference for synthesis, pragmatic, analysis and realist thinking vogue. However, teacher educators with high level of self-esteem had stronger preference for dreamer thinking vogue than their counterparts with low level of self-esteem. Equally teacher educators on the idea of self-esteem were perceived to alike with relevance use of skilled teaching vogue, formal authority teaching vogue and delimitator teaching vogue. In distinction to the current, teacher educators with high, average and low levels of self-esteem differed considerably with relevance use of non-public model teaching vogue assistant teaching vogue.

Ulrich Orth (2010) conducted study on self-esteem development from young adulthood to old age. This study was taken into account a sample of 3,617 individuals aged 25 years to 104 years by using probability sampling. The study reveals that changes in socioeconomic status and physical health account for the decline in self-esteem that occurs in old age.

Erol (2011) has examined the development of self-esteem in adolescence and young adulthood. Data came from the young adults section of the National Longitudinal Survey of Youth, which includes 8 assessments across a 14-year period sample of 7,100 individual's aged 14 to 30 years. Statistical analyses indicated that self-esteem increases during adolescence and continues to increase more slowly in young adulthood. Women and men did not differ in their self-esteem trajectories. In adolescence, Hispanics had lower self-esteem than Blacks and Whites, but the self-esteem of Hispanics subsequently increased more strongly, so that at age 30 Blacks and Hispanics had higher self-esteem than Whites. Finally the study found that normative increase in sense of mastery accounts for a large proportion of the normative increase in self-esteem.

Ayodele (2011) studied the relationship between self-concept and performance in Mathematics as well as the influence of gender on self-concept and performance in Mathematics. In this study 320 students (male=160, female=160) were used as a sample.

They were selected from 16 secondary schools (urban=8, rural=8). Random sampling and stratified random sampling technique was used to select the schools and the participants. Data were collected using a 20-item self-concept questionnaire. From findings of this study, it is concluded that self-concept moderately related to performance in Mathematics and that gender had no influence on self-concept towards Mathematics and performance in Mathematic.

Singh (2012) investigated into the relationship between self-esteem and family environment. A sample of 175 students was selected through random sampling technique. The impact of socio economic status on the self-esteem is found to be insignificant. Copper smiths self-esteem inventory was used to collect data on self-esteem. The results of the study reveal that there exist a Positive and significant relationship was found between self-esteem of students and family environment. There is also the absence of significant relationship between self-esteem of school children and their socio economic status. The study concluded that family interactions or environment influenced the self-esteem of secondary school students.

Sharma, (2013) has conducted a study on self-esteem of male and female students of senior secondary schools of tribal and non-tribal area of Malda district by taking the sample of 191 students. The simple random sampling method was applied in this study. The findings of the research study revealed that no significant variations between the two groups in all the three dimensions (general, cognitive and social self-esteem).

Studies Related To Career Aspiration And Self Esteem

Patton and Creed (2007) conducted a survey which identified occupational status aspirations and expectations and RIASEC coded aspirations and expectations. The sample was taken from the high school students. And they found that occupational status aspirations were associated with school achievement self-esteem, and career maturity. Students who reported achieving well at school, were more career mature and had higher self-esteem were more likely to aspire to professional status occupations than students who held skilled status aspirations, and students who held semi-professional aspirations having more career knowledge than students who held skilled aspirations.

Davidson and Metcalfe (2012) conducted a study to explore self-esteem affects the career path of students in, generation Y of Canada, following graduation. The result showed that self-esteem and GPA seemed to have a strong correlation with one another. The higher amount of debt a student had the less likely they are to take time off after graduating, and vice versa, while low self-esteem was show to be more likely to take time off.

1.2 SIGNIFICANCE OF THE STUDY

Students develop different career aspirations. These aspiration are important for the character development. Career aspiration can be developed and same is true in case of self-esteem of students. Self-esteem plays an important role in developing career aspiration in students. Self –esteem has a very significance place in the life of a person as it has a very close relationship with aspiration well-being of a person. The seeds of this particular trait should be sown in a person from an earlier stage especially during adolescence and to develop this trait college climate of a student can be of immense significance. Thus, present study will provide a base which may help to understand the level of self-esteem among the college going students and their career aspiration. The findings will also act as a linkage of career aspiration and self-esteem which in turn imparts a significant role in the choosing of particular career in job and success in that particular career. This study correlates the career aspiration and self-esteem which may lead to greater aspiration for prosperous and bright future of college going students. It will also give information to create favorable career in the college for greater development of the students. After review of literature and researches done earlier related to this proposed study the investigator found that the number of researches especially on the study of relation between self-esteem of college going students and their career aspiration are very less.

1.3 STATEMENT OF THE PROBLEM

The present study will be an attempt to study the career aspiration of college going students in relation to self-esteem. Thus, the present problem entitled as: - “CAREER ASPIRATION OF COLLEGE GOING STUDENTS IN RELATION TO SELF ESTEEM”

1.4 OPERATIONAL DEFINITION

CAREER ASPIRATION

Career aspiration is an aspect of internal dimension of career that determines the success of a career. Career aspiration are the broad opportunities that exist for life long vocations. These vocations are set out in frame work of strategies moving towards personal goals. A build student's occupational identity & desired career goals. Career aspiration are simply the goals which an individual has set out to achieve in his current profession.

SELF ESTEEM

Self-esteem is an individual's evaluation of his own worth and abilities. Self-esteem affects the evaluation he places on his performance in a particular situation and may react with expectation of success, while those with low self-esteem may have expectations of failure. Self-esteem is a psychological term which reflects a person's overall negative or positive evaluation or appraisal of his or her own worth. It is sum of attitudes which depend on perceptions, thought, feelings and behavioral tendencies aimed toward ourselves.

COLLEGE GOING STUDENTS

College going students are those students who enrolled in the college or university at graduation level.

1.5 OBJECTIVES OF THE STUDY OBJECTIVES

- 1.** To study the difference in career aspiration of college going students having positive negative self-esteem.
- 2.** To study the difference in career aspiration of college going students with respect to gender & academic stream.
- 3.** To study the difference in self-esteem of college going students with respect to gender & academic stream.
- 4.** To study the relationship between career aspiration, and self-esteem of the college going students.

1.6 HYPOTHESES

H1. There will be a significant difference in career aspiration of college going students possessing positive and negative self-esteem.

H2 (a) There will be a significant difference in career aspiration of college going boys and girls.

H2 (b) There will be significant difference in career aspiration of college going students adopting commerce and arts streams.

H3 (a) There will be a significant difference in self-esteem of college going boys and girls.

H3 (b) There will be a significant difference in self-esteem of college going students adopting commerce & arts streams.

H4. There will be a significant relationship between career aspiration and self-esteem of college going students.

1.7 ELIMITATIONS

1. The study was delimited to Kapurthala district of Punjab only.
2. The study was further delimited to the 160 college going arts and commerce stream students only

CHAPTER-II

METHOD AND PROCEDURE

2. METHODOLOGY

Major responsibility of the researcher is to set up a research design capable of providing the solution of the problem while unity of research makes it possible to say that one aspect is more crucial than another. Design is overall scheme of research and research design is a strategy of investigation. In any research project, design provides the investigator a blue print of research that dictates the boundaries of the project and helps in controlling the experimental extraneous and error variance of the problem under investigation.

To carry out an activity smoothly and successfully, proper planning is a prerequisite condition. A problem either educational or social can be resolved only if it is investigated in a scientific and planned way. In this chapter, the plan and procedure adopted for the study under reference is discussed and explained in a systematic way, plan and procedure of an activity clearly give a picture about the means and ways

required to complete the study i.e. type of data needed, how the sources of data were selected, and what data gathering devices were employed . Thus, the phrase “while discoveries cannot be planned, work must be planned as it leads to discoveries” was followed. The plan and procedure adopted to complete this study is given below under different headings.

2.1 RESEARCH METHOD

Method refers to the way, a logical plan of solving a problem. In research there are number of methods and procedures to be applied such as experimental method, historical method and descriptive method etc. It is the way of doing something, especially a systematic way of solving a problem. It is an orderly arrangement of parts and steps to accomplish an end. A set of prescribed action or events must be enacted or have taken place in order to achieve a certain result. Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, present study has employed Descriptive Survey Method. The descriptive research method has undoubtedly been the most popular and widely used research method in education. Descriptive research studies are designed to obtain pertinent and precise information concerning from the facts and discovered. It helps to explain educational phenomena in terms of the conditions or relationships that exists, opinions that are held by the students, teachers, parents and experts and processes that are developing. At times, descriptive survey is the only means through which opinions, attitude, suggestions for improvement of educational practices and instructions, and other data can be obtained. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon under study.

2.2 SAMPLING

Sampling is the process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. It is impossible to study the whole population for which the problem is being investigated. A sample is a small group which represents all the traits and characteristics of the population and sampling. The selected respondents from the

population which is technically called a sample and the selection process is called sampling technique.

Sampling Area

A sample is a miniature picture of the entire group from which data has been taken. Sampling area is the unit of area which is taken from population. In order to get a representative sample the researcher collected the data from students of collage going of kapurthala district.

Sample Size

A sample must be as near representation of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. In order to take sample the investigator selected *college* from kapurthala district.

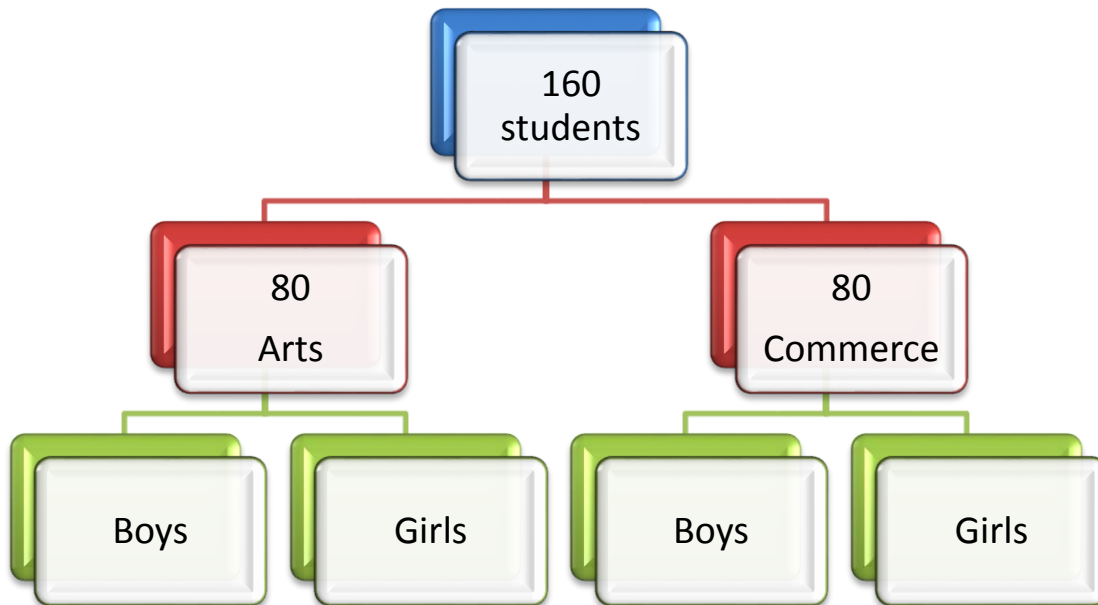
Present study was conducted on 160 students of *college* and selected randomly from kapurthala district. The investigator collected the list of different college of kapurthala district. Out of this list, investigator selected *four college* for the study randomly. Data was collected by applying simple random sampling technique by using lottery method. The data was collected from male and female students of college arts and commerce.

Sampling Technique

By keeping in mind the nature of the problem, probability method of sampling was selected and under this method ,Stratified sampling technique was used to because data will divided into strata as college going students adopting arts and commerce stream from kapurthala district which was further divided into male and female college students.

Sampling Design

For the present study sample design was as follows:-



2.3 TOOLS USED FOR THE STUDY

The following tools were used to collect the data:-

For all kinds of research, an investigator requires certain instruments to gather factual data to explore new horizons/ fields. The selection of suitable tool is of vital importance for good quality of research. Tools are nothing but the instrument that helps the researcher to gather data. Following tools were used by investigator for the collection of data.

A). Career Aspiration scale develops by the Shipra verma by 2014

B). self-esteem inventory by M. S. Prasad and G.P. Thakur (1988)

2.4 DESCRIPTION OF THE SCALE

2.4.1 Description of Career Aspiration Scale (CAS)

Career Aspiration Scale was developed by the investigator. At first sixty statements were prepared. The scale was modified in the light of views obtained from language and subject experts as well as research scholars of various universities. On the basis of their suggestions some statements were modified, some added and some were removed. Finally the scale was developed by reducing the number of statements from sixty to thirty.

Reliability of Career Aspiration Scale

The reliability of the career Aspiration scale was determined through person's coefficient correlation method. For this purpose, the final draft of the scale was administered to a sample of 300 nonprofessional undergraduate college-going students. Three colleges were randomly selected such as Hans raj, KMC, and Khalsa college of Delhi university with the help of resulting scores Pearson's coefficient correlation was calculated which was found to be 0.794.

Validity of Career Aspiration Scale

The validity is an important character of a good scale. The data collection must produce not only relevant information but also should be free systematic error. The validity of any test is determined by many ways. The validity of career aspiration scale was determined by face validity. For that the career aspiration scale was given to renowned teacher experts of Lovely Professional University. On the basis of their valuable suggestions some items were deleted some were modified. After that the modified career aspiration scale was again sent to these experts and finally the scale was declared valid for the study.

Scoring of Career Aspiration Scale

There are thirty statements in this scale. Each statement has five modes of rating: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). The respondent has to select any one option of each statement as per his/her degree of agreement towards a particular statement. The positive statements are scored as strongly Agree=5, Agree=4, Neutral=3, Disagree=2, strongly Disagree=1 and reverse is the case for the negative statements. To find out the score of the respondent the weightages assigned to him/her on all items are added.

Table- Scoring of Career Aspiration Scale

Rating s	Strong ly Agree	Agree	Neutra l	Disagr ee	Strong ly Disagr ee
Positi ve Respo nses	5	4	3	2	1
Negati ve Respo nses	1	2	3	4	5

The minimum score obtained can be 30 and maximum can be 150, other scores ranging in between these limits.

Scoring key of Career Aspiration

Res pon se	Items wise sr.no	Total
Posi tive	1,2,3,4,5,6,7,8,9,11,12,13,14,15,16,17,18,19,20,23,24,25,26,28,29,30	26
Neg	10 ,21,22,27	4

ativ e		
Tot al		30

Interpretation Table of Career Aspiration

S. No	Level of Career Aspiration	Scores
1	High	90to 150
2	Low	30to 89

2.4.2 Self-esteem inventory (1988) by M. S. Parshad and J.P.Takhur.

Self-esteem is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself of whatever feelings he has about himself. In fact, what a person thinks about himself comprises the attitudes and feelings that he has about himself “the self-esteem is a particular kind of attitudinal structure” (McDavid and Harari 1968).

R am Kumar (1971) has defined self-concept as the cluster of the most personal meaning a person contributes to the self. He developed a self -concept inventory using Q-sort method. Some attempts have been made in the past to measure self-concept with the help of some kinds of questionnaires and inventories using Q sort measure, semantic deferential technique etc. For example, Gill and D, Oyley (1972) developed a

theoretically oriented and objective instrument purporting to measure the self-concept of high school students in an academic setting.

The retest reliability coefficients for the perceived self were .69 and .60 and ideal self-.60 and .67 for boys and girls respectively. Internal consistency reliability ranged from .89 to .92. Some other attempts have also been made to develop self-esteem inventory (e.g. Harrison and Budoff, 1972; Mohsin 1976; Piers and Harris, 1965; Singh, 1965).

All the instruments developed to measure self-esteem or self-concept have, perhaps, not taken into account personally-perceived self and socially-perceived self of the individual. The self-evaluation of the individual is heavily depends upon the way in which he thinks other view him. In fact, these two aspects of self-esteem (positive self or negative self) constitute the whole self of the individual. A few inventories or questionnaires have attempted to measure these two aspects but the tools developed for the purpose have not been very satisfactory. The present attempt, therefore, has been made to develop an inventory of self-esteem which would take into account positive self and negative self-adopting suitable statistical procedures.

Selection of items: 65 items representing self of the individual in Hindi language were framed on the basis of literature on the subject and consulting teachers of psychology and other disciplines. These items were written in uni vocal sentences. The sentences were submitted to ten judges six male and four female teachers of psychology of Bihar. They were requested to be very critical while assessing statements representing the self of the individual. Ten sets of statements were prepared and submitted to the judges separately for their opinion. Finally, 30 items were selected for inclusion in the final list on which six or more judges had agreed.

Positive self was to be assessed on the basis of the following instructions. There are some items in inventory each statement has seven point answer scale, from completely true to completely false. You are requested to encircle the point of the scale related to the particular statement which in your perception is most suitable in your case. Kindly go through all the statements one by one.

Socially-perceived self was to be determined on the basis of the following instructions –aging you have given same set of statements. On the last occasion you rated yourself on the basis of your personal opinion, related to the statements but this time you have to rate you're self on the basis of your idea about what others think about you on those statements. Other things remaining the same you have to reply to the items of the inventory.

Reliability of the inventory

The two sets of the inventory were administered to a sample of 400 students. Split half reliability co-efficient were calculated for both the sets of the inventory which came out to be .82 and .78 for positive self and negative self respectively. Of the 400 students, 150 students were administered the two sets of the inventory again after a gap of six weeks for evaluating re-test reliability co-efficient. Re-test reliability co-efficient was found for both the tests were .69 and .66 respectively for positive self and negative self.

Scoring of the interpretation

30 items of the seventeen are socially desirable and thirteen are socially undesirable. The item which is socially desirable would get 7 scores if answered completely true and 1 if answered is completely false. Other intermediate answers would get scores accordingly. The socially undesirable false points would get 7 scores and completely true would get 1 score. An individual who has taken both the sets of the inventory will have two scores one for the positive self and the other for the negative self.

Therefore these are three possibilities positive scores may be lower than the negative scores and there may not be difference between the two. One who falls in the first category i.e. positive scores are higher than the negative scores may be termed a person having positive self, other who falls in the second category. i.e. negative score/higher than the positive scores may be known as persons having negative self and persons falling in the third category may be supposed to have a balanced self-esteem.

2.5 PROCEDURE OF DATA COLLECTION

For the collection of data, investigator personally visited the college of kapurthala district and took the permission from principal of every college to collect the data from

students for the research purpose only. Career Aspiration and Self Esteem scales were distributed to students and they were asked to fill up the necessary information. The investigator gave the necessary instructions for the administration of the tests. The respondents were assured that the information given by them will be kept confidential and will be used for the research purpose only.

2.5 STATISTICAL TECHNIQUES

Statistical Techniques are employed to get a precise and exact picture of the data. In research process it is basically used for testing the hypothesis. With the help of statistical technique the results become more accurate, quantified and comparable. Following Statistical Techniques were employed to analyze the data.

1. Mean, Median, was used for computation of data to find out the Career Aspiration and Self Esteem among college students.
2. T-test was applied to determine the significance of difference between means of sample groups.
3. Pearson product moment Co-efficient of correlation (r) was used for determining the relationship between Career Aspiration and Self Esteem.

CHAPTER-III

ANALYSIS AND INTERPRETATION

Data once collected should be analyzed with the help of statistical techniques which yield certain results. This process leads researcher to draw a conclusion of the research problem. Therefore, attempt has been made in the present chapter to deal with the results and their corresponding interpretation in accordance to the hypotheses. Tabulated data is analyzed through statistical techniques to yield certain results. The depiction of results and their interpretation is considered to be the most important part of research work as it verifies the hypotheses and eventually leads to final conclusion of the study. The data, as such, has no meaning unless analyzed and interpreted by some dependable techniques. Analysis of data means studying the tabulated material in order to determine inherent facts on meaning. It involves breaking up of the complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation. After collecting data formats and B.com college students, it was analyzed keeping in view the objectives and hypotheses of the study. This chapter shows the analysis and interpretation of data which is presented by following the below given sequence:-

3.1H1- There will be a significant difference in career aspiration of college going students possessing positive and negative self esteem.

3.2 H2-(A)There will be a significance difference career aspiration of college going boys and girls.

3.2 H2(B)- There will be significant difference in career aspiration of college going students adopting commerce and arts streams.

3.3 H2 (A)There will be significant difference self esteem college going boys and girls.

3.3 H3 (B) There will be significant difference in self-esteem of college going students adopting commerce ,arts stream.

3.4H 4 There will be significant relationship between career aspiration and self esteem of college going students.

Hypothesis (1)

3.1 There will be a significant difference in career aspiration of college going students possessing positive and negative self esteem.

TABLE 3.1

Showing mean ,SD,t value of score of students having positive and negative self esteem on career aspiration

Group	Mean	S.D	DF	T-value	Level of significant
positive	107.79	8.357	158	3.82	significant
Negative	106.03	8.797			

- significant at 0.01 level of significant
- Table value at 0.01 level of significant= 2.60

Interpreted – Table depicts that mean score of students having positive and negative self esteem on career aspiration is 107.79 & 106.03 respectively . t-value for df 158 between the groups found to be 3.82, which when compared with table value for df 158 ,it was 2.60 which is lesser than the calculated t-value so, hypothesis H1 which is stated as

“There will be significant difference in career aspiration of college going students possessing positive and negative self -esteem” Is accepted at 0.01 level of confidence.

H2-(A)There will be significance difference between career aspiration of college going boys and girls.

TABLE 3.2

Showing mean ,sd t value of score on career aspiration of college boys and girls

Group	N	Mean	S.D	Df	t-value	Level of significant
Boys	80	105.68	8.34022	158	5.49	significant
Girls	80	108.22	8.75687			

- significant at 0.01 level of significant
- Table value at 0.01 level of significant= 2.60

Interpreted – Table depicts that mean score of boys and girls and career aspiration is 105.68 & mean score of boys students and mean score of girls students is 108.22 . t-value for df 158 between the groups found to be.5.49, which when compared with table value for df 158 ,it was 2.60 which is greater than the calculated t-value so,hypothesis H2

which is stated as “There will be a significance difference in career aspiration of college going boys and girls.”is accepted 0.01 level confidence.

Hypothesis H2 (b) There will be significant difference in career aspiration of college going students adopting commerce and arts streams.

Table 3.2 (b)

Showing mean ,sd t value of score on career aspiration of commerce and arts students.

Group	N	Mean	SD	df	t-value	Level of significant
Art	80	105.3875	8.71851	158	3.13	Significant at 0.01 level of confidence
Commerce	80	108.525	8.27686			

Interpretation – Table depicts that mean score of Arts and commerce on career aspiration is 105.3875 & mean score of arts students and mean score of commerce students is 108.525 . t-value for df 158 between the groups found to be 3.13, which when compared with table value for df 158 , it was 2.60 which is lesser than the calculated t-value so, hypothesis H2(b) which is stated as “There will be a significance difference in career aspiration of college going students adopting commerce and arts stream.” is accepted at 0.01 level confidence.

3.3 H3(a) There will be significant difference in self esteem college going boys and girls.

Table- 3.3

To study difference self esteem college going boys and girls. Mean score, N, SD, DF, and t-value.

Gender	Number of students	Mean	S.D	DF	t-Value	Level of significance
Male	80	126.8	10.768	158	12.5	Significant at 0.01 level of confidence
Female	80	133.329	10.580			

- significant at 0.01 level of significant
- Table value at 0.01 level of significant= 2.60

INTERPRETATION

Interpretation– Table depicts that mean score of male and female and self esteem is 126.8 & mean score of male students and mean score of girls students is 133.329 . t-value for df 158 between the groups found to be 12.5, which when compared with table value for df 158 ,it was 2.60 which is greater than the calculated t-value so, hypothesis H3(a) which is i.e. so hypotheses 3.3 which is accepted as “There will be significant difference in self esteem college going boys and girls.” is accepted at 0.01 level of confidence. There exists significance difference between the self esteem of college going students with respect to their gender” is accepted.

3.3 H3 (B) There will be a significant difference in self-esteem of college going students adopting commerce, arts stream.

Table 3.3(b)

Mean score, N, SD, DF, and t-value on scores of self-esteem of college going students adopting commerce, arts stream.

Gender	Number of students	Mean	S.D	DF	t-Value	Level of significance
Arts	80	131.275	11.12185	158	5.04	significant
commerce	80	128.65	11.08551			

Interpretation – Table depicts that mean score of arts and commerce on self esteem scores is 131.275 & 128.65 respectively. t-value for df 158 between the groups found to be 5.04, which when compared with table value for df 158, it was 2.60 which is lesser than the calculated t-value so, hypothesis H3(a) which is stated as “There will be significant difference in self esteem of college going students adopting commerce and art stream” is accepted at 0.01 level of confidence.

H4- There will be significant relationship between career aspiration and self esteem of college going students.

TABLE-3.4

Table Showing Number of students and co relation value on variable career aspiration and self esteem

Group	No of students	df	R - value	Remark
Career aspiration	80	158	0.168	Positive and Significant at 0.05 but insignificant at 0.01
Self esteem	80			

4 reflects that there is a positive correlation between the career aspiration and. Self esteem of college going students. The calculated 'r' value for df 158 between the career aspiration and self esteem scores of students came out to be 0.168 which is grater than the table value at 0.05 level (0.138 at 0.05 and 0.181 at 0.01) This affirms that the r value is found positive but significant at 0.05 level. So the hypothesis i.e. "There will be significant relationship between career aspiration and self esteem of college going students." is accepted at 0.05 level of confidence.

CHAPTER-IV

CONCLUSIONS, SUGESTIONS AND RECOMMENDATIONS

Once the data have been analyzed, the investigator can proceed to the stage of interpreting the results and then formulating conclusions and generalizations on the basis of these results. In the light of results, the investigator has to use all care and caution in formulating the conclusions and generalizations. This final step of research demands critical and logical thinking in summarizing the findings of the study, and comparing them with the hypotheses. The generalizations drawn on the basis of research findings should be in agreement with the facts and should not conflict with known facts of nature. The suggestions for the application of research findings in practical settings and suggestions for conducting further research should also be provided with the conclusions and generalizations.

4.1 CONCLUSIONS

Conclusion is the essential part of every study. It is important for investigation as they provide finishing touch and review of the whole critical work. Scientific endeavors in any field of human knowledge yields certain results based on which the researcher draws conclusions rationally. Attempt has been made to draw scientific conclusions keeping in view the result of the present study. Conclusions hold significant importance. Investigator conducted the study on “career aspiration of college going students to relation their self esteem”. Following conclusions were drawn on the basis of analysis and interpretation.

1. There has been found a significant difference in career aspiration of college going students possessing positive and negative self esteem.
2. There has been found a significance difference between career aspiration of college going boys and girls.

3. There has been found a significant difference in career aspiration of college going students adopting commerce and arts streams.

3 b. There was a significant difference in self esteem college going boys and girls.

3.3(B) There has been found a significant difference in self-esteem of college going students adopting commerce ,arts stream.

4 There has been found a significant and positive relationship between career aspiration and self esteem of college going students 0.05 level. So is accepted at 0.05 level of confidence.

4.2 RECOMMENDATIONS

The purpose of research is not just collecting data and drawing conclusions. To make the research meaningful and useful it is essential that the investigator puts forward recommendations which may help the concerned authorities to frame policies and bring about changes in the existing system. The following recommendations were given by the researcher based on the study.

The present study can prove beneficial for the students studying at college level. This study would help to provide information for career and teachers in order to utilize relevant approaches to enhance self esteem of students. Based on findings and conclusions of the present study.

1. since male and female college students exhibit same level of study career aspiration. Thus, male and female college students should be provided with similar type of opportunities to develop their career aspiration. In other words, there should be no discrimination on the basis of gender in developing the study self esteem college going students.

2. since arts and b.com. college students exhibit different level of self esteem. Thus, arts and b.com college students should be provided with similar type of opportunities to develop their career aspiration . In other words, there should be no discrimination on the basis of stream in developing the career aspiration among self esteem students.

3. Also, female college students give more preference to career aspiration as compared to male college students. Therefore, female college students should be provided with more opportunities at career for rewards protectiveness, nurturance and conformity so that they can enjoy their career life and develop good self esteem.

4. In the same fashion as arts college students give more preference to self esteem as compared to b.com students; therefore, college students should be provided with more opportunities at arts for rewards protectiveness, nurturance and conformity so that they can enjoy their career life and develop good self esteem..

5 Career aspiration and self esteem of college students is positively correlated. Therefore, college students should be provided with better career aspiration so that they can develop good self esteem.

4.3 LIMITATIONS

The present study was focused on the investigation of career aspiration of college going students. The study suffers from certain limitations, which are mentioned below-

- 1.The present study was confined to college going students of Kapurthala districts.
- 2.The present study was delimited to 160 college students only.
- 3.The study was limited in arts and commerce students only.

4.4 SUGGESTIONS

Research is never ending process. Every research indicates new areas in which further research can be done. The investigator proposed following suggestions for further research:

1. The size of sample can be increased.
2. The study can be extended to the more districts of Punjab state.
4. A comparative study may be conducted between government and private college students.

5. A similar study can be conducted on school students.
7. Career aspiration of college going students may be investigated in relation to their other added variables such as academic performance, self efficacy.
8. A similar study can be conduct on different state India.

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