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Assessment of Career Aspiration among XI Standard Students

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ABSTRACT Individuals start to aspire towards their career, when they are at the school. The decision to pursue a career can start as early as adolescence. At the secondary school level, students form their career goals. This study assessed the career aspiration of XI standard students. The objectives of the study are, to assess the career aspiration of XI standard students and to identify the significant difference if any in career aspiration of XI standard students concerning the sub-variables of population variables namely, locality, gender, type of management and academic stream. Descriptive survey method with cluster sampling is used to choose a sample size of 265 XI standard students. A Likert scale is used as a research tool. The study employed differential statistics. The study found that the career aspiration is high among the XI standard students. Self-confidence and preparation dimension of career aspiration differ significantly with respect to gender, locality and the type of management. Self-confidence, preparation and motivation dimensions of career aspiration also differ significantly with respect to stream of study of XI standard students.

INTRODUCTION

One of the most important changes in life is from education to career. There is a decrease in the tendency of secondary school graduates to enter the workforce right after their graduation in recent years even though there are greater educational opportunities (Marks et al. 2011). Pupils who attend low-income schools have fewer job aspirations than students who attend magnet schools. Low parental education, low self-esteem, a lack of parental support, and living in single parent families could all contribute to fewer job aspirations (Marion 1985). Many educational goals and reform agendas include the concept of student career aspirations, however there have not been many research studies on the topic. Understanding adolescent academic and vocational goals, as well as their destinations, can help policymakers and educators to figure out how to best support adolescent transitions from school to higher education and work at the community and school levels. Aspiration for a career enhances motivation, allowing the children to achieve their goals.There is number of factors influence the professional aspirations in various ways, with variances (Tang et al. 2008).

Adults who have an influence on teenage career goals, primarily parents, caregivers, and teachers/counselors, commonly provide job information and career assistance to adolescents as they approach the age when they must choose a career route (Watson and McMahon 2005). Furthermore, occupational constructions formed in childhood serve as a vital foundation for career development when an individual reaches the middle and high school (Porfeli et al. 2008). Career development process must take into account students' feelings of self-efficacy and how that affects their professional goals (Gillies et al. 1998). Children's future occupational aspirations may be determined by whether or not they believe they can attain their vocational dreams/goals (Bandura et al. 2001). As a result, instructors should take into account pupils' assessments about their ability to succeed in adulthood.

Individuals start to aspire towards their career when they are at the school. Evidences suggest that gender inequalities in career aspiration emerge early in adolescence, highlighting the importance of early intervention. The decision to pursue (or not pursue) a career can start as early as adolescence, when a combination of macro- and micro-level influences can stifle future gender equity in STEM disciplines fields (Stoet and Geary 2018; Sinclair et al. 2019). Wang and Degol (2017) noticed that adolescent professional trajectories and preferences are typically formed, and gender frequently plays a significant influence in this decision-making process. As a result, programmes that foster an

interest in STEM-centered learning in adolescence may result in significant reductions in the gender gap in STEM (Wegemer and Eccles 2019).

Gender is one of the most constant characteristics that individuals inherit, and it is based on this characteristic that persons are classed as male or female and prejudiced. Adolescents' gender ideologies are said to internalize gender norms about what is "proper" male and female behaviour, and this has an impact on their career goals, academic motivation, and academic self-efficacy (Maaike et al. 2016). Despite the fact that both girls and boys have equal educational possibilities in our modern educational system, differences in professional aspirations appear to be exacerbated by gender (Dasgupta and Stout 2014). Furthermore, increased school quality and perceived teacher quality appear to benefit boys more than girls (Hochweber and Vieluf 2018).

At the secondary school level, students form their career goals. Evidence suggests that gender inequalities in career aspiration emerge early in adolescence, highlighting the importance of early intervention. Furthermore, a slew of investigations by Igere (2017) and Mettol and Kisilu (2016) established a link between job aspiration and academic achievement, necessitating further research into gender differences in career aspiration in order to help both boys and girls reach their full potential.

Several studies have looked into gender and come up with significantly disparate conclusions, thus it's worth looking at gender differences in the world setting to come up with useful conclusions. Gender variations in educational inclinations and career aspirations have been discovered in some research (Bindu and Padmanabhan 2016; Hek et al. 2019; Nadeem and Khalid 2018).

Objectives of the Study

The objectives of the study are listed below,

1. To assess the career aspiration of XI standard students.
2. To identify the significant difference if any in career aspiration of XI standard students concerning the sub-variables of population variables namely. locality, gender, type of management and academic stream.

Review of Related Studies

Mau et al. (2020) conducted a study to examine gender difference in self-efficacy, parental involvement and STEM learning experience to predict STEM career aspiration of different socio-cultural group. The findings revealed that students from the different culture had a greater gender difference in STEM learning experience, parental involvement, and stream self-efficacy. Students from the individualist culture and logistic analyses revealed differential prediction of STEM career aspiration in two cultural contexts. Nduta (2020) performed a study to investigate the relationship between gender and career aspiration of secondary school students. The study concluded that gender is a real phenomenon that affected students' career aspirations. Dar (2019) investigated the influence of academic streams on career aspiration of adolescents. The results revealed that there was a significant difference in educational and achievement aspiration and no significant difference was found in leadership aspiration with respect to their academic streams. Olamide and Olawaiye (2013) conducted a study on the factors that determine the career aspiration among secondary school students. The findings showed that there was a significant difference in male and female secondary students.

Significance of the Study

During the teen years, pupils at higher secondary schools may have little opportunity to learn about career aspirations and pathways. While a child's knowledge base about future jobs might come from a variety of sources, schools are likely the most common source of formal teaching. However, at an era when many schools place a significant emphasis on core curriculum to ensure that they achieve academic accountability standards, career development may receive minimal attention in school curricula. In a poor setting, there may be minimal resources available, such as literature and technology, role models with enough background knowledge about career options, or opportunities to travel and visit job sites, all of which may motivate a child to pursue a certain professional path. The finding of the present study might be

useful to evaluate the level of career aspiration among XI standard students and also useful for giving trainings and guidance for improving their career aspiration.

Hypotheses of the Study

The hypotheses formulated for verification in this study are as follows,

- $H_{1:}$ There is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between rural and urban XI standard students.
- $H_{2:}$ There is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between male and female XI standard students.
- $H_{3:}$ There is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between government and government aided schools of XI standard students.
- $H_{4:}$ There is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between arts, science and vocational streams of XI standard students.

RESEARCH METHODOLOGY

Method

Descriptive cross sectional survey method is employed in the present study. In education, descriptive survey research entails meticulously describing existing educational occurrences (Mertler and Charles 2012).

Sample

The sample for the present study consisted of two hundred and sixty five XI standard students. The sample for the study is selected from two schools. IE,; Thampithottam higher secondary school, Chinnalapatty, and Nehruji memorial higher secondary school, Dindigul. Both schools are located in Dindigul District, Tamilnadu. Cluster sampling technique is used to select the sample.

Tools Used

The investigator developed a draft of career aspiration scale. The draft career aspiration scale is consisted of 36 items. A panel of experts scrutinized the items of the draft. Based upon the comments of the experts the researcher modified the items to establish the content validity of the research tool.

A pilot study is conducted with a sample size of two hundred XI standard students. The sample for the pilot study is selected from Devangar higher secondary school, Chinnalapatty, Dindigul district, Tamilnadu.

Exploratory factor analysis was computed to establish the construct validity of the research tool and the results are presented here, KMO and Bartlett's test was used to find the sample adequacy.

KMO (Kaiser-Meyer-Olkin) measure is an index which defines of sampling adequacy (Table 1). The KMO test value is 0.874 which is more than 0.5 can be considered acceptable and valid to conduct data reduction technique. Bartlett's test of sphericity is significant at <0.001 level of significance which shows that there is high level of correlation between the variables, which make it adequate to apply factor analysis.

Table 1: KMO and Bartlett's test

Kaiser-Meyer-Olkin measure of sampling adequacy		0.874
Bartlett's test of sphericity	Approx. Chi-square	1667.881
	Df	190
	Sig.	0.000

Source: Author

Total variance contributed by first component is 33.028, by second component 8.549, by third component 6.495 and by fourth component 5.202. The Eigen value for a given measures the variance in all the variables which is accounted for by that factor. It is also clear that there are total four distinct components having Eigen value greater than 1 from the given set of variables. Eigen value for first factor is 6.406, for second factor is 1.710, for third factor is 1.299 and for fourth factor is 1.040.

As per rotated component matrix the first four components are considered whose Eigen values are 6.406, 1.710, 1.299 and 1.04. Hence, 6.406 is the maximum Eigen value hence this factor is most significant followed by other factors. Since all the four are having Eigen value greater than 1 and sharing maximum variance hence they are essential in the present study.

The split-half method was used to find the reliability of the Career Aspiration scale. The reliability value of the scale was 0.86.

The final career aspiration scale is prepared after establishing the content and construct validities with split-half coefficient reliability. The final tool comprised of twenty items with four dimensions such as Self-Confidence, Preparation, Realization and Motivation. All the twenty items are positive statements with a five point rating scale starting from 1 to 5. Among the twenty items six items assess the self-confidence, six items assess preparation, four items assess realization and another four items assess motivation dimensions of career aspiration. The minimum and maximum possible scores are 20 and 100 respectively.

Statistical Techniques Used

The study employed descriptive and inferential statistics to analyze the data. Descriptive statistics includes mean, standard deviation and inferential statistics included the independent sample 't' test, one way ANOVA and Post Hoc-Tukey HSD , Dunnett's T3 tests are used to analyze the data.

RESULTS

To verify objective 1, that is to assess the career aspiration of XI standard students, mean, minimum, neutral and maximum scores computed for the career aspiration of XI standard students.

Table 2 reveals that the mean score for the career aspiration of XI standard students is 74.5. The minimum, neutral and maximum score of career aspiration scale is 20, 60 and 100 respectively. The mean career aspiration score (74.5) is higher than the neutral score (60) of career aspiration. Hence it is proved that the XI standard students have higher career aspiration.

Table 2: Career aspiration of XI standard students

Variable	*N*	*Mean*	*Minimum score*	*Neutral score*	*Maximum score*
Career aspiration	265	74.5	20	60	100

Source: Author

The investigator employed 't' test, one way ANOVA and Post Hoc-Tukey HSD , Dunnett's T3 tests to verify the objective 2, that is to identify the significant difference if any in career aspiration of XI standard students concerning the sub-variables of population variables namely, locality, gender, type of management and stream of study.

Hypotheses Verification

$H_{1:}$ There is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between rural and urban XI standard students.

Row 1 of Table 3 shows that there is a significant difference in the mean score of self-confidence between the rural (M=24.25; SD=5.01) and urban (M=25.47; SD=3.92) XI standard students in their self-confidence of career aspiration where $t_{(263)}=2.148$, $p < 0.05$. It reveals that the mean scores of rural and urban XI standard students differ in their self-confidence dimension of career aspiration. The data reveals that the urban XI standard students have higher mean score (25.47) of self-confidence dimension of career aspiration than the rural students (24.25).

Rows 2, 3 and 4 of Table 3 reveal that there is no significant in the mean scores of preparation, realization and motivation dimensions of career aspiration between the rural and urban XI standard students. It reveals that the mean scores of rural and urban XI standard students did not differ in their preparation, realization and motivation dimensions of career aspiration. Therefore, the formulated hypothesis 1, that is there is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between rural and urban XI standard students is substantially accepted except self-confidence dimension of career aspiration.

Table 3: Mean. SD, and 't' - scores on career aspiration of rural and urban XI standard students

Dimensions	*Locality*	*N*	*Mean*	*SD*	*'t'*	*Df*	*Level of significance*	*Remarks*
Self-confidence	Rural	178	24.25	5.01	2.148	263	0.05	Significant
	Urban	87	25.47	3.92				
Preparation	Rural	178	21.81	5.13	0.818	263	0.05	Not significant
	Urban	87	21.28	4.47				
Realization	Rural	178	15.08	3.69	0.390	263	0.05	Not significant
	Urban	87	15.22	2.84				
Motivation	Rural	178	15.92	3.27	0.389	263	0.05	Not significant
	Urban	87	15.78	2.44				

Source: Author

***H*$_{2:}$** There is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between male and female XI standard students.

Row 1 of Table 4 shows that there is a significant difference in the mean score of self-confidence between the male (M = 24.45; SD= 4.84) and female (M= 25.82; SD= 3.72) XI standard students in their career aspiration where $t_{(263)}$=2.012, $p < 0.05$. It reveals that the mean scores of male and female XI standard students differ in their self-confidence dimension of career aspiration. The data reveals that the mean score of self-confidence dimension of career aspiration among XI standard students of female (25.82) is higher than the male (24.45).

Rows 2, 3 and 4 of Table 4 reveal that there is no significant difference in the mean score of preparation, realization and motivation dimensions of career aspirations between the male and female XI standard students. It reveals that the mean scores of male and female XI standard students did not differ in their preparation, realization and motivation dimensions of career aspiration. Therefore, the framed hypothesis 2 that is there is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between male and female XI standard students is substantially accepted except self-confidence dimension of career aspiration.

***H*$_{3:}$** There is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between government and government aided schools of XI standard students.

Row 2 of Table 5 reveals that there is a significant difference in the mean score of preparation dimension of career aspiration between the government (M = 22.31; SD= 4.32) and government. aided (M= 20.67; SD=5.56) schools of XI standard students where $t_{(263)}$=2.574, $p<0.05$. The result reveals that the government and government aided schools XI standard students differ in their preparation dimension of career aspiration. The result presented in the Table 5 shows that the mean score of preparation dimension of

Table 4: Mean, SD, and 't'- scores on career aspiration of male and female XI standard students

Dimensions	*Gender*	*N*	*Mean*	*SD*	*'t'*	*Df*	*Level of significance*	*Remarks*
Self-confidence	Male	153	24.45	4.84	2.012	263	0.05	Significant
	Female	112	25.82	3.72				
Preparation	Male	153	21.77	4.99	1.057	263	0.05	Not significant
	Female	112	20.87	4.49				
Realization	Male	153	15.03	3.57	1.591	263	0.05	Not significant
	Female	112	15.74	2.36				
Motivation	Male	153	15.86	3.08	0.164	263	0.05	Not significant
	Female	112	15.94	2.69				

Source: Author

Table 5: Mean, SD, and 't'- scores on career aspiration of Government and Govt. Aided schools of XI standard students

Dimensions	*Management*	*N*	*Mean*	*SD*	*'t'*	*Df*	*Level of significance*	*Remarks*
Self-confidence	Government	156	24.58	4.65	0.302	263	0.05	Not significant
	Govt.Aided	109	24.76	4.82				
Preparation	Government	156	22.31	4.32	2.574	263	0.05	Significant
	Govt.Aided	109	20.67	5.56				
Realization	Government	156	15.41	3.39	1.561	263	0.05	Not significant
	Govt.Aided	109	14.74	3.46				
Motivation	Government	156	16.01	3.01	0.884	263	0.05	Not significant
	Govt.Aided	109	15.67	3.03				

Source: Author

career aspiration among XI standard students of government schools (22.31) is higher than the students of government aided schools (20.67).

Rows 1, 3 and 4 of Table 5 show that there is no significant difference in the mean score of self-confidence, realization and motivation dimensions of career aspiration between the XI standard students of government schools and government aided schools. It reveals that the government and government aided school XI standard students did not differ in their self-confidence, realization and motivation dimensions of career aspiration. Hence, the formulated hypothesis, there is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between government and government aided schools of XI standard students is substantially accepted except preparation dimension of career aspiration.

***H*$_{4:}$** There is no significant difference in the mean scores of self-confidence, preparation, realization and motivation dimensions of career aspiration between arts, science and vocational streams of XI standard students.

The p value of variable academic streams of XI standard students and self-confidence dimension of career aspiration are equal to 0.01 at the 1 percent level of significance. Hence, the null hypothesis with respect to self-confidence dimension of career aspiration for this variable is rejected. It concludes that there is a significant difference in the mean scores of self-confidence dimension of career aspiration between the arts, science and vocational streams of XI standard students (Table 6).

The p value of the variable academic streams of XI standard students and preparation dimension of career aspiration is equal to 0.01 at the 1 percent level of significance. Hence, the null hypothesis with respect to the preparation dimension of career aspiration is rejected for this

Table 6: F - scores on career aspiration of arts, science and vocational stream of XI standard students ANOVA

Dimensions		*Sum of squares*	*Df*	*Mean square*	*F*	*Sig.*
Self-confidence	Between groups	290.375	2	145.187	6.815	.001
	Within groups	5581.376	262	21.303		
	Total	5871.751	264			
Preparation	Between groups	256.397	2	128.199	5.459	.005
	Within groups	6152.546	262	23.483		
	Total	6408.943	264			
Realization	Between groups	20.784	2	10.392	.882	.415
	Within groups	3088.325	262	11.788		
	Total	3109.109	264			
Motivation	Between groups	125.890	2	62.945	7.211	.001
	Within groups	2287.001	262	8.729		
	Total	2412.891	264			

Source: Author

variable. It concludes that there is a significant difference in the mean scores of preparation dimension of career aspiration between the arts, science and vocational streams of XI standard.

The p value of the variable academic streams of XI standard students and realization dimension of career aspiration is more than 0.05, at the 5 percent level of significance. Hence, the null hypothesis with respect to realization dimension of career aspiration for this variable is accepted. It concludes that there is no significant difference between the mean scores of realization dimension of career aspiration and the academic streams of XI standard students.

The p value of variables academic streams of XI standard students and motivation dimension of career aspiration is equal to 0.01 at the 1 percent level of significance. Hence, the null hypothesis with respect to the motivation dimension of career aspiration is rejected for this variable. It concludes that there is a significant difference in the mean scores of motivation dimension of career aspiration between the arts, science and vocational streams of XI standard students.

As row 1 of Table 7 shows that the levene statistic is not significant. So, the equal variance is assumed. In order to check the individual differences between groups post-hoc comparison the Tukey HSD test is used. The test indicate that the mean score of self-confidence dimension of career aspiration for arts students (M=24.50, SD=4.88) is significantly different from vocational students (M=21.64, SD=3.87). The mean score of self-confidence dimension of career aspiration of science students (M=25.32, SD=4.52) is significantly different from the vocational students (M=21.64, SD=3.87). The mean difference is significant at the 0.05 level of significance. However there is no significant difference between the mean scores of self-confidence dimension of career aspiration among the arts and science streams of XI standard students.

The row 2 of Table 7 indicates that the levene statistic is significant. Therefore equal variance is not assumed. In order to check the individual differences between groups post-hoc comparison the Dunnett's T3test is used. The test reveals that the mean score of preparation dimension of career aspiration for arts students (M=22.70, SD=4.72) is significantly different from science students (M=20.69, SD=5.22). The mean difference is significant at the 0.05 level of sig-

Table 7: Post Hoc - Tukey HSD and Dunnett's T3 test for arts, science and vocational streams of XI standard students

Dependent variable	*Mean*	*SD*	*(I) Stream of study*	*(J) Stream of study*	*Mean difference (I-J)*	*Std. error*	*Sig.*	*Test of homo geneity of variance*	
								Levene statistic	*Sig.*
Self-confidence	24.50	4.88	Arts	Science	.81631	.60193	.366	0.113	0.893
				vocational	2.86485*	1.02905	.016		
	25.32	4.52	Science	Arts	.81631	.60193	.366		
				vocational	3.68117*	1.00380	.001		
	21.64	3.87	vocational	Arts	2.86485*	1.02905	.016		
				science	3.68117*	1.00380	.001		
Preparation	22.70	4.72	Arts	Science	2.01531	.63198	.005		
				vocational	.26874	1.08042	.966	6.34	0.002
	20.69	5.22	Science	Arts	2.01531*	.63198	.005		
				vocational	1.74657	1.05391	.224		
	22.44	2.61	vocational	Arts	.26874	1.08042	.966		
				science	1.74657	1.05391	.224		
Motivation	16.53	2.85	Arts	Science	.83325	.38531	.080		
				vocational	2.41398*	.65872	.001	0.335	0.715
	15.70	3.04	Science	Arts	.83325	.38531	.080		
				vocational	1.58073*	.64255	.039		
	14.12	2.84	vocational	Arts	2.41398*	.65872	.001		
				science	1.58073*	.64255	.039		

Source: Author

nificance. However there is no significant difference between the mean scores of preparation dimension of career aspiration among the arts and vocational and science to vocational streams of XI standard students.

Row 3 of Table 7shows that the levene statistic is not significant. so the equal variance is assumed. In order to check the individual differences between groups post-hoc comparison the Tukey HSD test is used. The test indicate that the mean score of motivation dimension of career aspiration for arts students (M=16.53, SD=2.85) is significantly different from vocational students (M=14.12, SD=2.84). The mean score of motivation dimension of career aspiration of science students (M=15.70, SD=3.04) is significantly different from the vocational students (M=14.12, SD=2.84). The mean difference is significant at the 0.05 level of significance. However there is no significant difference between the mean scores of motivation dimension of career aspiration among the arts and science streams of XI standard students.

DISCUSSION

The present study indicates that the career aspiration of grade eleven students is above average in general. The dimension wise analysis shows that there is significant difference in the mean scores of self-confidence dimension of career aspiration between the male and female, urban and rural grade eleven students. The study also reveals that there is significant difference in the mean scores of self-confidence, preparation and motivation dimensions of career aspiration among grade eleven student concerning their academic streams.

The overall career aspiration of grade eleven students is high. The study by Gao and Eccles (2020) also found similar results. The study revealed that most grade seven and eleven students are stable in their career aspirations, and the mean score of career aspiration is high among them. Brien (2001) also reported a similar result. The result of the study revealed that the students from magnet schools had higher career aspirations. The result of the present study is in line with the findings of Arhin (2018), Koul et al. (2010), Nduta (2020). The studies found that higher secondary school students' career aspirations are high. The present study's result contradicts the findings of Winga (2021), which found that the secondary school students' career aspiration was low.

The present study revealed that the female grade eleven students' mean score of career aspiration is higher (M = 25.82) than that of the male grade eleven students (M = 24.45). The findings of the studies are in line with the earlier works of Barrett (2021), Bindu and Padmanabhan (2016), Koul et al. (2010), Liu (2019), Nadeem and Khalid (2018), Nduta (2020), Obot and Amalu (2020) Wang and Degol (2017). These studies found that the female students had higher career aspirations than the male students. The findings of the studies Adragna (2009), Akos et al. (2007), Al- Bahrani et al. (2020), Kiani et al. (2013), Maarike et al. (2016) reported that there is a significant difference in the of mean score of career aspiration and also reported that female students had higher career aspiration. The studies of Aunola et al. (2018) and O'Dea et al. (2018)contradict the present study's findings, revealing that male students had higher career aspirations.The studies of Cervoni and Ivinson (2011), DiPrete and Buchmann (2013), Howard et al. (2011) and Wairimu (2012) shows the significant difference in the mean scores of career aspiration between the boys and girls. These studies reported that male students had higher career aspiration.

The present study found that the mean score of the self-confidence dimension of career aspiration is higher among arts stream (M=24.50) grade eleven students than the vocational stream (M=21.64) grade eleven students. Dar (2019) conducted a study and reported substantial evidence for the present study. The study showed a significant difference in the mean career aspiration scores between higher secondary students' academic streams. The study by Singh and Dogra (2015) reported a similar result of the present study. The study revealed that a significant difference between the mean scores of career aspiration with respect to the academic streams.

The study found that the mean score of motivation dimension of career aspiration of arts stream (M=16.53) grade eleven students is higher than the vocational stream (M=14.12) grade eleven students. The present study's result align

with the studies conducted by Koul et al. (2010) and Liu (2019), who found that the motivational factor of career aspiration significantly influenced the students of higher secondary concerning their academic streams. The study also found that the mean score of motivation dimension of career aspiration of science stream (M=15.7) of grade eleven students is higher than the vocational stream (M=14.12) of grade eleven students.

CONCLUSION

One of the most important agendas or dreams in an individual's life is to choose a career. Individuals have stronger job aspirations at the age of adolescence, yet they are fostered to achieve their parents' dreams. There should be regular parent-teacher interaction so that parents can learn about their children's activities at school and instructors can learn about their students' likes and dislikes. Parents and teachers should be more aware of the professional aspirations of young adolescents because, a good career aspiration leads to a good job decision, which leads to professional success, fulfillment, and pleasure.

RECOMMENDATIONS

The findings also revealed a need for career counseling services at the higher secondary level. After grade ten and twelve, choosing an educational field is a turning point in a person's life when it comes to developing a successful career identity. The creation of Career Guidance Centers at the school level necessitates policy adjustments. The government, through NCERT, should make it mandatory for schools to have a counseling centre with multipurpose goals. It can provide information on what happens following the secondary grades? Vocational Aptitude exams can be used to help parents and adolescents choose the right field of study for them based on their talents.

EDUCATION IMPLICATIONS

This study helps to parents, teachers and policy makers to know about the career aspiration of XI standard students. It helps to improve the self-confidence, preparation, realization and motivation dimensions of career aspiration among the adolescence. The policy makers, teachers and school management must arrange career workshops and organize career talks, so that the students can get proper guidance regarding their career they aspire.

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