

Occupational Aspiration of Senior Secondary School Students in Relation to their Family Climate

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Abstract

The present study aimed to analyze the relationship between Occupational Aspiration and Family Climate of senior secondary school Students. The investigator has selected senior secondary schools on the basis of purposive random sampling technique. The study will be conducted on a representative sample of 160 students (80 Male and 80 Female) of senior secondary schools of rural and urban area's of District Yamuna Nagar (India). The following tools used in present study; Occupational Aspirations Scale (OAS-GS) developed & standardized by Dr. J S Grewal and Family Climate Scale (FCS-sb) developed & standardized by Dr. Beena Shah. Keeping in mind the nature and objectives of the study the descriptive survey method was used. The descriptive statistics and T-test were computed and to find out the relationship between Occupational Aspiration and Family Climate of senior secondary school Students, Pearson's product moment co-efficient of correlation (r) were computed. The result revealed that there is significant positive relationship between occupational aspiration & family climate. In the present study, it is found that environment does play a very important role in building-up the environment conducive to the success.

KEYWORDS: Occupational Aspiration, Senior Secondary School Students, Family Climate.

INTRODUCTION

Education is life long process and patent force for social reconstruction. It is concerned not only with social progress but also with moral, political and economic development. Education is a constructive process, which pulls the person from darkness to light. It is a possession, which no can rob you off. Your all possession, wealth can be destroyed or stolen, but education acquired stays with you. It is an every growing possession which does not diminish. Education in the largest sense is an act or experience that has a formative effect on the mind, character or physical ability of an individual. Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to other. It develops in an individual quality of a good leader and prepares a person for an occupation in his life, so that he becomes an earning, self confident and satisfied member of the society. Garg et al. (2002) studied that the impact of family factors had their influence on shaping student's educational aspirations through their impact on attitudes, extra-curricular reading towards homework, school and perceptions of students of their parent's educational aspirations. Koa et al. (2003) analyze that educational aspirations are a significant predictor of eventual educational attainment. Singh (2011) examined that educational aspirations in high school students and found that girls have less educational aspirations than boys. Carter further says that if there are serious discrepancies between his own capacities and the requirements of the vocation, he must become oriented towards a different occupational group. And slowly there emerges in him a pattern of vocational interests which becomes closely identified with the self and forms a basis for many decisions and a guide for long time planning (Carter, 1940).

Education is a process which involves two activities, teaching and learning. Both are related with each other as two sides of same coin. The teacher holds the key position in the educational program. A basic education is essential for everyone to understand and appreciate, during adolescence; individuals begin to plan for their future career by considering a number choice. By aspiring for and choosing the right occupations, the

individuals will enjoy their world of work and the nation will flourish through the efforts of the dedicated working, counselors, parents, and educators may be better able to assist adolescents in their family climate or exploration of occupational options, help them seek career related information, and obtain support for their career plans by developing a greater understanding of the, 'STUDENT' occupational aspirations. The purpose of this research was to examine the occupational aspirations and rationales students provided.

CONCEPT OF OCCUPATIONAL ASPIRATION

The terms occupational aspirations vocational aspirations and career aspirations are very similar concepts. In the APA dictionary of psychology, occupations are defined as jobs or professions, and vocations are described as occupations. Career aspiration is defined as long-term individual work related goals (Vanden Bos, 2007).

Occupational aspiration of youth is the goal set by youth with regard to his future career. Occupational aspirations constitute a person's desired work – related goals under ideal circumstance; these goals can reflect information about self – concept perceived opportunities, interests & hopes (Rojewski, 2005). Though aspirations are different from the types of occupations that people expect to obtain (realistic expectations), knowledge of aspirations is important to career development & individual job attainment. Aspirations can prompt or hinder educational & career planning, guide learning, help organize life options, choices & contribute to young people's preparation for adult life. Some researchers have voiced disagreement about the actual role aspirations play in eventual job attainment, that is, whether they play a significant role in determine eventual job obtainment. Are aspirations merely reflections of perceived or real opportunity structures (availability of opt access to jobs) that are developed & conditioned as a result of life experiences? Whether the role of occupational aspirations is in shaping & guiding educational & career choices or simply in reflecting past experiences, consistent or coherent aspirations do have value as a predictor of future career related choices & to a lesser degree, actual career choices (Mau & Bikos, 2000).

Researchers often treat occupational aspirations as a unidimensional construct that is determined by asking people what type of occupation they would choose at some point in the future if they were free of barriers or limiting factors (Rojewski, 2005). Responses to this general question are usually reported either in terms of prestige/status or type of work or interests. Our database was limited to a prestige measure of occupational aspirations, which we adopted as our measurement scheme. Prestige scores, a widely used coding & reporting scheme, offered several advantages for our analysis First, prestige scores provide a continuous variable that facilitates data analysis. Second, prestige levels reflect people's perceptions about the relative worth, power & status of occupations. Third, prestige codes may offer some insight into individual estimating of ability & self – concept, as well as societal expectations & constraints that can be used in considering career aspirations & choice (Hotchkiss & Borow, 1996).

Despite the advantages of using prestige scores, we acknowledge certain limitations; most notably now scores are interpreted. For example, because we did not treat aspirations as a reflection of personal values or self – concept, we were limited in our interpretation from venturing into these areas. In fact, a second, concern in how to interpret adolescents' aspirations to low – or moderate – prestige occupations. Lower occupational aspirations, by themselves, are not negative. Lowered aspirations may result from realistic assessments of interests, values, abilities, or limited labor market openings. Lower prestige occupational aspirations may be negative, however, if young people prematurely or unnecessarily limit their future opportunities or self – imposed limitations early in adolescence (Rojewski, 1996).

Early adolescents are likely to express high prestige occupational aspirations, regardless of the likelihood of attaining them. Gradually, aspirations are lowered through compromise as young people realize, that they may not possess necessary skills or abilities, believe that educational or entry – level requirements are beyond their abilities, do not receive support of possess aspirations that are at odds with family & friends, or perceive significant community or societal barriers to job entry or success (Armstrong & Crombie, 2000; Lee & Rojewski,

2009). Occupational aspirations, when measured by prestige levels, are relatively stable during adolescence & provide substantial predictive power for later aspirations (Rojewski & kim, 2003; Rojewski & Yang, 1997). When changes do occur, however, people are more likely to compromise their aspirations by shifting between occupations within the same level rather than between levels (Gottfredson, 2005)

CONCEPT OF FAMILY CLIMATE:

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts also provides him with a readymade system of signs. It imposes on him a series of obligations. Two environments namely, home and school environment, share an influential space in child's life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behavior. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations; acceptance-autonomy, acceptance-control, rejection-autonomy, rejection-control (Johnson 86 Medinnes, 1969). Grebow (1973) reported that 'nurture-affection' and achievement expectations, demands and standards' constitute the two dimensions of importance by previous researchers.

JUSTIFICATION OF STUDY:

The study is significant from this point of view that occupational has been in the centre of research for several decades. Occupational aspiration constitutes a person's desired. Work related goals under ideal circumstances. Occupational aspiration is expected to play a significant role in life adjustment in general and vocational adjustment in particular. Nobody can deny from the fact that the person who have a high real self, level of aspiration and occupation are more successful in life. They show more efficiency in their work, their level of aspiration is much higher as compared to other. The high achiever students had a higher level of aspiration in comparison to the low achiever students. Keeping the above background into consideration the researcher undertakes the study of occupational aspiration of students in relation to their family climate. Various researchers have identified the following characteristics of home environment, willingness to devote time to the child. Physical punishment, principle discipline, neglect, deprivation of privilege, protectiveness, power, achievement demands, indulgence, conformity, independence, emotional and verbal responsiveness, involvement with the child physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials etc. The well-known factors are family disintegration, which speed up the family disintegration of the social structure and thus the social fiber is built upon a shared value system. Life Direction Giving Home Environment can be developed in the positively managed home to grow it through root to end. Parenting is a tool to provide healthy home environment as well as a cultured and fully developed society. Hence the researcher selected this topic to find out the relationship between home environment and occupational aspiration of senior secondary school Students.

OBJECTIVES OF THE STUDY

1. To examine the occupational aspiration of senior secondary school students
2. To study the relationship between occupational aspiration and family climate of senior secondary school students.
3. To study the family climate of senior secondary school students.
4. To study difference between occupational aspiration of male and female students.
5. To study difference between family climate of male and female students.
6. To study difference between occupational aspiration of rural and urban students.
7. To study difference between family climate of rural and urban student.

HYPOTHESES

Following null hypothesis had been formulated for the present study.

1. There exists no significant relationship among occupational aspiration and family climate of secondary school students.
2. There exists no difference of occupational aspiration of male and female students.
3. There exists no difference between family climate of male and female students.
4. There exists no difference between occupational aspiration of rural and urban students.
5. There exists no difference between family climate of rural and urban students.

DELIMITATIONS OF THE STUDY:

1. A sample of 160 students only.
2. Study of two variables i.e., Occupational aspiration and family climate only.
3. Students studying in the schools of Yamuna Nagar only.

RESEARCH METHOD

Keeping in view the nature of the present study, descriptive survey method was employed.

POPULATION

All the senior secondary school students studying in the schools of Yamuna Nagar district constituted as population. **SAMPLE**

The study will be conducted on a representative sample of 160 students (80 Male and 80 Female) of senior secondary schools of rural and urban area of District Yamuna Nagar.

TOOLS USED

The following tools used in present study:

1. Occupational Aspirations Scale (OAS-GS) developed & standardized by Dr. J S Grewal (2011).
2. Family Climate Scale (FCS-sb) developed & standardized by Dr. Beena Shah(2001).

STATISTICAL TECHNIQUE TO BE USED:

In order to test the nature of the variable, the descriptive statistics, T-test were computed and to find out the relationship between Occupational Aspiration and Family Climate, Pearson's product moment co-efficient of correlation (r) were computed.

ANALYSIS AND INTERPRETATION OF DATA

In order to find out the relationship between occupational Aspiration & Family Climate of Senior Secondary School Students, the data were collected from 160 students and were analyzed through pearson product moment coefficient of correlation.

TABLE – 1(a): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & FAMILY CLIMATE OF SR. SEC. SCHOOL STUDENTS

Variables	Degree of Freedom	Co-efficient of correlation "r"	Level of Significance
Occupational Aspiration(OAS)			
Family Climate(FCS-sb)			

	118	-0.941	Not Significant
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**** Not significant at 0.05 level of significance at T.V=0.195**

Table 1(a) shows that the calculated “r” value is -0.941 between Occupational Aspiration & Family Climate of Senior Secondary School Students is not significant at 0.05 level of significance. This shows that there exists no significance relationship between Occupational Aspiration & Family Climate of Se analysis and interpretation based on the data nior Secondary School Students.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between Occupational Aspiration & Family Climate of Senior Secondary School Students is accepted.

TABLE- 1(b): CO- EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & RESTRICTIVENESS VS FREEDOM FAMILY CLIMATE OF SR. SEC. SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.0246	Not Significant
Restrictiveness vs Freedom (FCS-sb)			

****Not Significant at 0.05 level of significance at T.V.=0.195**

Table 1(b) shows that the calculated “r” value is -0.0246 between occupational aspiration & restrictiveness vs freedom dimension of family climate of sr. sec. students is not significant at 0.05 level of significance. This shows that there exists no significance relationship between the occupational aspiration & restrictiveness vs freedom dimension of family climate of sr. sec. students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between occupational aspiration & restrictiveness vs freedom family climate of sr. sec. students is accepted.

TABLE – 1(C): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & INDULGENCE VS AVOIDANCE FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.0209	Not Significant
Indulgence vs Avoidance (FCS)			

****Not Significant at 0.05 level of significance at T.V.= 0.195**

Table 1(c) shows that the calculated “r” value is -0.0209 between occupational aspiration & indulgence vs avoidance of family climate of sr. sec. students is significant at 0.05 level of significance. This shows that there exists no significance relationship between the occupational aspiration &. Further, occupational aspiration of sr.

sec indulgence vs avoidance dimension of family climate of sr. sec. students. students is related with control family climate.

Hence, the null hypothesis no.1 which is stated earlier that there will be no significant relationship between occupational aspiration & indulgence vs avoidance dimension of family climate of sr. sec. students is accepted.

TABLE – 1(d): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & PARTIALITY VS FAIRNESS OF FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.113	Not Significant
Partiality vs Fairness(FCS)			

****Not Significant at 0.05 level of significance at T.V.=0.195**

Table 1(d) shows that the calculated “r” value is -0.113 between occupational aspiration & partiality vs fairness dimension of family climate of sr. sec. students is not significant at 0.05 level of significance. This shows that there exists no significance relationship between the occupational aspiration & partiality vs fairness dimension of family climate of sr. sec. students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between occupational aspiration & partiality vs fairness of family climate of sr. sec. students is accepted.

TABLE – 1(e): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & ATTENTION VS NEGLIGENCE OF FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	5.808	Significant
Attention vs Negligence (FCS)			

*** Significant at 0.05 level of significance at T.V.=0.195**

Table 1(e) shows that the calculated “r” value is 5.808 between occupational aspiration & attention vs negligence dimension of family climate of sr. sec. students is significant at 0.05 level of significance. This shows that there exists significance relationship between the occupational aspiration & negligence dimension of family climate of sr. secondary’s students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be significant relationship between occupational aspiration & attention vs negligence dimension of family climate of sr. sec. students is rejected.

TABLE – 1(f): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & ACCEPATION VS REJECTION OF FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.135	Not Significant
Acceptance vs Rejection(FCS)			

****Not Significant at 0.05 level of significance at T.V.=0.195**

Table 1(f) shows that the calculated “r” value is -0.113 between occupational aspiration & acceptance vs rejection dimension of family climate of sr. sec. students is not significant at 0.05 level of significance. This shows that there exists no significance relationship between the occupational aspiration & acceptance vs rejection dimension of family climate of sr. sec. students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between occupational aspiration & acceptance vs rejection of family climate of sr. sec. students is accepted.

TABLE – 1(g): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & WARMTH VS COLD RELATIONS FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co-efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.0574	Not Significant
Warmth vs Cold Relations (FCS)			

****Not Significant at 0.05 level of significance at T.V.=0.195**

Table 1(g) shows that the calculated “r” value is -0.0574 between occupational aspiration & warmth vs cold relations dimension of family climate of sr. sec. students is not significant at 0.05 level of significance. This shows that there exists no significance relationship between the occupational aspiration & warmth vs cold relations dimension of family climate of sr. sec. students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between occupational aspiration & partiality vs fairness of family climate of sr. sec. students is accepted.

TABLE – 1(h): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & TRUST VS DISTRUST OF FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.0800	Not Significant
Trust vs Distrust (FCS)			

****Not Significant at 0.05 level of significance at T.V.=0.195**

Table 1(h) shows that the calculated “r” value is -0.0800 between occupational aspiration & trust vs distrust dimension of family climate of sr. sec. students is not significant at 0.05 level of significance. This shows that

there exists no significance relationship between the occupational aspiration & trust vs distrust dimension of family climate of sr. sec. students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between occupational aspiration & trust vs distrust of family climate of sr. sec. students is accepted.

TABLE – 1(i): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION DOMINANCE VS SUBMISSIVENESS OF FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.379	Not Significant
Dominance vs Submissiveness(FCS)			

****Not Significant at 0.05 level of significance at T.V.=0.195**

Table 1(i) shows that the calculated “r” value is -0.379 between occupational aspiration & dominance vs submissiveness dimension of family climate of sr. sec. students is not significant at 0.05 level of significance. This shows that there exists no significance relationship between the occupational aspiration & dominance vs submissiveness dimension of family climate of sr. sec. students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between occupational aspiration & dominance vs submissiveness of family climate of sr. sec. students is accepted.

TABLE – 1(j): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & EXPECTATION VS HOPELESSNESS OF FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.100	Not Significant
Expectation vs Hopelessness(FCS)			

****Not Significant at 0.05 level of significance at T.V.=0.195**

Table 1(j) shows that the calculated “r” value is -0.100 between occupational aspiration & expectation vs hopelessness of family climate of sr. sec. students is not significant at 0.05 level of significance. This shows that there exists no significance relationship between the occupational aspiration & expectation vs hopelessness dimension of family climate of sr. sec. students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between occupational aspiration & expectation vs hopelessness of family climate of sr. sec. students is accepted.

TABLE – 1(k): CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & OPEN COMMUNICATION VS CONTROLLED COMMUNICATION OF FAMILY CLIMATE OF SR. SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration(OAS-G)	118	-0.539	Not Significant
Open Communication vs Controlled Communication(FCS)			

****Not Significant at 0.05 level of significance at T.V.=0.195**

Table 1(k) shows that the calculated “r” value is -0.539 between occupational aspiration & open communication vs controlled communication dimension of family climate of sr. sec. students is not significant at 0.05 level of significance. This shows that there exists no significance relationship between the occupational aspiration & open communication vs controlled communication dimension of family climate of sr. sec. students. Further, occupational aspiration of sr. sec. students is related with control family climate.

Hence, the null hypothesis No.1 which is stated earlier that there will be no significant relationship between occupational aspiration & open communication vs controlled communication of family climate of sr. sec. students is accepted.

TABLE-2(a): SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN OCCUPATIONAL ASPIRATION OF MALE AND FEMALE OF SENIOR SECONDARY SCHOOL STUDENTS

OAS	N	Mean	S.D.	t- Test	Level of Signification
Male	60	50.65	9.0175	0.0634	Not Significant
Female	60	47.96	6.46		

1.98 at 0.05 level of significance and 2.62 at 0.01 level of significance.

Table 2(a) depicts that mean occupational Aspiration score of male and female students are 50.65 and 47.96 with S.D. 9.0175 and 6.46 respectively. The calculated t-value comes out to be 0.0634 is not significance. It means that occupational Aspiration of male sr. sec. school students did not differ significantly as compare to female sr. sec. school students.

Hence, the null hypothesis which is state earlier that there will be no significant between male and female students with regard to their Family climate and Occupational Aspiration is retained.

TABLE-2(b): SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN FAMILY CLIMATE OF MALE AND FEMALE OF SENIOR SECONDARY SCHOOL STUDENTS

FCS	N	Mean	S.D.	t- Test	Level of Signification
Male	60	111.15	17.40	1.355	Not Significant
Female	60	125.93	18.71		

****Not significant at df/118 and level of significance is 1.98 at 0.05 level of significance and 2.62 at 0.01 level of significance.**

Table 2(b) depicts that mean Family Climate scores male and female students are 111.15 and 125.93 with S.D. 17.40 and 18.71 respectively. The calculated t-value comes out to be 1.355 is not significance. It means that occupational Aspiration of male sr. sec. school students did not differ significantly as compare to female sr. sec. school students.

Hence, the null hypothesis which is state earlier that there will be no significant between male and female students with regard to their family climate and occupational aspiration is accepted.

TABLE- 2(C): SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN OCCUPATIONAL ASPIRATION SCORES OF SENIOR SECONDARY SCHOOL STUDENTS SCORES OF RURAL AND URBAN

OAS	N	Mean	S.D.	t- Test	Level of Signification
Rural	42	51.61	8.927	0.0184	Not Significant
Urban	78	48.06	7.084		

****Not significant at df/118 and level of significance is 1.98 at 0.05 level of significance and 2.62 at 0.01 level of significance.**

Table 2(c) shows that mean occupational Aspiration score of Family Climate of rural & urban students are 51.61 and 48.06 with S.D. 8.927 and 7.084 respectively. The calculated t-value comes out to be 0.0184 is not

significance. It means that occupational Aspiration of rural sr. sec. school students did not differ significantly as compare to urban sr. sec. school students.

Hence, the null hypothesis which is state earlier that there will be no significant between male and female students with regard to their Family climate and Occupational Aspiration is retained.

**TABLE- 2(d): SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN FAMILY CLIMATE SCORES
RURAL & URBAN OF SENIOR SECONDARY SCHOOL STUDENTS**

FCS	N	Mean	S.D.	t- Test	Level of Signification
Rural	42	110.47	16.38	19.74	Significant
Urban	78	122.88	19.72		

***Significant at df/118 and level of significance is 1.98 at 0.05 level of significance and 2.62 at 0.01 level of significance.**

Table 2(d) shows that mean occupational Aspiration score of Family Climate of rural & urban students are 110.47 and 122.88 with S.D. 16.38 and 19.72 respectively. The calculated t-value comes out to be 19.74 is significance. It means that occupational Aspiration of rural sr. sec. school students differ significantly as compare to urban sr. sec. school students.

Hence, the null hypothesis which is state earlier that there will be no significant between rural and urban students with regard to their Family climate and Occupational Aspiration is rejected.

MAIN FINDINGS

From the analysis and interpretation of the data, the following findings were drawn:

- There is no significant difference in occupational aspiration of Sr. Sec. Secondary school student in relation to their gender. It shows that gender does not influence occupational aspiration.
- There is no significant difference in occupational aspiration of Sr. Sec. Secondary school student in relation to their residential background. It shows that residential background does not influence occupational aspiration.
- There is no significant relationship between occupational aspiration & restrictiveness vs freedom dimension of family climate of sr. sec. school students. It represents that restrictiveness vs freedom of family climate does not impact occupational aspiration.
- There is no significant relationship between occupational aspiration & indulgence vs avoidance dimension of family climate of sr. sec. school students. It represents that indulgence vs avoidance of family climate does not impact occupational aspiration.
- There is no significant relationship between occupational aspiration & partiality vs fairness dimension of family climate of sr. sec. school students. It represents that partiality vs fairness of family climate does not impact occupational aspiration.
- There is significant relationship between occupational aspiration & attention vs negligence dimension of family climate of sr. sec. school students. It represents that attention vs negligence of family climate does impact occupational aspiration.
- There is no significant relationship between occupational aspiration & acceptance vs rejection dimension of family climate of sr. sec. school students. It represents that acceptance vs rejection of family climate does not impact occupational aspiration.
- There is no significant relationship between occupational aspiration & warmth vs cold relations dimension of family climate of sr. sec. school students. It represents those warmth vs cold a relation of family climate does not impact occupational aspiration.
- There is no significant relationship between occupational aspiration & trust vs distrust dimension of family climate of sr. sec. school students. It represents that trust vs distrust of family climate does not impact occupational aspiration.

- There is no significant relationship between occupational aspiration & dominance vs submissiveness dimension of family climate of sr. sec. school students. It represents that dominance vs submissiveness of family climate does not impact occupational aspiration.
- There is no significant relationship between occupational aspiration & expectation vs hopelessness dimension of family climate of sr. sec. school students. It represents that expectation vs hopelessness of family climate does not impact occupational aspiration.
- There is no significant relationship between occupational aspiration & open communication vs controlled communication dimension of family climate of sr. sec. school students. It represents that open communication vs controlled communication of family climate does not impact occupational aspiration.

EDUCATIONAL IMPLICATIONS:

The present study describes that there is significant relationship between occupational aspiration & family climate. In the present study it has been found that there is significant positive relationship between occupational aspiration & family climate. In the teaching learning process occupational aspiration must be emphasized with conditional approach. The present study shows that there exists a significant relationship between occupational aspiration & family climate. It means class-room environment should use educational psychology to study the home environment of the student. Teacher should develop personality of the students; make them able to survive in all conditions without taking negative stress. Provide conducive environment to them to flourish and nourish them.

In the present study it is found that environment does play a very important role in building-up the environment conducive to the success. Occupational aspiration as a motive for the students to a privileges or responsibility of teachers, mother & father (together or independently) to prepare the students, well settled person in the society, which provides ample opportunities to the students to find roots, continuity and a sense of belonging, and serves as an effective agents of socialization.

Individual experiences not only help in making the sense of self identity and self ideal but may also lead him to parental attitude towards himself should be of great concern in the dynamics of behavior & may open new avenues of research for deeper prove in the domain of parent- child relationship.

SUGGESTIONS FOR FURTHER STUDY:

The following suggestions are given by the investigator to overcome the above limitations.

- A large number of samples can be used for better result.
- The present study was undertaken with senior secondary students of Yamuna Nagar district. This may be replicated by taking samples from other districts.
- The present study is confined to Sr. Secondary Schools. Similar studied may be undertaken at college level.
- Similar study can also be conducted in other states rather than Haryana.
- A study may be conducted by taking into consideration some other variables like self esteem, self efficacy, socio economic status etc.
- Replication of study may be done by using other tools and techniques.

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