

**“Career Aspirations of 12<sup>th</sup> Class Students of two selected  
Schools in Lucknow City”**

**ABSTRACT**

submitted to

**Babasaheb Bhimrao Ambedkar University, Lucknow**

for the award of degree of

**MASTER OF PHILOSOPHY**

in

**SOCIOLOGY**

**BABASAHEB  
BHIMRAO  
AMBEDKAR  
UNIVERSITY**



• LUCKNOW •

प्रज्ञा शील करुणा  
ESTABLISHED 1996

Under the supervision  
**Prof. K. Choudhary**

Submitted by  
**Tripti Kanojiya**  
(Enroll. No. : 1237/16)

**DEPARTMENT OF SOCIOLOGY**  
School for Ambedkar Studies  
**Babasaheb Bhimrao Ambedkar University**  
(A Central University), NAAC ‘A’ Grade  
Vidya Vihar, Raebareli Road, Lucknow, India  
2018

## **ABSTRACT**

The study, “Career Aspirations of 12<sup>th</sup> Class Students of two selected Schools in Lucknow City” is based on quantitative data collected from a sample of students studying in 12<sup>th</sup> class. These students belong to one of the top private schools and a government school located in its vicinity in Lucknow. Because of problem of accessibility to students, finally a sample of 46 students of private school and 65 students of government school was drawn, i.e. a total of 111 students. The data was collected with the help of a questionnaire administered to the student respondents in person by the researcher. Because of their lack of fluency in English language the questionnaire was translated into Hindi for the student respondents of government school. Following the collection of data the same has been analyzed with the help of SPSS. The present study is divided into five chapters: Introduction, Socio-economic background of students, Nature of career aspirations, Factors influencing career aspirations and Conclusion. For a synoptic understanding, we will very briefly discuss here the main aspects of the study.

### **Significance of the Study**

The study gives an overview of the nature of career aspirations of class 12<sup>th</sup> students, an understanding of the parental socio-economic background, school environment and career aspirations of students related to their academic and occupational choices, and major factors which influence the career aspirations of students.

### **Objectives of the study**

Objectives of the study include -

1. To find out the career aspirations of 12<sup>th</sup> class students studying in government and private schools.
2. To know the socio-economic family background of 12<sup>th</sup> class students studying in government and private schools.
3. To know factors that influence career aspirations of 12<sup>th</sup> class students studying in government and private schools.

### **Hypotheses of the study**

Hypotheses of the study include -

1. Parental socio-economic status of 12<sup>th</sup> class students studying in private school is relatively higher than that government school.
2. Career aspirations of 12<sup>th</sup> class students vary across socio-economic status of their families.
3. Parental socio-economic status of 12<sup>th</sup> class students influences their career aspirations much more than other factors.

## **Methodology**

Methodology is a key part of any dissertation. This is not same as method, rather it is a philosophical blueprint of the chosen research method, including which research method is used and why. Research is one of the ways to find answer to a question (Kumar 2016: 6). Burns (1994: 2) defines research as ‘a systematic investigation to answer to a problem’ and to find out the systematic answer to my topic, “Career Aspiration of 12<sup>th</sup> Class Students of Two selected Schools in Lucknow city”. For that I had to frame predetermined objectives, hypotheses design, sample and the set of question to be asked from the student respondents.

The research design of the study is descriptive-diagnostic. It was planned to use mixed methods approach that is using both quantitative and qualitative approach of research. The universe of study consists of two senior secondary (10+2) schools in Lucknow city. In terms of management type, one was a private school and one government school. The private school was to be one regarded as the best school in Lucknow and the government school located in its vicinity so that the catchment area of students of both schools would be roughly the same. For selecting the private school, a panel of nine Lucknow residents comprising three each from upper class, middle class and lower class background was used. They were requested to name the best private school in Lucknow city and the school named by maximum number of selected residents was chosen. Further, the government school that was nearest to the chosen private school was selected for the study. The sample was to consist of 75 students of class 12<sup>th</sup> from each school who were to be chosen randomly ensuring that both boys and girls were part of the sample.

Research tools for data collection included questionnaire and interview guide that was to be administered to the students who formed part of sample. But finally only questionnaire could be used. Both primary and secondary data sources were used for the study. SPSS was used for data analysis.

Let me now narrate the field experience of data collection. Research methodology for data collection from the selected schools was systematically correct, but it did not succeed

completely. I tried for three months to get the permission of the selected top private school for survey but in vain. However, I was permitted to use questionnaire to collect data from students by a coaching centre where most students of the selected top private school went for coaching. Thereafter, I contacted some other coaching centers where the rest of the students of the private school went to study. Even after this, I was only able to get the questionnaire filled by 46 children of private school while according to predetermined sample, it should have been 75. However, there was no problem in getting permission for conducting survey in the selected government school. The principal, teachers and students of the government school, took full interest in filling the questionnaire. But there was a problem of attendance shortage in government schools, because most students work at home and other places while they study there. Due to this, I could only contact 65 students in the government school for filling the questionnaire. Along with this, I had to prepare my questionnaire in both Hindi and English languages, because the medium of instruction in selected schools was different, English in private school and Hindi in government school. The 12th class students of both schools got busy in their pre-board examination and practical and hence could not give me more of their time, and so I could not interview them using interview guide. Another interesting thing is that I used the position of a senior officer of the Education Department to get permission for collecting data from the private school, but that too did not work.

As regards limitation of the study, it is necessary to clarify that I have studied only two schools of Lucknow city and therefore the study is purposive. Hence, analysis and findings of this study cannot be generalized for schools in general.

### **Chapter-wise details**

The study consists of five chapters. Chapter 1 is Introduction. Socio-economic background of the students of both selected private and government schools is described in Chapter 2. Analyses of the nature of career aspirations of students of both schools are given in Chapter 3. In Chapter 4, analyses of the factors influencing career aspirations of the students of both schools. Finally, conclusions of the study are provided in Chapter 5.

Chapter I is Introduction. Besides overall introduction of the study, this chapter discusses the statement of the problem, conceptual clarification, school education, review of literature, objectives and hypothesis of the study, methodology, chapterization and limitations of the study. It is interesting to note here that there are a number of factors that influence the career aspirations

of the students at the last leg of school that is in the 12<sup>th</sup> class. It is so because usually in this class students choose to offer one or the other stream of discipline in order to have safe career afterwards. Available studies reveal that factors like class, gender, caste, area of residence, type of school, assistance offered by school to students, influence the career aspirations of a student.

It has been observed that there is a difference of aspirational levels between students belonging to private and government schools. The students of private school have greater awareness about their future aspirations. Second, it is also shown that girl students have better awareness and efficacy about their career irrespective of their regional background. Social and cultural capital and socio-economic background also influence the career aspirations of students. Last but not the least, the literature survey reveals that vocational training and career counseling at the school level influence the career choices of students. In the light of this literature survey, the objectives and hypothesis of this study have been formulated. There are three basic objectives of the study. These relate to the nature of career aspirations of the students of class 12<sup>th</sup> and what are the factors which influence their career aspirations. There are three hypotheses pertaining to these objectives.

Chapter II discusses the findings about the socio-economic background of the students who form the sample drawn from two schools of Lucknow. The discussion begins with gender of the students and the data from the field reveals that there are more boys in the schools than girls. This fact can be observed in both the government and private schools selected for this study. But the gender gap is high in government school and very low in the private school. Chapter II also provides school-wise analysis of students' family income, main source of family income, students' monthly family income, and self-identification of students with social class.

Chapter III is focused on nature of career aspirations of students studying in 12<sup>th</sup> class in two selected schools in Lucknow. One is government school which is affiliated to UP Board and another is one of the best private school which is affiliated to ISC Board. The government school is Hindi medium while in private school teaching is done in English medium. The discussion here covers: 1. School-wise career aspirations of students, 2. Caste-wise career aspirations, 3. Career aspirations by Social Class, and 4. Career aspirations by Father's occupation.

Chapter IV has discussed in detail the factors influencing career choice of students of the two selected schools. The analysis of factors influencing career choice students that are discussed are caste, social class, fathers' occupation and gender.

## **Conclusion**

Let us, finally, very briefly discuss the main conclusion of the study specifically focusing on the hypotheses.

**Hypothesis I** was that “The parental socio-economic status of 12<sup>th</sup> class students studying in private school is relatively better than those in government school.” In this connection, the present study shows that a majority of students belonging to General category study in private school while students of Scheduled Caste category in the government school. Maximum percentage of fathers' occupation of private school students is business but in government school it is labour. That's why parents of the private school students afford this type of education for their children. Maximum percentage of students' mothers is uneducated in government school but in private school mothers are graduate, which shows significant difference between government and private school parental socio-economic status, and also indicates that mothers of private school can help in study of their children. Maximum percentage of students' fathers' educational qualification is post-graduate in private school, whereas in government school it is IX-XII class, which also shows relatively better socio-economic status of private school students' parents. Maximum percentage of family income of students is less than Rs. 10,000 in government school, but in private school it is Rs. 50,000 – Rs. 1 Lakh. The data also reveals that 9.2 percent mothers of students studying in government school work as labourers. That is not so in case of private school. Thus, it is found that hypothesis I of the study is valid.

**Hypothesis II** states that “Career aspirations of 12<sup>th</sup> class students varies across socio-economic status of their families.” In this regard, majority of students from General category and S.C. category are found to have opted Mathematics stream. Most of the students belonging to upper and middle classes prefer Mathematics. However, students belonging to lower class preferred to opt for Biology. No one prefers Arts stream from the students belonging to upper class. However, students belonging to lower class opted for Arts stream. Students whose parents are government servants and in business have opted for Mathematics and students whose fathers' occupation is Labour have opted for Arts stream. General category, S.C. and O.B.C. students

want to do Ph.D. but variation occurs in their percentage. S.C. students want to do a Diploma but only few General category students want to do diploma. Majority of the students belonging to upper and middle classes want to pursue at least graduation. However, lower class students want to pursue a diploma. Maximum percentage of students whose fathers' occupation is government service prefers to do Ph.D. after intermediate. This may be because of economic stability of the family and also accumulated cultural capital. But higher percentage of other students whose fathers' occupation is private job, business, labour and agriculture prefer to do graduation. Further, maximum percentage of OBC, SC and General category students prefer to do government job. Most of the students belonging to middle class and upper class prefer a government job. But more of lower class students prefer to work in the international organization. Majority of students whose fathers occupation is government service, private job, business, labour and agriculture prefer government jobs. As far as status of job preference is concerned, General category, S.C. and O.B. C. students want high class jobs. Upper class and middle class students prefer high class jobs. But more of lower class students preferred middle class job. Thus, the data also show that career aspirations of students varies across different caste-category, class and fathers' occupation; but these variations are not completely polarised along these lines. So, hypothesis II may be said to be largely valid.

**Hypothesis III** says, "Parental socio-economic status of students influences their career aspirations much more than other factors." In this regard, it was found that most of the general category students have chosen their academic career on their own, followed by scheduled castes and OBC students. Parents come second in influencing career choice of their children in general caste students. Among the higher class, majority of the students were motivated by self and parents respectively. Similarly, among lower class, students were motivated by self and parents respectively. However, more of middle class students were motivated by parents. Moreover, it is seen that the upper class students were motivated by famous personalities also. Regarding choice of occupation, it was observed from the data that highest percentage of students who is self-motivated are those whose fathers occupation is government service. Next lot of self-motivated students is those whose fathers' occupation is private sector job, labour, business and agriculture. Thus, it emerges that self-motivation of students is the most important factor influencing their career choice. This is followed by their career choice being influenced by their parents. It may be noted that self-motivation of students is linked with their parental socio-economic status. So, in the final analysis, it is the parental socio-economic status of students that influenced the career

choice of students irrespective of their affiliations like caste, class, fathers' occupation. But it is not always the case that higher the parental socio-economic status of students, higher would be the influence of parental socio-economic status in influencing their career choice. Further, it also becomes clear from the data that the role of other factors, such as school, relatives, friends and neighbour have very little influence in determining their career choice. Hence, finally it can be said that hypothesis III is found to be largely valid.