

CHAPTER – II

REVIEW OF LITERATURE

In this chapter, the review of literature pertaining to the study on career aspirations and academic achievements among youth is presented in three sections. The review on career aspirations is presented in section – I with giving the meaning of aspiration, construction of level of aspirations, emergence of career development theories and review of studies related to determinants of it. Section – II covers the definitions and concept of achievement, motivation, academic achievements, determinants of it and a review of studies related to academic performance, educational attainments. Section – III comprises review of association of career anxiety and meaning in life with career aspirations and academic achievements. Therefore, the information from the literature was used to construct a logical understanding of each of the variables and their inter relationships by drawing insights from the studies done in the major regions of the world and in Indian context.

Section – I

Aspiration

Origin of Concept and Definition

The construct of aspirations finds its origins in the experimental research on "level of aspiration" conducted in the early 1930s. Although work in this area contributed to our understanding of human behavior, many of the findings were produced from "within the laboratory" and thus had few implications for students or schools...

The concept of "level of aspiration" was first noted by Dembo (1931/1976) in an experiment designed to investigate anger. In an effort to evoke frustration and anger, subjects were asked to engage in tasks that were either very difficult or impossible to perform. An unintended consequence of the experiment was that subjects formulated their own, medial aim when the original objective was too difficult to attain. Early level of aspiration experiments explored the conditions for success and failure experiences (Frank, 1941). In those instances, success and failure experiences were inferred from the general behavior of the subjects. The attempt to operationalize the concept of aspirations was made through the quantification of such measures as height, rigidity or mobility and responsiveness. These all represented specific goal-setting behaviors, such as the number of times the level of aspiration moved in the same direction as the preceding performance (i.e., responsiveness). In 1931 the first major psychological experiment related to level of aspiration was conducted by Hoppe. He examined factors that influenced goal-setting behavior by measuring the effect of success and failure on individuals' decisions to raise or lower their level of aspiration. Hoppe's research introduced the notion that experiences of success and failure were indicative of intermediate goal attainment. Hoppe concluded that "the experience of a performance as a success or failure does not depend alone on its objective goodness, but on whether the level of aspiration appears to be reached or not reached" (Frank, 1935a).

During the 1940s the definition of level of aspiration underwent further refinement. Social comparison theory indicated that within groups there are pressures toward uniformity. Given this phenomenon, it is not unreasonable to assume that the aspirations of students are influenced by standards implicitly or explicitly set by the school and/or peers. It is regarded as "the level of future performance in a familiar task which an individual explicitly undertakes to reach" (Adams, 1939; Frank, 1941).

Indeed, comparisons of the adequacy of performance to the task were supplemented by references to the performance of the group (Lewin, Dembo, Festinger, & Sears, 1944; Sears, 1940). Success and failure experiences were manifested through the social environment. Ultimately, Frank (1941) viewed level of aspiration as the "final integration of complex and constantly shifting personal and situational factors." Some of these factors have been identified in the literature. For instance, the level of aspiration situation was thought to pose a threat to self esteem. To deal with this perceived threat, individuals employ two strategies: they try to do well and they manipulate their level of aspiration. In this sense, level of aspiration characterized "a compromise between the subject's evaluation of his ability with respect to the difficulty of the task and his desire to achieve a high level of performance-that is, between a judgment and a goal" (Frank, 1941). Levels of aspiration experiments have significantly contributed to subsequent interpretations of the concept of aspirations; however, they were of limited scope and direction.

Numerous investigations during that era attempted to quantify aspiration level by engaging subjects in a variety of tasks and questioning them in a multitude of ways as to their intended performance. Frank (1941) recognized that statistical analyses of this nature were "clearly too superficial to cast much light on the dynamics of the level of aspiration." He reported that the "significance of [these] studies of the level of aspiration lies in their demonstration of a promising experimental approach to problems of success and failure, of the formation of goals, and the genesis of the 'self' and its relations to personality structure, achievement, and the social environment." Social and cultural factors undoubtedly influence level of aspiration.

The definition of aspirations can be contextualized from both the present and future perspectives. For these reasons, it is hypothesized that a student with aspiration is one who is involved in various activities for both their inherent value and enjoyment and

their connection to future goals. The social construct of the term aspirations lends itself to a variety of definitions and interpretations. Does it refer to goals, expectations, or dreams? Intentions? Performance motivation? Should aspirations be viewed from a short term or long term perspective (or both)? Is it a general, overall measure or context- specific? Is it a value-laden or value-neutral concept? Thus, "Aspirations" embodies several different meanings, and thus deserves clarification.

Aspirations can be defined as a student's ability to identify and set goals for the future, while being inspired in the present to work toward those goals. This construct of aspirations has two major underpinnings: inspiration and ambitions. Inspiration reflects that an activity is exciting and enjoyable to the individual and the awareness of being fully and richly involved in life here and now. It is depicted by an individual who becomes involved in an activity for its intrinsic value and enjoyment. An individual with a high level of inspiration is one who believes an activity is useful and enjoyable. Ambitions represent the perception that an activity is important as a means to future goals. It reflects individuals' perceptions that it is both possible and desirable to think in future terms and to plan for the future. This way of viewing student aspirations is unique in that it combines the motivational components of the present (inspiration) with the future (ambitions). Ideally accepted definition is - an individual with aspirations must exhibit behavioral traits reflective of both ambitions and inspiration. That is, they must have the ability to identify and set goals for the future while being motivated in the present to progress toward those goals. Work began with its focus on educational goals, through the historical analysis and experience in schools.

It is seen that the concept of aspirations being played out in virtually all arenas of personal growth. Specifically, aspirations can and must be recognized not only with respect to educational attainments, but vocational and perhaps, most importantly,

quality of life issues as well. Occupational or vocational aspirations are more focused in the field of Education and Psychology. Educational Psychology dates back to the 5th century BC, when Democritus first emphasized the role of family in education and training of children. By the end of 19th century, the role of heredity and environment became a theme of discussion and researches were conducted on various aspects of education like learning, motivation, emotion, personality and individual difference. Aspirations especially occupational aspirations have been studied in relation to motivational determinants (Kumar, et al., 1986; Dabir, 1986), intelligence, creativity and SES (Bharadwaj, 1978).

Studies Related to Determinants of Aspirations

Reviews of studies related to aspiration referred to educational, occupational, vocational, career maturity are presented in forthcoming para.

Pattanayak and Naik (2014) aimed to investigate future life orientation, factor affecting to choose the career, different problems and support that needed to accomplish it among the secondary school tribal students in the Salboni block of Jangal Mahal. The study used focus group interviews with a purposive sample size of 9th and 10th standard 400 tribal students. The age of the sample ranges from 13 to 16 years old. Participants were asked about their future aspiration, their reason of choosing them as important goals in their life, parental relations, socio economic factors and support that they need to accomplish their goals using questionnaires. Among them, 46.375% responded that they wanted to do skilled job and 27.50% wanted to pursue a professional career in future. The commonest problem-solving method was having discussions with friends. The study revealed that aspirations for tribal students are influenced by gender role, socialization, parental expectations, teacher attitudes, as well as the gendered occupational landscape in which they exist. The study concluded that there is a strong need for significant role of government

agencies, parents and teachers, it will help tribal students by deconstructing the gender-role stereotypes or perceptions of roles society considers appropriate for girls or boys.

Utpal Kalita (2014) made an attempt to assess the occupational aspiration of secondary school students in relation to their school facilities. For that Occupational Aspiration Scale developed by J.S. Grewal (1973) and self standardized Questionnaire were administered to a sample of 250 secondary school students from Lakhimpur district of Assam and for which statistical hypotheses were framed and tested through t-test and correlation. The research findings of the study strongly suggested that efforts to improve school facilities may indeed have educational and occupational benefits. The study was concluded that existence of significant relationship between occupational aspiration and school facilities of secondary school students.

The study by Debasmita Paul (2013) aimed at exploring the occupational aspiration of youth. The major attempt was to find out the effecting factors which were responsible behind the job ambition or occupational planning of youth in colleges. The study focused on key determinants of young people's subsequent professional choice, level of qualification and future planning. On the basis of stratified random sampling method, 208 students enrolled in the faculties of social sciences, sciences and professional courses were selected for the research. Equal numbers of male and female were selected from each course. Aspiration in the field of employment projected a mixed trend, though its correlated factor, educational institute had a uniform positive approach. However, there has great variety in aspiration of male and female college students as well as students of vocational and traditional courses. It has been noticed that the female informant are very much particular about their occupation. On the other hand male students have diversity in respect of their career choice. Over all their occupational aspiration positively correlated with their present

courses. The study implied that students having concrete knowledge about their career are less frustrated and more energetic for better adjustment. They try to extend their ability to achieve their target career.

Shanta Astagi (2013) made an attempt to examine the relationship between choice of faculty viz., Arts, Commerce and Science by college students and their socioeconomic background with possible consequences for occupational aspirations. Data were collected by administering a structured questionnaire on the final year/ last semester college students in Gulbarga and Bijapur cities. The chief finding implied by and large correspondence between students' socioeconomic background and the choice of faculty. To be specific, a greater proportion of college students drawn from higher castes, classes and with urban background were found in commerce and science courses. This shows that the socially and economically better-off groups continue to reap the benefits of higher education.

Megha Aggarwal (2012) administered a survey to class 12 students in one district each in Rajasthan, Chhattisgarh, and Karnataka, to gain better understanding of student aspirations, awareness levels, sources of information, key stakeholders and factors that influence their education and career choices. The result indicated that 82% of all respondents said that they had a particular job in mind when they complete their education. However, when asked to be more specific, only 73% of these respondents provided clear answers to what this job would be. The study found the direct relationship between awareness levels of students and parent's education. These findings reflect the changing aspirations of students in India, the fraying of caste based occupations and the increasing technological intensity of occupations which limits the utility of inter-generational knowledge transfer. The results were largely consistent across gender. The responses do not vary substantially across different socio-economic backgrounds or between government and private schools.

Unsurprisingly, parent and family expectations are the most important factor in determining post-school career choices. 63% of respondents "strongly agreed" and another 28% "agreed" that parent and family expectations are the reason for their choices.

Cheng Mun Yee, Sandra (2012) designed a study to explore adolescents' educational and career aspirations using the Social Cognitive Career Theory (SCCT) framework, and the variables were selected with empirical and theoretical support for their possible significance to the career aspirations of Hong Kong high school students. Two separate studies were conducted. The four measures were validated using a sample of 677 Secondary Four students in study I. In study II, data were collected from 729 Secondary Four students. The results indicated that gender and family socio-economic status were not associated with continuing education aspirations or career achievement aspirations. The students' perceived academic achievement influenced continuing education both directly and indirectly through academic self-efficacy or career self-efficacy. However, perceived academic achievement was not associated with career achievement aspirations. Career-related parental support influenced continuing education and career achievement aspirations both directly and indirectly through academic self-efficacy or career self-efficacy in predicting continuing education and career achievement aspirations.

The study conducted by Kaur and Sharma (2012) at U.T. Chandigarh on senior secondary students with an objective to study and compare the occupational aspirations of senior secondary school students studying in government and private schools with regard to gender and their home environment. The findings of the study implied that: (a) No significant differences has been found in level of occupational aspiration among students of government and private schools. (b) No significant differences have been found among students of government and private schools with

regard to gender. (C) The significant difference has been found with some areas of home environment specifically in area of punishment and rejection.

Karendra Devroop designed a study (2011) to investigate the occupational aspirations and occupational expectations of 211 college students majoring in jazz studied in the United States. Occupational aspirations and occupational expectations were measured on the Jazz Occupational Prestige Index. Results indicated that students aspired to more prestigious occupations but expected to be employed in occupations less prestigious when considering the realities of the job market. A small percentage of students (4.7%) aspired to teach while a higher percentage (15.8%) expected to be engaged in teaching as a profession. The analysis of relationships between variables revealed a low positive relationship between occupational aspirations and supports from significant others.

Schoon, I., & Polek, E. (2011) used Structural Equation Modeling to map the pathways linking early experiences to adult outcomes and the associations between gender, family background, general cognitive ability, teenage career aspirations, and career attainment in mid adulthood drew on two large representative samples of the British population. The study indicated that those with aspirations for a professional job were more likely to participate in further education, and were more likely to achieve a professional career in their adult years. Study findings also suggested that women are more ambitious in their occupational aspirations than men and more likely to participate in further education.

Keith Kintrea, and Ralf St Clair (2011) studied the educational and occupational aspirations of young people in three locations in the UK, in London, Nottingham and Glasgow working within secondary schools. 490 students aged around 13 were individually interviewed in 2007-08, with 288 of the same students interviewed again

in 2010 at around age 15 and explored the factors that shaped them and understood the contexts, structures and processes through which aspirations are formed. The study involved young people from neighborhoods with strong evidence of deprivation. The model analyzed factors in three groups: family, place and school. Study concluded that parents and families play a key role: further the study found clear alignment between what the parent say, they want for the young people and what the young people aspire to them. Factors affecting aspirations, whether from school, place or family, tend to be consistent and reinforcing, pushing young people towards or away from the fulfillment of high aspirations. The authors believed that aspirations are a reasonable focus for intervention; in order to succeed, the authors have suggested approach to intervention in needs of young people from more disadvantaged backgrounds. It is suggested that there is a need to identify and work in a focused manner with those families and communities where aspirations are weaker or poorly defined. Policies need to recognize that aspirations may be influenced by social class, culture and history or people's direct experience of the place they live in. The focus of the work should get maximum fit between young people's job aspirations and the kinds of jobs available in the local labour market. There is a need to expose students to a greater range of occupations and to promote a better understanding of job content.

OSA-EDOH and Alutu (2011) examined the effect of socio-economic status on vocation choices. The study examined super's theory on occupation and career and the series of proposition as well as Holland's personality and career pattern. The study examined educational values and career aspirations of middle and low socio-economic status. The study concluded that socio-economic status has much influence on students' value of education and vocational preferences. The students from high and middle socio-economic status groups preferred to continue and aspire higher for

high yielding jobs than those of the low socio-economic status who do not wish to continue their education due to ignorance and finance.

Anne Omwango Kiche (2010) designed research on the educational and occupational aspirations of U.S. youth born in Africa. These immigrants also come from different countries with different ethnicities, cultures, religions, and races. This case study makes such a needed distinction based on a small sample of high school students from Northern Sudan who lived in a small Midwest U.S. city. The Sudanese refugee youth who participated in this study had high educational and occupational aspirations, with all of them aspiring to obtain a college degree and some intending to achieve careers in medicine, dentistry, law, and engineering. These high aspirations were backed by high academic scores. Almost all students in this study came from well-educated families despite their current low socio-economic status (SES). Their current SES and minority status (MS) did not seem to affect their aspirations and academic performance. This study showed that educational and occupational aspirations are formed when students have strong social support from parents, significant others, teachers, peers, and their community, all of whom influence and reward high educational expectations and enforce the students' cultural obligations.

A study by Leslie Morison Gutman (2008) indicated various determinants like gender, SES, ethnicity, income group of Aspirations. Findings revealed that girls, young people from minority ethnic groups and from higher socio-economic backgrounds tend to hold higher aspirations than their counterparts. Parents from these groups also tend to have higher aspirations for their children. Conversely, socially disadvantaged groups such as teenage parents tend to have low aspirations for themselves and for their children. Financial constraints may limit some groups' access to opportunities and enabling resources such as computers and private tuition. The study found the gap between educational aspirations and academic achievement for young people from

lower socio-economic backgrounds and from some minority ethnic groups and a gap between occupational aspirations and career achievement for females.

Patton, Wendy A. and Creed Peter (2007) studied occupational aspirations and expectations of Australian adolescents (169 females and 164 males) across the five years of high school. A survey which identified occupational status aspirations and expectations and explored relationships between these traditional constructs and key career development constructs. Measures of career maturity, career indecision, self-esteem, career goals and school achievement were also completed. Discrepancies between occupational aspirations and expectations were reported and the relevance of including career development constructs into these investigations was validated. Occupational status aspirations were associated with school achievement, self-esteem, and career maturity. Students who reported achieving well at school, were more careers 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.

A study by Centre for Research, Planning and Action (CERPA), Planning commission, Govt. of India, (2007) was conducted in five states of India, viz. U. P., Tamil Nadu, Gujarat, West Bengal and Delhi with the principal objective to ascertain career perceptions and aspirations in relation to further education, choice of employment, and future course of action of SC/ST. The sampling frame included 4426 students of the final year of graduation and post graduation studying in various courses, 125 heads of institutions, 500 other teaching staff and 100 employers, total 5151. A structured questionnaire was administered to examine impact of relevant variables like socio-economic demographic as age, gender, birth place, education in family, class occupation of family etc on career perceptions. Findings of the study

implied: (a) there is no appreciable difference was found between different social groups with regard to willingness of the students to continue the studies. About 70 percent of the students in each of the groups wished to study further. (b) In each of the social groups, about 70 to 80 percent of students were prepared to go for a job after the present course of studies. (c) In all the states more than 60 percent of the students had their higher education in English. (d) Amongst the students, two fifth opted for becoming businessmen, one fourth for becoming an Engineer, a little less than one fifth for becoming a doctor and a little less than one sixth for becoming IAS/IFS. (e) About 90 percent of respondents are aware of the opportunities available in studies. (f) More than 60% had not changed their aspirations and career plans during the course of study. (g) Nearly three fourth of the students said that their family played a role in their career aspirations and planning.

The study by Hasan (2006) aimed to examine empirically that whether or not self-concept, occupational aspiration and gender work independently or in interaction with each other are capable of generating variance in career maturity in case of Hindi medium schools of Raipur City of Chhattisgarh State, Indian adolescents studying in class X. Employing a (2)3 ex-post facto, non-experimental factorial design (fixed model) the two levels of self-concept, i.e. high and low, the two levels of occupational aspiration, i.e. realistic and idealistic and the two levels of gender, i.e. male and female were manipulated in the study. Study used the Occupational Aspiration Scale by J.S. Grewal to measure the level of Occupational Aspiration. Employing the stratified random sampling technique, finally 480 students of class X (240 males and 240 females) within the age range of 14 to 16 years were drawn randomly. All the three independent variables were found to be potential enough in generating variance in career maturity. Study findings conferred theoretical interpretations that under Indian cultural set up, the pattern of socialization for males and females are different. In our culture during the child rearing a male student is expected to choose a suitable

career for his future whereas for females marriage is expected to be of their primary concern. It is because of this fact the males displayed greater career maturity than the females.

Khuwaid-ur-rehman Khan (2006) conducted the study to find out and compare occupational aspirations of boys and girls studying in different types of senior secondary schools of Delhi. The study also aimed to identify the main occupational aspirations of students in science/social science/commerce groups in the academic stream of senior secondary schools. The study concluded no significant difference between occupational aspirations of girls and boys of all the schools taken together. However, the difference between occupational aspirations of boys and girls within each type of school was found to be significant. It was also found that students from science and commerce, both the streams have, by and large, the same aspiration level but found significant difference between the commerce and social sciences students in terms of their occupational aspirations. The occupational aspiration of girl students of social sciences and commerce streams were found to be significant.

Vaidya (2006) aimed to understand Educational Aspiration of Higher Secondary school students in relation to different variables like impact of interaction of family, school based and personal factors, and socioeconomic status on educational aspiration of higher secondary school students; further study made an effort to find out the relation between educational aspirations and educational achievement 480 sample consisted of boys 240 and girls 240 from four higher secondary schools. They were selected by stratified random cluster sampling technique. Findings of the study indicated the awareness towards education was increased in the society. The study also concluded that gender, area and socio-economic status of the students have a significant group effect on their educational aspiration and type of schools; stream and standard of students do not have a significant group effect on their educational

aspiration. The study concluded a positive correlation between educational aspiration and socio-economic status, educational achievement, achievement- motivation of the students and a negative correlation between educational aspiration and self-concept.

Lihong Huang (2005) administered a questionnaire survey on 200 students through a random procedure at six public universities in the Southwest region of the China to explore relationships between students' socio-economic background, costs and how they finance their studies, as well as their future career aspirations. The findings indicated that large number of students come from high-income families. Students from urban areas were over-represented while rural girls were significantly under-represented. About one-third of students and their families utilized financial resources other than family such as student loans, borrowing, and other forms of financial assistance. The results further showed that family socio-economic status has only a modest impact on student access to and in higher education. On the other hand, having social origins in a well-developed community exerts an influential effect. Student socio-economic background, intended to have positive impacts on student career aspirations.

Rahim Bakar & Shamsiah Mohamed (2004) at Malaysia conducted study to assess the academic performance, educational and occupational aspirations of students from technical secondary schools. Two hundred forty-three students were involved in the study. The findings of the study showed that technical secondary school students have high educational aspiration. The majority plan to study for at least a Bachelor degree. About 76% of them plan to enroll in technical courses especially in engineering. About 60% of the students have an average general academic ability and about 50% have an average academic ability in mathematics and sciences. No significant correlations were observed between academic achievement and educational aspirations and occupational aspiration. The majority of the students were confident in

obtaining a place for further education, the area of studies and the occupations they aspired for. Students were moderately knowledgeable about the field of studies and the occupations they aspire for. Low significant correlations were observed between academic achievement and educational aspirations and occupational aspiration.

Dianne Looker and Victor Thiessen (2004) examined the educational aspirations of 15-year-old Canadian youth. A two-stage sampling design was used, of schools and students within schools. Study found gender effect on educational plans: girls perform better in school and have higher educational aspirations. Further it revealed parental socio-economic status affects the youth plans. The study established implication of community size and frequently use of Information Technology for educational purposes for higher aspirations.

Gideon Arulmani conducted study (2004) in India and examined the impact of socioeconomic factors and the variables of self-efficacy and career beliefs on the career planning orientation of 755 high school boys from disadvantaged backgrounds. The sample had four orientations to career planning, namely, the intention to begin working immediately, pursue college education, and enter vocational training and no career plans. The children of illiterate and unemployed parents exhibited the highest tendency to prematurely discontinue education and enter the world of work as unskilled laborers. A significant effect of parent employment on self-efficacy was found, indicating that respondents whose parents had full time employment had higher self efficacy scores than those whose parents were unemployed. It was also found that the children of illiterate and unemployed parents had a higher level of negative beliefs about career preparation.

Sharma (2003) conducted study among 495 students studying in five intermediate colleges of Agra city, with the objectives to identify and compare the levels among

high achievers and low achievers; and also to study the impact of scholastic achievement. The findings of the study indicated significant difference in career attitude and career competence with the level of achievement, high achievers were found more mature towards vocational maturity and did not find gender difference among high achiever regarding career attitude and career competence but low achiever boys were mature significantly in comparison to low achievers girls. Further the study indicated that the level of achievement and gender did not influence the level of aspiration. Study found the impact of scholastic achievement on vocational maturity but no impact on level of aspiration.

Ganesan and Gopalakrishnan (2000) aimed to study the career maturity of 264 Higher Secondary students of Class XII from Udumalaipetin and Coimbatore, using probability sampling for the study. The study found no difference between rural and urban students and students of science and humanities in their career maturity and career competencies. Study did not show gender difference on the career maturity and no influence of caste on their competencies.

Arunachalam R, Somasundaram. S. and Babitha J., (2000) conducted descriptive survey with an objective to find out the aspiration differences existing among the 141 final year B.Sc. agricultural girl students studying in various campuses of Tamil Nadu Agricultural University. Findings of the study revealed that the majority of the students in all the colleges opted to pursue higher studies and seek employment after completion of their studies in the graduation field and seek employment after completion of their studies. The study implied financial situation was a barrier to continue their studies.

Carole J. Hoover (1998) determined the significant sociological factors that affected career aspirations for high school seniors in a suburban school. It also analyzed

differences in females' and minorities' college plans, diploma type, and changes in career aspirations from 1986 to 1996. The research design was a causal comparative statistical analysis replicating a 1986 study at the same school. In-depth investigations into female and minority aspirations were also expanded in this 1996 study. The study established the significant correlation between the 1996 seniors' career aspirations and two variables: grade-point average ($p=.000$) and fathers' education ($p=.003$) has been found. Further the study implied the significant relationship between the female seniors' career aspiration and their graduation years.

Dabir, D., (1986) conducted a Study of Vocational Aspirations as a function of Aptitudes, and Motivational patterns among the boys and girls studying in 9th, 10th and 11th grades in Nagpur District. He made an effort to study how aptitudes, motivation, socio-economic status and aspirations were related to one another. It was found that the relationship between socioeconomic status and vocational aspiration was predominant. The positive and significant values of r 's between vocational aspirations and achievement motivation suggested that achievement motivation was likely to generate the vocational aspirations of the subjects. The hierarchy of needs was associated with hierarchy of vocational aspirations of the school-going youth.

Mehta and Pant (1985) studied influences of residential status, sex, socio- economic status, father's education and occupation, intelligence and scholastic achievement on level of occupational aspiration of adolescents. The study did not find the influence of residential status and intelligence on level of occupational aspiration of adolescents but found the strong indication of sex differences on level of occupational aspiration in favor of girls among both semi- urban and urban students.

Uplaonker (1982) conducted study with an objective to analyze the influence of social background - ascribed and achieved - on the occupational aspirations of 1300 students

of pre-university class, from the city of Karnataka in 1979-80. The study examined the impact of variables like religion, caste, sex and social class on occupational aspirations of adolescents. The findings of the study indicated that (a) in modern India religious differences continue to promote or limit the chances of occupational mobility among college students. (b) Caste did not by itself make any significant influence on the occupational aspirations of college students. (c) Men students had higher occupational aspirations than women. (d) It is the status of social class rather than the traditional group status, which is beginning to influence the occupational aspirations of college students.

To summarize, it can be stated that the studies on aspirations have implied the significant importance of the socio demographic variables like age, gender, SES of parents, various facets of schooling. The reviewed studies have helped in developing conceptual understanding. Review of the above studies, concepts like social background, family environment, home environment, aspirations, educational aspirations, occupational aspiration, vocational maturity, academic achievements, scholastic achievements, academic motivation, and career intervention have emerged.

Section – II

Achievement Motivation

Research in level of aspiration faded in the late 1950s and achievement motivation emerged as a dominant theory of motivation. During the late 1940s, as interest in level of aspiration research waned, achievement motivation emerged as an established theory of motivation. Achievement motivation can be defined as the conscious or unconscious drive to do well in an achievement-oriented activity. The 1950s and 1960s were known as the "Golden Age" of achievement motivation research. Research in achievement motivation addressed a variety of areas. McClelland focused on the social origins of achievement motivation and its role in economic development (e.g., cross-cultured studies). Atkinson and his colleagues created several quantitative models designed to predict behavior in success and failure situations (Atkinson, 1957; Atkinson & Feather, 1965). The past two decades have seen cognitive-based frameworks being applied to explain the drive to achieve (e.g., locus of control, attribution theory). Although McClelland and Atkinson (1949) were largely responsible for the development of the theory of achievement motivation, they were heavily influenced by Murray's (1938) research on personality. According to Murray, human behavior is essentially goal-directed and the most important information to know about a person is the direction and intensity of his or her aspirations (Collier, 1994). Murray identified a two-tiered list of human needs that account for behavior. Among his list of secondary needs, or those needs acquired and modified during socialization is the desire to achieve.

Considerable evidence suggests that achievement motivation is an acquired trait, one that is formed at an early age and remains constant over time. Nonetheless, McClelland (1978) showed that achievement motivation can be distended. He

compared a group of businessmen from a small community in India that underwent achievement motivation training to an analogous group.

Aspiration of an individual may be valid index of subjects feeling of success or failure in a situation where he is free to change his goal from one trial to the next (Prakash, 1987).

Occupational aspiration of a mature person is very much correlated with his/ her educational attainment. Academic achievement is considered as key criteria to judge one's total potentialities and capacities. The performance of every individual is not equal. It may be attributed to number of factors as intelligence, study habits, self-concept, socio economic factors, area etc.

Studies related to Academic Achievement

The researcher-reviewed studies related to educational attainment, academic, achievement to understand impacts of demographic variables which are presented in the following para.

Ahmar and Anwar (2013) examined the effects of gender and socio-economic status on academic achievement of higher secondary school students. The sample consisted of 102 males and 98 females in age range of 15 to 19 years from five higher secondary schools of Lucknow City, Uttar Pradesh (India). The study showed that gender does not influence the achievement in science at higher secondary school (Standard -XI) level. It is also found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance.

A study from Pakistan by Musarat Azhar et.al. (2013) examined the ways in which student's academic achievements are effected by parental education and their socio-economic status. 250 students were participants from M.A 3rd level, randomly selected from departments. The findings show that parental education and socio-economic status have momentous effects on student's academic achievements at Masters Level. Noteworthy relationship between parental education and students' GPAs was found. In the same way, worth mentioning relationship was observed between parental socio-economic status and students' educational performance.

A study by Maliha Nasir (2012) was designed to find out the relationship of demographic characteristics with academic achievement of university students. The relationship of demographic characteristics including gender, age, and location of residence, household income and parents' education with academic achievement was examined. Results indicated a significant correlation between academic achievement and demographic characteristics. The difference in academic achievement regarding gender was significant, revealing higher academic performance of female students than that of their male counterparts. The results of this study also revealed that increase in age brings improvement in academic performance. The mean GPA of older students was found to be significantly higher than that of the younger students. The academic performance of students from urban areas was also better than the performance of students from rural areas. Moreover, the students having higher household income performed better academically than the students having low household income. The results of the study revealed that parents' education has a significant effect on academic achievement of the university students.

Awan et. al. (2011) examined the achievement and its relationship with achievement motivation and self concept. The subjects consisted of 336 students studying in 9th standard from four public and private schools of the Sargodha district at secondary

level. The results revealed that achievement motivation and self concept are significantly correlated to academic achievement. Significant gender differences were discovered in favor of girls.

M.S. Farooq and et.al. (2011) conducted study to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondents for this study were 10th grade students (300 male & 300 female). The study concluded that the higher level of SES is the best indicator contributing towards the quality of students' achievement. Student's gender strongly affects their academic performance, with girls performing better in the subjects of Mathematics, and English as well as cumulatively. It is very interesting that parents' education means more than their occupation in relation to their children's academic performance at school.

A study by Jabbar and et.al. (2011) investigated the effect of demographic factors on the achievement of secondary school students. The demographic factors like gender (male/female), urban/rural, family size and income level of the students were considered in the study. The study was conducted in Punjab, Pakistan included 30 boys and 30 girls from secondary schools each 15 from urban and 15 from rural schools. The instruments used for data collection were questionnaires and results of S.S.C examination 2007. The study concluded that the girls excelled in securing Board positions. The pass percentage of the girls was generally on the increased. While the students of rural areas demonstrated less than urban areas. Further the family size was closely related with the overall academic results. Financial pressure left disappointing effects on the performance of hard up learners.

Study by Habibollah Naderi et.al. (2009) examined creativity, age and gender as predictors of academic achievement. Participants (N= 153, 105 = male & 48= female)

from Kuala Lumpur (capital city) and metropolitan area (Selangor) at Malaysian universities completed creativity test. Cumulative grade point average (CGPA) was used to select the participants. A multiple regression analysis revealed creativity, age and gender explained 0.143 of the variance in academic achievement. Multiple regression analysis showed interaction effects between creativity, age and gender as low predictors of academic achievement. No significant difference between CGPA and gender was observed.

Acharya and Joshi (2009) investigated the influence of parental education level on achievement motivation of adolescents. A total of 200 intermediate students belonging to parents having four levels of education (high school, intermediate, graduation and post graduation) were administered Deo-Mohan achievement motivation scale. The result indicated that parental education level influences the achievement motivation in academic area. Higher the level of parental education, better the achievement motivation in academic area. The present investigation explored the influence of education of father and mother separately on different areas of achievement motivation i.e., academics, general interest, dramatics and sports. Mothers' educational level has significant effect on the achievement motivation of the adolescents in academic area.

Ganga Yenagi (2007) carried out study to make gender analysis of academic achievement among high school students on sample of 600 students studying in 8th, 9th and 10th standards of which 325 boys and 275 girls were selected randomly from two schools of rural and two of Dharwad city, Karnataka state. The results revealed that majority of the students had good study habits and possessed high self-concept. Academic achievement was excellent among boys and girls. They did not differ on study habits, self-concept and academic achievement. Class wise comparison of study habits and self-concept revealed that 8th standard students were better than 9th and

10th standards. There was significant association between study habits, self-concept, socio economic status and academic achievement among boys and girls. Rural students had better study habits and self-concept than urban students. Urban students had higher academic achievement than rural students.

Saini (2005) conducted a study on the sample of 415 adolescents selected from the government and private senior secondary schools of the U.T., Chandigarh, within the age group of 14-17 years using stratified random sampling method. The study had objectives; (1) To study and find out the difference in the family environment of adolescent children of working and non working mothers; (2) to study and compare the academic achievement of adolescent children of working and non-working mothers. The study used tools like Family Environment Scale (FES) (1986) and Battery of Achievement Tests (1971) for data collection. The findings of the study indicated that the family environments of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement, children of working mothers were much better than the adolescent children of non-working mothers.

Jayaswal et al. (2003) examined the role of parental support and academic achievement of tribal school students by taking a sample of 300 students through multistage sampling technique and found that parents of high achievers exerted significantly more support in their children's studies than the parents of low achievers students; the parents of high achievers had higher aspiration for their children's educational success and high prestigious occupation with attractive financial return, but the parents of low achievers were not strongly ambitious of children's upward mobility; the high achievers parents believed in counseling for correct behavior whereas the parents of low achievers believed in physical punishment like frequent beating. High achievers parents were liberal and allowed their children to mix with

their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

Alam (2001) conducted comparative study on Muslim and non-Muslim School Children of Uttar Pradesh, with objectives; (1) To study academic achievement in relation to socioeconomic status of the selected sample of school going children; (2) To study the extent up to which academic achievement of the children are affected by their anxiety level; (3) To study academic achievement with respect to achievement motivation of school going children; (4) To compare the data on academic achievement, socioeconomic status, anxiety level and achievement motivation between Muslim and non-Muslim school children. Findings of the study have witnessed significant positive relationship between socio-economic status and academic achievement, negative relationship between anxiety and academic achievement, positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children. Both Muslim and non-Muslim children have significant inverse relationship between socio-economic status and anxiety. Socio-economic status goes along with higher achievement motivation. The academic achievement of non-Muslim children has been found superior in comparison to their Muslim counterparts. The non-Muslim children have less anxiety in comparison to Muslim children. On the measure of achievement motivation, non-Muslim children are found to be superior to Muslim children.

Thelma Young Monk (1998) conducted a project on synthesis of studies of the academic achievement of African- American males in undergraduate, four-year institutions in the United States. The first purpose was to collect studies on the academic achievement of African-American males. The second purpose was to identify variables associated with achievement of African-American males. In the review of 13 studies, 48 variables associated with academic achievement of

undergraduate, African-American males were identified. These variables were placed into three categories: personal variables, demographic variables, and institutional variables. Findings of the study revealed that (a) $\frac{3}{4}$ African-American males found with high scores on measures of educational aspirations, values, emotional intelligence, academic self-concept, self-esteem, self-concept of ability, specific personality traits. (b) $\frac{3}{4}$ African-American males with high grades in high school, high class ranks in high school, and high scores on college entrance examinations had higher college grade-point averages than those with lower high school grades, high school ranks, and entrance examination scores. (c) $\frac{3}{4}$ African-American males who attended predominantly black colleges and universities earned higher grade-point averages than those who attended predominantly white colleges and universities. African-American males who attended four-year institutions earned higher grade-point averages than those who attended community colleges. In conclusion, academic achievement of undergraduate African-American males is associated with a combination of personal variables, demographic variables and institutional variables.

Radha (1998) studied academic achievement and certain selected variables with the objective to build a discriminate function model for academic achievement in high school by taking creativity, medium of instruction, religion, socio economic status, sex and type of school as an independent variable and found that the difference between academic achievement of boys and girls was marginal and not statistically significant; students from English medium school were high academic achievers than Malayam medium schools; socio economic status appeared to be the best predictor of academic achievement.

Wongoo (1991) conducted a study to find out whether the students from government and private schools differ significantly so far as their socioeconomic status and academic achievement was concerned and found that the government and private

school students from highly advanced, advanced and normal schools differed significantly so far as their socioeconomic status was concerned. Discerned significant difference on academic achievement was found between the students from government and private, highly advanced and advanced schools; academic achievement of students from normal government and normal private schools did not differ significantly; relationship between socioeconomic status and academic achievement when computed on total sample (N =180) was statistically significant.

Rajput (1989) studied the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors on the academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement; there was no effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment.

To summarize it can be stated that Academic achievement can be a key index to judge one's aspiration. Academic achievement of an individual is not equal among all. Reviewed studies have indicated mixed context of socio-demographic variables, like gender, parent's SES, location of residence, family size, family environment etc. on achievement motivation and academic performance. The review of the above studies has contributed towards the conceptual understanding of the influencing factors.

Section – III

Career Anxiety and Meaning in Life

Career Anxiety

Experiencing anxiety on the path of career development is a natural phenomenon among youth. Anxiety may be in relation to right selection of course for the study, it may be about availability of job opportunities. Experiencing these anxieties in their extreme can have a negative effect on adult life. In the college age group, studies of anxiety center mostly on achievement (e.g., Healy & Mourton, 1987), major selection (e.g., Betz, 1978) or career decision-making (e.g., Fuqua, Newman, & Seaworth, 1988). In general, these studies of anxiety are limited to short time effects such as before and after taking test for career selection or the transition to junior high-school (Lord et al., 1994). According to Nicholls (1976), anxiety is consequence of poor self-evaluation and expectation. Individuals low in self-perceived efficacy and self-confidence are more likely to experience anxieties when confronted with challenges (Bandura, 1988b). The adolescent years are important for children's self-perception formation (Rosenberg, 1986) and anxieties in these years could have a profound effect on career planning because of their relation to confidence and self-efficacy.

A study by Peng et.al. (2012) was designed to investigate the levels of state anxiety and career indecisiveness among 647 returned international Chinese undergraduate students at 90 universities in Taiwan. This study found that returned international Taiwanese undergraduate students scored high in career indecision on the Career Decision Scale, 37.10 in average of the career indecision score, and 8.76 in standard deviation. In addition, these subjects scored 45.94 in average of the state anxiety score, 9.09 in standard deviation. The results indicated that returned international Chinese undergraduate students in Taiwan are rarely free of state anxiety and career

indecision. The results are consistent with previous studies of career indecision, which showed that greater career indecision is accompanied by higher state anxiety and state anxiety; there is a connection between subjects' interest in their major and career indecision or state anxiety. In addition, the post hoc analysis indicated that subjects with high grades had lower levels of career indecision, and lower academic grades were significantly correlated with career indecision ($F(4, 512) = 4.25, p = 0.002$), meaning that subjects with high grades had lower levels of career indecision. These findings are similar with previous studies (Patton and Creed, 2007; Taylor and Popma, 2004), which state that career indecision is related to the factor of academic ability. Based on the above findings, researcher suggested designing career education programs that can serve as a model with emphasizing the importance of determining students' career interests in order to assist returned international Chinese undergraduate students to choose programs appropriate to their interests, as these factors are highly important in students' career indecision and state anxiety.

Study by Al-Kalbani et.al. (2011) investigated the relationships between career decision-making constructs in terms of its three dimensions and the Big Five factors. Data were collected from a randomly selected sample of 230 high school students. Pearson's correlation coefficient was used to establish the relationship between the two sets of variables. Results indicated significant relationships between the Big Five factors and career decision-making constructs. Neuroticism was found to be negatively related with career decidedness; conscientiousness, extraversion, openness and agreeableness are positively and significantly correlated with career decidedness. Career Choice Anxiety was positively related to neuroticism. Career choice anxiety was negatively related to agreeableness. Low readiness was positively related to neuroticism. Readiness is the capability of an individual to make appropriate career choices, taking into account the complexity of family, social, economic and organizational factors that influence career development.

A study by Danya Corkin et.al. (2008) explored the factor structure of a Spanish version of the Career Decision Scale (CDS; Osipow, Carney, Winer, Yanico, & Koschier, 1976) with Puerto Rican college students, and examined the relation of trait anxiety to the identified dimensions of career indecision, and to explore differences in anxiety and career indecision dimensions between career undecided students and subgroups of career decided students. Participants were 337 undergraduate students enrolled at a major private university in Puerto Rico. An exploratory factor analysis with the items of the Spanish CDS yielded four factors similar to those identified with the original CDS. In addition, results indicated that the identified dimensions of career indecision were positively associated with anxiety.

Study by Vida & Eccles (1999) focused on occupational self-perception as a developmental process and study the long-term relation of anxieties reported during early adolescence (6th and 7th grade) to self-concept of career skills, career efficacy and values in young adults (2 years after high school). This study examined the relation of 6th and 7th grade children's anxieties to their career self-concepts eight years later. The study was longitudinal (MSALT), which began in 1983. In this report, researcher used anxieties reported in grades 6th and 7th as Time 1 predictors (mean age=11.5 years, SD= .74), and occupational self-concept measures as reported 2 years after the participants graduated from high school as the Time 2 outcome (mean age=20.5 years, SD= .76). The Time 1 predictors included academic anxiety, test anxiety, somatic anxiety, social anxiety and financial anxiety. The study found the correlation between Time 1 and Time 2 indicators. All early anxieties were positively and significantly correlated to each other. Grade point average at Time 1 showed a significant negative correlation to (academic, somatic, financial and test anxiety). There were a significant negative relation between anxieties (academic, somatic, financial and test anxiety) and career self-concepts, career efficacy and level of education at Time-2 and a significant

positive correlation Time I anxieties with valuing limited job involvement. Thus there was a general tendency for higher level of early anxieties to be associated with lower career related perceptions and educational attainment and higher valuing limited job involvement.

To summarize, it can be stated that career preparedness and career anxiety are negatively correlated. It means Intervention for the process of career development subsequently lead to readiness for career which reduces career anxiety.

Meaning in Life

The meaning of life constitutes a philosophical question concerning the purpose and significance of life or existence in general. This concept can be expressed through a variety of related questions, such as *why are we here? What is life all about? And what is the meaning of it all?* It has been the subject of much philosophical, scientific, and theological speculation throughout history. There have been a large number of answers to these questions from many different cultural and ideological backgrounds. Some studies bear on related questions: researchers in positive psychology study factors that lead to life satisfaction, full engagement in activities, making a fuller contribution by utilizing one's personal strengths, and meaning based on investing in something larger than the self. Neuroscience has produced theories of reward, pleasure and motivation in terms of physical entities such as neurotransmitter activity, especially in the limbic system and the ventral segmental area in particular. If one believes that the meaning of life is to maximize pleasure, then these theories give normative predictions about how to act to achieve this. Sociology examines value at a social level using theoretical constructs such as value theory, norms, anomie, etc.

The current era, 20th century, philosophy has seen radical changes in conceptions of human nature. Pragmatic philosophers suggest that the practical, useful understanding

of life is more important than searching for an impractical abstract truth about life. William James argued that truth could be made, but not sought. To a pragmatist, the meaning of life is discoverable only via experience. Edward Munch says that each man and each woman creates the essence (meaning) of his and her life; in seeking meaning to life, the existentialist looks to where people find meaning in life. To the existentialist, existence precedes essence; the (essence) of one's life arises only after one comes to existence. For Friedrich Nietzsche, life is worth living only if there are goals inspiring one to live.

Secular humanism, the human race came to be by reproducing in a progression of unguided evolution as an integral part of nature, which self-exists. People determine human purpose, without supernatural influence; it is the human personality (general sense) that is the purpose of a human being's life; humanism seeks to develop and fulfill. "Humanism affirms our ability, and responsibility, to lead ethical lives of personal fulfillment that aspire to the greater good of humanity". Humanism aims to promote enlightened self-interest and the common good for all people. It is based on the premises that the happiness of the individual person is inextricably linked to the well-being of humanity, as a whole, in part, because humans are social animals, who find meaning in personal relations, and because cultural progress benefits everybody living in the culture. Therefore, the above mentioned and many other ideations take place from a particular perspective about the meaning of life. Ultimately it is deduced that every human has a purpose in life to make one self happy.

Our wants emerge from the basic aspiration to be happy. There are two basic aspirations of every human being: continuous happiness and prosperity. These are the bases of all our aspirations and the efforts that go towards achieving these. Seligman (2002) described three possible pathways to happiness: the life of pleasure, the life of engagement and the life of meaning. Eudemonic approach includes orientations to

meaningful and engaged life, whereas the life of pleasure represents hedonic approach.

As, described in the previous chapter, researcher aimed to establish association between aspirations and achievement, and their contribution in development of meaning in life among youth. Researcher found very few studies related to meaning in life which are presented in the subsequently.

Study by Anindita (2011) explored the relationship of meaning in life with subjective well-being among a sample of young adults launching their career in India. One of the significant themes emerged for the idea of happiness is achievement in career; the construct of happiness is achievement of one's goals and aims in life. All the participants considered fulfillment of their goals in life as extremely important for their feeling happy. These goals varied from being personal to professional. The study concluded the idea of meaning in life; happiness and satisfaction were seen as highly interdependent. The meaning in life was found major factor for providing happiness to an individual's life, and happiness was an important goal in the conception of an ideally meaningful life for the participants.

A study by Steger et.al. (2006) was designed with the purpose to create and test an item pool for the construction of a measure of meaning in life. The participants in this study were 151 undergraduate introductory psychology students. Their mean age was 19.8 years (SD 3.4). Participants were 64% female; most were Caucasian (76%), followed by Asian (10%), African American (3%), Native American (3%), Asian American (2%), and Hispanic (1%), with 5% of participants endorsing "other." The findings implied that scores on the MLQ Presence and Search subscales did not differ across gender, race, or religion. However, Presence had a small positive correlation with age ($r = .17$, $p = .05$). In addition, the MLQ scales could be used to gather

information at intake and assess successful therapy outcomes (cf. Gelso & Woodhouse, 2003). For example, a significant portion of clients present with a desire for personal growth. The MLQ Search subscale can effectively gauge the extent to which clients seek greater purpose and meaning as part of this growth process.

To sum up, it can be noted that having developed the goals may be related to career, or other things, it contributes to the development of meaning in life.

Review of researches at the International and National level indicated the significant interplay of socio demographic variables, like namely intelligence, sex, interests, values, family pressures, group expectations, cultural traditions, competition with others, past experiences, the mass media, personal characteristics, their socio-economic status, parent's educational level, their living place, etc. with aspirations, achievement, career anxiety and meaning in life.

Importance of the Study

India has superseding population of youth and therefore it is required to occupy them meaningfully. Youth struggle on the path of career development. Without proper guidance to the youth in making adjustment with their personality, vocation and other task of youth period, some maladjustment are bound to arise and to prevent the consequences of maladjustments it is necessary to organize youth counseling service. It is a social problem in contemporary times. It is also necessary to make youth think about the vocation they are going to have in life for earning their livelihood. Therefore, it is momentous to study career Aspirations, academic achievements in depth which is also directed by the Barcelona statement issued during the World Congress on Youth, organized by UNSCO in July 1985, special emphasis as laid on research concerning youth to fill the various gaps that exist in regard to their problems, behavior, aspirations and activities.

On the basis of review of literature undertaken by the researcher regarding the major variables, certain gaps in research have been identified such as (a) no study has been found on linking two variables, namely, Career Aspirations and Academic achievement at India level in the recent past. (b) Career aspirations of under graduates for future job and study (c) Need assessment for Career Guidance services. The study findings may come up with relevant implications for policy, social work practice, and future research in this area of research and provide useful suggestions for working model for career development among youth to bridge the gap between unemployment among educated and market demand.

Summary

This chapter serves to provide an understanding about the concept of career aspirations and academic achievement in general and particularly of adolescents, students of secondary and higher secondary school and youth at some extent studying in college. It serves as a comprehensive review of the studies regarding the major variables of the present study.

The studies conducted over the time in different countries about the various factors have helped in creating the conceptual understanding. Almost all the studies are quantitative, descriptive in nature and followed sample survey method. The studies have also implied usefulness of the various tests and scales to measure aspirations.

Reviewed studies have indicated mixed contexts of socio-demographic variables. It can be observed that there is some common consensus at international and national level about impact of socio economic status of parents on career choice, or vocational maturity and level of academic achievement among respondents. Further all the reviewed studies on career anxiety indicated negative correlation with decided career

or vocational choice. It is also seen that all the findings implied association of gender, favoring female, in case of educational achievement. Longitudinal studies have implied the significance of career development process from childhood. Evidently, more research on vocational or occupational aspiration has been carried out in abroad than in India. Coming to India, more studies are conducted on career decision, career maturity educational aspirations among adolescents who were in higher secondary schools.

Though the studies are from the field of education, sociology and behavioral science, two studies have suggested the structural model of intervention. The study concluded that aspirations are a reasonable focus for intervention (Keith et al, 2011). The authors have emphasized on the importance of encouraging more diversity in youth's educational paths, perhaps with more pro-active counseling in the schools. (Dianne et al, 2004). The implementation of the suggested intervention model is a prerequisite for bridging the gap between aspirations and attainment of aspiration in the era of LPG to carry overall development of the community and youth development in particular. These suggestions have noteworthy place for social work practice while working with parents, youths, school teachers, and policy makers.

The current study has narrowed focus by specifically emphasizing on 'Career Aspirations and Academic Achievements among under graduate students', is seems to be latest work in the field of social work which has its relevance with social work profession for systematic and scientific intervention at individual, group and community level and policy level too.

The importance of the present study is conveyed based on the research gaps identified and mentioned them in importance of study. According to ILO (2013) Analysis of youth labour markets, with particular emphasis on the issues that

characterize youth transitions to decent work, is crucial for determining country-specific needs and for shaping policies and programmatic interventions. Hence, young people need informed and detailed help to take the pathways that are likely to lead to fulfillment of the longer-term ambitions through better career advice and more access to work experience (Keith, 2011).

The study findings may come up with relevant implications for policy, social work practice, and future research in this area of research and provide useful suggestions for working model for career development among youth to bridge the gap between unemployment among educated and market demand.