

Factors Influencing Career Choice Of Adolescent Girls In Kolkata

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Abstract: The present study focuses on the effect of socio-economic factors, educational aspirations, parental involvement, father's education; mother's working status and vocational interest on career choice of adolescent girls in Kolkata. The sample of the study comprises of 849 adolescent girls from standard 11th and 12th and their parents. In this study Chi-square test for independence is used to find out the dependency between the dependent variable which is career choice and independent variables which are Educational aspiration, Vocational Interest, Parental involvement, Socio economic status, Fathers' educational background and Mothers working status. Findings show the interrelation between independent variables and their effect on the female adolescents in their career choice decision.

Keywords: career choice, socio-economic status, parental involvement, educational aspiration, vocational choice, adolescents.

I. INTRODUCTION

Adolescence is a transitional stage on physical and psychological development of human generally occurring between puberty and legal adulthood. Adolescence is also a time for rapid cognitive development. Adolescence is a period when one needs to build her career and educate herself for future life where she can be self-dependent. The study aims to fill in the gaps and tries to identify the factors affecting the career choice of adolescent girls in Kolkata with respect to their socio economic status, parental involvement, their own educational aspiration and vocational interest.

II. REVIEW OF LITERATURE

Career choice or career making decision depends on many factors but in this study the factors that were considered were parental involvement, vocational interest, educational aspiration and socio economic status. Chauhan (1996) in his study of Indian adolescent found out that a child's particular socio economic heritage may have a direct and important effect on the career open or attractive to him that does his physical inheritance. Leslie Martin Rainey and L. Di Anne Borders (1997) pointed out that adolescents' genetic

characteristics and maternal variables contributed significantly to adolescents' gender role attitudes and the mother daughter relationship contributed to the girls' career aspirations. Career options and choices become more realistic as the adolescent gains a greater awareness of her skills and interests and it is also known that adolescence is an ideal time to study the career development of young women Monks & Van Boxtel, (1985). Poole and Low (1985) pointed out that career preferences are formed early in adolescence and, for both girls and boys, are heavily influenced by gender role socialization, one of the earliest and thus most powerful forms of socialization. The aim of career planning for a parent is not to choose one particular occupation but to understand the selection process, narrow down the interest of the child and ensure that her education path doesn't limit the future options. Parents see themselves as being more influential than anyone else, at the same time they believe that they do not have and should not have much influence on their children's' career decisions (et al Jeffrey Taylor, Marcia B. Harris and Susan Taylor 2004). The relationship between self-efficacy and job satisfaction was primarily mediated by higher vocational congruence and less application stress, the conclusion drawn that school-based interventions targeted at increasing academic capabilities. (et al Martin Pinquart, Linda P. Juang and Rainer K. Silbereisen, 2003). Pamela Joy Riley

(2003) in her master's thesis pointed out that adolescents in main land China are under strong family pressure to excel academically, and they experience psychological symptoms at higher rates than those found in Western countries, but little attention has been paid to the association between the two. Sandra Kerka (et al 2002) demonstrated the strong influence that parenting behavior and family functioning have on career development. Nadya A. Fouad (et al 2012) reported that age, race/ethnicity, mother's work status outside of the home, and socioeconomic status contributed most to gender-traditionality of career choice and aspired education level and parental attachment and parental support did not make significant contributions on the career planning of adolescent girls. It is also reported that engagement in terms of self- and environmental-exploration and active career planning related positively to inter individual increases in career decidedness and choice congruence (Andreas Hirschia et al 2011). A study shows that career preferences of middle class high school students are restricted to a handful of three to four careers, which they, their families and communities firmly believe are good careers (Bhatnagar & Gupta, 1999; Arulmani, Van Laar & Easton, 2001). Another study pointed out that prestige and respectability are factors found to play a powerful role in career planning among middle class families in India (e.g., Desai & Whiteside, 2000; Arulmani et al., 2001) Misra and Misra (1986) in their study examined the attributional styles of Indian high school students belonging to a range of SES levels; they observed that higher SES groups were more likely to attribute failure to luck while relatively lower SES groups were more likely to attribute success to luck. In another study, lower SES groups were noted to blame themselves for failures and attribute the source of successes to external factors (Misra & Jain, 1988). Another study pointed out that parents have been seen as the most significant in shaping aspirations because they provide the opportunities, encouragement and support for their children's learning (Garg, Kauppi, Lewko, Urajnik, 2002).

III. RESEARCH GAP AND PURPOSE OF THE STUDY

After literature survey it was noticed very few work has been done in India and that there is no study regarding the factors influencing the career choice of adolescent girls in Kolkata. The present study focuses on the effect of socio-economic factors, educational aspirations, parental involvement, father's education, mothers working status and vocational interest on career choice.

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V. OBJECTIVE OF THE STUDY

- ✓ To find out the educational aspiration of adolescent girls in Kolkata.
- ✓ To assess the vocational interest of adolescent girls in Kolkata.
- ✓ To find out parental involvement of adolescent girls in Kolkata.
- ✓ To find out the socio economic factors in making career choice of adolescent girls in Kolkata

VI. METHODOLOGY

A. DESIGN OF THE STUDY IN CORRELATION

The dependent variable of the study is career choice and independent variables are

- ✓ Educational aspiration
- ✓ Vocational Interest
- ✓ Parental involvement
- ✓ Socio economic status

Control variables are age and sex as only adolescent girls are considered in the study.

Accordingly the first four hypotheses are framed during the initial proposal; the following additional hypotheses were identified during field study and data collection.

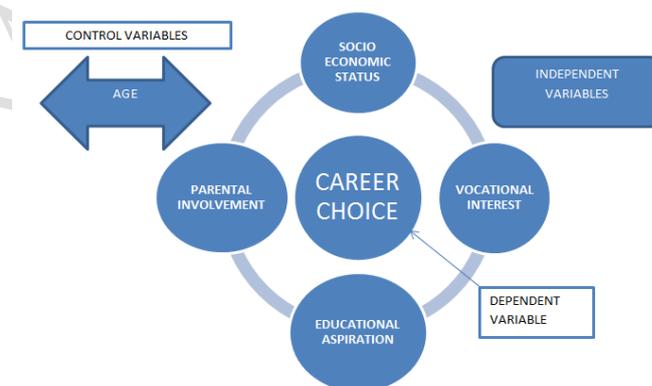


Figure 1

B. HYPOTHESIS

- ✓ There is no relationship between socio economic status and career choice
- ✓ There is no relationship between educational aspiration and career choice
- ✓ There is no relationship between parental involvement and career choice
- ✓ There is no relationship between socio economic status and vocational interest
- ✓ There is no relationship between educational aspiration and vocational interest
- ✓ There is no relationship between parental involvement and vocational interest
- ✓ There is no relationship between vocational interest and career choice

- ✓ There is no relationship between socio economic status and educational aspiration
- ✓ There is no relationship between parental involvement and educational aspiration
- ✓ There is no relationship between mother's working status and career choice
- ✓ There is no relationship between father's education and career choice
- ✓ There is no relationship between socio economic status and medium of study
- ✓ There is no relationship between socio economic status and parental involvement.

C. SAMPLE

The population of the study is 849 adolescent girls studying in class 11th & 12th standard in Kolkata and their parents who replied to a questionnaire on parental involvement.

D. TOOLS

In order to assess the different factors, standardized questionnaires were used from four standard scales as stated below.

- ✓ Educational aspiration scale, by Dr. V P Shama, Retd. Prof & Head, Dept. of Psychology, R S University, Raipur (CG) and Dr. Anuradha Gupta (2006)
- ✓ Parent involvement scale, by Dr. (Mrs.) Rita Chopra, Reader, Department of Education, Kurukshetra University, Kurukshetra, Haryana and Dr. Surabala Sahoo Department of Education, Kurukshetra University, Kurukshetra, Haryana (2007)
- ✓ Socio-economic status scale by R. L. Bharadwaj, Reader in Psychology, D. S. College, Aligarh (2006)
- ✓ Vocational Interest Record Scale by Dr. S. P. Kulshrestha, M. A., M.Ed. D.E.V.G, PHD, Dehradun. (2006)

E. TECHNIQUES OF STATISTICAL ANALYSIS

Chi-square test for independence in nonparametric test procedure is used when we want to test the dependency of two attributes in different levels, and we have count data. Here in each test we adopt this testing procedure as it fits and serves our purpose. For example, if we want to study whether there is any relationship among smoking habit and lung cancer, We first consider two samples of smokers and non-smokers, then we categorize each group in to the categories of having disease and not. We get a 2X2 contingency table in this case and test for independence of the attributes of smoking habit and lung cancer. Here in all cases we form contingency table and analyze them accordingly.

VII. PROCEDURE

Career Choice or ambition was assessed using a questionnaire wherein the students were asked to answer their choice from 200 career options. The 200 odd careers were further divided into 10 classification mentioned hereunder.

- ✓ Literary
- ✓ Scientific
- ✓ Executive
- ✓ Commercial
- ✓ Constructive
- ✓ Artistic
- ✓ Agriculture
- ✓ Persuasive
- ✓ Social
- ✓ Household

Girls from all streams i.e. Science Arts and Commerce were handed over five questionnaires namely Career Choice, Educational Aspiration Scale (EAS), Socio Economic Status Scale (SESS), Parent Involvement Scale (PIS) and Vocational Inventory Record (VIR). Parent Involvement Scale (PIS) was filled up by the parents and the filled up forms were collected after one week. The other four questionnaires were handed over to the students and were given two periods of 45-50 minutes each to fill up. The girls were assisted in filling up the forms and their doubts were cleared if they had any.

A. RELIABILITY OF THE SCALE

A pilot study was undertaken to find out the reliability and validity of the questionnaire on career choice. The summarized results of the two pilot studies are as follows

1 st pilot study		Proportion	
Related	134	0.90	
Not Related	15	0.10	
Total	149	1.0	
2 nd pilot study		Proportion	
Related	131	0.88	
Not Related	18	0.12	
Total	149	1.0	

Table 1

To check whether the proportions of 'Related' are same for the two pilot studies or not, so, we adopt 2-proportion test. Null Hypothesis: proportions are same against Alternative Hypothesis: proportions are different.

Sample	X	N	Sample p
1	134	149	0.899329
2	131	149	0.879195

Level of the test = 0.05;

P-Value = 0.580;

Fisher's exact test: P-Value = 0.712

Table 2

As we see that the p-value is greater than the level, we accept the null hypothesis, i.e. the response for the two studies are same.

Further reliability of the pilot study was calculated by test retest method.

The same questionnaire was handed over to the same group of student after a gap of fifteen days and all norms were followed to get standardised results. Here the test-retest reliability coefficient was found 0.96. As the coefficient is very high we may conclude that by test retest method we see that the pilot study results were reliable. The career choice of the students was further compared with Socio-economic status, educational aspiration, parental involvement and

vocational interest which were found using four standardized scales.

VIII. RESULTS & DISCUSSION

Hypothesis 1: There is no relationship between socio economic status and career choice

SI No.	Vocational Interest ↓	Socio-economic Status→	Middle Class & Upper Middle Class	Lower Class & Upper Lower Class	Total	Percentage
1	LITERARY (L)	Observed Count	106	5	111	15
		Expected Count	101.09	9.91		
2	SCIENTIFIC (SC)	Observed Count	147	14	161	22
		Expected Count	146.63	14.38		
3	EXECUTIVE (E)	Observed Count	98	6	104	15
		Expected Count	94.71	9.29		
4	ARTISTIC (A)	Observed Count	266	26	292	40
		Expected Count	265.93	26.07		
5	HOUSEHOLD (H)	Observed Count	46	14	60	8
		Expected Count	54.64	5.36		
Total			663	65	728	100

Table 3

The result for chi-square analysis is as follows,

Chi-sq (observed) = 19.270
Chi-sq (tabulated) = 13.277
df= 4 Level = (0.05)
P-value= 0.001

As we see Chi-sq (observed) > Chi-sq (tabulated) and p-value < level (0.05), we reject the null hypothesis, i.e., Career choice and Socio Economic Status are dependent.

Hypothesis 2: There is no relationship between educational aspiration and career choice

SI No.	Vocational Interest ↓	Socio-economic Status→	High Achiever	Low Achiever	Total	Percentage
1	ARTISTIC (A)	Observed Count	275	17	292	47
		Expected Count	275.15	16.85		
2	HOUSE HOLD (H)	Observed Count	54	6	60	10
		Expected Count	56.54	3.46		
3	LITERARY (L)	Observed Count	104	7	111	18
		Expected Count	104.6	6.40		
4	SCIENTIFIC (SC)	Observed Count	155	6	161	26
		Expected Count	151.61	6.40		
Total			588	36	624	100

Table 4

From the data it is found that

Chi-sq (observed) = 3.271
Chi-sq (tabulated) = 11.341
df= 3 Level = (0.05)
P-value= 0.352

As we see Chi-sq (observed) < Chi-sq (tabulated) and p-value > level (0.05)

We accept the null hypothesis, i.e., Career choice and Educational aspiration are independent.

Hypothesis 3: There is no relationship between parental involvement and career choice

SI No.	Vocational Interest ↓	Socio-economic Status→	Average & Low Involvement	High Involvement	Total	Percentage
1	ARTISTIC (A)	Observed Count	226	66	292	47
		Expected Count	216.91	75.09		
2	COMMERCIAL (C)	Observed Count	45	8	53	10
		Expected Count	39.37	13.63		
3	EXECUTIVE (E)	Observed Count	85	19	104	18
		Expected Count	77.26	26.74		
4	HOUSEHOLD (H)	Observed Count	40	20	60	26
		Expected Count	44.57	15.43		
5	LITERARY (L)	Observed Count	85	26	111	18
		Expected Count	82.46	28.54		
6	PERSUASIVE (P)	Observed Count	20	8	28	18
		Expected Count	20.80	7.20		
7	SCIENTIFIC (SC)	Observed Count	101	60	161	18
		Expected Count	119.60	41.40		
8	SOCIAL (S)	Observed Count	22	9	31	18
		Expected Count	23.03	7.97		
Total			624	216	840	100

Table 5

From the data it is found that

Chi-sq (observed) = 21.303
Chi-sq (tabulated) = 14.067
df= 7 Level = (0.05)
P-value= 0.003

As we see Chi-sq (observed) > Chi-sq (tabulated) and p-value < level (0.05)

We reject the null hypothesis, i.e., Career Choice and PIS Status are dependent.

Hypothesis 4: There is no relationship between socio economic status and vocational interest

SI No.	Vocational Interest ↓	Socio-economic Status→	(UPPER MIDDLE CLASS) (C1)	(MIDDLE CLASS) (C2)	(LOWER MIDDLE CLASS) (C3)	Total	Percentage
1	LITERARY (L)	Observed Count	23	283	8	314	37.16

		Expected Count	26.38	277.58	10.03		
2	SCIENTIFIC (SC)	Observed Count	3	25	0	28	3.31
		Expected Count	2.35	24.75	0.89		
3	EXECUTIVE (E)	Observed Count	0	3	0	3	0.36
		Expected Count	0.25	2.65	0.1		
4	COMMERCIAL (C)	Observed Count	7	100	7	114	13.49
		Expected Count	9.58	100.78	3.64		
5	CONSTRUCTIVE (CO)	Observed Count	14	55	0	69	8.17
		Expected Count	5.8	61	2.2		
6	ARTISTIC (A)	Observed Count	5	92	4	101	11.95
		Expected Count	8.49	89.29	3.23		
7	AGRICULTURE (AG)	Observed Count	1	16	0	17	2.01
		Expected Count	1.43	15.03	0.54		
8	PERSUASIVE (P)	Observed Count	14	146	6	166	19.64
		Expected Count	13.95	146.75	5.3		
9	SOCIAL (S)	Observed Count	1	27	2	30	3.55
		Expected Count	2.52	26.52	0.96		
10	HOUSEHOLD (H)	Observed Count	3	0	0	3	0.36
		Expected Count	0.25	2.65	0.1		
Total			71	747	27	845	100

Table 6

From the data it is found that

Chi-sq (observed) = 57.905;

Chi-sq (tabulated) = 28.869

df= 18 Level = (0.05)

P-value= 0

As we see Chi-sq (observed) > Chi-sq (tabulated) and p-value < level (0.05), we reject the null hypothesis, i.e. conclusion can be drawn that vocational interest and socio economic status are dependent.

Hypothesis 5: There is no relationship between educational aspiration and vocational interest

SI No.	Vocational Interest ↓	Education Aspiration →	HA	N	LA	Total	Percentage
1	LITERARY (L)	Observed Count	266	30	20	316	37.22
		Expected Count	273.94	25.31	16.75		
2	SCIENTIFIC (SC)	Observed Count	23	4	1	28	3.30
		Expected Count	24.27	2.24	1.48		
3	EXECUTIVE (E)	Observed Count	3	0	0	3	0.35
		Expected Count	2.6	0.24	0.16		
4	COMMERCIAL (C)	Observed Count	106	6	2	114	13.43
		Expected Count	98.83	9.13	6.04		
5	CONSTRUCTIVE (CO)	Observed Count	51	13	5	69	8.13
		Expected Count	59.82	5.53	3.66		
6	ARTISTIC (A)	Observed	87	6	8	101	11.90

		Count					
7	AGRICULTURE (AG)	Expected Count	87.56	8.09	5.35		
		Observed Count	15	1	1	17	2.00
8	PERSUASIVE (P)	Expected Count	14.74	1.36	0.9		
		Observed Count	154	6	6	166	19.55
9	SOCIAL (S)	Expected Count	143.91	13.3	8.8		
		Observed Count	28	0	2	30	3.53
10	HOUSEHOLD (H)	Expected Count	26.01	2.4	1.59		
		Observed Count	3	2	0	5	0.59
Total		Expected Count	4.33	0.4	0.27		
		Total	736	68	45	849	100

Table 7

From the data it is found that

Chi-sq (observed) = 37.281

Chi-sq (tabulated) = 28.869

df= 18 Level = (0.05)

P-value= 0.004

As we see Chi-sq (observed) > Chi-sq (tabulated) and p-value < level (0.05)

We reject the null hypothesis, i.e. conclusion can be drawn that vocational interest and educational aspiration are dependent.

Hypothesis 6: There is no relationship between parental involvement and vocational interest

SI No.	Vocational Interest ↓	Parental Involvement →	ABOVE P66	P66	P33	Total	Percentage
1	LITERARY (L)	Observed Count	69	241	6	316	36.79
		Expected Count	80.56	229.55	5.89		
2	SCIENTIFIC (SC)	Observed Count	2	26	0	28	3.26
		Expected Count	7.14	20.34	0.52		
3	EXECUTIVE (E)	Observed Count	1	2	0	3	0.35
		Expected Count	0.76	2.18	0.06		
4	COMMERCIAL (C)	Observed Count	22	89	3	114	13.27
		Expected Count	29.06	82.81	2.12		
5	CONSTRUCTIVE (CO)	Observed Count	21	46	2	69	8.03
		Expected Count	17.59	50.12	1.29		
6	ARTISTIC (A)	Observed Count	27	82	2	111	12.92
		Expected Count	28.3	80.63	2.07		
7	AGRICULTURE (AG)	Observed Count	4	12	1	17	1.98
		Expected Count	4.33	12.35	0.32		
8	PERSUASIVE (P)	Observed Count	63	101	2	166	19.32
		Expected Count	42.32	120.59	3.09		
9	SOCIAL (S)	Observed Count	9	21	0	30	3.49
		Expected Count	7.65	21.79	0.56		
10	HOUSEHOLD (H)	Observed Count	1	4	0	5	0.58
		Expected Count	1.27	3.63	0.09		
Total			219	624	16	859	100

Table 8

Hypothesis 7: There is no relationship between vocational interest and career choice

Here we are concerned in vocational interest and career choice relation and we wish to find whether the attributes are related or not. From the data we see in 849 sample observations 76.57% are related. But, we can't conclude that

this is true for the population. So, we consider 1-Proportion test. The parameter under consideration is proportion of RELATEDs(p). The summarized result is given below

Test of $p = 0.5$ vs $p > 0.5$

No of RELATED cases(X)	Exact sample size (N)	Sample p	P-Value
650	849	0.765607	0.0000

Table 9

As the p-value is very low, almost zero, we reject the hypothesis $p=0.5$. So, conclusion can be drawn that that career choice and vocational interest are related.

Hypothesis 8: There is no relationship between socio economic status and educational aspiration

Chi-square distribution table of socioeconomic status and educational aspiration							
SI No.	Socio-economic Status ↓	Education Aspiration→	HA	N	LA	Total	Percentage
1	LOWER CLASS	Observed Count	2	0	0	2	0.24
		Expected Count	1.73	0.16	0.11		
2	UPPER LOWER CLASS	Observed Count	27	29	15	71	8.36
		Expected Count	61.55	5.69	3.76		
3	MIDDLE CLASS	Observed Count	682	38	29	749	88.22
		Expected Count	649.31	59.99	39.7		
4	UPPER MIDDLE CLASS	Observed Count	25	1	1	27	3.18
		Expected Count	23.41	2.16	1.43		
Total			736	68	45	849	100

Table 10

From the data it is found that

Chi-sq (observed) = 162.283

Chi-sq (tabulated) = 12.592

df= 6 Level = (0.05)

P-value=0

As we see Chi-sq (observed) > Chi-sq (tabulated) and p-value < level (0.05)

We reject the null hypothesis, i.e. conclusion can be drawn that socio economic status and educational aspiration are dependent

Hypothesis 9: There is no relationship between parental involvement and educational aspiration

Chi-square distribution table of parental involvement and educational aspiration							
SI No.	Parental Involvement ↓	Education Aspiration→	HA	N	LA	Total	Percentage
1	ABOVE P66	Observed Count	184	21	14	219	25.80
		Expected Count	189.85	17.54	11.61		
2	P66 AND P33	Observed Count	552	47	31	630	74.20
		Expected Count	546.15	50.46	33.39		
Total			736	68	45	849	100

Table 11

The result for chi-square analysis is as follows.

Chi-Sq (Observed)= 1.827, df = 2,

Chi-sq (tabulated) =

P-Value = 0.401 > 0.05

As we see p-value > level (0.05)

Thus the null hypothesis can't be rejected. Hence parental involvement and educational aspiration are independent as the p-value is > level.

Hypothesis 10: There is no relationship between mother's working status and career choice

Chi-square distribution table of mother's working status and career choice						
SI No.	CAREER CHOICE ↓	MOTHER'S WORKING STATUS (WORKING) (C1)	(NOT WORKING) (C2)	Total	Percentage	
1	LITERARY (L)	Observed Count	51	265	316	37.22
		Expected Count	50.62	265.38		
2	SCIENTIFIC (SC)	Observed Count	1	27	28	3.30

3	EXECUTIVE (E)	Expected Count	4.49	23.51		
		Observed Count	0	3	3	0.35
4	COMMERCIAL (C)	Expected Count	0.48	2.52		
		Observed Count	18	96	114	13.43
5	CONSTRUCTIVE (CO)	Expected Count	11.05	57.95		
		Observed Count	14	55	69	8.13
6	ARTISTIC (A)	Expected Count	16.18	84.82		
		Observed Count	21	80	101	11.90
7	AGRICULTURE (AG)	Expected Count	2.72	14.28		
		Observed Count	0	17	17	2.00
8	PERSUASIVE (P)	Expected Count	26.59	139.41		
		Observed Count	24	142	166	19.55
9	SOCIAL (S)	Expected Count	4.81	25.19		
		Observed Count	7	23	30	3.53
10	HOUSEHOLD (H)	Expected Count	0.8	4.2		
		Observed Count	0	5	5	0.59
Total			136	713	849	100

Table 12

The result for chi-square analysis is as follows.

Chi-Sq (observed) = 12.141, df = 9

Chi-Sq (tabulated) = 16.919

p-value = 0.2054 > 0.05

As we see Chi-sq (observed) < Chi-sq (tabulated) and p-value > level (0.05)

Conclusion could be drawn that career choice and mother's working status are independent

Hypothesis 11: There is no relationship between father's education and career choice

Chi-square distribution table of father's educational qualification and career choice										
SI No.	Vocational Interest ↓	Father's Qualification →	Illite rate	Higher Secondary	Upto High School	Graduate	Professional Degree	Post Graduate	Doctoral	Total
1	LITERARY (L)	Observed Count	3	26	31	19	147	80	10	316
		Expected Count	4.09	21.96	27.54	22.33	150.37	77.05	12.65	
2	SCIENTIFIC (SC)	Observed Count	0	2	3	1	21	1	0	28
		Expected Count	0.36	1.95	2.44	1.98	13.32	6.83	1.12	
3	EXECUTIVE (E)	Observed Count	0	0	0	0	2	1	0	3
		Expected Count	0.04	0.21	0.26	0.21	1.43	0.73	0.12	
4	COMMERCIAL (C)	Observed Count	2	6	9	11	50	32	4	114
		Expected Count	1.48	7.92	9.94	8.06	54.25	27.8	4.57	
5	CONSTRUCTIVE (CO)	Observed Count	4	10	8	3	32	11	1	69
		Expected Count	0.89	4.80	6.01	4.88	32.83	16.82	2.76	
6	ARTISTIC (A)	Observed Count	0	7	7	11	43	22	11	101
		Expected Count	1.31	7.02	8.80	7.14	48.06	24.63	4.04	
7	AGRICULTURE (AG)	Observed Count	0	1	0	0	10	5	1	17
		Expected Count	0.22	1.18	1.48	1.2	8.09	4.14	0.68	
8	PERSUASIVE (P)	Observed Count	2	3	12	14	85	45	5	166

		Count								
		Expected Count	2.15	11.54	14.47	11.73	78.99	40.47	6.65	
9	SOCIAL (S)	Observed Count	0	3	3	1	12	10	1	30
		Expected Count	0.39	2.08	2.61	2.12	14.28	7.31	1.2	
10	HOUSE HOLD (H)	Observed Count	0	1	1	0	2	0	1	5
		Expected Count	0.06	0.35	0.44	0.35	2.38	1.22	0.2	
Total			11	59	74	60	404	207	34	849

Table 13

The result for chi-square analysis is as follows.

Chi-Sq (observed) = 77.687, df = 54

Chi-Sq (tabulated) = 72.153

p-value = 0.0190 < 0.05

As we see Chi-sq (observed) > Chi-sq (tabulated) and p-value < level (0.05)

Conclusion could be drawn that career choice and father's educational status are dependent

Hypothesis 12: There is no relationship between socio economic status and Medium of Study

Sl No.	Socio-economic Status ↓	Medium of Study →	English Medium	Bengali Medium	Total
1	LOWER CLASS	Observed Count	2	0	2
		Expected Count	1.2	0.8	
2	UPPER LOWER CLASS	Observed Count	69	2	71
		Expected Count	42.65	28.65	
3	MIDDLE CLASS	Observed Count	426	323	749
		Expected Count	449.93	299.07	
4	UPPER MIDDLE CLASS	Observed Count	13	14	27
		Expected Count	16.22	10.78	
Total			510	339	849

Table 14

The result for chi-square analysis is as follows.

Chi-Sq (observed) = 46.887, df = 3

Chi-Sq (tabulated) = 7.815

p-value = 0 < 0.05

As we see Chi-sq (observed) > Chi-sq (tabulated) and p-value < level (0.05)

Conclusion could be drawn that socio economic status and medium of study are dependent.

Hypothesis 13: There is no relationship between socio economic status and parental involvement

Sl No.	Socio-economic Status ↓	Parental Involvement →	Above P66	P66	P33	Total
1	LOWER CLASS	Observed Count	0	2	0	2
		Expected Count	0.52	1.45	0.04	
2	UPPER LOWER CLASS	Observed Count	15	55	1	71
		Expected Count	18.31	51.35	1.34	
3	MIDDLE CLASS	Observed Count	196	538	15	749
		Expected Count	193.2	541.68	14.12	

4	UPPER MIDDLE CLASS	Observed Count	8	19	0	27
		Expected Count	6.96	19.53	0.51	
Total			219	614	16	849

Table 15

The result for chi-square analysis is as follows.

Chi-Sq (observed) = 2.508, df = 6

Chi-Sq (tabulated) = 12.592 P value = 0.8676

As we see Chi-sq (observed) < Chi-sq (tabulated) and p-value > level (0.05)

Conclusion could be drawn that socio economic status and parental involvement are independent

IX. CONCLUSION OF THE STUDY

Findings of the study are tabulated below.

- ✓ Career Choice and Vocational Interest are related
- ✓ Career Choice and Socioeconomic Status are dependent
- ✓ Career Choice and Parental involvement are dependent
- ✓ Vocational Interest and Socioeconomic Status are dependent
- ✓ Vocational Interest and Parental involvement are dependent
- ✓ Vocational Interest and Educational aspiration are dependent
- ✓ Father's education and career choice are dependent
- ✓ Socioeconomic status and medium of study are dependent
- ✓ Socioeconomic status and Educational Aspiration are dependent
- ✓ Career Choice and Educational aspiration are independent
- ✓ Mother's working status and Career choice are independent
- ✓ Socioeconomic status and Parental involvement are independent
- ✓ Educational aspiration and Parental involvement are independent

From the study it we can clearly see that parental involvement is independent of socio-economic status this means parents is equally involved in their girl's career choice. However education aspiration, career choice is dependent on socioeconomic status. Father's education also plays a significant role in career choice of their female child whereas if mother's are working professional that have no implication in career making decision of their female child. Further we see that vocational interest has a clear significance on career choice of female adolescents in Kolkata.

X. LIMITATIONS OF THE STUDY

The study is limited to a small section of student in Kolkata and the findings are limited to the study group. Several other factors may be there which may have an effect in choosing a career as peer pressure, effect of publicity and advertisement, current job scenario etc.

XI. IMPLICATION OF THE STUDY

The study could be used to assess the psyche of adolescent girls for choosing a particular career. The study will be useful in studying parental approach towards their female wards and the perception of career growth of their adolescent girls. The study could be useful to career counselors in counseling girls students and their parents to guide them in career choice and mentoring them according to their interest areas.

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