

CHAPTER – V

SUMMARY, CONCLUSIONS, SUGGESTIONS FOR EDUCATIONAL IMPLICATIONS AND FURTHER RESEARCH

5.1 SUMMARY

The social role expectations for females are not yet clearly defined in our society, and hence the identity in our social psychological obstacles to their achievement in education, career planning and simultaneously opting for marriage and family remains an important issue for researcher. The report of the committee on the status of women in India (CSWI, 1974) had also drawn attention to the great variation in the condition of women throughout the country and to the need of development programmer for their full participation in social and economic fields. The advent of International Women's Year (1975) apparently spurred the increased interest in research on Indian women. The year 1985 marked the end of United national Decade for women, a ten year period, in which national governments and international communities have realized that without the complete integration of women in development programmer, improvement in general quality of life will not be achieved. It was also felt that the improvement in the role and status of women is very important.

However, with the changing world, the concept of education is experiencing a complete transvaluation. Since sixth five year plan (1980-85) there have been specific provisions for women's development with respect to education, health and employment. In this context, it is worth mentioning that there has been improvement in female literacy which is still low in comparison to the respective male literacy rates. In a subsistence society, women enjoy a lower status than man, society, economically and politically. It is quite clear that only educational attainments along with assessed masculinity of woman's are significant predictors of woman's career achievement (Wong et al., 1983). Attributions of success to ability and effort and associated with feelings of competence and pride, which should enhance expectancy of future success and achievement motivation.

Studies have found that woman's view of intellectual activities career accomplishments appropriate for their sex varies considerable (Kstrom, 1972). Bem and Bem (1973) examined the influence of sex role, socialization and found that woman's role sample held many values that made home- making and career role incompatible. A common belief among men and women alike is that the working women by definitions, neglects her children especially if she works when they are very young (Wallston, 1973).

Farmer's (1978) study investigated the effect of mother' employment variable and family socio- economic status on daughter's self concept and attitude towards women and work. The implication of the findings of the study suggests that parents, especially the mothers, should be aware employment on their daughter's occupational sex- role concept and on their independence.

Oberoi (1993) also reported positive influence of parental education and maternal employment on the career orientation of college female students. The parental education of the female students is facilitative in the career orientation, especially in case of those having working mothers. In other words, maternal employment and parental education have positive effect, though not significant, on the career development of students from lower to higher levels of tertiary education. On the other hand, the parental education of the female students was found to have to high levels, thereby suggesting that parental education is facilitative in the development of career orientation along with debilitating effect on family orientation. Further it was found that the female university students having low parental education and non-working mothers, exhibit low level of family orientation but higher level of career orientation than their college counterparts, thereby suggesting that derivational effect of low parental education and non-working mothers turns out to facilitative in the declining family orientation and emergence of career orientation among female students towards higher stages of tertiary education.

Today education is a powerful agent of social change. It unlocks the door to modernization. It is also a sure road to economic modernization and progress. The emergence of concept of career orientation is specifically an area of women studies dealing with their career planning and need to work after completion of education is the psychological construct of women studies to be nurtured among female students to enable them to contribute to national development.

The career orientation in young women refers to a strong interest in both family and career pursuits in their future plans. It is evident from researches that career orientation among female students and career commitment among working women, engaged in typical and atypical occupations has been studied in relation to socio-demographic and psychological variables. However important personality variables such as psychological hardiness, self-efficacy and achievement motivation in combination with social variables have not been explored. Thus it was thought worthwhile to undertake the research problem on female students career orientation to reveal the dynamics of socio-psychological variables among female college students, which is stated as under:

CAREER ORIENTATION OF FEMALE COLLEGE STUDENTS: A SOCIO-PSYCHOLOGICAL STUDY

Objectives

1. To study and compare career orientation among female college students in terms of following socio-demographic variables:
 - i. Parental education;
 - ii. Parental employment;
 - iii. Family income
2. To study and compare career orientation among female college students in terms of following psychological variables.
 - i. Psychological Hardiness;
 - ii. Self-efficacy; and
 - iii. Achievement motivation;
3. To study interactive affects of social and psychological variables on career orientation among female college students.
4. To identify socio-demographic and psychological predictors of career orientation among female college students.

Hypotheses

- The female college students differ significantly in their career orientation across high and low levels of
 - i. Parental education
 - ii. Parental employment
 - iii. Family income

- The female college students differ significantly in their career orientation across high and low level of :
 - i. Psychological Hardiness
 - ii. Self-efficacy
 - iii. Achievement motivation
- There is a significant interactive effort of sociological variable namely, Parental education, parental employment and family income and with psychological variable, namely, psychological hardiness, self-efficacy and achievement motivation to determine career orientation among female college students.
- The psychological variables in comparison to social variables emerge as more significant predictors of career orientation among female college students.

Delimitations of the Study

The delimitation becomes an essential part of any research work, because the field of investigation is varied and limitless. Research is a lifelong process. Keeping in view the limited resources and time at the disposal of the investigator the present study was delimited to following areas:

1. Only female students were taken.
2. Only the Degree Colleges of affiliated by Punjab University Chandigarh was included for drawing the sample.
3. The psychological variables of psychological hardiness, self-efficacy, achievement motivation, and sociological variables parental education, parental employment and family income were taken up because of their importance in the career orientation make-up.

Operational Definitions of Terms

- **Female students:** This term connotes the adolescent and young females pursuing their education in college and university opting for academic courses of study.
- **Carrier Orientation may be operationalised as:** intending to work more or less continuously throughout life (Oliver, 1974) and desiring to work even when there is no financial need and there are young children at home (Kotcher, 1976) expecting to derive a large amount of satisfaction from work

and preferring or choosing to enter a traditionally male or atypical a pioneer career (Gutek and Larwood, 1987); having a general positive attitude towards work ; and seeking occupational information and engaging in career planning activities (Jenkins, 1988, 1989; Helson et al., 1989) to be measured by self-developed carrier orientation).

- **Socio-psychological correlates:** The term socio-psychological correlates means the variables used in the present study under two headings:

- a) Social
- b) Psychological

a (1) Social determinants used in the present study included-

- Parental education;
- Parental employment;
- Family income

These determinants refer to the family background of the subject in terms of parental education, parental employment and level of family income, as measured by self-developed personal biographical data sheet.

b (1) Psychological determinants of career orientation in the present study included the psychological variables of :-

- **Psychological Hardiness:** Psychological Hardiness is tendency that allows a characteristic to accept the encounters and variations in life with good humor and flexibility, which in turn influences behavior that prevents illness. The key to psychological hardiness is not luck and is not genetic, but is a learned approach to stress. The learning involves understanding or observing stressful events in an adaptive way.
- **Self-efficacy:** The self-efficacy is the individual's way of looking at himself. The self- concept here includes the knowledge that the child has about himself, about his capacities, about his goals, and the knowledge of others.
- **Achievement Motivation:** Human behavior is hardly possible without motivation which is a most important factor in learning. The tendency of an individual that implies action to aspire, strive and achieve in the competition with others and with a standard set by him is termed as achievement motivation.

Methodology

The Universe of the Study and Sampling

The size of the sample varies from study to study, method to method and nature of population. Thus sample is indispensable to any scientific investigation. In present study, a representative sample of 1043 female college students was taken from the college affiliated by Punjab University Chandigarh, offering B.A/B.S.C/B.com courses. As most of the degree colleges are situated in urban areas as compared to rural areas. Total sample is of 1043 female college students randomly selected from rural and urban colleges. Colleges were selected randomly by making use of lottery method. Students were selected from each college by making use of random numbers table.

Research Tools

According to the objectives of the study, tool of career orientation, self efficacy, achievement motivation, psychological hardiness and personal information data sheet were required. A description of each of the five tools is given below:

- Career Orientation Scale by Tanwar and Singh (1988).
- Self-efficacy Scale by Dr. Shonali Sud (2009).
- Achievement Motivation Scale by Kahl (1965).
- Psychological Hardiness Scale by Arun Kumar Singh (2008).
- Personal Information Data Sheet by himself.

Research Method

The study was conducted through descriptive method of research which has undoubtedly been the most popular and widely used research method in education. Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation. The literature and terminology of descriptive survey research includes such may include present facts or current conditions concerning the nature of a group of persons, a number of object and a class of events and may involve the procedure of induction, analysis, classification, enumeration and measurement. The term survey suggests the gathering of evidences relating to current conditions.

Statistical Treatment

According to the objectives of the investigation, the data so collected, were recorded in tabular form for statistical analysis. This interpretation have been done in different phases which as discussed in chapter-IV.

Mean, median, mode, standard deviation, skewness, kurtosis, analysis of variance, coefficients of correlation, regression of all the variables, career orientation, career values family values, psychological hardiness, self-efficacy, achievement motivation, parental education, parental employment and family income were calculated. The t-test was used to find the statistical significance of the difference between means for all the variables separately.

5.2 CONCLUSIONS

The following conclusions were drawn on the basis of the results of the study.

5.2.1 Description of Variables

- Female college students have been found to be high level of career values, average level of family values and career orientation.
- Female college students have been found to be low to average in case of sociological variables namely parental education, parental employment and family income.
- Female college students have been found to be average level of psychological hardiness, achievement motivation and high level of self efficacy.

5.2.2 Analytical Approach

On the basis of analysis of variance following conclusions were drawn:

- The main effect of psychological hardiness turned out to be significant on career values and career orientation among female college students but not significant in the case of family values. Hence it is indicating that female college students with high psychological hardiness have better career values and career orientation than their counterparts having low psychological hardiness.
- The main effect of parental education turned out to be significant on career values among female college students but not significant in the case of family values and career orientation. Hence it is concluded that female college students with low parental education have better career values than high parental education.
- The interaction effect between the psychological hardiness x parental education turned out to be significant on career orientation among female

college students but not significant in the case of career values and family values of female college students. Hence it is concluded that psychological hardiness and parental education are dependent upon each other to explain career orientation of female college students. It is concluded that high psychological hardiness of female college students are more career oriented than low psychological hardiness female college students in low parental education group of female college students. In other words, it may be stated that psychological hardiness plays a significant role in determining career orientation of female college students only in the case of low parental education of female college students.

- The main effect of psychological hardiness turned out to be significant on career values and career orientation among female college students but not significant in the case of family values. Hence it is indicating that female college students with high psychological hardiness have better career values and career orientation than low psychological hardiness.
- The main effect of parental employment turned out to be not significant on career values, family values and career orientation among female college students.
- The interaction effect between the psychological hardiness x parental employment turned out to be significant on career orientation among female college students but not significant in the case of career values and family values of female college students. Hence it is indicating that high psychological hardiness of female college students are more career oriented than low psychological hardiness female college students in low parental employment group of female college students. In other words, it may be stated that psychological hardiness plays a significant role in determining career orientation of female college students only in the case of low parental employment of female college students.
- The main effect of family income turned out to be significant on career orientation among female college students but not significant in the case of career values and family values. Hence it is indicating that female college students with high family income have better family values than their counterparts having low family income.

- The interaction effect between the psychological hardiness x family income turned out to be significant on family values and career orientation among female college students but not significant in the case of career values of female college students. Hence it is indicating that high psychological hardiness of female college students are more career oriented than low psychological hardiness female college students only in high family income group of female college students. In other words, it may be stated that psychological hardiness plays a significant role in determining family values and career orientation of female college students only in the case of high family income of female college students. Whereas such difference is significant in low psychological hardiness group of female college students in which low family income female college students show high level of career orientation than high family income female college students
- The main effect of self-efficacy turned out to be significant on career values and career orientation among female college students but not significant in the case of family values. Hence it is indicating that female college students with high self efficacy have better career values and career orientation than their counterparts having low self efficacy.
- The main effect of parental education turned out to be not significant on career values, family values and career orientation among female college students.
- The interaction effect between the self-efficacies x parental education turned out to be significant on career values and career orientation among female college students but not significant in the case of family values of female college students. Hence it is indicating that high self-efficacy female college students are more career values and career oriented than low self-efficacy female college students only in low parental education group of female college students. In other words, it may be stated that self- efficacy plays a significant role in determining career values and career orientation of female college students only in the case of low parental education of female college students. Whereas such difference is significant in high self-efficacy group of female college students in which low parental education female college students show high level of career values than high parental education female college students.

- The main effect of parental employment turned out to be significant on career values among female college students but not significant in the case of family values and career orientation. Hence it is indicating that female college students with high parental education have better career values than their counterparts having low parental employment.
- The interaction effect between the self-efficacies x parental employment turned out to be significant on career orientation among female college students but not significant in the case of career values and family values of female college students. Hence it is indicating that high self-efficacy female college students are more career oriented than low self-efficacy female college students only in case of low parental employment group of female college students. In other words, it may be stated that self-efficacy plays a significant role in determining career values and career orientation of female college students only in the case of low parental education of female college students.
- The main effect of family income turned out to be significant on career orientation among female college students but not significant in the case of career values and family values. Hence it is indicating that female college students with low family income have better career values than their counterparts having high family income.
- The interaction effect between the self-efficacy x family income turned out to be significant on career orientation among female college students but not significant in the case of career values and family values of female college students. Hence it is indicating that high self-efficacy female college students are more career oriented than low self-efficacy female college students only in case of low family income group of female college students. In other words, it may be stated that self-efficacy plays a significant role in determining career orientation of female college students only in the case of low family income of female college students. Whereas such difference is significant in low self-efficacy group of female college students in which high family income female college students show high level of career orientation than low family income female college students. But there is reversal of results in high self-efficacy group in which female college students who have low family income have more career oriented as compared to high family income of female college students.

- The main effect of achievement motivation turned out to be significant on career values and family values among female college students but not significant in the case of career orientation. Hence it is indicating that female college students with high achievement motivation have better career values and family values than their counterparts having low achievement motivation.
- The main effect of parental education turned out to be significant on career orientation and among female college students but not significant in the case of career values and family values. Hence it is indicating that female college students with high parental education have better career orientation than their counterparts having low parental education female college students.
- The interaction effect between the achievement motivations x parental education turned out to be significant on career orientation among female college students but not significant in the case of career values and family values of female college students. Hence it is indicating that high achievement motivation female college students are more career oriented than low achievement motivation female college students in case of low and high parental education group of female college students. In other words, it may be stated that achievement motivation plays a significant role in determining career orientation of female college students in the low and high family income of female college students. Whereas such difference is significant in low achievement group of female college students in which high parental education female college students show high level of career orientation than low parental education female college students.
- The main effect of parental employment turned out to be significant on career values and family values among female college students but not significant in the case of career orientation. Hence it is indicating that female college students with low parental employment have better career values and family values than their counterparts having high parental employment female college students.
- The interaction effect between the achievement motivations x parental employment turned out to be significant on career values, family values and career orientation among female college students. Hence it is indicating that high achievement motivation female college students are more career values and career oriented than low achievement motivation female college students.

in case of high parental education group of female college students. In other words, it may be stated that achievement motivation plays a significant role in determining career values and career orientation of female college students in the low and high parental employment of female college students. Whereas such difference is significant in low and high achievement group of female college students in which low parental employment female college students show high level of career orientation than high parental employment female college students. But this finding is not true only on family values in case of low parental employment the low achievement motivation females college students are more family value as compared to high achievement motivation whereas such difference is significant in low achievement motivation group of female college students. It may be stated that parental employment plays as significant role in determining family values of female college students in case of low achievement motivation of females.

- The main effect of family income turned out to be significant on career orientation among female college students but not significant in the case of career values and family values Hence it is indicating that female college students with low family income have better career orientation than their counterparts having high family income female college students.
- The interaction effect between the achievement motivations x family income turned out to be significant on career values among female college students but not significant in the case of career orientation and family values of female college students. Hence it is indicating that high achievement motivation female college students are more career values than low achievement motivation female college students in case of low family income group of female college students. In other words, it may be stated that achievement motivation plays a significant role in determining career values of female college students in the low family income of female college students. Whereas such difference is significant in high achievement g group of female college students in which low family income female college students show high level of career values than high family income female college students.
- The interaction effect between the psychological hardiness and self efficacy turned out to be significant on career values among female college students. Hence it is indicating that high psychological hardiness female college

students are more career values than low psychological hardiness female college students in case of high self efficacy group of female college students. In other words, it may be stated that psychological hardiness plays a significant role in determining career values of female college students in the high self efficacy of female college students. Whereas such difference is significant in high psychological hardiness group of female college students in which high self-efficacy female college students show high level of career values than low self efficacy female college students.

- The interaction effect between the psychological hardiness and achievement motivation turned out to be significant on career values among female college students. Hence it is indicating that high psychological hardiness female college students are more career values than low psychological hardiness female college students in case of high achievement motivation group of female college students. . In other words, it may be stated that psychological hardiness plays a significant role in determining career values of female college students in the high achievement motivation of female college students. Whereas such difference is significant in high psychological hardiness group of female college students in which high achievement motivation female college students show high level of career values than low achievement motivation female college students.
- The triple interaction effect between the psychological hardiness x self-efficacy x achievement motivation turned out to be significant on career values among female college students. Hence it is indicating that high psychological hardiness female college students are more career values than low psychological hardiness female college students at high level of self-efficacy in case of low and high achievement motivation group of female college students. . In other words, it may be stated that high psychological hardiness leads to enhanced level of career values at high self efficacy group of female college students in the high achievement motivation.
- The interaction effect between the self-efficacy and achievement motivation turned out to be significant on family values among female college students. Hence it is indicating that low achievement motivation female college students are more family values than high achievement motivation female college students in case of high self- efficacy group of female college students. . In

other words, it may be stated that achievement motivation plays a significant role in determining family values of female college students in the high self-efficacy of female college students.

- The triple interaction effect between the psychological hardiness x self-efficacy x achievement motivation turned out to be significant on family values among female college students. Hence it is indicating that high achievement motivation have more family values as compared to female college students having low achievement motivation at high level of self-efficacy in case of low and high psychological hardiness. These results are true in case of low psychological hardiness but there is reversal of results in high psychological hardiness in which female college students who have low achievement motivation have more family values as compared to high achievement motivation at low self efficacy group of female college students.
- The triple interaction effect between the psychological hardiness x self-efficacy x achievement motivation turned out to be significant on career orientation among female college students. Hence it is indicating that high psychological hardiness female college students are more career oriented than low psychological hardiness female college students at high level of self-efficacy in case of low and high achievement motivation group of female college students.
- The interaction effect between the parental employment and family income turned out to be significant on career values among female college students. Hence it is indicating that low parental employment female college students are more career values than high parental employment female college students in case of low family income group of female college students. . In other words, it may be stated that parental employment plays a significant role in determining career values of female college students in the low family income of female college students.
- The triple interaction effect between the parental educations x parental employment x family income turned out to be significant on career values among female college students. The female college students having low family income have more career values as compared to female college students having high family income at high parental employment in case of high and low parental education group of female college students. These

findings are true in case of low parental education group of female college students but there is reversal of results the female college students whose parents have high family income and low parental employment have more career values as compared to low family income at low parental employment group in case of high parental education female college students.

- The triple interaction effect between the parental education x parental employment x family income turned out to be significant on family values among female college students. The female college students having high family income have more family values as compared to female college students having low family income at high parental employment in case of low parental education group of female college students. These findings are true in case of low parental education group of female college students but there is reversal of results in high parental education group of female college students whose parents have low family income have more family values as compared to high family income at high parental employment group in case of high parental education female college students. The female having low family income have more family values as compared to female college students having high family income at low parental employment in case of low parental education group of female college students. But there is reversal of results in high parental education group of female college students in which whose parents have high family income have more family values as compared to low family income at low parental employment group of female college students.
- The interaction effect between the parental education and parental employment turned out to be significant on career orientation among female college students. Hence it is indicating that high parental employment female college students are more career oriented than low parental employment female college students in case of high parental education group of female college students. . In other words, it may be stated that parental employment plays a significant role in determining career orientation of female college students in the high parental education of female college students.
- The interaction effect between the parental education and family income turned out to be significant on career orientation among female college students. Hence it is indicating that high family income female college students are more career oriented than low family income female college

students in case of high and low parental education group of female college students. In other words, it may be stated that family income plays a significant role in determining career orientation of female college students in the high and low parental education of female college students.

- The interaction effect between the parental employment and family income turned out to be significant on career orientation among female college students. Hence it is indicating that high parental employment female college students are more career oriented than low parental employment female college students in case of high family income group of female college students. In other words, it may be stated that parental employment plays a significant role in determining career orientation of female college students in the high family income of female college students. Whereas such difference is significant in high and low parental employment group of female college students in which high family income female college students show high level of career orientation than low family income female college students.

5.2.3 Correlational Analysis

On the basis of correlation analyses following conclusions were drawn:

- Career values, family values and career orientation not significantly related with sociological variables which means sociological variables namely parental education, parental employment and family income seems not facilitative career values, family values and career orientation among female college students.
- Career values and career orientation positively related with psychological variables it is concluded that psychological variable namely psychological hardiness, self-efficacy and achievement motivation are significantly related with each other. This finding is also true in case of family values with achievement motivation because this correlation is also significant but not positive; it is not true in case of family values with psychological hardiness and self-efficacy because this correlation is positive but not significant.
- Psychological hardiness is positively and significantly related with self-efficacy and achievement motivation which means psychological hardiness facilitates self-efficacy and achievement motivation among female college students.

- Self-efficacy and achievement motivation are related with each other and this relationship is negative and significant that means self-efficacy facilitates achievement motivation among female college students.
- Career values and family values are positively and significantly related with each other and career values and career orientation are negatively and significantly related with each other which mean family values and career orientation facilitates career values among female college students.
- Family values not significantly related with career orientation, parental education, parental employment, family income, psychological hardiness and self-efficacy but it is true in case of family values with achievement motivation because this correlation is significant which means only achievement motivation facilitative of family values among female college students.
- Career orientation is positively but not significantly related with parental education, parental employment, family income but in case of psychological variables; career orientation is positively significant with all psychological variables which means only psychological variables namely psychological hardiness, self-efficacy and achievement motivation facilitative of career orientation among female college students.
- Parental education, parental employment and family income are positively and significant. These all sociological variables share marked relationship amongst each other.
- Inter relationship between sociological variables and psychological variable not significantly related with each other except in the case of parental employment, positively significant related with achievement motivation which means only achievement motivation facilitate of parental employment among female college students.

5.2.4 Regression Analysis

On the basis of regression analyses following conclusions were drawn:

- The stepwise multiple regression analysis of sociological variables namely parental education, parental employment and family income to career values, family values and career orientation among female college students shows that sociological variables emerged as non-significant predictors of career values,

family values and career orientation

- Psychological variables namely psychological hardiness, self-efficacy and achievement motivation has been found to be significant predictors of career values and career orientation among female college students. It is evident that psychological hardiness, self efficacy and achievement motivation play a significant role in determining career values and career orientation among female college students. But it is not true in case of family values because the single best predictors of family values was achievement motivation. It is concluded that achievement motivation plays a significant role in determining family values among female college students.
- Contribution of socio-psychological variable namely psychological hardiness, achievement motivation, self-efficacy and parental employment emerged as significant predictors of career values and career orientation among female college students, when taken as a set of 6 socio-psychological variables.
- Further socio-psychological variable namely only achievement motivation and parental employment emerged as significant contributor of family values among female college students.

In nut shell it can be concluded that only psychological variables emerged significant predictor of career values, family values and career orientation, when all the 3 variables or 6 socio-psycho variables were taken into consideration. It may be also concluded that sociological variable namely parental employment turned out to be significant predictor of career values, family values and career orientation of female college students when taken as a set of 6 socio-psycho variables. However when a set of three social variables were taken alone, none of these emerged as significant predictor of career values, family values and career orientation among female college students. Thus it may be concluded that psychological variables as compared to sociological variables have a greater contribution to career values, family values and career orientation.

5.3 EDUACTONAL IMPLICATIONS

- Students shall be provided career - oriented education so as they are able to succeed with their own efforts. In order to achieve this, students shall be taught how to plan their goals, to make efforts to achieve those goals within stipulated timelines. Life histories of eminent persons who excelled in the field

despite all odds shall be propagated to the students. It will help them to inculcate various values like self confidence, hardiness, and motivation.

- In order to enhance career orientations, it is suggested on the basis of past research that the courses in higher education should be more diversified so as women students opt from a variety of courses which can help them in self dependence.
- Career counseling should be introduced in secondary school and colleges to equip the girl students to choose a career of their own choice as per their abilities and interests (Fassinger, 2002).
- Career values are the critical factors in determining satisfaction and dissatisfaction. It is essential that people who are seeking guidance in their career benefit from being clear on what these values are. They should utilize their abilities and potentialities for the achievement of goals of life. This will help the female students to shape their destiny in a better way and enhance their self efficacy.
- It is high time that women's study centers shift their focus from extension to the building of women's studies curriculum since sufficient achievement have been made in extension activities and it is high time to incorporate women studies in course curricula at different stages of education.
- The problems in women's security at work place and in educationally institutional are matter of concern. Hence, educational institutions and organizations need to look into this problem and provide guidelines and logistic support to educational institutions. This will no doubt, facilitate girls and female students to be more risk taking and adventurous for their due contribution in the developmental process (Fernandez, 2006).
- There is need for more interdisciplinary work in education with regard to structural and institutional factors that leads to attrition of girls from participating in formal education at all levels. The identification of such factors will point to the genuine reasons responsible for the slow educational progress of women. Policies that promote girls education shall be framed keeping such factors in mind as the factors other than the peripheral ones will explain the variations in the participants of boys and girls in education especially higher education leading to employment.

- Public awareness campaigns shall be initiated to highlight the value of women's education. The message should be designed to shift conservative parental attitudes towards girls schooling on the ground that many of the dividends of girl's education are non economic benefits that accrue to the educated girls as well as to society at large, such as lower infant mortality rates, better child care and ultimately maternal support to education of children.
- The problem lies in socio culture and political norms which account for low performance for vocational and low technical education which further gets transmitted into low level of participation in the restricted technical and vocational fields. Thus, social engineering to change the attitude and psychology of the masses is urgently required which may encourage girls to go for all kinds of vocational, technical and professional education as suits their needs , interests and aptitudes (Shah, 2000).
- There is a need to develop appropriate technology for women not only to reduce their drudgery in household and other economic activities but also to improve sanitation and environmental conditions, health and nutritional level of the women and children and changing the attitudes towards overt and covert biases against them.
- Steps shall be taken by the government to introduce legislation that bolsters economic incentives for educating girls, by reducing job and wage discrimination against women in labor market. It is found that if economic incentives for acquiring education are strong enough, cultural hurdles can be overcome.

The national perspective plan for women emphasizes equal access to participation and decision making of women in social political and economic life, equal access to women to health care, employment equal remuneration, occupation, health and safety, social security etc and mainstreaming a gender perspective in the development process. Hence the educational programmer, especially at higher education must be in developmental perspective to enable female students to be the skilled members of manpower for their optimal contribution to national development.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

- A study using the variables of the present study may be conducted on large population covering all the districts of Punjab.
- The present investigation was undertaken on female college students pursuing degree courses. This study may be further extended to working women.
- Women's studies in the field of education must emerge as an independent concern and mediating differing realities.
- Similar studies may be undertaken on the colleges of other states for comparison and arriving at broad generalization across Indian society.
- More socio-psychological variables can be space incorporated in the possible influence on career orientation of female college students.
- It is known fact that most of female students in higher education come from mottle and upper strata of society and career orientation refers to such students. In case of low strata, illiteracy becomes another bottleneck in girl's higher education and better employment. Hence study on these vulnerable groups of girls and women can be focus of micro level studies.
- Girl's education and employment are essentials of modern society as an issue of human rights. It is important to undertake longitudinal studies of society to look into causes of educability and employment among women folk.
- A change in the methodology of conducting research is desirable, where life histories, individual and collective experiences of working women in the mode of research must be encouraged.
- There is a need to use desegregated data to identify disciplines that have actually become feminine within the overall science faculty and the employment potential of these disciplines along with the positions of women in the professional hierarchy, need to be studied to generate a more realistic picture in order understand the nuances of the change and examine the returns from education of women in science.
- Studies want to elicit subtle reasons that affect the performance of women in male dominated disciplines. Some factors while appearing to be non-biased must be tested for gender neutrality in order to evolve egalitarian culture at work place as well.

- Future research on the career and family values of college undergraduates is needed to investigate how male and female of different ethnic backgrounds value career and family role expectations whether or not an increased sample size would affect and the influence of college environment factors (size, religious affiliation and location) on gender values.
- More studies need to be undertaken to examine the parallel streams of education, one by the state run schools and the other by private English medium schools. The linkages of those different streams of education to the employment opportunities opened by globalization and liberalization need to be studied to explore the implications for equality in educational opportunities and hence better career options among women.