

**JOB PREFERENCES OF ADOLESCENT GIRLS
AND PARENTS IN HARYANA**

**BY
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&
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2018

CERTIFICATE - I

This is to certify that this thesis entitled, “**Job Preferences of Adolescent Girls and Parents in Haryana**”, submitted for the degree of **Doctor of Philosophy**, in the subject of **Extension Education & Communication Management**, to the Chaudhary Charan Singh Haryana Agricultural University, is a bonafide research work carried out by **Shalini** Admission No. **2013HS02D** under my supervision and that no part of this thesis has been submitted for any other degree.

The assistance and help received during the course of investigation have been fully acknowledged.

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CHAPTER-I

INTRODUCTION

Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. The term adolescent means 'to emerge' or 'achieve identity.' India has largest adolescent population in the world. According to the UNICEF's flagship (1987) 'World's Children report stated that country's adolescent constituted 20.0% of the world's 1.2 billion adolescents. In India, they account for 22.8% of the population (PCPP, 2000). This implies that about 230 million Indians are adolescents in the age group of 10 to 19 years. But in census 2011, about one-quarter of India's population is adolescent. In Haryana, sex ratio of adolescents is 785 in urban areas while in rural areas sex ratio of adolescent is 815.

Adolescents carve out ambitious plans for their future. During this critical stage in the life cycle, a young person's social, economic, legal and political status is transformed. Adolescence is a time of preparation for the adult roles of worker, citizen and community participant, spouse, parent, and household manager. Adolescence is also a time of gender differentiation. In many societies, the world expands for boys and contracts for girls during the teen years. Adolescence is a critical period of capacity development and one of heightened vulnerability and risk, especially for girls.

Adler (1952) strongly emphasized the importance of the role of family environment in determining the life styles of individuals. A child who is neglected may choose a style of life characterized by feelings of revenge and hostility, whereas a child who is pampered may choose an excessive need for attention, UNICEF (1987). It has been observed by the researchers that children living in poor environment cannot develop their potentials and skills to the maximum extent that have a negative effect on their performance in schools and achievements in social life.

According to Tucker and Bernstein (1972), two environments, home and school share an influential space in individual's life and there exists a unique combination between the two. The family environment and the school environment have regularly been linked in the scientific literature to psychosocial and behavioural adjustment/problems in the adolescent period (Este'vez, *et al.* 2005; Murray and Murray, 2004; Stevens *et al.* 2002). The quality of adolescent-parent, adolescent-peer and adolescent-teacher interactions influence and may determine, the way adolescents perceive themselves in relation to others, their attitudes and their behaviours (Jessor, 1991; Lila *et al.* 2006; Werner, 2004).

Family being the first and major agency of socialization has great influence and bearing on the development of the child. It is the home which sets the pattern for the Childs'

attitude towards people and society, aids intellectual growth in the child and supports his achievements. A highly significant positive relationship between the variables of academic achievement and family scores had been assessed (Shaha and Sharma, 1984).

Next to family, school is the most important experience process of child development. These two environments not only affect the educational aspiration of adolescents but also affect directly or indirectly on the academic achievement of children. Pupils immediate environment is the classroom where unique face-to-face group interaction marked by interpersonal relationships among its members. These interpersonal relationships essentially include teacher-student relationship and peer relationship. The general atmosphere within the academic activities that take place influence the social relationships. Two types of social interactions occur in the classroom Teacher vs. Students and students vs. students. First one is the most referred one in educational context. However, the interaction going on amongst students is equally significant from a psycho-social view point. The success or the failure of the students also depends on the quality of classroom's social climate (Sunitha, 2005).

Adolescence is a critical period of capacity building. Children and young people have to be supported to develop their skills. Adolescents have the right to take an active part in their own development, survival, protection in the family, in schools, child welfare institutions, orphanages, the media, in the community and at national and international levels. Recognising and harnessing the capabilities of adolescents in their own development contributes to realizing their rights. Empowered adolescents, who have access to information, knowledge and skills, expression, decision making, resources, services and the right to association, are able to better contribute to their own development and protection. Not empowering adolescents and failing to involve them in their own protection misses a key opportunity to develop and utilize their capabilities. It also denies them their rights.

According to Munn (1998), parental involvement in their children's education and choice of career has gained momentum recently and has been a concern of education policy makers. The education system is an area where the relationship between the consumers (parents) and the producers (schools) tilts the balance of power between the two towards the former. He further highlighted that parental influence on a student's choice of education and career is an important issue for the general welfare of the school system. Parental involvement, through the creation of associations and governing bodies in which parents were represented, is a mechanism that encouraged educational planners to pay attention to the key matter of pupil achievements. These bodies, including other out-of-school participants, allow society to express a view on education and "drive" the education system towards improved standards in education.

Identity development neither begins nor ends in adolescence or early adulthood. Similarly and more specifically, neither is decisions relating to choice of a career or

occupation limited to adolescence or early adulthood. Patton & McMahon, (2006) defined career development as “a lifelong process of getting ready to choose, choosing, and typically continuing to make choices from among the many occupations available in our society”. At the same time, choosing a career remains an extraordinary developmental achievement in adolescence and early adulthood. According to Bakshi, (2011) even though career trajectories no longer may be singular, linear or necessarily stable, the choice of a career represents a coming of age for youth.

In India, with caste-based occupational role allocation gradually breaking down especially in urban areas and with the proliferation of newly-emerging occupations, the choice of a career has become a more complex decision for youth and families to make Arulmani and Bakshi, (2011).

Today’s modern society expects everyone to be high achiever. The key criterion to judge one’s true potentialities and capabilities is perhaps scholastic/ academic achievement. Academic achievement has become an index of a child’s future. Therefore, it is putting a great pressure on the minds of children and their parents. This scholastic achievement is a function of cognitive and non-cognitive aspects of personality and is the resultant of various factors like personal, social, economic and other environmental factors.

Adolescents are often driven by careers unrelated to their aptitude and suitability often under parental and societal pressure especially with regard to traditional careers like engineering, medicine, teaching etc. The selection of a career or profession is one of the most important things of life. But it is equally difficult. The lack of guiding services, proper counselling and ever increasing unemployment has further complicated the matter. There is almost a complete lack of career guidance to adolescents and their parents. A right choice of a career is of fundamental importance. It does depend on one’s success or failure in life. A correct choice may lead to happy, prosperous and satisfying career and life.

On the other hand, a wrong selection of career may result in failure, disappointment and sadness in life. Therefore, the problem should be faced and resolved as early as possible. It is better if one decides at the school stage itself what career one is going to adopt in future. But the school-going students are quite young, inexperienced and raw to take a right decision. They cannot be the best judge in the matter. So, there is need of proper guidance, counselling, advice, vocational trainings, encouragement and orientation about the various careers available for them. Parents, teachers, professional guides and counsellors should help them. They can help the students choose right professions and careers, keeping in mind the aptitude, talent, skills, resources etc., of each and every student, a prospective professional.

One of the main aims of education is to give maximum help in one’s professional life. If vocational aim is not fulfilled, then education is worthless. Education helps in discovering the talent, determining potential and identifying a vocation closer to a calling. Present study

has therefore been planned to assess the job preferences of adolescent girls and their parents with special focus on education and to identify the issues affecting job preferences with following specific objectives:

1. Study the knowledge of adolescent girls and their parents about job opportunities
2. Determine the job preferences of adolescent girls and parents
3. Identify the issues regarding job preferences of adolescent girls and their parents
4. Development, distribution and impact of literature on job opportunities

Scope of the study:

The present study generates useful and exhaustive information about job preferences of adolescent girls and their parents. The present study is an attempt to analyse job preferences and opportunities of adolescent girls and their parents and affect of supportive environment in home, school on these preferences. It is hoped that the findings of this study would be helpful to the students, parents, and teachers would be adolescents and all concerned persons in their efforts to support the development of adolescents.

Limitation of the study:

The present study has its own limitations with regard to study area, sample size, time, money and other resources as faced by a single researcher. The study is confined to Hisar and Bhiwani district of Haryana State; therefore, findings cannot be generalized and will be limited to only those areas which are similar to the areas covered under the study.

CHAPTER-II

REVIEW OF LITERATURE

This chapter deals with the past researches reported on the topic of investigation. Review of literature is not only helpful for researcher in gleaning the ideas of other's interest in a particular research problem, but also helps to provide base for developing a framework, insight into the methodology and suggest operational delimitation of the concepts and finally work out a basis for interpretation of findings. The most pertinent reviews that the researcher could lay hand on various aspects pertaining to the area of study have been included in this chapter. The review of literature so collected has been presented as under:

2.1 Factors affecting job preference of adolescents and their parents

2.1.1 Socio-economic status on job preference

2.1.2 Impact of family and school environment on job preferences

2.1.3 Impact of media

2.1 Factors affecting job preference of adolescents and their parents

2.1.1 Socio-economic status and job preferences

Kerka (2000) studied the influence of family on children's career choice and development. Much of this research has demonstrated links between career development and such factors as socio-economic status, parent's occupational and educational attainment and cultural background.

Mau and Bikos (2000) reported that both parental education and income influence the career aspirations of students and family's socio-economic status.

Weinger (2000) found that those from middle class families valued their parents' income would help them obtain their professional career, and saw themselves in similar professional roles as their parents. Whereas, the low income students did not feel their parents would naturally finance their education, nor did they have high-level, professional careers images of their parents on which they could model themselves.

Bandura et al., (2001) stated that family's socioeconomic status might affect parents' perceived efficacy and academic aspirations, which might affect their children's engagement in occupation.

Bajema (2002) conducted a qualitative study of 17 rural high schools, (1051 students) and identified that ninety-six percent of the students indicated that they planned to pursue some type of post-secondary education. Students perceived that the environment provided by their schools was supportive of their educational and occupational aspirations.

Devi and Kiran (2002) reported that large family size, low educational status of parents, low parental involvement and low parental encouragement were found to be the major family factors associated with scholastic backwardness.

Hill *et al.* (2004) found that parents from higher SES background tend to be more involved and therefore indirectly influenced aspirations and achievements. It was reported that adolescents from a higher SES background model their own parents' academic experiences.

Subramaniam (2005) investigated the vocational preferences of the adolescents in relation to the gender urban-rural background and vocational personality of teachers to inquire whether the social, structural and personality variables had any effect on vocational preferences. The finding showed that the factor of gender had an influence on the vocational preferences of adolescents. It also revealed that the variables of sex, rural-urban background and teachers' vocational personality did influence the vocational preferences of adolescents.

Berzin (2010) reported that gender, younger age, non-white race, stronger home academic environment, higher levels of parent-school behaviour expectations, better academic performance, greater engagement in school, and higher levels of peer and parental support- were associated with higher post-high school aspirations.

Sunita (2011) found significant differences in the religious, democratic, economic, knowledge, hedonistic, family prestige and health values of high socio-economic status and low socio-economic status of the students. High socio-economic status students found to be higher on religious values whereas students of low socio-economic status were found to be higher on democratic, economic, knowledge, hedonistic, power, and family prestige.

2.1.2 Impact of family and school environment on job preferences

Fisher & Griggs (1994) studied the factors that influence the career development of youths. They found that family functioning had a greater influence on career development than either family structure or parent's educational and occupational status.

Way (1998) stated that the family was a place in which children learn to interpret reality. Parents served as significant interpreters of information about the work and children's abilities. By sharing workplace stories, expression concern for children's future and modelling work behaviours, parents served as a context for interpreting the realities of the work.

Hairston (2000) reported that parents' career aspirations aid children in selecting occupational goals and influence their knowledge of occupations, and familiarized them with occupational roles and requirements. Whether the child internalizes those aspirations is greatly determined by numerous values found within the home.

Panda and Jena (2000) conducted a study on "effect of some paternal factors of class IX students' achievement motivation" such as place of residence, occupation and

educational qualification of fathers on 200 students selected from 6 secondary schools located in the headquarter of Jaipur and Kalahandi districts. The students belonging to fathers of Jaipur district, service group and high educational qualification category were found to have significantly better achievement motivation as compared to their counterparts of Kalahandi district, non-service group and low educational qualification group fathers.

Hairston (2000) listed the factors that influence career choice processes, family members, particularly parents were the most influential determinant of career plans, occupational aspirations, and occupational expectations. Study also reported that respondents were strongly influenced to teach vocational subjects when parents encouraged pursuits of activities associated with vocational concentrations. From there, students began to discover aptitudes for technical areas within specific vocational concentrations. Respondents who discovered strengths and interests in the hands-on aspects of vocational subject matter with their parents were interested in continuing those interests later in life.

Otto (2000) stated that the parental role in youth career development demonstrated parents' influence on adolescents' career planning. Parents, especially mothers, had been found to be the most important advisors of their children in the process of making career plans.

Arulmani (2001) interacted with 755 high school students. It was observed that two specific types of parental influence operated on children's career development e.g. parental education and parent's employment. The percentage of students intending to study further decreased with parental education. The largest percentage of students who didn't have any career plans had parents who were illiterate. Students whose parents' employment was uncertain expressed their intention to forego further education and begin working immediately. Conversely, almost all students who expressed their intention to study further and prepared systematically for a career, had parents who were comfortably employed.

Schultheiss et al., (2001) studied siblings' relationships in relation to students' career decision making. Emotional supports, providing additional career information and encouragement to make decisions were the areas in which siblings could influence the career decision making process of the students.

Lee (2001) found that parental attachment was positively correlated with career maturity, which was defined, as how prepared an adolescent was to make career decisions. Though career maturity might not be synonymous with career exploration, Career exploration was a necessary step in the process of gaining career maturity

Kracke (2002) reported that during adolescence, a major developmental task was to explore various career options and develop career choice intentions consistent with one's own abilities, values, and interests.

Hargrove et al., (2002) found that family interaction patterns played a small but significant role in the development of stable career goals and career decision making self-efficacy.

Garg et al. (2002) reported that parents were playing most significant role in shaping aspirations of adolescents because they provide the opportunities, encouragement and support for their children's learning.

Devi and Mayuri (2003) studied the effect of school factors in student's achievement, Teachers qualification, physical setup, curriculum and subject matter, classroom organization, method of teaching and teacher-student interaction were found to be effective in the academic achievement of the children.

Manoharan and Sundaram (2003) studied certain variables related to classroom climate and teacher's teaching as perceived by higher secondary students. The results revealed that, there was no significant difference in classroom climate as perceived by the students in terms of locality of school (rural and urban), type of management (govt vs aided school) and getting scholarship.

Simpson (2003) stated that parents might assume other variables such as occupation or education to be most influential. Their influence was most often exerted through normative channels including their interest in schoolwork and aspirations for educational achievement.

Chenoweth and Galliher (2004) reported that the family environment and economic status had often been identified as an influence in the decision of youth to enroll in higher education. Finances often dictated educational choices, determine the availability of certain peers, limit or permit access to health services, and host other social contexts (e.g. church, daycare, recreational activities, etc.).

Kaur and kalaramna (2004) conducted a study to assess the existing levels of inter-relationship between family environment and socio-economic status and found that socio-economic status and family environment affected social environment. Study revealed that with the increase in socio-economic status, the level of recognition of social environment (0.324***), tactfulness (0.293***), sense of humour (0.254**) and memory (0.544***) also increased in males and the relationship was found significant. Similar was the case as far as females were concerned but there was an inverse and significant relationship between socio-economic status and patience in females (-0.247**) and it was non-significant patience with socio-economic status of males. The other dimensions i.e. cooperativeness, confidence and sensitivity was non-significantly related with socioeconomic status of both males and females.

Taylor et. al., (2004) wrote an article and argued that, without parental approval or support, students were often reluctant to pursue or even explore diverse career possibilities. Parental encouragement was found to have significant direct effect on learning experiences, efficacy and outcome expectancies. They also reported that parents play a significant role in the occupational aspirations and career goal development of their children. Without parental

approval or support, students and young adults are often reluctant to pursue, or even explore diverse career possibilities.

Whiston and Keller (2004) studied the influences of the family on career development and concluded that, across the lifespan, both family structure variables such as parent's occupations and educational level and family process variables such as warmth, support, attachment and autonomy from parents were found to influence a large number of career constructs. Family functioning was a broader concept that encompasses parenting style along with factors such as parental support and guidance, positive or negative environmental influences and family members' interaction styles.

Adeyemo (2005) examined the effects of different parental involvement dimensions on academic achievement of 250 secondary school students and found that parental involvement in their child's school environment significantly affected students' academic achievement.

Hamamc and Hamurlu (2005) found that the level of career indecision of the students whose fathers had positive attitudes was lower than those whose fathers had negative attitude about helping their children for career development.

Kalil *et al.* (2005) stated that fathers' (but not mothers') job characteristics in terms of job autonomy and job complexity is linked to teenage boys' and girls' expressed preference for a job like that of their parents.

Kaushik and Rani (2005) conducted a comparative study to explore the impact of parent child relationship on achievement aspiration of adolescents. The study was conducted on boys and girls in the age range of 14-16 years. The results indicated that home environment and parent child relationship affected the achievement aspiration of the adolescents, irrespective of their gender.

Kenny *et al.* (2005) examined self-image and parental attachment during late adolescents found that higher maternal attachment scores were predictive of higher self-confidence scores and positive vocational attitudes. Maternal attachment was also found to be a significant and positive predictor of ethnic identity. Paternal attachment was predictive of higher social functioning scores which measure patterns of interpersonal relationship and friendship.

Maier (2005) found that support and challenge from parents affected an adolescent's educational values. Adolescents who experienced high levels of support in the home were more likely to form short-term educational values such as earning high grades in school.

Jacobs *et al.*, (2006) concluded that children respond differently to maternal and paternal expectation depending on the gender of the child. They also agreed that the variables of gender-stereotypes might greatly impact career choices of children.

Poulter (2006) stated that, "Children have a nonstop camera running in their mind, recording any and all behaviours, comments, and attitudes of their parents". Children's career preference can be influenced by regularly witnessing gender-typed interactions in the home. This might included the portrayal of a dominant or non-dominant parental role that conveyed a message to children about their own role in society.

Ferry (2006) stated that the lack of family involvement in the career choice process appeared to be influencing the youth inability to make decisions. It was also perceived that family members play significant role to assist with their decision-making process. Both the youth and their families were taking a passive role in making a future career decisions and implementing a plan of action to achieve it.

Schlippe & Groth (2006) Parents often reported a dilemma between wanting their life's work to be continued through their children on one hand but not wanting to influence their offspring's career and life planning on the other.

Millward *et al.* (2006) concluded in his study with regard to job preferences that the youth "were highly active in making their own decisions about what they want based on what they knew they can and cannot cope with, combined with knowledge of what they were good at". It was also reported that youth were heavily dependent on their own personal instincts or judgements of what was right for them. Personal experience was the foremost source of job knowledge acquired through work observation, actual work experiences, or through talking to family or friends in those jobs. In making job decisions, there were three outstanding influences: family advice/role models/informal chatting, work experience, and inspired by own interests/enjoyment. Students rated parental advice as the most used and most helpful source of career advice.

Garg *et al.* (2007) revealed that adolescents from single-parent families scored significantly lower than adolescents from intact families on educational aspirations, and other predictor variables. Hierarchical regression analysis showed that the pattern of relationships between educational aspirations and other factors were very similar for adolescents from both types of families; namely academic self-concept significantly predicted educational aspirations. The family involvement and background factors predicted educational aspirations via academic self-concept.

Chaturvedi (2009) in a study investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The sample consisted of 300 students in the age range of 12-15 years, from various schools of Bhopal. The results showed that all the six sub-scales of school environment have significant effect on achievement motivation and three sub-scales have significant effect on academic achievement. It was concluded that the school environment

played a significant role in achievement motivation as well as academic achievement of young adolescents.

Alika and Egbochuku (2009) written a paper on ‘Vocational Interest, Counselling, Socio-economic Status and age as a Correlates of Re-entry of Girls into School in Edo State’ reported that there was a significant relationship between vocational interest, counselling, and socio-economic status on re-entry of girls into schools.

Navin (2009) suggested that exploring career options before committing to a career increased future career, success and satisfaction. Thus, variables that influenced career exploration in adolescents should be identified and acknowledged.

Arulmani (2011) found that urban high school students from lower SES homes who participated in a culturally-resonant career guidance intervention had a dramatic reduction in negativity of career beliefs.

Creed (2011) found that the out-of-home care adolescents reported lower occupational aspirations, less career planning, more career barriers, lower educational aspirations for themselves, lower parental aspirations and more school engagement. Further, career exploration was lower for out-of-home care children.

Deepshikha and Bhanot (2011) conducted a study on family environment of 100 adolescent girls (aged between 17-18 years) and its impact on their socio-emotional adjustment. The findings revealed that all the eight family environmental factors, viz., cohesion, expressiveness, conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Mutekwe (2011) reported that career choices and aspirations for girls were influenced by a whole range of factors most notable of which were gender role socialization, parental expectations, teachers’ attitude, the gender-typing of school subjects studied as well as the gendered occupational landscape in which they exist.

Reddy et. al. (2011) investigated to identify the priorities of vocational educational courses and interests of the Indian undergraduate students. The study suggested that vocational courses introduced at the graduation level for developing the employable skills among the students and to equip them for self employment will be successful only if the courses were organized based on the employment market and the aptitude of the students. The study identified that the scheme of career oriented courses will be successful only if the courses related to computer, human rights, education for special children, women studies, office management, electrical technician, medical lab technician, environmental studies etc. will be included in the curriculum. Further, it also disclosed that the students studying stream of education, year of education were closely associated with the vocational interests.

Vig and Jaswal (2011) investigated correlation of parental stress and emotional adjustment with quality of the parent-child relationship. The analysis revealed that emotional adjustment of the parents showed positive correlation with all the positive dimensions of parental-child relationship *viz* acceptance, marital adjustment and realistic role expectations, whereas, parental stress showed negative correlation with these positive dimensions of parenting.

Bhatia (2012) revealed that healthy family relationship greatly influenced socio-emotional intelligence of the adolescents. Family was the place where the children learned to use their faculties and understand and cope with the physical world. It was a time when they didn't bother with trivial things, such as the family relationship because they knew that they were the kingpin of their family. It was the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. They enjoyed meeting them on family vacations and family reunions and exchanging family reunion gifts with them.

Fosco et al. (2012) examined the specific role of parental monitoring and of family relationship (mother, father, and sibling) and stated that were critical to the deterrence of problem behaviour in early adolescence. Results indicated that parental monitoring and father-youth connectedness were associated with reductions in problem behaviour over time, and conflicts with siblings were linked with increases in problem behaviours. No associations were found for mother-youth connectedness.

Shumba & Naong (2012) found that the family, the ability of the learner self to identify his/her preferred career choice and teachers were significant factors that influenced the career choice and aspirations of students.

Borah (2013) examined the relationship between family environment (FE) and the academic achievement of adolescent revealed that family environment played a vital role in student's life. It had a positive effect on academic achievement of the students. Family environment and academic achievement were significantly correlated to each other.

Deshpande and Chhabriya (2013) assumed that adolescents perceiving parental acceptance attitude would have higher self-esteem than the adolescents perceiving concentration and avoidance attitude of parents. The findings suggested that adolescents perceiving parental acceptance attitude have a higher self-esteem than the adolescents perceiving concentration and avoidance attitude of parents. Therefore parental attitude of acceptance significantly contributed to high self-esteem of the adolescents.

Kumar (2014) studied the emotional maturity of adolescent students in relation to family relationship. The study revealed that there was a significant difference in emotional maturity of girl adolescents. The result also revealed that there was significant relation between emotional maturity and family relationship of adolescent students. This showed that family relationship determines emotional maturity of adolescent students.

Singh (2014) reported that the maximum i.e. 60% of adolescents from private schools cited personal preference as the most important criteria for selecting their career. While 20% of adolescents gave second choice to parents pressure and convenience (10% each), followed by socio cultural factors. Difference in the selection criteria amongst boys and girls was almost negligible and likewise amongst government and private schools.

Arun et al. (2015) conducted a study on 137 adolescents (aged between 17-19 years) examined the self –concept in relationship with family environment among adolescents. The study revealed that there was no significant difference between male and female adolescent in their self-concept and in their family environment. There was a highly significant positive correlation between self-concept and family environment among adolescents.

2.1.3 Impact of media

Media have contributed tremendously in changing nation and societies. In spite of inequalities in our society, revolutionary changes have taken place. No task can be accomplished successfully and adequately without media support. Some reviews related with impact of media have been presented below:

Roger (1963) reported that mass media assume very important responsibilities. Mass media have been termed as hidden-persuades which selectively reflect social reality and thereby create a reality in the minds of audience. Among the mass media print media occupy a key position, being the cheapest and also very reliable medium. It also has the unique value of preservation. Print media is one of the most suitable channels for communicating information as people still believe in written communication and it can be stored and referred again. The popular belief that only literate have access to the print media has been disapproved by the researcher. There is a growing evidence that even illiterate can be reached through print media via the dependency literacy route (Roger 1963). Some reviews related with impact of media have been presented below:

Dub (2003) found that majority of the respondents expressed opinion that language of all newspaper was easy. The news was found to be reasonably interesting and somewhat useful. News was of appropriate length and was timely also.

Verma (2003) observed that after imparting the knowledge through various visual/printed materials such as posters, charts, leaflets and booklet, a significant gain in knowledge.

Chaudhary (2004) development visual/print media for pre-school children and reported that all the media were assessed high in terms of all the parameters i.e. understanding of the title, clarity of printing, size of font, appropriateness, clarity of picture, colour combination folds and understandability by more than 75 per cent of judges.

Sharma (2010) found that majority of the homemakers are regular reader of newspaper. Women read the newspaper for taking information, news and for the entertainment. Majority of the respondents are the sometimes read the magazine. Print media like magazine and newspapers are powerful media to give the information among the homemakers.

Roy *et al.* (2010) revealed that more than half of the respondents were found to view television regularly, 38% and 44% of the rural youth listened to all India Radio programmes regularly and occasionally respectively. Farm demonstration, extension materials (leaflets, posters) and farm journals were rarely consulted by rural youth.

Worku (2010) indicated that 91.4% of trained sample respondents suggested that, they have frequently used handouts and books to aid the training.

Therefore, it could be rightly said that the unique advantage of media in the total communication system is that publication allow the readers to control the occasion, the pace and the direction of change. Publications produce superior retention of complex factual material as compared to oral presentation. They also force reader to participate more effectively and creatively. Printed media are considered to be the most powerful channel of communication pouring useful information in every field.

CHAPTER-III

MATERIALS AND METHODS

Research is scientific and systematic search for pertinent information on a specific topic. The systematic research methodology plays a significant role in solving the research problems. It represents the logic behind the methods used by researcher in the context of research study and explains the relevance of a particular method or technique adopted for the research purpose.

This chapter contains relevant information pertaining to the research design and other methodological steps required for present investigation.

The research procedure has been distinctly described under the following sub- heads:

- 3.1 Locale of study
- 3.2 Research design
- 3.3 Sampling procedure
- 3.4 Variables and their measurements
 - 3.4.1 Independent variables
 - 3.4.2 Dependent variables
- 3.5 Preparation of Booklet
- 3.6 Data collection
- 3.7 Data analysis

3.1 Locale of study

The study was conducted in Haryana state purposively.

3.2 Research design

The study used Experimental design with Pre and Post test.

3.3 Sampling procedure

3.3.1 Selection of Districts, Blocks and villages

Two districts, Hisar and Bhiwani were selected randomly from Haryana state on the basis of rural female literacy rate i.e. in between 65%. In Hisar, rural female literacy rate is 62.3% and in Bhiwani, it is 64.8%. One block was selected randomly from each selected district comprising of total 2 blocks for the study (Hisar I block from Hisar district & Tosham block from Bhiwani district). A list of senior secondary schools in villages in both the districts outside the municipal limits and also in Hisar and Bhiwani city was prepared. From the prepared lists, two schools (Ladwa & Talwandi Rana from Hisar I block and Bajina & Dhani Mau from Tosham block) from each block and 2 senior secondary schools from Hisar

and Bhiwani cities were selected randomly. Hence, 8 senior secondary schools (i.e. 4 from selected villages and 4 from Hisar & Bhiwani city) were taken for the present study.

3.3.2 Selection of respondents

From each selected school, 25 adolescent girls enrolled in class XI and XII both and their parents were selected for present study. Thus, the total sample of 200 adolescent girls and 200 parents (200 mothers & 200 fathers) were selected for the study, thus making a total sample of 600.

LOCALE OF STUDY

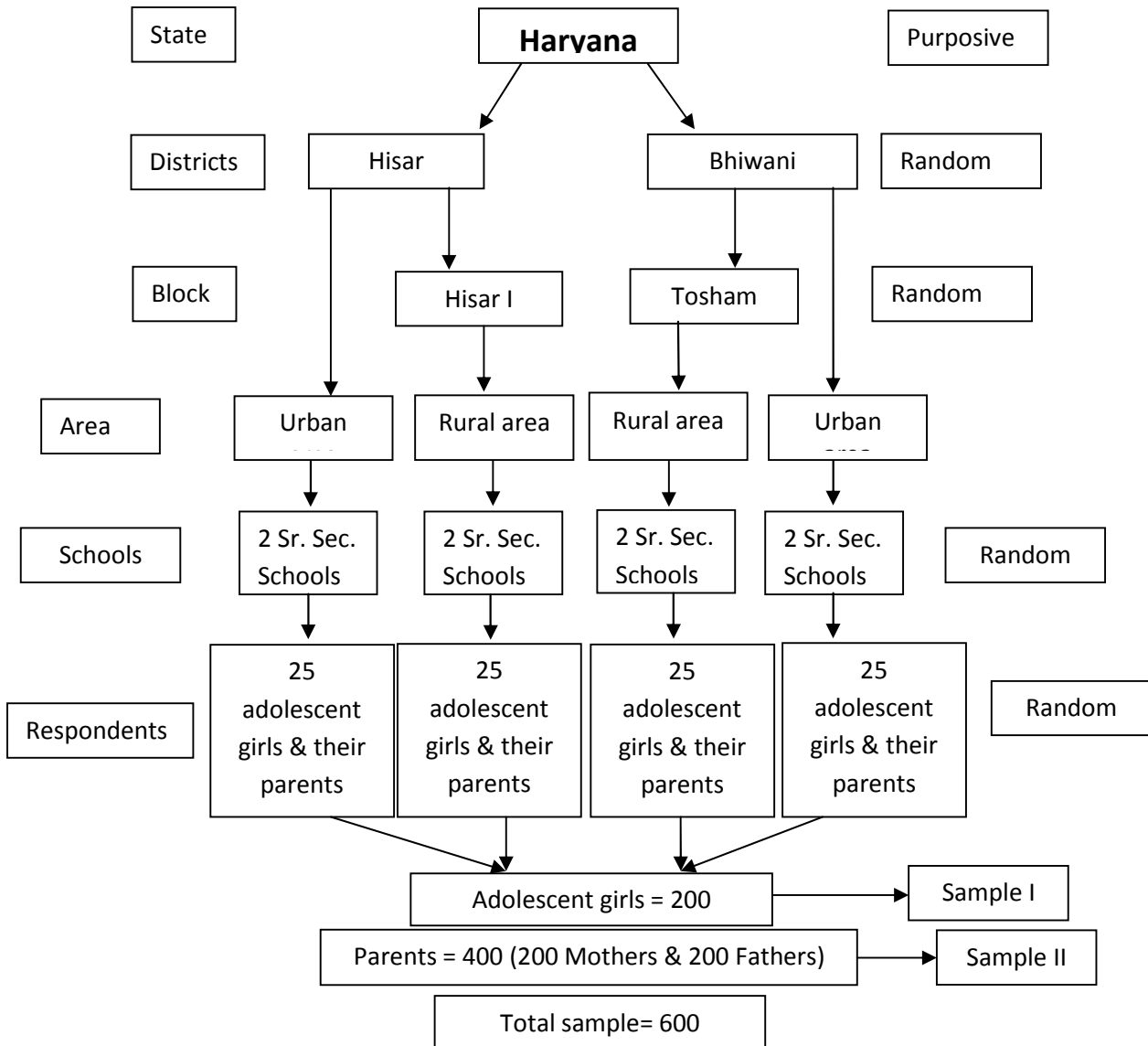


Fig. 1: Sampling Procedure

Variables and their measurements

A variable is a set of values that forms a classification. A value is anything which can be predicted. There were two types of variables in the study- independent and dependent variables. In

the present study, two sets of independent variables were studied i.e. socio- economic and personal variables of parents and personal variables of adolescents. Selected variables and their measurements as per objectives are given below:

3.4 Variables and their measurements:

	Variables	Measurements
1.	Independent variables	
A)	Socio-economic and personal variables of Parents	
1.	Age	Chronological
2.	Caste	} Schedule was developed
3.	Education	
4.	Educational status of family	
5.	Occupation of respondent	
6.	Family occupation	
7.	Allied occupation of parents	
8.	Family type	
9.	Family size	
10.	Family income (Monthly)	
11.	Housing condition	
12.	Area of residence (Locality)	
13.	Preferred age of marriage of children	
14.	Material Possession	
B)	Personal variables of Adolescents	
1.	Age	Chronological
2.	Birth order	} Schedule was developed
3.	Academic achievement in previous class	
4.	Distance of school (km.) from home	
5.	Tuition facilities	
6.	Marital status	
7.	Participation in choosing career	
C)	Communicational variables	
1.	Preference, use and control of Mass Media	Schedule was developed for both the target groups
D)	Situational variables	
1.	Family Environment Scale (for both the target groups)	FES by Moos, 1974
2.	School Environment Inventory (For Adolescent girls)	SEI by Misra, 1983
E)	Psychological variables	
1.	Crystallization age (For Adolescent girls)	Schedule was developed
2.	Parental Encouragement Scale (For Adolescent girls)	PES by Sharma, 1988
3.	Parent-Child Relationship Inventory (Only for Parents)	PCRI by Gerard, 1994
2.	Dependent Variables	
1.	Knowledge about job opportunities	} Schedule was developed for both the target groups
2.	Job preferences	

3.4.1 Independent Variables

The measurement procedure of selected independent variables is elaborated as under:

A. Socio-economic and personal Variables of Parents:

Age: Age was operationalized as chronological age of the respondents in years at the time of data collection. On the basis of minimum and maximum age of selected parents, was divided into three categories. The score intensity allotted to each of the following categories is given below:

Sr. No.	Category	Score
1.	38-45 years	1
2.	46-55 years	2
3.	56 & above	3

Caste: It refers to the class or distinct hierarchical order of a family in the society. It includes the classification of persons according to certain caste. Codes were given as under:

Sr. No.	Category	Score
1.	General	1
2.	Backward Caste	2
3.	Schedule Caste	3

Family Type: It refers to the classification of family as nuclear or joint. A nuclear family was considered as members of the family of only one person which included minors and other dependants. A joint family was referred to one which constituted two or more married brother's families living together. Scores assigned to each of these categories were as follows:

Sr. No.	Category	Score
1.	Nuclear	1
2.	Joint	2

Family Size: It was operationalized as the total number of the members in a family living together at the time of data collection. The inventory was developed in order to categorize the respondents on the basis of family size and the scores were assigned to each category as given below:

Sr. No.	Category	Score
1.	Small (up to 4 members)	1
2.	Medium (5-7 members)	2
3.	Large (more than 7 members)	3

Education: Education was operationalized as the number of years of formal education acquired by the respondents. The education of respondents was categorized into following categories:

Sr. No.	Category	Mothers' education	Fathers' education	Score
1	Illiterate			1
2	Can read and write			2
3	Primary Middle			3
4	High school			4
5	Senior secondary			5
6.	Graduate & above			6

Family Education: Family education was operationalized as number of years of formal education acquired by the family of the respondents (above 6 years of age). Family educational status was quantified by dividing the total score of formal education of the family members by the total number of eligible members in the respondent's family, as under:

$$\text{Family educational status (FES)} = \frac{\text{Total educational score of the family}}{\text{Total number of eligible members of family}}$$

On the basis of procedure as mentioned above, finally the family educational status was computed and divided into three categories of low, medium and high and scored as under.

Sr. No.	Category	Score
1.	Low (up to 2)	1
2.	Medium (3-4)	2
3.	High (above 4)	3

Occupation of the respondents: Occupation refers to the means of livelihood of the respondents. Inventory was developed to quantify occupational status of the respondents on the basis of following categories and the corresponding score values were allotted to each of these categories.

Sr. No.	Category	Mothers' occupation	Fathers' occupation	Score
1	Agricultural labour			1
2	Business			2
3	Farming			3
4	Service			4

Family Occupation: Family occupation referred to the means of livelihood of the head of family. The scoring procedure was same as for occupation of respondents.

Sr. No.	Category	Score
1	Agricultural labour	1
2	Business	2
3	Farming	3
4	Service	4

Allied occupation: Allied occupation refers to the activities that consist of the person having another occupation with main occupation. Categories formed and scores assigned were as follow.

Sr. No.	Category	Score
1	Labour	1
2	Business	2
3	Farming	3
4	Service	4

Family Income (Monthly): It refers to the amount earned by all family members in a month from various sources *viz.*, agriculture, business, farming, service and other sources. This was operationally measured in terms of actual family income expressed in terms of rupees. The scoring procedure was mentioned below.

Sr. No.	Category	Score
1	Below Rs 10,000	1
2	Rs10,001-20,000	2
3	More than 20,000	3

Housing conditions: It was operationalized as the type of material used for the construction of house. Categories formed and scores assigned were as follow.

Sr. No.	Category	Score
1	Kaccha	1
2	Kaccha Pucca	2
3	Pucca	3

Area of residence (locality): It means the geographical area where respondents were living with their families. Scores assigned were as follow.

Sr. No.	Category	Score
1.	Rural	1
2.	Urban	2

Preferred age of marriage: It refers to the age at which people prefer the age of boys and girls for marriage. Categories formed and scores assigned were as follow.

Sr. No.	Preferred age for marriage (girls & boys)	Adolescent girls	Mother	Father	Score
1.	Below 18 years				1
2.	18-21years				2
3.	22-25 years				3
4.	26 & above				4

Material possession: This referred to the movable property possessed by the respondent's family. This included household equipments, means of transport & agricultural implements. A list of various items was prepared for each component and scores 2 and 1 were assigned for possession and non possession of those equipments. Total scores were divided into three categories of high, medium and low respectively.

Sr. No.	Category	Score
1.	Low (0-15)	1
2.	Medium (16 -31)	2
3.	High (32-46)	3

B) Personal variables of Adolescents:

Birth order: It refers the ordinal position of the selected adolescent among her siblings. It ranked from first born to fourth born and above. Following codes were assigned against each birth order:

Sr. No.	Category	Score
1.	Ist order	1
2.	2 nd order	2
3.	3 rd order	3

Academic Achievement: It indicates the percentage of marks obtained by the student in the last examination. Codes were given as under:

Sr. No.	Category	Score
1.	Fail	1
2.	Pass	2
3.	Distinction	3

Distance of school: It indicates the distance between school and home. Codes were given as under:

Sr. No.	Category	Score
1.	In the village/ city	1
2.	Nearby village/ city	2

Tuition facility (km) from home: It indicates the distance of Tuition from home. Codes were given as under:

Sr. No.	Category	Score
1.	In the village/ city	1
2.	Nearby village/ city	2

Marital status: It refers to a condition of being married or unmarried. Categories formed and scores assigned were as follow.

Sr. No.	Category	Score
1.	Married	1
2.	Un- married	2

Participation in choosing career: Career selection is one of many important choices. Adolescents made themselves also some decisions for determining their future life. So, it referred to the participation of adolescent respondents to choose any career plan after discussing with family members, relatives and others people.

C) Communicational variables: The measurement procedure of selected the communication variables is elaborated as under:

Preference, use and control of Mass Media:

Preference of mass media: It refers to the number of respondents who likes to be exposed to either different aspect of print and electronic media.

Use of mass media: It was operationalized as the degree to which a respondent used various mass media sources (Print & electronic media).

Control of mass media: It was operationalized as the degree to which a respondent has control over the print and electronic media within family members.

The schedule was developed and different categories were listed and scored as under:

Media	Preference of media			Frequency of use			Control of media	
	Most preferred (3)	Preferred (2)	Least preferred (1)	Always (3)	Sometimes (2)	Never (1)	Yes (2)	No (1)
Print Media								
Newspaper								
Books								
Magazines								
Leaflets/pamphlets/ handouts								
Electronic Media								
TV with cable								
Radio								
Mobile								
Computer/ laptop								
Internet facilities								

D) Situational Variables

Family environment

The family is the first to affect the individual. It is the family which gives the child his first experience of living. The influence of the family on the child is, therefore, immense. The influence of other agencies, although indispensable, must build upon the groundwork furnished by the family. Family Environment Scale (FES) developed by Moos (1974) was used to measure the socio-economic climate of family as perceived by the adolescent and their parents. The scale has 60 statements on 5 continuum and assigned 5 marks to strongly agree, 4 marks to agree, 3 marks to neutral, 2 marks to disagree and 1 marks to strongly disagree. On the basis of cumulative scores, the categories for family environment were divided into three as given below.

Sr. No.	Family Environment	Response code
I	Abusive (60-140)	1
Ii	Distressed (141-220)	2
Iii	Functional (221-300)	3

School environment

School is the primary setting where individual first encounter the world of work. Schools are vital forces in children's development affecting their motivation to learn the modes of remembering, reasoning, problem solving, social and moral understanding. Schools put emphasis on developing intellectual skills and concepts necessary for civic competence. In school the most important factor is the atmosphere existing there. School environment is a powerful force and plays a pivotal role in the all-round development of the child. School Environment Inventory (SEI) developed by Misra (1983) on 5 continuum containing 70 items was used to measure the psycho-social climate of schools as perceived by the girl respondents. On the basis of cumulative scores obtained it were categorized i.e. (i) bottom level self managing, (ii) top level self managing, (iii) mediocre level self managing, and (iv) poor level self managing.

Sr. No.	School Environment	Response code
I	Bottom level self managing (350-263)	4
Ii	Top level self managing (262-174)	3
Iii	Mediocre level self managing (173-86)	2
Iv	Poor level self managing(85 and below)	1

E) Psychological Variables

Crystallization age

Crystallization age as defined by Laurence Steinberg is a stage during adolescent in which individuals, typically ages 14-18, first begin to formulate their ideas about an appropriate occupation. It was measured with the help of specifically developed inventory.

The scoring of the scale was done on the basis of 3 point: No idea – 1, some idea – 2 and definite idea – 3. Adolescent were required to select one answer according to crystallized age.

Crystallization Age	No idea (1)	Some idea (2)	Definite idea (3)
13-15 years			
16-18 years			
After 18 years			

Parental Encouragement

Parental Encouragement Scale (PES) developed by Sharma, (1988) was used to the degree/ amount of encouragement which child receives from her parents. Parental Encouragement refers to the treatment originating from parents towards the child with a view to enhance the possibilities of future occurrences of good behaviour by care, concern, approval and guidance. Parental encouragement is one of the aspects of parent treatment patterns. In their encouragement, the parents help the child, guide him/her and coax him/her so that she/he may not feel disheartened at a particular point of difficulty. Parental encouragement is of great significance in developing psychological as well as academic behaviour of a child. PES contained 40 items and on the basis of cumulative scores was categorized. This is a likert type of 3 points scale consisting of 40 statements with and assigning 1 marks to low, 2 marks to average, 3 marks to high.

Response	Codes
Low (0-40)	1
Average (41-80)	2
High (81-120)	3

Parent Child Relationship

Parent Child Relationship Inventory (PCRI) developed by Gerard, (1994) was used to assess parents' attitudes toward parenting and toward their child. PCRI contains 78 items related to the four contents of parent-child-relationship i.e. secure relationship, avoidant relationship, ambivalent relationship, and disorganised relationship. Parent Child Relationship plays an important role in the progress of parent-child relation. This scale is to assess parents' attitudes towards parenting and toward their child. Parent-Child-Relationship Inventory (PCRI) was designed to measure the attitudes as perceived by the adolescent and their parents. On five continuum by assigning 5 mark to strongly agree, 4 mark to agree, 3 mark to neutral, 2 mark to disagree and 1 mark to strongly disagree. On the basis of total scores, it was categorized and scored as under.

Sr. No.	Parent- Child Relationship	Response code
I	Disorganized relationship (78-154)	1
II	Ambivalent relationship (155-233)	2
III	Avoidant relationship (234-311)	3
IV	Secure relationship (312-390)	4

3.4.2 Measurement of Dependent variable

Preferences: Preference is the selection of one thing over others. It refers to the set of assumptions related to ordering some alternatives, based on the degree of happiness, satisfaction, gratification, enjoyment or utility they provide.

Knowledge: Knowledge is a body of understood information possessed by an individual.

Bloom *et al.* (1956) defined knowledge as “those behaviour and test situations which emphasize the remembering rather by recognition or recall of ideas, material and phenomenon”. It is a familiarity, awareness and understanding of something, such as facts, information, descriptions or skills, which is acquired through experience or education by perceiving, discovering or learning. Therefore, knowledge was operationalized as the amount of information possessed by the respondents regarding job opportunities. It was measured with the help of specifically developed inventory on availability of jobs in there streams i.e. science, arts and commerce. Knowledge about job availability was measured in dictomous manner marking yes or no responses.

3.5 Preparation of Booklet

Booklet of 14 pages on “12वीं के बाद करियर विकल्प” was prepared in Hindi containing information regarding various jobs available after 10+2 along with educational qualifications required for those jobs.

Steps for preparation of booklet:

1. **Planning:** Planning is the most important part of any communication process. Planning of booklet was done regarding format, title, number of pages, and number of photographs etc. It was decided to prepare booklet in MS Word in Hindi.
2. **Research:** After planning stage, research was conducted to collect the information regarding the subject. Internet and relevant literature was explored to gather relevant information.
3. **Treatment:** Collected information was arranged and edited according to information required topic wise.
4. **Outline:** After gathering whole information and final decision about treatment, rough outline was prepared.
5. **Sequencing:** Once outline was prepared, then sequencing was worked out to introduce the subject to readers and take it step by step towards end. Photographs were inserted wherever required to make the booklet more interesting and understandable.
6. **Review:** To make improvement in the text and photographs, it was given to 10 judges of different departments of CCSHAU, Hisar for reviewing.
7. **Publishing:** After reviewing and collecting corrections from judges, the final text was published in booklet form after in corporating the suggested corrections. The cover page of printed booklet introduces title, name of authors & department with name of

institution. The final booklet was of 14 pages containing information regarding various careers available according to stream wise and national level institutes offering programmes for higher studies.

Exposure of media package to the respondents and assessment of impact of the media

The respondents were then exposed to the prepared print media package. The booklets were distributed to the adolescent girls in selected senior secondary school from Hisar and Bhiwani districts. After three days of distribution of booklet to adolescent girls, discussions were made with them and clarifications were made as per the queries of the respondents.

The post-exposure knowledge was assessed using the same knowledge inventory to study the impact of the prepared print media package (booklet). This was done on a sample of 5 respondents randomly selected from each school of both the districts.

Change in knowledge

The impact of media was assessed in terms of change in knowledge about job preferences of adolescent girls.

Pre-exposure knowledge scores:

This refers to the aggregate scores obtained by the adolescent girls before exposure to the media package or the existing knowledge of all the selected adolescent girls (200) at pre-exposure stage.

Post exposure knowledge scores

Prepared media was distributed to 40 randomly selected respondents out of 200 selected respondents at pre exposure stage. The aggregate knowledge score of the respondents after exposure to the media was obtained by using the same knowledge inventory. As the study was undertaken to making preferences about job opportunities for adolescent girls, so it was calculated as under.

Change in knowledge= Pre -exposure knowledge score - Post exposure knowledge score.

3.6 Data collection:

Tools and techniques of data collection

For data collection, head of the schools were approached personally and explained the purpose of the study to seek permission. Date and time of visits were finalized for each school well in advance. The adolescent girls of selected classes from different schools were given prior information.

Then, data were collected personally by researcher by interviewing or questionnaire of the adolescent girls to gather information on dependent and independent variables. Standardized scales were used for the collection of data regarding family environment and school environment. Academic achievements of adolescent were obtained from the school records by the latest grade sheet of the examinations.

The importance and objective of the study were explicitly explained to the adolescents. The data were collected in a friendly and in formal manner. The adolescents were asked to read the questionnaire carefully before filling it.

3.7 Data analysis:

The collected data were classified and tabulated in accordance with the standards laid down in order to arrive at meaningful and relevant inferences as per the objectives. For analysis of data, categorization, coding, tabulation, statistical analysis were done. For interpretation of results different statistical tools employed are given below:

Analysis and interpretation of data

Statistical tools applied were as follows:

1. **Frequency and percentage:** To study the profile of the respondents, and other variables included in the study.
2. **Weighted mean:** It was used to calculate perceived impacts, for each item, the frequencies falling under each rating were tabulated. Then the frequency in each of the category were multiplied by the assigned scores and added. The resulting sum of each aspect was divided by the total number of respondents. In this way, the mean weighted score in each aspect were calculated.
3. **Chi- square test:**

This test was used for determination of association between dependent and dependent variable by using the following formula:

$$\chi^2 = \sum \frac{(O_i - e_i)^2}{e_i}$$

Where,

O_i is the observed frequency

e_i is the estimated frequency

The chi square calculated value was compared with chi square tabulated at 5 % and 1 % level of significance, respectively at [(m-1) (n-1)] degree of freedom where m is the number of rows and n is the number of columns. Yates's correction and merging of categories was done to get reliable results.

4. Correlation coefficient

It was employed to find out the degree of relationship of dependent variable with the independent variable.

$$r = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

Where

r = Correlation coefficient

n = Number of respondents

$\sum xy$ = Sum of product of x and y

x and y = Dependent and independent variables

$\sum x$ = Summation of overall dependent variables

$\sum y$ = Summation of overall independent variables

$\sum x^2$ = Sum of square of dependent variables

The results of the present research in accordance with the objectives, derived through the use of prescribed methodology and standard tools, as mentioned earlier, have been presented in this chapter. Following are the main four heads, under which research results have been presented and discussed.

- 4.1** Personal profile of adolescent girls and their parents.
- 4.2** Assessment of family and school environment, parent- child relationship, parental encouragement and parental involvement.
- 4.3** Knowledge and preferences about job opportunities for adolescent girls.
- 4.4** Problems and constraints faced by adolescent girls and their parents
- 4.5** Association between dependent with situational and psychological variables

4.1 Personal profile of adolescent girls and their parents

This section includes 2 parts, (i) socio-personal, economic and communicational profile of parents with respect to age, caste, sex, marital status, education and occupation and material possession etc. (ii) Socio- personal and communicational profile of adolescent girls including age, birth order and marital status etc.

4.1.1 Personal profile of parents

Table-1 represents the socio-personal profile of the parents. It was clear from the table that from Hisar district 46 percent of the sampled rural parents belonged to 41 to 50 year of age followed by below 40 years (42%) while only 12 percent parents were above 50 years of age. Fifty eight percent of the sampled urban parents belonged to below 40 year age group followed by 40 to 50 year of age (34%) while only 8 percent parents were above 50 years of age.

In Bhiwani district, 64 percent of rural parents belonged to below 40 year of age followed by 40 to 50 year age (26%) while only 10 percent parents belonged to above 50 years of age. But in urban area, a little over half of the respondents (54%) belonged to below 40 years of age followed by 41 to 50 years of age (30%) while only 16 percent were above 50 years of age.

In Hisar rural area, an aggregate of 44 percent parents belonged to general caste followed by BC (36%) and SC (20%). In urban area 42 percent belonged to BC followed by general (32%) and SC (26%) castes respectively.

In Bhiwani district, 38 percent of rural parents belonged to BC followed by general (32%) and SC (30%) castes. In urban area, 48 percent parents belonged to general followed by SC (34%) and BC (18%) castes respectively.

It was clear from the table that majority of parents from Hisar rural and urban has nuclear families (67% & 54%) respectively. Similar trend was seen in Bhiwani also with 58 percent rural and 69 percent urban families being nuclear.

Table 1. Personal profile of parents

Sr. No.	Variable	Category	Frequency (%) n=200				Total	
			Hisar		Bhiwani		Rural	Urban
			Rural n ₁ =100	Urban n ₂ =100	Rural n ₃ =100	Urban n ₄ =100		
1.	Age	Below 40 years	42(42.0)	58(58.0)	64(64.0)	54(54.0)	106(53.0)	112(56.0)
		41 to 50 years	46(46.0)	34(34.0)	26(26.0)	30(30.0)	72(36.0)	64(32.0)
		Above 50 years	12(12.0)	08(8.00)	10(10.0)	16(16.0)	22(11.0)	24(12.0)
2.	Caste	General	44(44.0)	32(32.0)	32(32.0)	48(48.0)	76(38.0)	80(40.0)
		BC	36(36.0)	42(42.0)	38(38.0)	18(18.0)	74(37.0)	60(30.0)
		SC	20(20.0)	26(26.0)	30(30.0)	34(34.0)	50(25.0)	60(30.0)
3.	Family type	Nuclear	67(67.0)	54(54.0)	58(58.0)	69(69.0)	125(62.5)	115(57.5)
		Joint	33(33.0)	46(46.0)	42(42.0)	31(31.0)	75(37.5)	85(42.5)
4.	Family size	Small (up to 4 members)	34(34.0)	58(58.0)	36(36.0)	48(48.0)	70(35.0)	106(53.0)
		Medium (5-7 members)	38(38.0)	26(26.0)	42(42.0)	34(34.0)	80(40.0)	60(30.0)
		Large (more than 7 members)	28(28.0)	16(16.0)	22(22.0)	18(18.0)	50(25.0)	34(17.0)
5.	Family Income (Monthly)	Below Rs. 10,000	09(9.00)	07(7.00)	41(41.0)	15(15.0)	50(25.0)	22(11.0)
		Rs. 10,001- 20,000	58(58.0)	68(68.0)	39(39.0)	72(72.0)	97(48.5)	140(70.0)
		More than 20,000	33(33.0)	25(25.0)	20(20.0)	13(13.0)	53(26.5)	38(19.0)
6.	Housing condition	Kaccha Pucca	0(0.00)	0(0.00)	27(27.0)	33(33.0)	27(13.5)	33(16.5)
		Pucca	100(100.0)	100(100.0)	73(73.0)	67(67.0)	173(86.5)	167(83.5)
7.	Material possession	Low (0-15)	24(24.0)	06(6.00)	22(22.0)	18(18.0)	46(23.0)	24(12.0)
		Medium (16-31)	72(72.0)	78(78.0)	55(55.0)	73(73.0)	127(63.5)	151(75.5)
		High (32-46)	21(21.0)	16(16.0)	06(6.00)	09(9.00)	27(13.5)	25(12.5)

Information regarding family size in Hisar rural area revealed that 38 percent parents belonged to medium family size followed by small (34%), whereas 28 percent parents had large families. Data regarding urban area showed that majority of parents (58%) belonged to small family followed by medium (26%) while only 16 percent parents belonged to large families. It was clear from table that similar trend was seen in Bhiwani also. In rural area 42 percent parents have medium family size followed by small (36%) while 22 percent belonged to large families. In urban area, 48 percent parents belonged to small family size followed by medium (34%), whereas only 18 percent parents belonged to large families.

Table also depicted that majority of the parents from Hisar rural and urban had monthly income between Rs. 10,001 – 20,000 (58% & 68%) but from Bhiwani rural area 41 percent of the parents had below Rs. 10,000 monthly income. In urban area, 72 percent of the parents had Rs. 10,001 to 20,000 monthly family income.

It was clear from the table that all the parents from Hisar rural and urban had Pucca houses. Whereas in Bhiwani district, majority (73%) of rural and 67 percent of urban parents also had Pucca houses.

It can be seen from table 1 that the majority of parents from Hisar rural and urban had medium level of material possession (72% & 78%) respectively. Similar trend was seen in Bhiwani also with 55 percent rural and 73 percent urban had medium level of material possession respectively.

4.1.2 Educational and occupational profile of parents

Education of fathers and mothers of the adolescent girls was taken into consideration, the data in this respect revealed that 36 percent of fathers from rural area were graduate & above followed by high school (32%), primary/ middle (18%) while only 14 percent can read and write but in urban area, 48 percent of the fathers were educated upto high school followed by graduate (30%), while 22 percent fathers were primary/middle in Hisar district.

Data regarding fathers' education in Bhiwani district revealed that 38 per cent of fathers were educated upto high school followed by primary/middle (32%), while only 14 percent can read and write and 10 percent were illiterate. Only 6 percent of fathers were graduate in rural area. But in urban area 46 percent of fathers were educated upto primary/middle followed by high school (30%) while only 24 percent fathers were graduate & above respectively.

Results regarding mothers' education clearly showed that in Hisar rural area, 52 percent of mothers were educated upto High school followed by primary/middle class (26%), 16 percent were educated at graduate level, while only 6 percent of mothers could read and write . But in urban area, 46 percent of mothers were educated upto high school level and graduate & above (44%). Only 10 percent were primary/middle class.

Information of Bhiwani district showed that 32 percent of the mothers had high school certificate followed by 28 percent mothers were illiterate, while 24 percent of respondents were educated upto primary/middle in rural area. But in urban area, more than half of the mothers (56%) were educated upto high school followed by primary/middle class (36%) and only 8 percent mothers were graduate respectively.

Data regarding family educational status of Hisar rural area showed that majority of respondents (78%) had high family educational status followed by medium (22%). In urban area, 56 percent of the respondents had high family educational status followed by medium (44%) educational status.

In Bhiwani district, data clearly depicted that approximately half of the respondents (49%) of rural area had medium family educational status followed by high (30%) and low (21%) family educational status. In urban area, more than half of the respondents (58%) had

high family educational status followed by medium (24%) and low (18%) family educational status respectively.

It was well exhibited in Table-2 from Hisar district, 34 percent of fathers were agricultural labourers followed by farming (28%), service (26%) and private enterprises (12%) in rural area. In urban area, majority of fathers (54%) were in service followed by agricultural labourers (22%), farming (20%), while only 4 percent were having private enterprises. Data regarding mothers' occupation of rural area showed that 30 percent of mothers were housewives followed by farming (30%), agricultural labour (18%), service (16%) and private enterprises (6%) respectively.

Table 2. Educational and occupational profile of parents

Sr. No.	Variable	Category	Frequency (%) n=400				Total	
			Hisar		Bhiwani		Rural	Urban
			Rural	Urban	Rural	Urban		
1.	Fathers' Education (n=200)	Illiterate	0(0.00)	0(0.00)	05(10.0)	0(0.00)	05(5.00)	0(0.00)
		Can read and write	07(14.0)	0(0.00)	07(14.0)	0(0.00)	14(14.0)	0(0.00)
		Primary Middle	09(18.0)	11(22.0)	16(32.0)	23(46.0)	25(25.0)	34(34.0)
		High School	16(32.0)	24(48.0)	19(38.0)	15(30.0)	35(35.0)	39(39.0)
		Graduate & above	18(36.0)	15(30.0)	03(6.00)	12(24.0)	21(42.0)	27(27.0)
2.	Mothers' Education (n=200)	Illiterate	0(0.00)	0(0.00)	14(28.0)	0(0.00)	14(14.0)	0(0.00)
		Can read and write	03(6.00)	0(0.00)	08(16.0)	0(0.00)	11(11.0)	0(0.00)
		Primary Middle	13(26.0)	05(10.0)	12(24.0)	18(36.0)	25(25.0)	23(23.0)
		High School	26(52.0)	23(46.0)	16(32.0)	28(56.0)	42(42.0)	51(51.0)
		Graduate & above	08(16.0)	22(44.0)	0(0.00)	04(8.00)	08(8.00)	26(26.0)
3.	Family education (n=200)	Low	0(0.00)	0(0.00)	21(21.0)	18(18.0)	21(42.0)	18(18.0)
		Medium	22(22.0)	44(44.0)	49(49.0)	24(24.0)	71(71.0)	68(68.0)
		High	78(78.0)	56(56.0)	30(30.0)	58(58.0)	108(108.0)	114(114.0)
4.	Fathers' Occupation (n=200)	Agricultural labourer	17(34.0)	11(22.0)	23(46.0)	02(4.00)	40(40.0)	13(13.0)
		Farming	14(28.0)	10(20.0)	17(34.0)	13(26.0)	31(31.0)	23(23.0)
		Service	13(26.0)	27(54.0)	06(12.0)	19(38.0)	19(19.0)	46(46.0)
		Private enterprises	06(12.0)	02(4.00)	04(8.00)	16(32.0)	10(10.0)	18(18.0)
5.	Mothers' Occupation (n=200)	House wife	15(30.0)	11(22.0)	23(46.0)	08(16.0)	38(38.0)	19(19.0)
		Agricultural labour	09(18.0)	0(0.00)	19(38.0)	10(20.0)	28(28.0)	10(10.0)
		Farming	15(30.0)	13(26.0)	05(10.0)	08(16.0)	20(20.0)	21(21.0)
		Service	08(16.0)	10(20.0)	03(6.00)	13(26.0)	11(11.0)	23(23.0)
		Private enterprises	03(6.00)	16(32.0)	0(0.00)	11(22.0)	03(3.00)	27(27.0)
6.	Family occupation (n=200)	Agricultural labourer	41(41.0)	22(22.0)	65(65.0)	20(20.0)	106(106.0)	42(42.0)
		Farming	29(29.0)	23(23.0)	22(22.0)	21(21.0)	51(51.0)	44(44.0)
		Service	21(21.0)	37(37.0)	09(9.00)	32(32.0)	30(30.0)	69(69.0)
		Private enterprises	09(9.00)	18(18.0)	04(4.00)	27(27.0)	13(13.0)	45(45.0)
7.	Allied occupation (n=200)	Agricultural labourer	36(36.0)	0(0.00)	40(40.0)	0(0.00)	76(38.0)	0(0.00)
		Farming	48(48.0)	24(24.0)	36(35.0)	42(42.0)	84(42.0)	66(33.0)
		Private enterprises	16(16.0)	0(0.00)	24(24.0)	26(26.0)	40(20.0)	26(13.0)

But in urban area, 32 percent of mothers were having private enterprises followed by farming (26%), housewives (22%) and 20 percent of mothers were in service.

It was clear from the table-2 data that in rural area of Bhiwani district, 46 percent of the fathers were engaged in agricultural labour followed by farming (34%), service (12%) and private enterprise (8%) but in urban area, 38 percent were in services followed by private enterprises (32%), farming (26%) respectively and only 4 percent of fathers were agricultural labour.

As regards to mothers' occupation of the Bhiwani rural area results showed that 46 percent of mothers were housewives followed by agri- labour (38%), farming and service (10% & 6% respectively) but in urban area, 26 percent of mothers fell under service category followed by private enterprises (22%), agri-labour (20%), while only 16 percent of mothers were housewives and farming women respectively.

Data regarding family occupation of Hisar district showed that in rural area, 41 percent respondents had agricultural labour as their family occupation followed by farming (29%), service (21%) and private enterprises (9%). In urban area, 37 percent of respondent had service followed by farming (23%), agricultural labour (22%), and private enterprises (18%).

As regards family occupation of Bhiwani rural area, it was clear from the table that agricultural labour was the major family occupation as well as in aggregate (65%) followed by farming (22%), service (9%) and private enterprises (4%). In urban area, 32 percent of respondents were from service category followed by (23%), private enterprises (27%), farming (21%) and agricultural labourer (20%) respectively.

Data regarding allied occupation of respondents showed that in Hisar rural area, 48 percent of the respondents were doing farming as allied occupation followed by agricultural labour (36%) and only 16 percent of respondents were having private enterprises. In urban area, only 24 percent of respondents were adopted farming as allied occupation. In Bhiwani rural area, 40% of the respondents were doing agricultural labour as their allied occupation followed by farming (36%) and private enterprises (24%) respectively. But in urban area, 42 percent of respondents had farming as their allied occupation and 26 percent had private enterprises as their allied occupation respectively.

4.1.3 Personal profile of adolescent girls

Personal profile of adolescent girls, in table-3 indicated that majority of girls in rural & urban area of both the districts, belonged to 16-17 years of age (84% & 92% respectively).

Data regarding birth order of adolescent girls showed that in rural area, half of the adolescent girls had first birth order followed by 3rd birth order (32%) and 2nd birth order (18%) in pooled sample. In urban area, 69 percent of adolescent girls had 1st birth order followed by 2nd (20%) and 3rd birth order (11%) respectively. All the selected adolescent girls were unmarried in rural as well as in urban area of both the districts.

Table 3. Personal profile of adolescent girls

Sr. No.	Variable	Category	Frequency (%) n=200				Total	
			Hisar		Bhiwani		Rural	Urban
			Rural n ₁ =50	Urban n ₂ =50	Rural n ₃ =50	Urban n ₄ =50		
1.	Age	16-17	43(86.0)	47(94.0)	41(82.0)	45(90.0)	84(84.0)	92(92.0)
		18-19	07(14.0)	03(6.00)	09(18.0)	05(10.0)	16(16.0)	08(8.00)
2.	Birth order	1 st	12(24.0)	32(64.0)	38(76.0)	37(74.0)	50(50.0)	69(69.0)
		2 nd	10(20.0)	12(24.0)	08(16.0)	08(16.0)	18(18.0)	20(20.0)
		3 rd	28(56.0)	06(12.0)	04(8.00)	05(10.0)	32(32.0)	11(11.0)
3.	Marital status	Un-Married	50(100.0)	50(100.0)	50(100.0)	50(100.0)	100(100.0)	100(100.0)

4.1.4 Academic achievement of adolescent girls

Academic achievement of adolescent girls in previous class showed that in rural area of Hisar district, majority of adolescent girls (74%) passed middle, 94 percent girls passed matric and 95 percent passed 10+1 class respectively. But in urban area, more than half of the girls (58%) passed middle, 90 percent passed matric and 86 percent of girls passed 10+1 class.

Table 4. Academic achievement of Adolescent girls

Sr. No.	Variable	Category	Frequency (%) n=200				Total	
			Hisar		Bhiwani		Rural	Urban
			Rural	Urban	Rural	Urban		
1.	Middle	Fail	02(4.00)	0(0.00)	14(28.0)	0(0.00)	16(16.0)	0(0.00)
		Pass	37(74.0)	29(58.0)	33(66.0)	45(90.0)	70(70.0)	74(74.0)
		Pass with distinction	11(22.0)	21(42.0)	03(6.00)	05(10.0)	14(14.0)	26(26.0)
2.	Matric	Fail	0(0.00)	0(0.00)	07(14.0)	0(0.00)	07(7.00)	0(0.00)
		Pass	47(94.0)	45(90.0)	42(84.0)	48(96.0)	89(89.0)	93(93.0)
		Pass with distinction	03(6.00)	05(10.0)	01(2.00)	02(4.00)	04(4.00)	07(7.00)
3.	10+1	Pass	46(92.0)	43(86.0)	50(100.0)	47(94.0)	96(96.0)	90(90.0)
		Pass with distinction	04(8.00)	07(14.0)	0(0.00)	03(6.00)	04(4.00)	10(10.0)

Data regarding the academic achievement of Bhiwani district girls, it was clear showed that in rural area, cent percent girls passed 10+1 class followed by matric (84%) and middle class (66%) respectively. In urban area, majority of girls (93%) passed matric followed by 10+1 (90%) and middle class (74%).

4.1.5 Number of adolescent girls going for tuitions

Table 5 elucidated information regarding the adolescent girls who were going for tuitions. It was clear from the table 5 that 86 percent rural and cent percent urban adolescent girls were availing tuition facilities in Hisar district. But in Bhiwani rural area, 82 percent adolescent girls were taking tuition facilities in urban area and only 42 percent of adolescent

girls in rural area were going for tuition. The reason behind this result was that the class room teaching was not sufficient for competition examinations.

Table 5. Adolescent girls going for tuitions

Total no. of girls going for tuitions	Frequency (%) n=200			
	Hisar		Bhiwani	
	Rural	Urban	Rural	Urban
	43(86.0)	50(100.0)	21(42.0)	41(82.0)

4.1.6 Stream taken by adolescent girls in higher secondary

Table 6 elucidated the information regarding the stream taken by adolescent girls in XI & XII classes of both the districts. It was clear that in Hisar rural area, 40 percent of adolescent girls had taken art stream followed by science stream (38%) and only 22 percent had taken commerce stream. In Hisar urban area, 42 percent of adolescent girls had taken art stream followed by science stream (32%) and only 26 percent had taken commerce stream. But in Bhiwani rural area, majority of adolescent girls (64%) had taken art stream followed by commerce (20%) while only 16 percent had science stream. In Bhiwani urban area, 48 percent of adolescent girls had taken art stream followed by commerce stream (32%) and only 20 percent had taken science stream. It was the opinion of the respondents that studies in arts is easy and affordable as compare to other two streams.

Table 6. Stream taken by adolescent girls in higher secondary (n=200)

Sr. No.	Stream taken by girls	Frequency (%) n=200				Total	
		Hisar		Bhiwani		Rural	Urban
		Rural	Urban	Rural	Urban		
1.	Science	19(38.0)	16(32.0)	08(16.0)	10(20.0)	27(27.0)	26(26.0)
2.	Art	20(40.0)	21(42.0)	32(64.0)	24(48.0)	52(52.0)	45(45.0)
3.	Commerce	11(22.0)	13(26.0)	10(20.0)	16(32.0)	21(21.0)	29(29.0)

4.1.7 Facilities available for adolescent girls

Table-7 illustrated area wise educational facilities for girls like distance of school, tuition facilities and transportation facility for going to school & tuition.

Data regarding rural area of Hisar district showed that 58 percent of adolescent girls had school in the village/city whereas 42 percent girls were going in nearby village/city school. In urban area, majority of adolescent girls (94%) were going to school in nearby village/city and only 6 percent adolescent girls had school in the village/city. Similar trend was also seen in Bhiwani district with 70 percent rural and 86 percent urban adolescent girls were going to school in nearby village/city.

Tuition facilities were also available for adolescent girls in Hisar rural area, majority of the adolescent girls from Hisar rural and urban had tuition facility in nearby village/city

(74% & 96% respectively). Similar trend was seen in Bhiwani, cent percent adolescent girls had tuition facility in nearby village/city from their home in both rural and urban areas.

Table 7 depicted transportation facility used by the adolescent girls for going to school/ tuition. It can be seen from the table 7 that 40 percent of girls used auto/rikshaw for going to school/tuition followed by cycle (30%), bus (20%) and scooter/motor cycle (10%) respectively in rural area of Hisar district.

Table 7. Educational facilities available for adolescent girls

Sr. No.	Variable	Category	Frequency (%) n=200			
			Hisar		Bhiwani	
			Rural	Urban	Rural	Urban
1.	Distance of school	In the village/city	29(58.0)	03(6.00)	15(30.0)	07(14.00)
		Nearby village/city	21(42.0)	47(94.0)	35(70.0)	43(86.0)
2.	Tuition facilities (km) from home	In the village/city	13(26.0)	02(4.00)	0(0.00)	0(0.00)
		Nearby village/city	37(74.0)	48(96.0)	50(100.0)	50(100.0)
3.	Transportation facility used for going school/ Tuition	Cycle	15(30.0)	11(22.0)	22(44.0)	12(24.0)
		Scooter/motorcycle	11(22.0)	29(58.0)	13(26.0)	14(28.0)
		Car/ jeep/bus	10(20.0)	10(20.0)	15(30.0)	18(36.0)
		Auto/ Rikshaw	20(40.0)	10(20.0)	13(26.0)	19(38.0)

Multiple responses

But in urban area, 58 percent of adolescent girls used scooter/ motorcycle followed by cycle (22%) and auto/ rikshaw (20%) for going to school/tuition. In Bhiwani rural area, 44 percent adolescent girls used cycle followed by bus (30%) and auto/rikshaw (26%) respectively but in urban area 38 percent adolescent girls used auto/rikshaw for going school/Tuition followed by scooter/motorcycle (28%), cycle (24%) and only 10 percent adolescent girls were using bus for going to tuition and school.

4.1.8 Discussion with adolescent girls about choosing career

Regarding discussion of adolescent girls with whole members about their desire for job, majority of adolescent girls said that they want to go for job in rural and urban area of both the districts.

Table 8. Discussion with adolescent girls about choosing career

Members	No. of respondent				Total	
	Frequency (%) n=200					
	Hisar		Bhiwani		Rural	Urban
	Rural	Urban	Rural	Urban		
Mother	14(28.0)	28(56.0)	18(36.0)	09(18.0)	32(32.0)	37(37.0)
Father	31(62.0)	38(76.0)	23(46.0)	17(34.0)	54(54.0)	55(55.0)
Old siblings	18(36.0)	15(30.0)	15(30.0)	14(28.0)	33(33.0)	29(29.0)
Relatives	15(30.0)	10(20.0)	14(28.0)	13(26.0)	29(29.0)	23(23.0)
Friends	12(24.0)	29(58.0)	10(20.0)	17(34.0)	22(22.0)	46(46.0)

Multiple responses

In Hisar rural area, majority of adolescent girls (62%) discussed about their future career with fathers followed by old siblings (36%), relatives (30%), mothers (28%) and friends (24%). In urban area, 76 percent adolescent girls discussed about their future with their fathers followed by friends (58%), mothers (56%), old siblings (30%) and only 20 percent girls discussed the matter with relatives. In Bhiwani 46 percent rural area based and 34 per cent in urban area respondents also discussed career options with fathers as compared to other family members and friends.

4.1.9 Preferred age for marriage according to parents and adolescent girls

Data regarding preferred age for marriage of both boys and girls was recorded from adolescent girls, fathers and mothers selected for the study.

Data of urban area in Hisar district showed that majority of the adolescent girls (82%) preferred age for girls' marriage is 22-25 years and for boys, adolescent girls preferred 26 years & above. It was the opinion of 18 percent adolescent girls that preferable age of marriage for both boys and girls should be 22-25 years. Majority of fathers (74%) opined preferred age for girls' marriage should be 22-25 years followed by above 26 years. Mothers also preferred 22-25 years of age for girls' marriage (64%) followed by above 26 years (36%).

Data regarding urban area of Bhiwani district showed that 44 per cent of adolescent girls want to get married at the age of 22-25 years followed by 18-21 years (36%) and above 26 years (20%). Fifty four percent of the adolescent girls preferred above 26 years of age for boys' marriage and 46 percent of the adolescent girls preferred 22 to 25 years of age for marriage of boys. Opinion of fathers about preferred age for girls' marriage recorded in Bhiwani urban area showed that, 40 percent fathers agreed on 18-21 years of age followed by 22-25 years (38%). More than half of the fathers (58%) preferred 22-25 years age of marriage for boys and 42 percent fathers preferred above 26 years (42%). Forty four percent of mothers preferred 18-21 years of age for girls marriage followed by marriageable age above 26 years (30%) and 22-25 years (26%) but majority of mothers (62%) preferred 22-25 years for boys marriage and above 26 years by 38 percent of mothers respectively.

Table-9 also summarized the results regarding marriage age for boys & girls in rural area of both the district. Data showed that in rural area of Hisar district, 60 percent of adolescent girls preferred 22-25 years for girls marriage followed by 18-21 years (26%) and above 26 years (14%). But majority of adolescent girls (74%) preferred above 26 years of age for boys' marriage followed by 26 & above (26%). 46 percent of fathers preferred 22-25 years of age for girls' marriage followed by above 26 years (32%) and 18-21 years (22%). Majority of fathers (86%) agreed with above 26 years age for boys' marriage. Majority of mothers (64%) also preferred 22-25 years of age for girl marriage followed by 18-21 years (26%) and 86 percent of mothers preferred above 26 years for boys' marriage.

Table 9. Preferred age for marriage according to parents and adolescent girls

Sr. No.	Variable	Category	Frequency (%) n=600					
			Hisar			Bhiwani		
			Urban Area					
			Adolescent	Father	Mother	Adolescent	Father	Mother
1.	Girl	18-21	0(0.00)	0(0.00)	0(0.00)	18(36.0)	20(40.0)	22(44.0)
		22-25	41(82.0)	37(74.0)	32(64.0)	22(44.0)	19(38.0)	13(26.0)
		26 & above	09(18.0)	13(26.0)	18(36.0)	10(20.0)	11(22.0)	15(30.0)
2.	Boy	21-25	09(18.0)	16(32.0)	24(48.0)	23(46.0)	29(58.0)	31(62.0)
		26 & above	41(82.0)	34(78)	26(52.0)	27(54.0)	21(42.0)	19(38.0)
			Rural Area					
			Adolescent	Father	Mother	Adolescent	Father	Mother
1.	Girl	18-21	13(26.0)	11(22.0)	13(26.0)	15(30.0)	33(66.0)	10(20.0)
		22-25	30(60.0)	23(46.0)	32(64.0)	29(58.0)	13(26.0)	31(62.0)
		26 & above	07(14.0)	16(32.0)	05(10.0)	06(12.0)	04(8.00)	09(18.0)
2.	Boy	21-25	13(26.0)	09(18.0)	07(14.0)	39(78.0)	32(64.0)	27(54.0)
		26 & above	37(74.0)	41(82.0)	43(86.0)	11(22.0)	18(36.0)	23(46.0)

In rural area of Bhiwani district more than half of the adolescent girls (58%) preferred 22-25 years for girls' marriage age followed by 18-21 years (30%) and only 12 percent preferred above 26 years age for marriage of girls. Majority of adolescents (78%) preferred 22-25 years of age for boys' marriage. Majority of fathers (66%) preferred 18-21 years of age for girl marriage and 64 percent fathers preferred 22 to 25 years for boys' marriage. 62 percent mothers preferred 22 to 25 years for girl marriage followed by 18-21 years (20%) and 26 & above (18%). More than half of the mothers (54%) preferred 22-25 years age for boys' marriage followed by 46 percent mothers who preferred 26 years & above for boys' marriage.

4.1.10 Communication & Transportation means possessed by parents

Table 10 depicted communication and transportation means possessed by parents. It can be seen from table that cent percent parents had mobile phone and T.V. followed by magazines/ newspapers (87%), computer (41%), internet (37%) and only 5 percent had radio in rural Hisar. In urban area, cent percent parents had mobile, T.V., and magazines/newspapers followed by computer (75%) and internet (45%) respectively.

In Bhiwani rural area, cent percent parents had mobiles followed by T.V. (83%), magazines/ newspapers (47%), internet (40%), radio (31%) and only 3 percent had computers. In urban area, cent percent parents had mobiles and T.V. followed by magazines/newspapers (89%), computer (39%), internet (31%) and only 11 percent had radio.

Data presented in table 10 also revealed that almost equal number of parents (55%, 56%) had cycle/auto, scooter/ motorcycle as their main transportation mean followed by car/bus (38.5%) respectively in polled sample of rural area. In urban area, majority of parents

(80%) used scooty/motorcycle as transportation mean followed by bus (40%) and cycle/auto (35%) respectively in both the districts.

Table 10. Communication & Transportation means possessed by parents

Variable	Category	Frequency (%) n=400				Total	
		Hisar		Bhiwani		Rural	Urban
		Rural	Urban	Rural	Urban		
Means of Communication	Mobile	100(100.0)	100(100.0)	100(100.0)	100(100.0)	200(100.0)	200(100.0)
	T.V.	100(100.0)	100(100.0)	83(83.0)	100(100.0)	183(91.5)	200(100.0)
	Radio	05(5.00)	02(2.00)	31(31.0)	11(11.0)	36(18.0)	13(6.5)
	Magazines /Newspapers	87(87.0)	100(100.0)	47(47.0)	89(89.0)	134(67.0)	189(94.5)
	Computer	41(41.0)	75(75.0)	03(3.00)	39(39.0)	44(22.0)	114(57.0)
	Internet	37(37.0)	45(45.0)	40(40.0)	31(31.0)	77(38.5)	76(38.0)
Transportation	Cycle/ Auto	51(51.0)	39(39.0)	59(59.0)	31(31.0)	110(55.0)	70(35.0)
	Scooty/ Motorcycle	69(69.0)	87(87.0)	43(43.0)	73(73.0)	112(56.0)	160(80.0)
	Car/Bus	40(40.0)	53(53.0)	37(37.0)	27(27.0)	77(38.5)	80(40.0)

Multiple responses

4.1.11 Access and control of mass media by adolescent girls and their parents in Hisar

Data presented in Table-11 reveals access and control of mass media for adolescent girls and their parents in rural and urban area of Hisar district. Access and control of mass media was recorded on two aspects, one was print media and second was electronic media. Print media included newspaper/magazines, books, leaflets, pamphlets and handouts etc. Electronic media included T.V. mobile phones, internet, computer/laptops, radio etc.

In urban area data showed that all the selected adolescent girls accessed newspaper, Books, magazines and majority (84%) of them had access to leaflets/ pamphlets/handouts but 46 percent of adolescent girls had controlled on newspapers and books (46%) and 38 percent had controlled on leaflets/pamphlets and 36 percent had control on magazines.

All adolescent girls (100%) had access to electronic media like T.V. mobile, internet, computer/ laptops, etc. But they had cent percent control on T.V. with cable and computer/laptop (84%). Majority had control on internet facility (74%) and 64 percent had control on mobile.

Results regarding parents, access and control of mass media showed that in urban area, all fathers had access to newspaper, magazines and books (100%) and they had full control only on newspaper (100%) followed by leaflets/pamphlets (42%), magazines (34%) and books (18%) respectively.

Regarding electronic media, fathers had access to T.V. with cable (100%), Radio(100%) and mobile phone (100%) and majority had access to internet facility (88%) computer/ laptop (75%) fathers of adolescent girls had full control on T.V. with cable connection, mobile (100%) followed by internet facility (96%), and computer/ laptop (44%).

Data regarding mothers of adolescent girls showing access and control of mass media in urban area revealed that all the selected mother respondents had access to newspaper, magazines and books but they had read only newspaper (66%) followed by leaflets/pamphlets (40%), magazines (34%) and books (14%) respectively.

Regarding electronic media, mothers had access to T.V. with cable connection, Radio and mobile phone and majority had also access to internet facility (88%) computer/ laptop (74%). Mothers had full control on T.V. with cable connection, mobile (100%) followed by internet facility (84%), and computer/ laptop (44%). It could be concluded from the findings that male members of family could utilize the facilities whenever they want to use it.

Data portrayed in table 11 depicted that respondents of rural area also access and control over the mass media and data showed that 100 percent of adolescent girls respondents had access to newspaper and magazines and 34 percent of adolescent girls had control over newspaper (94%) followed by magazines (24%). Father and mother respondents also access to newspaper and magazines (100%). Majority of fathers had control on newspaper (94%). Majority of fathers had no control on magazines. Mothers had access (100%) to newspapers and magazines but only 46 percent had control on newspapers followed by magazines (6%) respectively. Majority of mothers (84%) in rural area had no control on magazines followed by newspapers (54%).

Regarding electronic media access and control by rural respondents (adolescent girls, fathers & mothers) clearly showed that adolescent girls (100%) had access to T.V. with cable and majority of adolescent girls (88%) had access to internet, computer/laptop (74%). Cent percent of girls had control over T.V. with cable followed by internet facility (64%), computer/laptop (44%) and radio (34%), mobile (30%). Fathers of adolescent girls had access to (100%) T.V. with cable, Radio and mobile phone, majority of fathers (88%) had access to internet facility and computer/laptop (74%). Regarding control over electronic media by fathers showed that 100 per cent of fathers had control on T.V. with cable, mobile phone. Majority of fathers (84%) had control on internet facility followed by radio (54%) and computer/laptop (24%) respectively.

Mother respondents of rural area (100%) also had access to T.V. with cable, radio, mobile followed by internet facility (68%) and computer/laptop (26%). Data regarding control over these means by mother respondents showed that 100 per cent of mothers had control over T.V. with cable and mobile phone followed by radio (30%) and computer/laptop (18%).

Table 11. Access and control of mass media by adolescent girls and their parents in Hisar

Sr. No.	Category	Access						Control					
		Frequency (%) n=300						Frequency (%) n=300					
		Adolescent		Father		Mother		Adolescent		Father		Mother	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	Urban Area												
1.	Print Media												
	Newspaper	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	23(46.0)	27(54.0)	50(100.0)	0(0.00)	33(66.0)	0(0.00)
	Books	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	23(46.0)	27(54.0)	09(18.0)	41(82.0)	07(14.0)	43(86.0)
	Magazines	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	17(34.0)	33(66.0)	17(34.0)	33(66.0)	17(34.0)	33(66.0)
	Leaflets/ pamphlets/ handouts	42(84.0)	08(16.0)	42(84.0)	08(16.0)	42(84.0)	08(16.0)	19(38.0)	31(62.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)
2.	Electronic Media												
	TV with cable	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Radio	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)
	Mobile	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	32(64.0)	18(36.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Computer/ laptop	50(100.0)	0(0.00)	37(74.0)	13(26.0)	37(74.0)	37(74.0)	42(84.0)	08(16.0)	22(44.0)	28(56.0)	22(44.0)	28(56.0)
	Internet facility	50(100.0)	0(0.00)	44(88.0)	06(12.0)	44(88.0)	44(88.0)	37(74.0)	13(26.0)	48(96.0)	02(4.00)	42(84.0)	08(16.0)
	Rural Area												
1.	Print Media												
	Newspaper	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	17(34.0)	33(66.0)	47(94.0)	03(6.00)	23(46.0)	27(54.0)
	Magazines	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	12(24.0)	38(76.0)	0(0.00)	50(100.0)	08(16.0)	42(84.0)
2.	Electronic Media												
	TV with cable	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Radio	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	17(34.0)	33(66.0)	27(54.0)	23(46.0)	15(30.0)	35(70.0)
	Mobile	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	15(30.0)	35(70.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Computer/ laptop	37(74.0)	13(26.0)	37(74.0)	13(26.0)	13(26.0)	13(26.0)	22(44.0)	28(56.0)	12(24.0)	38(76.0)	0(0.00)	50(100.0)
	Internet facility	44(88.0)	06(12.0)	44(88.0)	06(12.0)	34(68.0)	06(12.0)	32(64.0)	18(36.0)	42(84.0)	08(16.0)	0(0.00)	50(100.0)

Table 12. Access and control of mass media by adolescent girls and their parents in Bhiwani

Sr. No.	Category	Access						Control					
		Frequency (%) n=300						Frequency (%) n=300					
		Adolescent		Father		Mother		Adolescent		Father		Mother	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	Urban Area												
1.	Print Media												
	Newspaper	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	26(52.0)	24(48.0)	43(86.0)	07(14.0)	27(54.0)	23(46.0)
	Books	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	19(38.0)	31(62.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)
2.	Electronic Media												
	TV with cable	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(0.00)	0(0.00)	50(0.00)	0(0.00)
	Radio	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	0(0.00)	50(100.0)	34(68.0)	16(32.0)	0(0.00)	50(100.0)
	Mobile	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	15(30.0)	35(70.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Computer/ laptop	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	24(48.0)	26(52.0)	09(18.0)	41(82.0)	0(0.00)	50(100.0)
	Internet facility	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	38(76.0)	12(24.0)	43(86.0)	07(14.0)	0(0.00)	50(100.0)
	Rural Area												
1.	Print Media												
	Newspaper	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	16(32.0)	34(68.0)	46(92.0)	04(8.00)	27(54.0)	23(46.0)
2.	Electronic Media												
	TV with cable	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Radio	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	24(48.0)	06(12.0)	29(58.0)	21(42.0)	0(0.00)	50(100.0)
	Mobile	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	16(32.0)	34(68.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Computer/ laptop	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	18(36.0)	32(64.0)	06(12.0)	44(88.0)	0(0.00)	50(100.0)
	Internet facility	43(86.0)	07(14.0)	43(86.0)	07(14.0)	43(86.0)	07(14.0)	19(38.0)	31(62.0)	16(32.0)	34(68.0)	13(26.0)	37(74.0)

4.1.12 Access and control of mass media by adolescent girls and their parents in Bhiwani

Table-12 showed that in urban area, all the selected adolescent girls had access to newspaper and books and majority of adolescent girls (52%) had control on newspapers followed by books (38%).

Fathers and mothers of adolescent girls also access newspapers and books (100%). Majority of fathers (86%) had control on newspaper. 54 percent of mothers had control on newspaper and but they don't have any control over books.

Data regarding electronic media access and control showed that 100 percent of adolescent girls, their fathers and mothers had access to T.V. with cable, radio, mobile phone, and computer/laptop and internet facility. Cent percent of adolescent girls had control on T.V. with cable followed by internet facility (76%), computer/laptop (48%) and only 30 percent of adolescent girls had control on mobiles. Table also depicted the information regarding rural areas and showed that 100 percent of adolescent girls, their father and mother had access to newspaper, majority of fathers (92%) had control over newspaper and mothers (54%) had control over newspaper but only 32 percent adolescent girls had control on newspaper.

About electronic media, 100 percent of adolescent girls, their fathers and mothers had access to T.V. with cable connection, radio, mobile and computer/laptop.

Data regarding control over electronic media showed that cent percent of adolescent girls had control over T.V. with cable followed by radio (48%), internet facility (38%), computer/laptop (36%) and only 32 percent of adolescent girls had control on mobile.

Fathers of adolescent girls had control over T.V. with cable, mobile phone (100%) followed by radio (58%), internet facility (32%) and computer/laptop (12%). Mothers of adolescent girls had full control over T.V. with cable and mobile phone (100%) followed by radio (38%), internet facility (26%) and had no control on computer/laptop (100%) respectively.

4.1.13 Preference and use of mass media by adolescent girls and their parents in Hisar

Data presented in Table-13 shows preference and use of mass media for adolescent girls and their parents in rural and urban area of Hisar district. Preference and use of mass media was also recorded based on two aspects i.e. print media and electronic media as given in previous in table 12.

In urban area data showed that newspaper was most preferred by 54 percent of adolescent girls while 58 percent respondents preferred other books than school books. Magazines were most preferred by only 20 percent of adolescent girls. But cent percent adolescent girls always read school books. Only 28 percent had used magazines and newspapers (26%) because they have no sufficient time to read newspapers daily. But 74 percent of adolescent girls read newspapers sometimes followed by magazines (72%).

Majority of fathers (88%) most preferred newspaper followed by books and magazines (78% & 78% respectively) and majority of fathers (78%) always used newspaper and only 22 percent used newspapers sometimes. Cent percent of mothers most preferred books followed by newspaper (60%) and magazines (38%) and majority of mothers (76%) used books sometimes followed by magazines (82%) and newspapers (58%).

Regarding electronic media, majority of adolescent girls preferred electronic media like T.V. (100%), mobile (78%), computer/ laptops (78%), internet, (74%) etc. in that order, majority of fathers and mothers also preferred electronic media like T.V. with cable (100%), mobile (100%) etc. Cent percent respondents always used T.V. with cable and mobile phones. 78 percent of adolescent girls always used internet facility and most of parents also always used internet facility.

In rural area, data showed that 72 percent of adolescent girls had given most preference for newspapers while they did not prefer other print media and 76 percent of adolescent girls used newspapers always and only 16 percent had used newspaper sometimes. Majority of fathers (84%) always preferred to read newspaper and only 16 percent read newspapers sometimes.

Regarding electronic media, majority of adolescent girls preferred electronic media like T.V. (100%), computer/ laptops (62%), internet, (56%) etc. Majority of fathers and mothers also preferred electronic media like mobile (100%), T.V. with cable (62%), radio (62%) etc. Cent percent of mothers and fathers were always using T.V. with cable and mobile phones. But 60 percent adolescent girls used mobile phones and 78 percent of adolescent girls used computer always and 76 percent used internet facility sometimes and most of parents also always used internet facility.

4.1.14 Preference and use of mass media by adolescent girls and their parents (Bhiwani)

Data presented in Table-14 shows preference and use of mass media for adolescent girls and their parents in rural and urban area of Bhiwani district.

In urban area, data showed that 54 percent of adolescent girls showed most preference for newspapers followed by books (58%) and only 20 percent of adolescents showed most preference for magazines, but cent percent adolescent girls always read books and only 28 percent used magazines and newspapers (26%) because they had no spare time to read newspapers daily but 74 percent of adolescent girls read newspapers sometimes followed by magazines (72%). Majority of fathers (88%) preferred reading newspaper the most followed by books and magazines (78% & 78% respectively) and majority of fathers (78%) always read newspaper and only 22 percent read newspapers sometimes.

Table 13. Preference and use of mass media by adolescent girls and their parents in Hissar

Sr. No.	Category	Preference of Media						Frequency of use					
		Frequency (%) n=300						Frequency (%) n=300					
		Adolescent		Father		Mother		Adolescent		Father		Mother	
		Most preferred	Preferred	Most preferred	Preferred	Most preferred	Preferred	Always	Sometimes	Always	Sometimes	Always	Sometimes
		Urban area						Urban area					
1.	Print Media												
	Newspaper	36(54.0)	14(28.0)	44(88.0)	06(12.0)	30(60.0)	20(40.0)	13(26.0)	37(74.0)	39(78.0)	11(22.0)	21(42.0)	27(54.0)
	Books	21(42.0)	29(58.0)	39(78.0)	11(22.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	05(10.0)	45(90.0)	0(0.00)	12(24.0)
	Magazines	10(20.0)	40(80.0)	39(78.0)	11(22.0)	19(38.0)	31(62.0)	14(28.0)	36(72.0)	04(8.00)	46(92.0)	09(18.0)	41(82.0)
2.	Electronic Media												
	TV with cable	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Radio	11(22.0)	39(78.0)	20(40.0)	30(14.0)	13(26.0)	37(74.0)	22(44.0)	28(56.0)	20(40.0)	30(60.0)	26(52.0)	24(48.0)
	Mobile	39(78.0)	11(22.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Computer/ laptop	39(78.0)	11(22.0)	19(38.0)	31(62.0)	14(28.0)	36(72.0)	11(22.0)	39(78.0)	20(40.0)	30(60.0)	13(26.0)	37(74.0)
	Internet facility	37(74.0)	13(26.0)	32(64.0)	18(36.0)	29(58.0)	21(42.0)	39(78.0)	11(22.0)	32(64.0)	18(36.0)	29(58.0)	21(42.0)
		Rural area						Rural area					
1.	Print Media												
	Newspaper	36(72.0)	14(28.0)	41(82.0)	09(18.0)	17(34.0)	33(66.0)	38(76.0)	12(24.0)	42(84.0)	08(16.0)	17(34.0)	33(66.0)
2.	Electronic Media												
	TV with cable	50(100.0)	0(0.00)	31(62.0)	19(38.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Radio	18(36.0)	32(64.0)	31(62.0)	19(38.0)	33(66.0)	06(12.0)	16(32.0)	34(68.0)	28(56.0)	22(44.0)	28(56.0)	22(44.0)
	Mobile	28(56.0)	22(44.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	20(40.0)	30(60.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Computer/ laptop	11(22.0)	39(78.0)	04(8.00)	44(88.0)	17(34.0)	33(66.0)	39(78.0)	11(22.0)	17(34.0)	33(66.0)	17(34.0)	33(66.0)
	Internet facility	28(56.0)	08(16.0)	09(18.0)	41(82.0)	09(18.0)	17(34.0)	26(52.0)	38(76.0)	38(76.0)	12(24.0)	33(66.0)	17(34.0)

Table 14. Preference and use of mass media by adolescent girls and their parents in Bhiwani

Sr. No.	Category	Preference of Media						Frequency of use					
		Frequency (%) n=300						Frequency (%) n=300					
		Adolescent		Father		Mother		Adolescent		Father		Mother	
		Most preferred	Preferred	Most preferred	Preferred	Most preferred	Preferred	Always	Sometimes	Always	Sometimes	Always	Sometimes
		Urban area						Urban area					
1.	Print Media												
	Newspaper	27(54.0)	23(46.0)	39(78.0)	11(22.0)	31(62.0)	19(38.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Books	16(32.0)	34(68.0)	05(10.0)	45(90.0)	03(6.00)	04(8.00)	13(26.0)	10(20.0)	03(6.00)	06(12.0)	03(6.00)	04(8.00)
2.	Electronic Media												
	TV with cable	50(100.0)	0(0.00)	39(78.0)	11(22.0)	41(82.0)	09(18.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Mobile	39(78.0)	11(22.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	19(38.0)	31(62.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Computer/ laptop	39(78.0)	03(6.00)	19(38.0)	03(6.00)	14(28.0)	08(16.0)	32(64.0)	10(20.0)	09(18.0)	13(26.0)	14(28.0)	08(16.0)
	Internet facility	37(74.0)	0(0.00)	32(64.0)	16(32.0)	29(58.0)	17(34.0)	29(58.0)	08(16.0)	32(64.0)	16(32.0)	34(68.0)	12(24.0)
		Rural area						Rural area					
1.	Print Media												
	Newspaper	23(46.0)	27(54.0)	27(54.0)	20(40.0)	34(68.0)	04(8.00)	13(26.0)	10(20.0)	03(6.00)	06(12.0)	03(6.00)	04(8.00)
	Books	12(24.0)	38(76.0)	35(70.0)	15(30.0)	24(48.0)	10(20.0)	10(20.0)	07(14.0)	09(18.0)	08(16.0)	11(22.0)	06(12.0)
2.	Electronic Media												
	TV with cable	50(100.0)	0(0.00)	38(76.0)	12(24.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Radio	17(34.0)	13(26.0)	32(64.0)	16(32.0)	29(58.0)	17(34.0)	29(58.0)	08(16.0)	32(64.0)	16(32.0)	34(68.0)	12(24.0)
	Mobile	41(82.0)	09(18.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)	39(78.0)	11(22.0)	50(100.0)	0(0.00)	50(100.0)	0(0.00)
	Computer/ laptop	12(24.0)	24(48.0)	22(44.0)	15(30.0)	24(48.0)	10(20.0)	10(20.0)	07(14.0)	09(18.0)	08(16.0)	11(22.0)	06(12.0)
	Internet facility	37(74.0)	13(26.0)	32(64.0)	18(36.0)	29(58.0)	11(22.0)	29(58.0)	08(16.0)	32(64.0)	16(32.0)	34(68.0)	12(24.0)

Cent percent of mothers showed most preference for books followed by newspaper (60%) and magazines (38%) and majority of mothers (76%) used books sometimes followed by magazines (82%) and newspapers (58%).

Regarding electronic media, majority of adolescent girls preferred electronic media like T.V. (100%), mobile (78%), computer/ laptops (78%), internet, (74%) etc. Majority of parents (both fathers and mothers) also preferred electronic media like T.V. with cable (100%), mobile (100%) etc.

Cent percent of all respondents used T.V. with cable and mobile phones always. Seventy eight percent of adolescent girls always used internet facility and most of parents always used internet facility always.

In rural area, data showed that 72 percent of adolescent girls had given most preference for newspapers while they were not preferred other print media and 76 percent of adolescent girls had used newspapers always and only 16 percent had used newspaper sometimes. Majority of fathers (84%) had most preferred to newspaper and they were used newspaper always and only 16 percent used newspapers sometimes.

Regarding electronic media, majority of adolescent girls had preferred to electronic media like T.V. (100%), computer/ laptops (62%), internet, (56%) etc. Majority of fathers and mothers was also preferred to electronic media like mobile (100%), T.V. with cable (62%), radio (62%) etc. Cent percent of mothers and fathers were used T.V. with cable and mobile phones always. But 60 percent adolescent girls were used mobile phones and 78 percent of adolescent girls were used computer always and 76 percent used internet facility sometimes and most of parents were also used internet facility always.

4.2 Assessment of family and school environment, parent- child relationship, parental encouragement and parental involvement

4.2.1 Opinion of parents and adolescent girls about family environment in urban area

Table 15 illustrates the comparison between opinion of adolescent girls and parents about family environment in urban areas of both the selected districts. In Hisar district, majority of adolescent girls (78%) opined that they had functional family environment in which the family members are physically and emotionally safe followed by distressed family environment (10%) while only 8 percent adolescent girls had abusive family environment. Eighty eight percent of fathers also opined functional environment followed by distressed environment (8%) while only 4 percent of fathers reported abusive environment. Eighty two percent of mothers had also functional family environment followed by distressed environment (18%).

In Bhiwani district, 78 percent of adolescent girls had functional family environment followed by distressed family environment (14%) while only 8 percent adolescent girls had abusive family environment. Fifty eight percent of fathers were also reported functional

environment followed by distressed environment (24%) while only 18 percent of fathers had abusive environment. Fifty four percent of mothers had reported functional family environment followed by distressed environment (26%) and abusive environment (20%).

Table 15. Opinion of parents and adolescent girls about family environment in urban area

Sr. No.	Family Environment	Frequency (%) n=300					
		Hisar			Bhiwani		
		Adolescent	Father	Mother	Adolescent	Father	Mother
i.	Abusive(60-140)	04(8.00)	02(4.00)	0(0.00)	04(8.00)	09(18.0)	10(20.0)
ii.	Distressed(141-220)	05(10.0)	04(8.00)	09(18.0)	07(14.0)	12(24.0)	13(26.0)
iii.	Functional(221-300)	41(78.0)	44(88.0)	41(82.0)	39(78.0)	29(58.0)	27(54.0)

4.2.2 Opinion of parents and adolescent girls about family environment in rural area

Table 16 also illustrated the comparison between family environments of adolescent girls and their parents in rural areas of both the districts. In Hisar district, majority of adolescent girls (82%) had functional family environment while only 18 percent of adolescent girls had distressed family environment. Eighty two percent of fathers were also having functional environment while only 18 percent of fathers reportedly had abusive environment. Seventy four percent of mothers had also functional family environment followed by distressed environment (18%) while only 8 percent mothers had abusive environment.

In Bhiwani district, 64 percent of adolescent girls had functional family environment followed by distressed family environment (18%) and 18 percent adolescent girls had abusive family environment.

Table 16 Opinion of parents and adolescent girls about family environment in rural area

Sr. No.	Family Environment	Frequency (%) n=300					
		Hisar			Bhiwani		
		Adolescent	Father	Mother	Adolescent	Father	Mother
i.	Abusive(60-140)	0(0.00)	0(0.00)	04(8.00)	09(18.0)	07(14.0)	06(12.0)
ii.	Distressed(141-220)	09(18.0)	09(18.0)	09(18.0)	09(18.0)	08(16.0)	09(18.0)
iii.	Functional(221-300)	41(82.0)	41(82.0)	37(74.0)	32(64.0)	35(70.0)	35(70.0)

Seventy percent of fathers were also having functional environment followed by distressed environment (16%) while only 14 percent of fathers were having abusive environment. Seventy percent of mothers had also functional family environment followed by distressed environment (18%) while only 12 percent mothers had abusive environment. It can be concluded from data that majority of the families under study had functional environment.

4.2.3 Opinion about parent-child relationship as perceived by Parents

Table-17 showed that in urban area of Hisar district, majority of mothers (72%) had secure relationship followed by avoidant relationship (14%) and disorganized relationship (14%). Eighty percent of fathers had secure relationship followed by ambivalent relationship (20%). In rural area, majority of mothers (72%) had secure relationship followed by

disorganized relationship (20%) and only 8 percent mothers had ambivalent relationship. Seventy four percent of fathers had secure relationship followed by disorganized relationship (14%) and ambivalent relationship (12%).

Table 17. Opinion about parent-child relationship as perceived by Parents

Sr. No.	Inventory	Category	Frequency (%) n=400			
			Hisar			
			Urban		Rural	
			Mother	Father	Mother	Father
1.	Parent Child Relationship	Secure relationship(390-312)	72(72.0)	80(80.0)	72(72.0)	74(74.0)
		Avoidant (311-234)	14(14.0)	0(0.00)	0(0.00)	0(0.00)
		Ambivalent (233-155)	0(0.00)	20(20.0)	08(8.00)	12(12.0)
		Disorganized (154-78)	14(14.0)	0(0.00)	20(20.0)	14(14.0)
			Bhiwani			
		Secure relationship(390-312)	70(70.0)	80(80.0)	58(58.0)	66(66.0)
		Avoidant (311-234)	10(10.0)	06(6.00)	0(0.00)	14(14.0)
		Ambivalent (233-155)	20(20.0)	14(14.0)	16(16.0)	12(12.0)
Disorganized (154-78)	0(0.00)	0(0.00)	26(26.0)	08(8.00)		

The table showed that in urban area of Bhiwani district, majority of mothers (70%) opined that they had secure relationship followed by ambivalent relationship (20%) and avoidant relationship (10%). Eighty percent of fathers had secure relationship followed by ambivalent relationship (20%) and only 6 percent of fathers had avoidant relationship. In rural area, 58 percent of mothers had secure relationship followed by disorganized relationship (26%) and 16 percent of mothers had ambivalent relationship. Sixty six percent of fathers had secure relationship followed by avoidant relationship (14%), ambivalent relationship (12%) and disorganized relationship (8%). Data clearly indicated secure parent-child relationship in majority of the families.

4.2.4 Opinion of adolescent girls about school environment

Table-18 summarized the results regarding opinion of adolescent girls about school environment. In Hisar rural area, 40 percent of adolescent girls were of opinions that they had top level self managing environment followed by mediocre level (34%) and bottom level self managing environment (26%). In Hisar urban area, 48 percent of adolescent girls were opined to mediocre level self managing environment followed by top level (24%), bottom level (18%) and only 10 percent thought it poor level self managing environment.

Data regarding Bhiwani rural area, 34 percent of adolescent girls were of opinion that they had bottom level self managing environment followed by top level (26%), mediocre level (22%) and 18 percent were opinion to poor level self managing environment. In Bhiwani urban area, majority of adolescent girls (54%) were opined to mediocre level self managing environment followed by top level (22%), bottom level (18%) and only 6 percent were opined poor level self managing environment.

Table 18. Opinion of adolescent girls about school environment

Sr. No.	School Environment	Frequency (%) n=200			
		Hisar		Bhiwani	
		Rural	Urban	Rural	Urban
1.	Bottom level self managing (350-263)	13(26.0)	09(18.0)	17(34.0)	09(18.0)
2.	Top level self managing (262-174)	20(40.0)	12(24.0)	13(26.0)	11(22.0)
3.	Mediocre level self managing (173-86)	17(34.0)	24(48.0)	11(22.0)	27(54.0)
4.	Poor level self managing (85 and below)	0(0.00)	5(10.0)	09(18.0)	03(6.00)

4.2.5 Crystallization age of adolescent girls

Data presented in Table-19 revealed crystallization age for adolescent girls and it was observed in Hisar rural area, 76 percent of adolescent girls had definite idea in 16-18 years of age about their appropriate career for them in 13-15 years of age group, 70 percent had some idea about appropriate career for them and 66 percent had definite idea about appropriate career for them after 18 years of age. But in Hisar urban area, majority of adolescent girls (82%) had definite idea in age of 16-18 years followed by 76 percent had definite idea after 18 years and 74 percent of 13-15 years of age girls had some idea about appropriate career for them.

In Bhiwani rural area, majority of adolescent girls had no idea about appropriate career for them in 13-15 years of age followed by 46 percent had some idea in 16-18 years and after 18 years while only 36 percent adolescent girls had definite idea in age of 16-18 years of age group. Thirty six percent of adolescent girls had no idea about appropriate career for them after 18 years of age. But in urban area, majority of adolescent girls (82%) had some idea in 13-15 years age group followed by 58 percent in after 18 years, and 78 percent girls had definite idea in 16-18 years followed by 42 percent adolescent girls had definite idea about appropriate career for them after 18 years of age.

Table 19. Crystallization age of adolescent girls

Sr. No.	Crystallization age	Frequency (%) n=200					
		Hisar					
		No idea	Some Idea	Definite idea	No idea	Some Idea	Definite idea
		Rural			Urban		
1	13-15 years	09(18.0)	26(70.0)	15(30.0)	05(10.0)	37(74.0)	08(16.0)
2	16-18 years	02(4.00)	10(20.0)	38(76.0)	0(0.00)	09(18.0)	41(82.0)
3	After 18 years	07(14.0)	10(20.0)	33(66.0)	0(0.00)	12(24.0)	38(76.0)
	Total	18(9.00)	46(23.0)	86(43.0)	05(2.5)	58(29.0)	87(43.5)
		Bhiwani					
1	13-15 years	28(56.0)	18(36.0)	04(8.00)	05(10.0)	41(82.0)	04(8.00)
2	16-18 years	09(18.0)	23(46.0)	18(36.0)	0(0.00)	11(22.0)	39(78.0)
3	After 18 years	18(36.0)	23(46.0)	09(18.0)	0(0.00)	29(58.0)	21(42.0)
	Total	55(27.5)	64(32.0)	31(15.5)	05(2.5)	81(40.5)	64(32.0)

Multiple responses

4.2.6 Opinion of adolescent girls about parental encouragement

Parental encouragement to adolescent girls was measured three categories in both the districts. Data regarding rural area of Hisar district showed that 50 percent of adolescent girls said that their parents were having average encouragement followed by high (28%) and low (22%) parental encouragement. Whereas, in urban area, majority of adolescent girls (62%) were having average encouragement from parents followed by high (20%) and low parental encouragement (18%).

Table 20. Opinion of adolescent girls about parental encouragement

Sr. No	Variable	Category	Frequency (%) n=200			
			Hisar		Bhiwani	
			Rural	Urban	Rural	Urban
1.	Parental Encouragement	Low (0-26)	11(22.0)	09(18.0)	19(38.0)	14(28.0)
		Average (27-52)	25(50.0)	31(62.0)	22(44.0)	27(54.0)
		High (53-80)	14(28.0)	10(20.0)	09(18.0)	07(14.0)

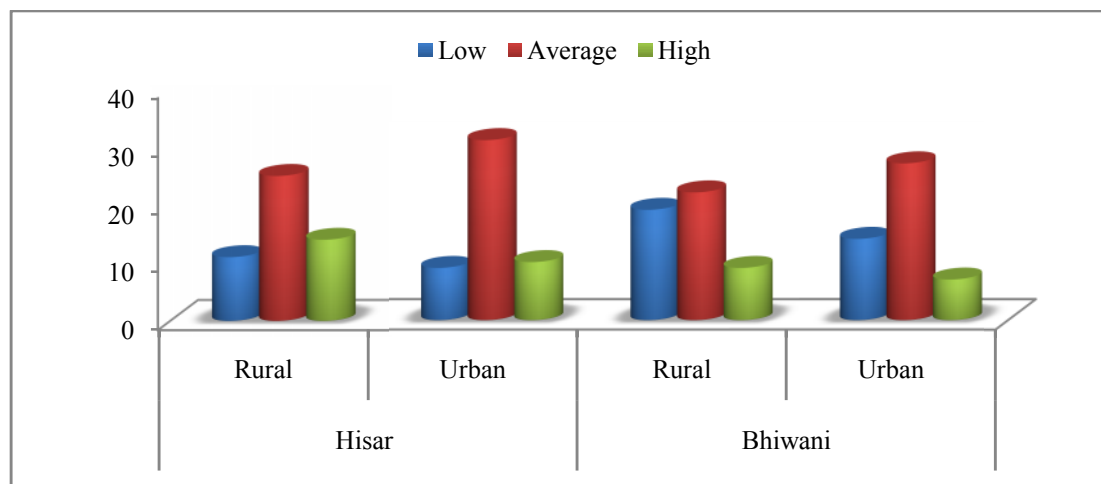


Fig. 2: Opinion of adolescent girls about parental encouragement

In Bhiwani rural area, 44 percent of adolescent girls were having average parental encouragement followed by low (38%) and only 18 percent were having high parental encouragement respectively. In urban area, similar trend was observed i.e. Fifty four percent of adolescent girls were having average parental encouragement followed by low (28%) while only 14 percent had high parental encouragement.

4.2.7 Parental involvement in deciding job preferences of adolescent girls

Data presented in Table-21 showed the parental involvement in deciding job preferences of adolescent girls in different classes in both the districts.

In urban area of Hisar district, more than half of the mothers (52%) participated with girls in deciding their job preferences in XIth class followed by 46 percent of mother involved in 10th class and 32 percent involved in XIIth class. Majority of adolescent girls' father (68%) involved in deciding job preferences of adolescent girls in XIIth class.

Afterwards 54 percent fathers involved themselves in deciding job preferences for adolescent girls when they studied in 10th class. Only 48 percent fathers involved themselves in deciding job preferences for adolescent girls when they studied in XIth class.

Data regarding Bhiwani district, both rural and urban area showed that in urban area less than half of the mothers (46%, 42%) involved themselves in deciding job preferences for adolescent girls when they studied in XIIth & 10th class respectively. Thirty two percent mothers involved themselves in deciding job preferences for adolescent girls when they studied in XIth class.

Fathers of adolescent girls showed more involvement, majority of fathers involved themselves in deciding job preferences for adolescent girls when they studied in XIth class, 58 percent of fathers involved themselves in deciding job preferences for adolescent girls when they studied in 10th class and more than half of the fathers involved themselves in deciding job preferences for adolescent girls when they studied in XIIth class.

Data regarding rural area showed that mothers' involvement in deciding job preferences for adolescent girls was very low. It is clear from Table that 26 percent of mothers' involvement in deciding job preferences for adolescent girls in 10th class followed by 18 percent involvement in XIth class and only 8 percent of adolescents' mothers involved in deciding job preferences for adolescent girls when they studied in XIIth class.

Whereas in rural area, fathers' involvement in deciding job preferences for adolescent girls was more. Data showed that majority of fathers' (92%, 82% and 74%) involvement in deciding job preferences for adolescent girls when they studied in XIIth class, XIth class and in 10th class respectively.

Table 21. Parental involvement in deciding job preferences of adolescent girls

Sr. No.	Parental involvement	Discussion with Parents Frequency (%) n=400			
		Hisar			
		Urban		Rural	
		Mother	Father	Mother	Father
1.	10 th class	23(46.0)	27(54.0)	21(42.0)	29(58.0)
2.	XI th class	26(52.0)	24(48.0)	17(34.0)	33(66.0)
3.	XII th class	16(32.0)	34(68.0)	19(38.0)	31(62.0)
		Bhiwani			
1.	10 th class	21(42.0)	29(58.0)	13(26.0)	37(74.0)
2.	XI th class	16(32.0)	34(68.0)	09(18.0)	41(82.0)
3.	XII th class	23(46.0)	27(54.0)	04(8.00)	46(92.0)

Multiple responses

4.3 Knowledge and preferences about job opportunities for girls

4.3.1 Knowledge of respondents about jobs opportunities in Hisar district.

Data regarding knowledge of different types of jobs was collected from adolescent girls and their parents. Table 22 showed that cent percent respondents had knowledge about teaching profession in all streams. In urban area, majority of respondents had knowledge about engineering

Table 22. Knowledge of respondents about job opportunities in Hisar district

Category		Frequency (%) n=300							
		Hisar							
		Urban				Rural			
		Adolescent	Father	Mother	Total	Adolescent	Father	Mother	Total
		Knowledge of jobs							
Science	Teacher	50(100.0)	50(100.0)	50(100.0)	150(100.0)	50(100.0)	50(100.0)	50(100.0)	150(100.0)
	Doctor	40(80.0)	31(92.0)	31(92.0)	102(68.0)	35(70.0)	28(56.0)	18(36.0)	81(54.0)
	Nurse	20(40.0)	28(56.0)	28(56.0)	76(51.0)	49(98.0)	27(54.0)	23(46.0)	99(66.0)
	Engineer	38(76.0)	35(70.0)	35(70.0)	108(72.0)	29(58.0)	26(52.0)	16(32.0)	71(47.0)
	Scientist	22(44.0)	28(56.0)	28(56.0)	78(52.0)	21(42.0)	21(42.0)	14(28.0)	56(37.0)
Art	Teacher	50(100.0)	50(100.0)	50(100.0)	150(100.0)	50(100.0)	50(100.0)	50(100.0)	150(100.0)
	Painter	24(48.0)	16(32.0)	16(32.0)	56(37.0)	22(44.0)	26(52.0)	21(42.0)	69(46.0)
	Photographer	24(48.0)	27(54.0)	27(54.0)	78(52.0)	28(56.0)	16(32.0)	14(28.0)	58(39.0)
	Architect	40(80.0)	31(92.0)	31(92.0)	102(68.0)	29(58.0)	26(52.0)	16(32.0)	71(47.0)
	Fashion Designer	38(76.0)	35(70.0)	35(70.0)	108(72.0)	29(58.0)	37(74.0)	37(74.0)	103(69.0)
	Musician	20(40.0)	28(56.0)	28(56.0)	76(51.0)	21(42.0)	21(42.0)	14(28.0)	56(37.0)
	Air hostess	22(44.0)	28(56.0)	28(56.0)	78(52.0)	32(64.0)	32(64.0)	29(58.0)	93(62.0)
	Journalist	24(48.0)	16(32.0)	16(32.0)	56(37.0)	24(48.0)	21(42.0)	17(34.0)	62(41.0)
Commerce	Teaching	50(100.0)	50(100.0)	50(100.0)	150(100.0)	50(100.0)	50(100.0)	50(100.0)	150(100.0)
	Chartered Accountant	38(76.0)	23(46.0)	23(46.0)	84(56.0)	31(62.0)	31(62.0)	13(26.0)	75(50.0)
	Company Secretary	40(80.0)	31(92.0)	31(92.0)	102(68.0)	35(70.0)	28(56.0)	18(36.0)	81(54.0)
	Manager	20(40.0)	28(56.0)	28(56.0)	76(51.0)	29(58.0)	27(54.0)	23(46.0)	79(53.0)
	Lawyer	38(76.0)	35(70.0)	35(70.0)	108(72.0)	29(58.0)	26(52.0)	16(32.0)	71(47.0)
	Financer	22(44.0)	28(56.0)	28(56.0)	78(52.0)	21(42.0)	21(42.0)	14(28.0)	56(37.0)
	Auditor	32(64.0)	32(64.0)	29(58.0)	93(62.0)	28(56.0)	36(72.0)	24(48.0)	88(59.0)
	Banker	50(100.0)	50(100.0)	50(100.0)	150(100.0)	50(100.0)	50(100.0)	50(100.0)	150(100.0)

Multiple responses

Table 23. Knowledge of respondents about job opportunities in Bhiwani district

Category		Frequency (%) n=300							Total
		Bhiwani							
		Urban				Rural			
		Adolescent	Father	Mother	Total	Adolescent	Father	Mother	
		Knowledge of job opportunities							
Science	Teacher	50(100.0)	50(100.0)	50(100.0)	150(100.0)	50(100.0)	50(100.0)	50(100.0)	150(100.0)
	Doctor	43(86.0)	46(92.0)	46(92.0)	135(90.0)	38(76.0)	36(72.0)	29(58.0)	103(69.0)
	Nurse	35(70.0)	35(70.0)	35(70.0)	105(70.0)	29(58.0)	35(70.0)	19(38.0)	83(55.0)
	Engineer	38(76.0)	35(70.0)	35(70.0)	108(72.0)	39(78.0)	26(52.0)	16(32.0)	81(54.0)
	Scientist	32(64.0)	28(56.0)	28(56.0)	88(59.0)	28(56.0)	26(52.0)	14(28.0)	68(45.0)
Art	Teacher	50(100.0)	50(100.0)	50(100.0)	150(100.0)	50(100.0)	50(100.0)	50(100.0)	150(100.0)
	Painter	22(44.0)	28(56.0)	28(56.0)	78(52.0)	21(42.0)	21(42.0)	14(28.0)	56(37.0)
	Photographer	28(56.0)	36(72.0)	24(48.0)	88(59.0)	32(64.0)	32(64.0)	29(58.0)	93(64.0)
	Architect	24(48.0)	16(32.0)	16(32.0)	56(37.0)	22(44.0)	26(52.0)	21(42.0)	69(46.0)
	Fashion Designer	43(86.0)	46(92.0)	46(92.0)	135(90.0)	38(76.0)	36(72.0)	29(58.0)	103(69.0)
	Musician	28(56.0)	16(32.0)	14(28.0)	58(39.0)	24(48.0)	21(42.0)	17(34.0)	62(41.0)
	Air hostess	35(70.0)	28(56.0)	24(48.0)	87(58.0)	29(58.0)	35(70.0)	19(38.0)	83(55.0)
Journalist	32(64.0)	28(56.0)	28(56.0)	88(59.0)	28(56.0)	26(52.0)	14(28.0)	68(45.0)	
Commerce	Teaching	50(100.0)	50(100.0)	50(100.0)	150(100.0)	50(100.0)	50(100.0)	50(100.0)	150(100.0)
	Chartered Accountant	45(90.0)	41(82.0)	41(82.0)	127(85.0)	41(82.0)	39(78.0)	13(26.0)	93(62.0)
	Company Secretary	32(64.0)	28(56.0)	28(56.0)	88(59.0)	28(56.0)	26(52.0)	14(28.0)	68(45.0)
	Manager	43(86.0)	46(92.0)	46(92.0)	135(90.0)	38(76.0)	36(72.0)	29(58.0)	103(69.0)
	Lawyer	35(70.0)	28(56.0)	24(48.0)	87(58.0)	29(58.0)	35(70.0)	19(38.0)	83(55.0)
	Financer	38(76.0)	35(70.0)	35(70.0)	108(72.0)	39(78.0)	26(52.0)	16(32.0)	81(54.0)
	Auditor	35(70.0)	28(56.0)	24(48.0)	87(58.0)	29(58.0)	35(70.0)	19(38.0)	83(55.0)
	Banker	50(100.0)	50(100.0)	50(100.0)	150(100.0)	50(100.0)	50(100.0)	50(100.0)	150(100.0)

Multiple responses



(72%) followed by doctor (68%), scientist (52%) and nursing (51%) career options respectively. In art stream, majority of respondents (72%) had knowledge about fashion designer followed by architecture (68%) and photography (52%), air hostess (52%). In commerce stream, cent percent respondents had knowledge about banking followed by lawyer (72%), company secretary (68%), auditor (62%), chartered accountant (56%), and finance (52%) etc.

In Hisar rural area, 66 percent of science stream respondents had knowledge about nursing followed by doctor (54%) and engineering (54%) and scientist (37%). In art stream, majority of respondents (69%) had knowledge about fashion designer followed by air hostess (62%), photography (52%), architecture (47%), painter (46%) and journalist (41%). In commerce stream, cent percent respondents had knowledge about banking followed by auditor (59%), company secretary (54%), manager (53%), chartered accountant (50%) and 47 percent respondents had knowledge about lawyer and auditor (37%).

4.3.3 Knowledge of respondents about job opportunities for girls in Bhiwani district

Data regarding knowledge of different types of jobs available for girls were collected from adolescent girls and their parents. Table 23 showed that cent percent respondents had knowledge about teaching profession as career option in all streams.

In Bhiwani urban area, majority of respondents (69%) had knowledge about doctor followed by nursing (55%), engineering (54%) and scientist (45%). In art stream, 69 percent of respondents had knowledge about fashion designer followed by photography (64%), musician (55%), air hostess (54%) and journalist (45%). In commerce stream, cent percent respondents had knowledge about banking followed by manager (69%), chartered accountant (62%) and lawyer (55%).

In Bhiwani rural area, 69 percent of respondents had knowledge about doctor in science stream followed by nursing (55%) and engineering (54%) while scientist (45%). In art stream, majority of respondents (69%) had knowledge about fashion designer followed by photography (64%), air hostess (55%) and journalist (45%). In commerce stream, cent percent respondents had knowledge about banking followed by manager (69%), chartered accountant (62%) and 55 percent respondents had knowledge about lawyer and auditor.

4.3.5 Preferred occupations by adolescent girls in Hisar district

It can be seen from the data presented in table 24 regarding occupational programmes in science stream for adolescent girls in both the selected area of Hisar district, most of the respondents had maximum preference for 'teaching' (2.75 **WMS**) in science stream, followed by 'nursing' (2.40 **WMS**) and 'doctor' (2.13 **WMS**) while for 'engineering' (1.86 **WMS**) preference was low in urban area. Overall, all preferred occupation were reported as most preferred and somewhat preferred by most of the adolescent girls with weighted mean score (2.28) against of maximum (3.0).

Table 24. Preferred occupations by adolescent girls in Hisar district

Subject Stream	Preferred jobs	Hisar (n=100)									
		Urban					Rural				
		Response category			W.M.S.	Rank	Response category			W.M.S.	Rank
		Most preferred	Somewhat preferred	Least Preferred			Most preferred	Somewhat preferred	Least preferred		
Science	Teacher	37	13	0	2.75	I	21	19	10	2.21	II
	Doctor	21	14	15	2.13	III	19	18	13	2.12	III
	Nurse	32	05	13	2.40	II	25	17	08	2.33	I
	Engineer	09	25	16	1.86	IV	10	20	20	1.79	IV
	Total score	24.8	14.3	10.9	2.28		18.7	18.5	12.8	2.11	
Art	Teacher	50	0	0	3.0	I	50	0	0	3.0	I
	Architect	17	18	15	2.03	III	10	15	25	1.69	III
	Fashion Designer	28	22	0	2.55	II	30	20	0	2.59	II
	Journalist	06	14	30	1.51	IV	05	13	32	1.45	IV
	Total score	25.2	13.6	11.2	2.27		23.3	12.4	14.3	2.18	
Commerce	Teacher	32	18	0	2.64	II	19	31	0	2.38	III
	Chartered Accountant	23	27	0	2.45	III	25	25	0	2.51	II
	Company Secretary	16	11	23	1.86	VII	06	09	35	1.42	VII
	Manager	17	18	15	2.04	V	13	16	21	1.84	V
	Lawyer	20	16	14	2.10	IV	23	12	15	2.15	IV
	Auditor	12	23	15	1.93	VI	13	10	27	1.71	VI
	Banker	35	15	0	2.69	I	36	14	0	2.72	I
	Total score	21.9	18.5	9.6	2.24		19.2	16.8	14.0	2.10	

Multiple response

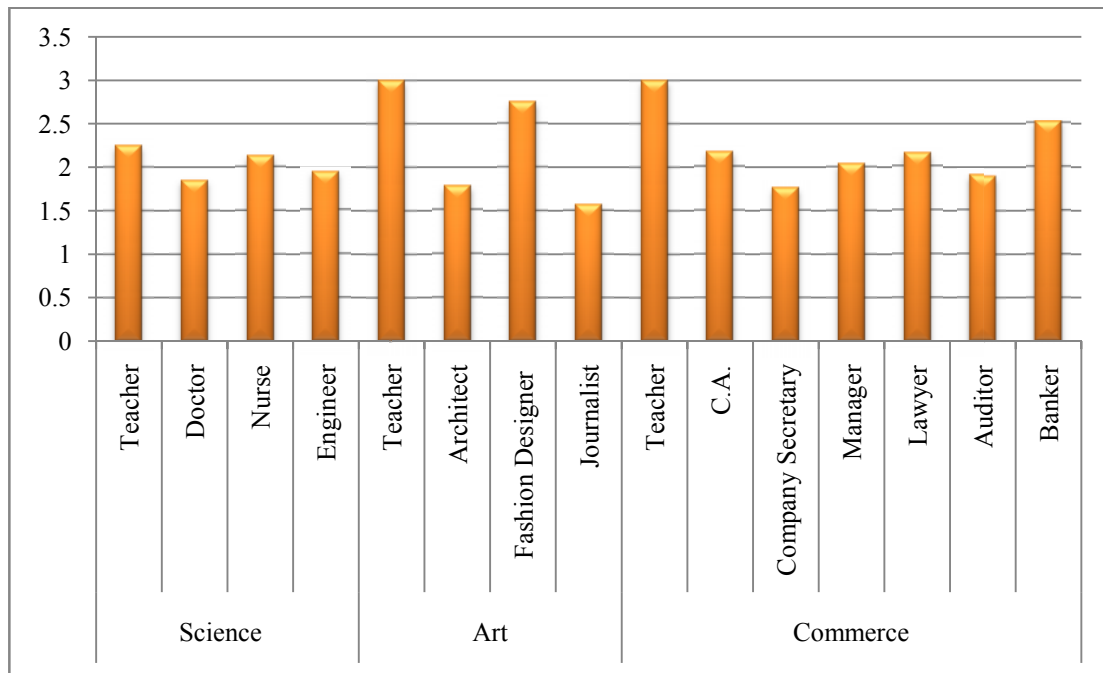


Fig. 3: Preferred occupations by adolescent girls in urban Hisar

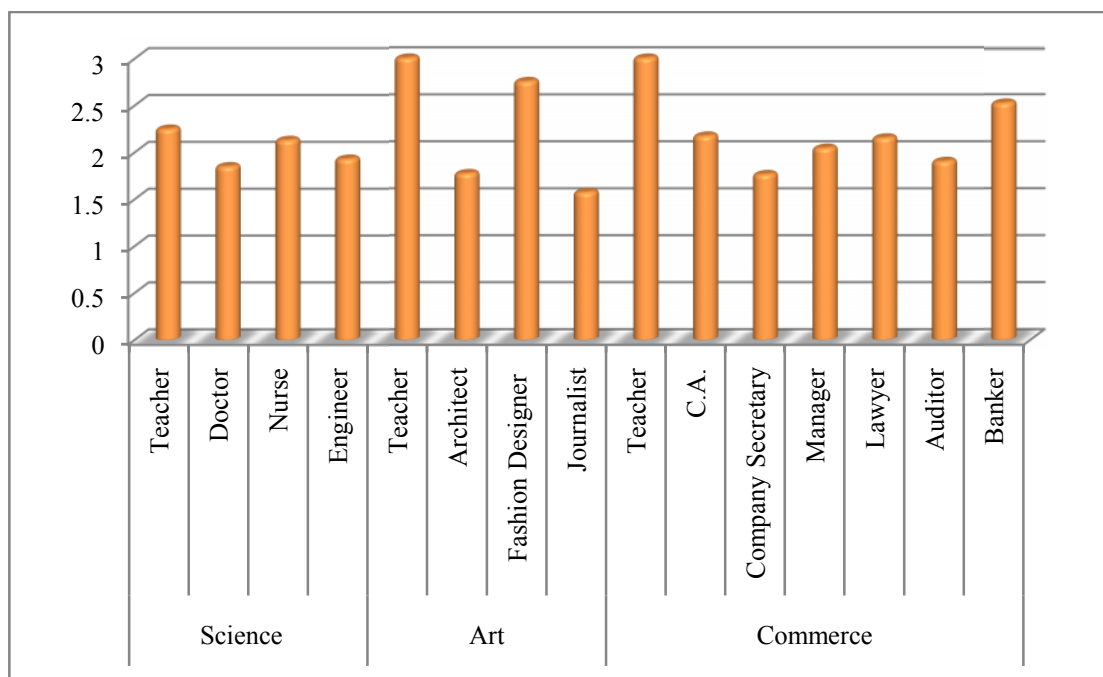


Fig. 4: Preferred occupations by adolescent girls in rural Hisar

Table 25. Preferred occupations by adolescent girls in Bhiwani district

Subject Stream	Preferred jobs	Bhiwani (n=100)									
		Urban					Rural				
		Response category			W.M.S.	Rank	Response category			W.M.S.	Rank
		Most preferred	Somewhat preferred	Least preferred			Most preferred	Somewhat preferred	Least preferred		
Science	Teacher	13	37	0	2.25	I	10	30	10	2.01	III
	Doctor	05	32	13	1.85	IV	19	18	13	2.12	II
	Nurse	21	14	15	2.13	II	20	22	08	2.23	I
	Engineer	13	21	16	1.93	III	10	20	20	1.79	IV
	Total score	13.0	26.2	10.8	2.04		14.7	22.5	12.8	2.03	
Art	Teacher	50	0	0	3.0	I	37	13	0	2.75	I
	Architect	10	19	21	1.77	III	11	14	25	1.71	III
	Fashion Designer	37	13	0	2.75	II	21	29	0	2.41	II
	Journalist	06	16	28	1.57	IV	08	10	32	1.51	IV
	Total score	25.9	11.8	12.3	2.27		19.3	16.5	14.2	2.09	
Commerce	Teacher	50	0	0	3.0	I	37	13	0	2.75	I
	Chartered Accountant	23	12	15	2.17	III	19	31	0	2.38	IV
	Company Secretary	11	16	23	1.76	VII	06	09	35	1.42	VII
	Manager	17	18	15	2.04	V	25	25	0	2.51	III
	Lawyer	18	22	10	2.15	IV	13	16	21	1.84	V
	Auditor	15	16	19	1.90	VI	13	15	22	1.80	VI
	Banker	31	14	05	2.52	II	32	16	02	2.59	II
	Total score	23.5	14.0	12.5	2.22		20.7	17.9	11.4	2.18	

Multiple responses

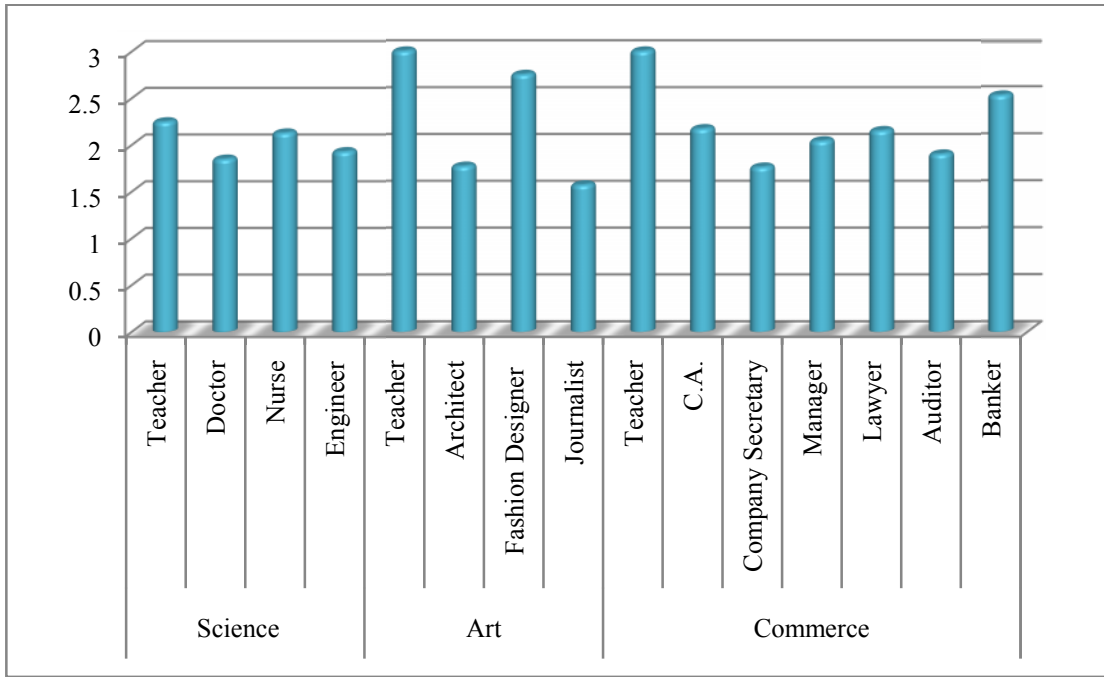


Fig. 5: Preferred occupations by adolescent girls in urban Bhiwani

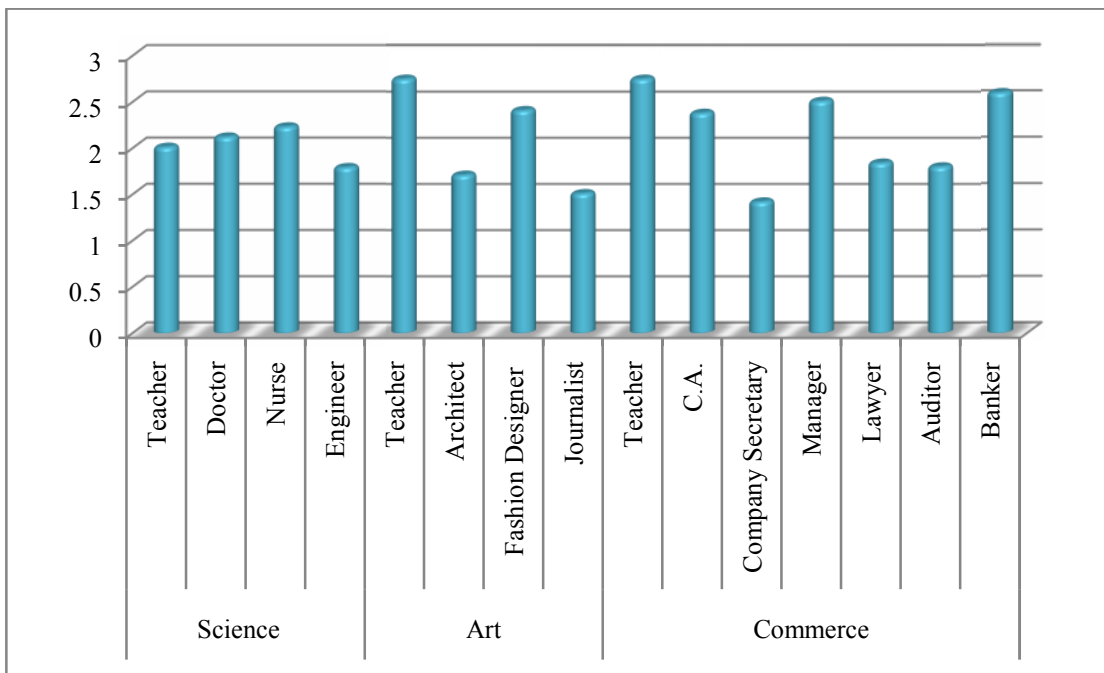


Fig. 6: Preferred occupations by adolescent girls in rural Bhiwani

In rural area, most of the respondents had maximum preference for 'nursing' (2.33 WMS) in science stream, followed by 'teaching' (2.21 WMS) and 'doctor' (2.12 WMS) while for 'engineering' (1.79 WMS) preference was low. Overall, all preferred occupations were reported as most preferred and somewhat preferred by most of the adolescent girls with weighted mean score of 2.11.

As regards art stream in urban area, maximum preferences were seen in 'teaching' (3.0 WMS) followed by 'fashion designer' (2.55 WMS). Somewhat preferences were seen in 'architecture' (2.03 WMS) while for 'journalist' (1.51 WMS) it was low. The overall preference of occupation was rated as most preferred and somewhat preferred by most of adolescent girls with weighted mean score of 2.27.

But in Hisar rural area, maximum preferences were seen for 'teaching' (3.0 WMS) followed by 'fashion designer' (2.59 WMS). 'Architecture' (1.69 WMS) was somewhat preferred while preference for 'journalist' (1.45 WMS) was observed low. The overall preferences for various jobs were rated as most preferred and least preferred by most of adolescent girls with weighted mean score of 2.18.

Regarding commerce stream in urban area, maximum preference was seen in 'banking' (2.69 WMS) and 'teaching' (2.64 WMS) followed by 'CA' (2.45 WMS) and 'lawyer' (2.10 WMS). Preferences for 'manager' (2.04 WMS), 'auditor' (1.93 WMS) and 'company secretary' (1.86 WMS) were low.

The overall preference for occupation was rated as most preferred and somewhat preferred by most of adolescent girls with weighted mean score of 2.24. But in rural area, highest weighted mean score was seen in 'banking' (2.72 WMS) and 'Charter Accountant' (2.51 WMS) followed by 'teaching' (2.38 WMS) and 'lawyer' (2.15 WMS) while 'manager' (1.84), 'auditor' (1.71) and 'company secretary' (1.42) got low preference. The overall preference for occupation was rated as most preferred and somewhat preferred by most of adolescent girls with weighted mean score of 2.10.

4.3.6 Preferred occupations by adolescent girls in Bhiwani district

It can be seen from the data presented in table 25 that regarding occupation (in science stream) preferred by adolescent girls in both area of Hisar district, most of the respondents had maximum preference for 'teaching' (2.25 WMS) in science stream, followed by 'nursing' (2.13 WMS) and 'engineering' (1.93 WMS) while for 'doctor' (1.85 WMS) preference was low in urban area. In overall, all preferred occupation were reported as most preferred and somewhat preferred by most of the adolescent girls with weighted mean score of 2.04 as against maximum of 3.0.

In Hisar rural area, most of the respondents had maximum preference of 'nursing' (2.23 WMS) in science stream, followed by 'doctor' (2.12 WMS) and 'teaching' (2.01 WMS) while for 'engineering' (1.79 WMS) preference was low. In overall, all jobs listed

were reported as most preferred and somewhat preferred by most of the adolescent girls with weighted mean score of 2.03.

As regards art stream in urban area, maximum preferences were seen in 'teaching' (3.0 WMS) followed by 'fashion designer' (2.75 WMS). Least preferences were seen in 'architecture' (1.77 WMS) while for 'journalist' (1.57 WMS) preference was low. The overall preference of occupation was rated as most preferred and somewhat preferred by most of adolescent girls with weighted mean score of 2.27. But in Hisar rural area, maximum preferences were seen in 'teaching' (2.75 WMS) followed by 'fashion designer' (2.41 WMS). Least preference was seen in 'architecture' (1.71 WMS) and 'journalist' (1.51 WMS). The overall preference of occupation was rated as most preferred and least preferred by most of adolescent girls with weighted mean score of 2.09.

Regarding commerce stream, maximum preferences were seen in 'teaching' (3.0 WMS) and 'banking' (2.52 WMS) followed by 'CA' (2.17 WMS) and 'lawyer' (2.15 WMS) while 'manager' (2.04), 'auditor' (1.90) and 'company secretary' (1.76) with low preference in urban area. The overall preference for occupation was rated as most preferred and somewhat preferred by most of adolescent girls with weighted mean score of 2.22. But in rural area, highest weighted mean score was seen in 'teaching' (2.75 WMS) and 'banking' (2.59 WMS) followed by 'manager' (2.51 WMS) and 'Charter Accountant' (2.38 WMS) while 'lawyer' (1.84), 'auditor' (1.80) and 'company secretary' (1.42) were low preference. The overall preference for occupation was rated as most preferred and somewhat preferred by most of adolescent girls with weighted mean score of 2.18.

4.4.1 Problems faced by respondents in making job preferences in urban area

Table 26 portrayed the various problems faced by adolescent girls and their parents in making job preferences in urban area of both district.

Data regarding Hisar urban area, indicated that approximately half of the adolescent girls (48%) faced objection from parents in job preferences followed by tough competition in all areas (42%), lack of confidence and lack of job hunting skills among girls (26%). Twenty four percent of respondents never thought about type of job they will go for after completion of studies. Sixty six percent of fathers faced problems in deciding jobs for girls because of tough competition in all field of jobs followed by objection from parents in doing jobs by girls (42%). Lack of ability to enter & excel in their ideal job by adolescent girls (46%) and lack of job hunting skills (38%), lack of confidence (32%) and poor examination results of adolescent girls were also listed by the respondents. Whereas more than half of mother (64%, 56%) faced tough competition and lack of confidence as major problems in job preferences followed by lack of training (46%) and lack of experience lack of ability to enter & excel in their preferred jobs (42%) in which their girls wants to join.

Table 26. Problems faced by respondents in making job preferences in urban area

Problems	Frequency (%) n=300					
	Hisar			Bhiwani		
	Adolescent	Father	Mother	Adolescent	Father	Mother
Lack of experience	10(20.0)	11(22.0)	21(42.0)	17(34.0)	21(42.0)	23(46.0)
Lack of training	09(18.0)	07(14.0)	23(46.0)	19(38.0)	12(24.0)	12(24.0)
Tough competition	21(42.0)	33(66.0)	32(64.0)	27(54.0)	23(46.0)	29(58.0)
Personality/ appearance	07(14.0)	05(10.0)	12(24.0)	09(18.0)	12(24.0)	12(24.0)
Lack of job hunting skills	13(26.0)	19(38.0)	24(48.0)	19(38.0)	19(38.0)	25(50.0)
Objection from parents	24(48.0)	21(42.0)	23(46.0)	27(54.0)	21(42.0)	23(46.0)
Poor examination results	09(18.0)	15(30.0)	19(38.0)	31(62.0)	33(66.0)	33(66.0)
Lack of confidence	13(26.0)	16(32.0)	28(56.0)	21(42.0)	23(46.0)	25(50.0)
Lack of ability to enter & excel in their ideal job	11(22.0)	23(46.0)	21(42.0)	19(38.0)	25(50.0)	27(54.0)
Lack of financial support for further education	08(16.0)	11(22.0)	07(14.0)	23(46.0)	27(54.0)	29(58.0)

multiple responses

Data regarding Bhiwani urban area clearly showed that more than half of the adolescent girls (62% & 54%) faced poor examination, tough competition and objection from parents as major problems in making job preferences followed by they never thought about job, lack of financial support for further education (46%). Lack of confidence (42%), lack of training or lack of ability to enter & excel in their ideal job (38%) respectively whereas 66 percent fathers and mothers faced poor examination results of their children as a major problem. Majority of fathers (54%) faced lack of financial support for further education of children and half of fathers (50%) faced lack of ability of enter & excel in their ideal job. They faced a tough competition in all field of education or lack of confidence (46%) and also faced lack of experience in job preferences.

Mothers of adolescent girls also give their responses on problems faced by them in making job preferences and results showed that 58 percent of mothers thought tough competition, lack of financial support for further education were major problems faced by adolescent girls followed by they never thought about job or lack of ability to enter & excel in their ideal jobs (54%) and half of mothers agreed on lack of job hunting skills and lack of confidence among adolescent girls & their parents (50%) respectively.

4.4.2 Problems faced by respondents in making job preferences in rural area

Table 27 clearly showed the data regarding problems faced in job preferences by parents and adolescent girls in rural area of both the districts. More than half of adolescent girls of Hisar district (52%) faced objection from parents as a major problem in job preferences followed by lack of confidence (48%). Never thought about job, tough competition, lack of ability to enter and excel in their ideal jobs (42%) of adolescent girls, lack of job hunting skills (34%) and lack of experience about job preferences (30) by

adolescent girls. Parents of adolescent girls also faced problems in making job preferences. Forty eight percent of fathers and 66 percent of mothers never thought about any job for adolescent girls followed by tough competition in all jobs faced by fathers of adolescent girls, lack of ability to enter and excel in their ideal job (46%), lack of experience, lack of job hunting skills, lack of financial position for higher education (38%).

More than half of adolescent mothers (62%, 56%) faced lack of ability to enter and excel in their ideal jobs and tough competition as problem in deciding jobs followed by lack of training, lack of confidence (46%), lack of experience or lack of job hunting skills in adolescent girls as well as in parents (42%) respectively.

Table also depicted the data regarding problems in job preferences faced by parents and adolescent girls in rural area of Bhiwani district. Majority of adolescent girls (82%, 74%) faced lack of financial support for further education, lack of ability to enter and excel in their ideal job followed by poor examination results of adolescent girls (66%), tough competition in job or lack of confidence (58%), objection from parents while making job preferences (54%), 50 percent of adolescent girls never thought about job, lack of job hunting skills (46%) and lack of training among adolescent girls (42%) respectively.

Table 27. Problems faced by respondents in making job preferences in rural area

Problems	Frequency (%) n=300					
	Hisar			Bhiwani		
	Adolescent	Father	Mother	Adolescent	Father	Mother
Lack of experience	15(30.0)	19(38.0)	21(42.0)	19(38.0)	21(42.0)	23(46.0)
Lack of training	13(26.0)	17(34.0)	23(46.0)	21(42.0)	23(46.0)	29(58.0)
Tough competition	21(42.0)	23(46.0)	28(56.0)	29(58.0)	31(62.0)	37(74.0)
Personality/ appearance	11(22.0)	09(18.0)	13(26.0)	11(22.0)	26(52.0)	22(44.0)
Lack of job hunting skills	17(34.0)	19(38.0)	21(42.0)	23(46.0)	21(42.0)	25(50.0)
Objection from parents	26(52.0)	18(36.0)	19(38.0)	27(54.0)	21(42.0)	23(46.0)
Poor examination results	09(18.0)	11(22.0)	13(26.0)	33(66.0)	37(74.0)	39(78.0)
Lack of confidence	24(48.0)	17(34.0)	23(46.0)	29(58.0)	41(82.0)	35(70.0)
Lack of ability to enter & excel in their ideal job	21(42.0)	23(46.0)	31(62.0)	37(74.0)	25(50.0)	21(42.0)
Lack of financial support for further education	13(26.0)	19(38.0)	17(34.0)	41(82.0)	39(78.0)	37(74.0)

multiple response

Majority of fathers (82%) were face lack of confidence, lack of financial support for further education (78%), poor examination results of their children (74%) followed by tough competition (62%), personality/appearance of adolescent girls for job (52%), lack of ability to enter excel in their ideal jobs (50%), more than half of the fathers of adolescent girls never thought about their job preferences (54%), lack of experience, lack of job hunting skills, objection from parents (42%) in deciding job preferences respectively.

Mothers of adolescent girls in rural area, faced poor examination results of their children as the major problem in making job preferences (78%) followed by tough competition and lack of financial support for higher education and tough competition (74%), lack of confidence (70%), 62 percent mothers never thought about job of adolescent girls, lack of training (58%), lack of job hunting skills (50%), lack of experience and objection from parents (46%), personality/appearance (44%).

4.4.3 Constraint faced by urban adolescent girls and parents in their environment

Data portrayed in table 28 depicted the constraint faced by adolescent girls and parents in their environment both home environment and school environment in urban area of both the selected districts.

Data presented in table clearly showed that 46 percent of adolescent girls faced constraint in the home environment such as 'caring for elderly, sick and young followed by household chores (42%), son preferences given by parents (34%), double burden of work (24%).

In school environment 46 percent of girls faced partiality, followed by lack of spare female toilets in schools (26%), poor sex education (24%), lack of non formal educational system in schools (22%) and lack of electricity facility (14%).

Table 28. Constraints faced by urban adolescent girls and parents in their environment

Sr. No.	Variable	Category	Frequency (%) n=300					
			Hisar			Bhiwani		
			Adolescent	Father	Mother	Adolescent	Father	Mother
1.	Home based Environment							
		Son preference	17(34.0)	07(14.0)	09(18.0)	19(38.0)	17(34.0)	23(46.0)
		Household chores	21(42.0)	13(26.0)	11(22.0)	39(78.0)	31(62.0)	41(82.0)
		Caring for elderly, sick and young	23(46.0)	18(36.0)	21(42.0)	26(52.0)	16(32.0)	33(66.0)
		Lack of mobility	11(22.0)	05(10.0)	09(18.0)	12(24.0)	09(18.0)	13(26.0)
		Early marriage	09(18.0)	11(22.0)	17(34.0)	31(62.0)	21(42.0)	23(46.0)
		Domestic violence	07(14.0)	05(10.0)	09(18.0)	17(34.0)	13(26.0)	23(46.0)
		Double burden of work	12(24.0)	14(28.0)	21(42.0)	19(38.0)	21(42.0)	27(54.0)
2.	School based Environment							
		Lack of non-formal education system	11(22.0)	12(24.0)	13(26.0)	21(42.0)	19(38.0)	21(42.0)
		Poor infrastructure	05(10.0)	04(08.0)	09(18.0)	28(76.0)	25(50.0)	23(46.0)
		Lack of female toilet	13(26.0)	09(18.0)	16(32.0)	33(66.0)	35(70.0)	41(82.0)
		Poor sex education	12(24.0)	09(18.0)	17(34.0)	17(34.0)	19(38.0)	23(46.0)
		Partiality	23(46.0)	27(54.0)	31(62.0)	23(46.0)	27(54.0)	23(46.0)
		Lack of electricity facility	07(14.0)	13(26.0)	13(26.0)	11(22.0)	07(14.0)	11(22.0)

Parents' responses also recorded on these constraints and 36 percent of adolescent girls' fathers agreed that girls do work at home like caring for elderly, sick and young ones followed by double burden of work (28%), household chores (26%), early marriages of girls (22%). In school environment, more than half of fathers (54%) faced partiality in schools followed by lack of electricity (26%), lack of non formal education in schools (24%). Whereas 42 percent of mothers agreed on constraints like caring for elderly, sick and young, double burden of work followed by early marriage (34%), household chores (22%) and son preferences and domestic violence (18%) respectively in urban area of Hisar district. Data regarding constraints faced by mothers in school environment showed that 62 percent of mothers faced partiality in school environment followed by poor sex education provide by teachers (34%) and lack of separate toilets for girls in schools (32%).

Table clearly showed the data regarding Bhiwani urban area that majority of adolescent girls' (78%) faced constraints like household chores, early marriage (62%), caring for elderly, sick, young ones (52%), double burden of work and son preference (38%). The girls also faced constraints in school environment i.e. 76 percent of adolescent girls faced poor infrastructure of school followed by 66 percent faced lack of separate girls' toilet. Forty six percent faced partiality in schools between girls and boys and 42 percent reported lack of non-formal educational system in schools.

Sixty two percent fathers reported constraints for adolescent girls such as household chores followed by early marriage and double burden of work (42%), son preferences (34%). Majority of fathers (70%) reported constraints in school environment were lack of separate girls' toilet followed by partiality between students in schools (54%), poor infrastructure of school (50%), lack of non formal educational system and poor sex education in schools (38%). Whereas majority of mothers (82%) reported household chores as a major constraint followed by carrying for elderly, sick and young ones (86%), Double burden of work (54%) early marriages or domestic violence, preference for son than girls (46%) as major constraints. Mothers also reported constraints in school environment for adolescent girls. Majority of mothers recorded (82%) lack of girls' separate toilet in school building followed by poor school infrastructure, poor sex education for adolescent girls, and partiality between students (46%).

4.4.4 Constraints faced by rural adolescent girls and parents in their environment

Data present in table 29 clearly showed the different constraints faced by adolescent girls and parents in their home environment as well as in their school environment in rural area of both the districts.

Data regarding rural area of Hisar district clearly depicted that less than half of the adolescent girls faced constraints like caring for elderly, sick person or young ones (46%) followed by household chores (42%), son preferences and double burden of work at home

(24%). In school environment, 42 percent of girls faced partiality between students. Twenty six percent of girls reported lack of separate girls' toilet in school and poor sex education given by school teachers (24%).

Data showed that 56 percent fathers reported constraints for girls such as caring for elderly, sick and young ones followed by son preferences, double burden of work (28%), and household chores (26%) respectively. Fifty four percent fathers also reported that adolescent girls faced partiality by teachers in schools followed by lack of electricity (26%), lack of non-formal educational system (22%) and lack of separate female toilets and poor sex education to students (18%).

Data regarding constraints faced mothers in home environment and in school environment showed that more than half of mothers (56%) were faced caring for elderly, sick person and young ones in family followed by household chores (46%), double burden of work (42%), son preference in family as compare to girls (38%) and early marriage of girls (34%).

Table 29. Constraints faced by rural adolescent girls and parents in their environment

Sr. No	Variable	Category	Frequency (%) n=300					
			Hisar			Bhiwani		
			Adolescent	Father	Mother	Adolescent	Father	Mother
1.	Home based Environment							
		Son preference	12(24.0)	14(28.0)	19(38.0)	31(62.0)	21(42.0)	31(62.0)
		Household chores	21(42.0)	13(26.0)	23(46.0)	39(78.0)	31(62.0)	41(82.0)
		Caring for elderly, sick and young	23(46.0)	28(56.0)	28(56.0)	23(46.0)	16(32.0)	33(66.0)
		Lack of mobility	11(22.0)	05(10.0)	09(18.0)	12(24.0)	09(18.0)	13(26.0)
		Early marriage	09(18.0)	11(22.0)	17(34.0)	31(62.0)	21(42.0)	29(58.0)
		Domestic violence	07(14.0)	05(10.0)	09(18.0)	27(54.0)	16(32.0)	37(74.0)
		Double burden of work	12(24.0)	14(28.0)	21(42.0)	29(58.0)	31(62.0)	37(74.0)
2.	School based Environment							
		Lack of non-formal education system	09(18.0)	11(22.0)	13(26.0)	17(34.0)	19(38.0)	21(42.0)
		Poor infrastructure	05(10.0)	07(14.0)	09(18.0)	38(76.0)	29(58.0)	33(66.0)
		Lack of female toilet	13(26.0)	09(18.0)	17(34.0)	33(66.0)	35(70.0)	41(82.0)
		Poor sex education	12(24.0)	09(18.0)	17(34.0)	17(34.0)	19(38.0)	23(46.0)
		Partiality	21(42.0)	27(54.0)	31(62.0)	23(46.0)	27(54.0)	33(66.0)
		Lack of electricity facility	09(18.0)	13(26.0)	13(26.0)	31(62.0)	37(74.0)	31(62.0)

In school environment, 64 percent of mothers faced a major constraint “partiality to students”, lack of female toilet faced by 34 percent mothers and poor sex education by school teachers. Twenty six percent mothers faced lack of non-formal educational system in school and lack of electricity for girls.

Data portrayed in Table 29 also depicted that in rural area of Bhiwani district, majority of adolescent girls (78%) faced household chores as major constraint in home environment and 62 percent faced son preference, 58 percent of adolescent girls had double burden of homework, 54 percent faced domestic violence, 46 percent did caring for elderly, sick member and young ones and 24 percent faced lack of transportation facilities.

Majority of girls (76%) in school based environment faced poor infrastructure, 66 percent faced lack of female toilets, 62 percent faced lack of electricity facility, 46 percent of girls faced partiality among students and poor sex education (24%) as major constraints. Data regarding fathers showed that 62 percent of adolescent girls' fathers faced household chores, double burden of work, given son preference, early marriage (42%), caring for elderly, sick and young ones in family and domestic violence (32%) constraints in home environment.

In school environment, majority of fathers (74%) in rural area reported major constraint were lack of electricity, lack of female toilets in school (70%), poor school infrastructure (58%), partiality between students (54%), poor sex education and lack of non formal educational system in schools (38%) as major constraints.

Majority of mothers (82%) faced household chores, domestic violence, double burden of work (74%), caring for elderly, sick and young ones in family (66%), preference for son then daughter (62%), early marriage (58%). Constrains expressed by mothers in school environment were lack of female toilets in school (82%), poor infrastructure and partiality by teachers (66%). Sixty two percent of mothers reported lack of electricity facilities in schools.

4.4.5 Knowledge of respondents about training institutes/ coaching centres available at national/ local level

Knowledge of respondents about training institutes/coaching centres available at national/local level is portrayed in table 30 and it was clear from the table that respondents belonging to urban area of Hisar district showed that 94 percent of them were having knowledge about national institutes and cent percent had knowledge of local training institutes/coaching centres. Majority of fathers (86%) had knowledge about national and local educational institutes (82%), whereas 74 percent mothers knew about local institutes while only 42 percent of mothers had knowledge about local educational institutes/coaching centre.

In rural Hisar, knowledge of institutes/coaching centre respondents showed that 86 percent girls knew about local institutes and 74 percent of adolescent girls were having knowledge about national institutes. Majority of fathers (78%) knew about national institutes and 74 percent fathers had knowledge about local institutes, whereas 54 percent of mothers had knowledge about local educational institutes and only 38 percent mothers knew about national institutes.

Table 30. Knowledge of respondents about training institutes/ coaching centers available at national/ local level

Variable	Category	Frequency (%) n=600					
		Hisar			Bhiwani		
		Adolescent	Father	Mother	Adolescent	Father	Mother
Urban area	National level	47(94.0)	43(86.0)	21(42.0)	29(58.0)	25(50.0)	16(32.0)
	Local level	50(100.0)	41(82.0)	37(74.0)	37(74.0)	33(66.0)	21(42.0)
Rural area	National level	37(74.0)	39(78.0)	19(38.0)	25(50.0)	24(48.0)	12(24.0)
	Local level	43(86.0)	37(74.0)	27(54.0)	34(68.0)	29(58.0)	19(38.0)

The data in table 30 regarding urban and rural areas of Bhiwani district revealed that 58 percent of adolescent girls had knowledge about national institutes but majority of them (74%) knew about local institutes/coaching centres. Only 50 percent of fathers had knowledge about national institutes. Sixty six percent of them had knowledge about local level coaching centres and educational institutes. Whereas, only 32 percent of mothers knew about national institutes and 42 percent were having knowledge about local level institutes. In rural area, half of adolescents had knowledge about national (50 %) and local institutes (68%), 48 percent of fathers had knowledge about national institutes and 58 percent knew about local institutes, 24 percent of mothers were having knowledge about national and 38 percent of them were having knowledge about local educational institutes/coaching centre respectively.

4.4.6 Pre & post exposure knowledge about job opportunities for adolescent girls in rural area

The aggregate score of each respondent for each statement related to knowledge about job opportunity was summed up and on the basis of the respondents' knowledge level, it was categorized into 3 class intervals i.e. low (0-10), medium (11-20) and high (21-30) for pre exposure and post exposure knowledge as given in table 31 and data revealed low knowledge, medium knowledge and high knowledge levels of adolescent girls at pre-exposure stage were 5%, 37.5% and 57.5% respectively.

The knowledge level improved at post exposure stage after use of booklet and it was observed that cent percent respondents were at high level of knowledge.

Table 31. Pre & post exposure knowledge about job opportunities for adolescent girls in rural area

Sr. No.	Knowledge level	Frequency (%) n=40				Total	
		Hisar		Bhiwani		Pre	Post
		Pre	Post	Pre	Post		
i)	Low (0-10)	0(0.00)	0(0.00)	2(10.0)	0(0.00)	2(5.00)	0(0.00)
ii)	Medium (11-20)	04(20.0)	0(0.00)	11(55.0)	0(0.00)	15(37.5)	0(0.00)
iii)	High(21-30)	16(80.0)	20(100.0)	07(35.0)	20(100.0)	23(57.5)	40(100.0)

Pre-exposure knowledge level of adolescent respondents was of high level (80%) and post-exposure knowledge level was raised upto cent percent in rural area of Hisar and in Bhiwani rural areas, the respondents were at medium level of knowledge at pre exposure stage. There was increase in knowledge of the adolescent girls at high level as a result of media exposure.

4.4.7 Pre & post exposure knowledge about job opportunities for adolescent girls in urban area

Table 32 shows data from urban area of both the districts revealed that at pre-exposure knowledge of adolescent respondents was of high level (75%-90%) and post-exposure knowledge level was raised upto cent percent in urban area of Hisar and Bhiwani. It can be interpreted from the data that parents and adolescent girls are already aware and know about various job opportunities available after 10+2, it may be due to the high level of electronic media exposure and more social contacts with cosmopolite sources of communication.

Table 32. Pre & post exposure knowledge about job opportunities for adolescent girls in urban area

Sr. No.	Knowledge level	Frequency (%) n=40				Total	
		Hisar		Bhiwani		Pre	Post
		Pre	Post	Pre	Post		
i)	Low (0-10)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)
ii)	Medium (11-20)	02(10.0)	0(0.00)	05(25.0)	0(0.00)	07(17.5)	0(0.00)
iii)	High(21-30)	18(90.0)	20(100.0)	13(75.0)	20(100.0)	33(82.5)	40(100.0)

4.5 Association between dependent, situational and psychological variables

4.5.1 Association of adolescent girls' preference for job opportunities with family environment in Hisar district

Association of family environment with preference of job opportunities has been depicted in both the areas of Hisar district from table 33. It can be observed that majority of adolescent girls with abusive environment, most preferred (36%) followed by somewhat preferred (22%) for jobs. Majority of distressed adolescent girls from rural Hisar least preference (16%) followed by somewhat preference (12%) for jobs, while all the adolescent girls belonging to functional environment in both the areas had least preference (14%) for jobs. The reason behind these findings might be that from functional family environment children feel more secure than distressed and abusive family environment.

The calculated chi-square (χ^2) values were found to be significant (39.05* for rural and 39.2* for urban areas). Thus, indicating that family environment was positively associated with preferences of jobs.

Table 33. Association of adolescent girls' preference for job opportunities with family environment in Hisar district (n=200)

Family Environment	Hisar							
	Preference for Job Opportunities							
	Rural				Urban			
	Least preferred	Somewhat preferred	Most preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Abusive	0(0.00)	11(22.0)	18(36.0)	29(58.0)	0(0.00)	11(22.0)	19(38.0)	30(60.0)
Distressed	8(16.0)	6(12.0)	0(0.00)	14(28.0)	8(16.0)	5(10.0)	0(0.00)	13(26.0)
Functional	7(14.0)	0(0.00)	0(0.00)	7(14.0)	7(14.0)	0(0.00)	0(0.00)	7(14.0)
Total	15(30.0)	17(34.0)	18(36.0)	50(100.0)	15(30.0)	16(32.0)	38(38.0)	50(100.0)
	$\chi^2=39.05^*$				$\chi^2=39.2^*$			

Table 34. Association of adolescent girls' preference for job opportunities with family environment in Bhiwani district (n=200)

Family Environment	Bhiwani							
	Preference for Job Opportunities							
	Rural				Urban			
	Least preferred	Somewhat preferred	Most preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Abusive	8(16.0)	10(20.0)	6(12.0)	24(48.0)	0(0.00)	0(0.00)	5(10.0)	5(10.0)
Distressed	0(0.00)	0(0.00)	12(24.0)	12(24.0)	0(0.00)	0(0.00)	7(14.0)	7(14.0)
Functional	0(0.00)	0(0.00)	14(28.0)	14(28.0)	15(30.0)	16(32.0)	7(14.0)	38(76.0)
Total	8(16.0)	10(20.0)	32(64.0)	50(100.0)	15(30.0)	16(32.0)	19(38.0)	50(100.0)
	$\chi^2=11.6^*$				$\chi^2=27.4^*$			

4.5.2 Association of adolescent girls' preference for job opportunities with family environment in Bhiwani district

Association of family environment with preference of job opportunities has been depicted in both the areas of Bhiwani district from table 34. It can be observed that in rural area, majority of adolescent girls with abusive environment had somewhat preference (20%) followed by least preference (16%), while adolescent girls with distressed environment (24%) and 28 percent with functional environment most preferred jobs.

In urban area, majority of girls with functional environment somewhat preferred jobs (32%) followed by least preferred jobs (30%), while only 14 percent most preferred for jobs. The calculated chi-square (χ^2) values were found to be significant (11.6* for rural and 27.4* for urban areas). Thus, indicating that family environment was positively associated with preferences of jobs.

4.5.3 Association of adolescent girls' preference for job opportunities with school environment in Hisar district

Association of school environment with preference of job opportunities has been depicted in both the areas of Hisar district from table 35. It can be observed in rural area that equal number of adolescent girls with bottom level and top level self managing had most preference (20%) for jobs followed by somewhat preferences (6%). Majority of adolescent girls with mediocre level self managing had somewhat preferences (20%) followed by least preferences (14%) for jobs.

In urban area, majority of girls with bottom level (20%) and mediocre level (28%) self managing had most preferences for jobs while top level self managing had somewhat preferences (16%) followed by least preferences (16%) for jobs.

The calculated chi-square (χ^2) values were found to be significant (12.45* for rural and 14.83* for urban areas). Thus, indicating that school environment was positively associated with preferences of jobs.

4.5.4 Association of adolescent girls' preference for job opportunities with school environment in Bhiwani district

Association of school environment with preferences of job opportunities has been depicted in both the areas of Bhiwani district from table 36. It can be observed in rural area that majority of adolescent girls with bottom level (20%), mediocre level (22%) and top level (16%) self managing had somewhat preferences for jobs.

In urban area, similar trend was observed i.e. majority of girls with mediocre level (30%), bottom level (18%) and top level (14%) self managing had somewhat preferences for jobs.

The calculated chi-square (χ^2) values were found to be significant (5.04* for rural and 8.27* for urban areas). Thus, indicating that school environment was positively associated with preferences of jobs.

Table 35 Association of adolescent girls' preference for job opportunities with school environment in Hisar district (n=200)

School Environment	Hisar							
	Preference for Job Opportunities							
	Rural				Urban			
	Least preferred	Somewhat Preferred	Most Preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Bottom level self managing	0(0.00)	03(6.00)	10(20.0)	13(26.0)	0(0.00)	0(0.00)	09(18.0)	09(18.0)
Top level self managing	0(0.00)	10(20.0)	10(20.0)	20(40.0)	0(0.00)	8(16.0)	04(8.00)	12(24.0)
Mediocre level self managing	7(14.0)	10(20.0)	0(0.00)	17(34.0)	7(14.0)	8(16.0)	14(28.0)	24(48.0)
Poor level self managing	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	05(10.0)	0(0.00)	05(10.0)
Total	07(14.0)	23(46.0)	20(40.0)	50(100.0)	02(4.00)	21(42.0)	27(54.0)	50(100.0)
	$\chi^2 = 12.45^*$				$\chi^2 = 14.83^*$			

Table 36 Association of adolescent girls' preference for job opportunities with school environment in Bhiwani district (n=200)

School Environment	Bhiwani							
	Preference for Job Opportunities							
	Rural				Urban			
	Least preferred	Somewhat Preferred	Most preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Bottom level self managing	0(0.00)	10(20.0)	07(14.0)	17(34.0)	0(0.00)	09(18.0)	0(0.00)	09(18.0)
Top level self managing	0(0.00)	8(16.0)	05(10.0)	13(26.0)	0(0.00)	07(14.0)	04(8.00)	11(22.0)
Mediocre level self managing	0(0.00)	11(22.0)	0(0.00)	11(22.0)	7(14.0)	15(30.0)	05(10.0)	27(54.0)
Poor level self managing	0(0.00)	09(18.0)	0(0.00)	9(18.0)	0(0.00)	03(6.00)	0(0.00)	03(6.00)
Total	0(0.00)	38(76.0)	12(24.0)	50(100.0)	07(14.0)	34(68.0)	09(18.0)	50(100.0)
	$\chi^2 = 5.04^*$				$\chi^2 = 8.27^*$			

Table 37 Association of adolescent girls' preference for job opportunities with parental encouragement in Hisar district (n=200)

Parental encouragement	Hisar							
	Preference for Job Opportunities							
	Rural				Urban			
	Least preferred	Somewhat preferred	Most preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Low	0(0.00)	10(20.0)	5(10.0)	15(30.0)	0(0.00)	0(0.00)	9(18.0)	9(18.0)
Average	9(18.0)	16(32.0)	3(6.00)	28(56.0)	0(0.00)	12(24.0)	19(38.0)	31(62.0)
High	0(0.00)	7(14.0)	0(0.00)	7(14.0)	0(0.00)	10(20.0)	0(0.00)	10(20.0)
Total	9(18.0)	33(66.0)	8(16.0)	50(100.0)	0(0.00)	22(44.0)	18(36.0)	50(100.0)
	$\chi^2 = 18.25^*$				$\chi^2 = 23.05^*$			

Table 38 Association of adolescent girls' preference for job opportunities with parental encouragement in Bhiwani district (n=200)

Parental Encouragement	Bhiwani							
	Preference for Job Opportunities							
	Rural				Urban			
	Least Preferred	Somewhat preferred	Most Preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Low	0(0.00)	10(20.0)	9(18.0)	19(38.0)	0(0.00)	0(0.00)	14(28.0)	14(28.0)
Average	4(8.00)	16(32.0)	2(4.00)	22(56.0)	7(14.0)	14(28.0)	6(12.0)	27(54.0)
High	0(0.00)	9(18.0)	0(0.00)	9(18.0)	0(0.00)	7(14.0)	0(0.00)	7(14.0)
Total	4(8.00)	33(66.0)	11(22.0)	50(100.0)	7(14.0)	21(42.0)	20(40.0)	50(100.0)
	$\chi^2 = 13.08^*$				$\chi^2 = 15.23^*$			

4.5.5 Association of adolescent girls' preference for job opportunities with parental encouragement in Hisar district

Association of parental encouragement with preferences of job opportunities has been depicted in both the areas of Hisar district from table 37. It can be observed in rural area that majority of adolescent girls with average (32%), low (20%) and high (14%) parental encouragement had somewhat preferences for jobs followed by most preferences (10%) for jobs.

In urban area, majority of adolescent girls with average (38%) and low (18%) parental encouragement had most preferences for jobs and only 20 percent adolescent girls with high parental encouragement had somewhat preferences for jobs.

The calculated chi-square (χ^2) values were found to be significant (18.25* for rural and 23.05* for urban areas). Thus, indicating that parental encouragement was positively associated with preferences of adolescent girls for jobs.

4.5.6 Association of adolescent girls' preference for job opportunities with parental encouragement in Bhiwani district

Association of parental encouragement with preferences of job opportunities has been depicted in both the areas of Bhiwani district from table 38. It can be observed in rural area that adolescent girls with average (32%), low (20%) and high (18%) parental encouragement had somewhat preferences for jobs.

In urban area, adolescent girls with low parental encouragement had most preferences (28%) while adolescent girls with average parental encouragement had somewhat preferences (28%) for jobs. Only 14 percent adolescent girls with high parental encouragement had somewhat preferences for jobs.

The calculated chi-square (χ^2) values were found to be significant (13.08* for rural and 15.23* for urban areas). Thus, indicating that parental encouragement was positively associated with preferences of jobs.

4.5.7 Relationship between socio-economic, personal variables and situational and psychological variables with knowledge and job preferences of the respondents

In order to find out the relationship between socio-economic, personal and situational and psychological variables with knowledge about job opportunities and job preferences of the respondents, Pearson correlation coefficient was applied. The data pertaining to these aspects had been presented in Table 39.

It was evident from the table 39 that two variables viz., education ($r = .450^*$) and income ($r = .256^*$) had positive significant correlation with the knowledge about job preferences among the parents, whereas age ($r = -.432^*$), family type ($r = -.283^*$), family environment ($r = -.668^*$) and parent-child relationship ($r = -.421^*$) negative significant correlation with knowledge of parents for preferences of jobs.

Table 39: Relationship between socio-economic, personal variables and situational and psychological variables with knowledge and job preferences of the parents (n=400)

Variables	Parents	
	Knowledge about job opportunities ('r' value)	Job preferences ('r' value)
Age	-.432*	-.612*
Caste	-.221	-.197
Education	.450*	.586*
Occupation	.193	-.421*
Family type	-.283*	-.185
Family size	.118	.168
Housing condition	.167	.154
Income	.256*	.283*
Material possession	.198	.241
Family environment	-.668*	-.512*
Parent-child relationship	-.421*	-.388*

*Significant at 0.05 level of significance

Table 39 revealed that job preference was positively significantly correlated with education ($r = .586^*$) and income ($r = .283^*$), whereas age ($r = -.612^*$), occupation ($r = -.421^*$), family environment ($r = -.512^*$) and parent-child relationship ($r = -.388^*$) were negatively significantly correlated with job preferences of parents.

Data regarding relationship between socio-economic, personal variables and situational and psychological variables with knowledge and job preferences of the parents presented in table 39 reveals that age ($r = -.432^*$), family type ($r = -.283^*$), family environment ($r = -.668^*$) and parent-child relationship ($r = -.421^*$) of the parents were negatively significantly correlated with knowledge about job opportunities whereas education ($r = .450^*$) and income ($r = .256^*$) had positive and significant correlation with knowledge about job opportunities. Regarding job preferences of parents table 39 shows that job preferences had negative significant correlation with the age, occupation, family type, family environment and parent-child relationship of respondents, whereas positive significant correlation with job preferences was observed with education ($r = .586^*$) and income ($r = .283^*$) of parents.

This chapter presents the discussion regarding findings of the study. The study was conducted in Hisar and Bhiwani districts (Haryana state). The findings of the study were obtained after analysis of the data. The review aimed to use the best quality evidences to support the study. The outputs of the study are presented and discussed in following heads

- 5.1 Personal profile of adolescent girls and their parents.
- 5.2 Assessment of family and school environment, parent- child relationship, parental encouragement and parental involvement.
- 5.3 Knowledge and preferences about job opportunities for adolescent girls.
- 5.4 Problems and constraints faced by adolescent girls and their parents
- 5.5 Association between dependent and situational and psychological variables

5.1 Personal profile of adolescent girls and their parents

Personal profile of parents revealed that majority of respondents was below 40 years of age group and belonged to general caste in both the districts. Majority of respondents had nuclear families of small size from urban area and medium size from rural area. Monthly income of the respondents was 10,001 to 20,000 and they had pucca houses with medium level of material possession in both the districts. Data also revealed that majority of adolescent girls were 16-17 years old and was at 1st birth order. Cent percent girls were unmarried. Similar findings were reported by Gita (2010) that most of the respondents were of younger age group, married and having medium family education status. These results are supported by Acharya and Joshi (2009) reported that family factor such as parental education and parental encouragement, discussion of importance of education and education affairs had direct positive influence on achievement motivation of students.

Educational and occupational profile of parents revealed that majority of respondents (both fathers & mothers) were educated upto high school with high level of family educational status in both the districts while their occupation was agricultural labourer in rural area and service (govt./private) in urban area. Majority had allied occupation also i.e. agricultural labour & farming. Majority of respondents preferred and had control over media like newspapers, magazines, books, T.V., mobiles etc.

Academic achievement of adolescent girls in previous classes revealed that majority passed the previous classes. These results are supported by Wangoo and Khan (1991) who carried out a study to find out whether the students differed significantly with respect to their socio-economic status and academic achievement between students' relationship between

academic achievement and socio-economic status when computed on total sample was differed significantly. Majority of respondents had school in the village/city and nearby village/city in rural area. Transportation facility used by respondents were cycle (rural area) and scooty/motorcycle (urban area). Regarding discussion for choosing career, cent percent respondents wanted to go for job/profession in both the districts. Majority of respondents were discussed about choosing their career with fathers in both the districts. Majority opined preferred age for marriage 22-25 years for girls and above 26 years for boys.

Majority of respondents had access to television with cable connection, internet and mobiles as an electronic media and newspaper and books as a print media. Among communication sources, the most preferred source for obtaining information for adolescent girls and their parents were newspapers and television with cable connection. Parents had more control on media than adolescent girls. Among mass media sources, newspaper, mobiles and television with cable connection were always used.

5.2 Assessment of family and school environment, parent- child relationship, parental encouragement and parental involvement

Majority of respondents (girls, mothers & fathers) had functional family environment in both the districts in which the family members feel physically and emotionally safe. Parents perceived the secure relationship in the family with their children. The result could be supported by Chope (2006) stated that supportive family environments with high expectations were associated with "high level educational and occupational aspirations". Majority of adolescent girls perceived top and mediocre level self managing school environment in Hisar district while in Bhiwani district, majority of adolescent girls perceived bottom and mediocre level self managing school environment. Opinion about parent child relationship by parents had average level of relationship in both the districts. Parent-adolescent relationships have been identified as the most significant influence on children's career goals (Li & Kerpelman, 2007). Crystallization of age of adolescent girls revealed that maximum respondents started to think about career at 16-18 years of age in both the areas. Schmitt-Rodermund (2007) also reported that entrepreneurial interests developed at the age of 13 years. Majority of respondents had average level of parental encouragement in both the districts and fathers were actively involved in deciding job preferences from 10th, XIth and 12th classes for their girls in both the districts. Schoon (2002) said that both the parents and teachers focus groups believed that families' socio economic status had impact on students' future aspirations.

5.3 Knowledge and preferences about job opportunities for adolescent girls

Regarding knowledge for job opportunities available for girls, revealed majority of respondents were aware about jobs available in all streams. Majority of adolescent girls preferred teaching, fashion designer, doctor, nursing, banking and others professions. Parents (mothers & fathers) also preferred the similar occupations. The result could be supported by

Okafor (2004) who found that most secondary school students selected Law, Medical, Accountancy, Engineering, Business Administration, Teaching, Nursing, Banking and Secretarial work in private organizations. Constraints responsible for the respondents' choice of careers, 80% of the students cited material gains in terms of salaries and emoluments; parental pressure (60%), peer groups (50%), interest (50%), career information (45%), prestige (40%) and relatives (30%). Majority of adolescent girls and parents most preferred about job opportunities in art stream from Hisar district. But in Bhiwani district, majority of the respondents most preferred jobs in commerce stream.

The result could also be supported by Wikelund, (2005) showed that specifically, family members and parents played a major role in the preference of career of an individual. In most of the culture, interpersonal influence, role model influence and significant others' influence were also such factors evident in choice of their career or vocation. Parents were more intensively involved in their children's learning. But some individuals also reported that their parents controlled their career actions and choices too much (Schultheiss et al., 2001). Ghazi (2010) also reported that parental encouragement influences achievement motivation of the students that contributes significantly to the academic achievement of the students.

5.4 Problems and constraints faced by adolescent girls and their parents

Problems faced in job preference by respondents were 'tough competition' followed by 'poor examination results', objection from parents in urban area while in rural area, majority of respondents faced problems in deciding job preferences were 'lack of confidence', 'tough competition' followed by 'lack of financial support for further education', 'never thought about it' etc. Regarding constraints, majority of respondents had faced major constraint in home based environment 'household chores' followed by 'caring for elderly, sick & young', 'double burden of work' etc. in both the districts while in school based environment, majority had faced constraints as 'partiality' followed by 'lack of female toilet', 'lack of non-formal education' etc. in both districts. Regarding knowledge about training institutes/coaching centres available at national/ local level revealed that majority of respondents had high awareness about educational centres at local level in both the districts. Regarding pre & post knowledge about job opportunities found that though pre exposure knowledge was already medium and of high level but change in knowledge was observed and it raised upto 100 percent after using the booklet. The media prepared could be utilized by other family members, friends, neighbours, relatives etc. as it may be a permanent record with them.

Association between dependent, situational and psychological variables of adolescent girls

The study revealed that adolescents s' relationship of family & school environment was found significant with preference for job opportunities. Association of Parental

encouragement and involvement was also found significant with preference of job opportunities. This could be supported by Navin (2009) reported that parental attachment had been shown positively correlated with career exploration. It was also found that parental attachment, defined as the extent to which one feels emotionally close to and supported by one's parents, was positively related to career exploration. Positive correlation was of education and income with knowledge about job opportunities and job preferences for parents. Printed booklet on job opportunities for adolescent girls was found to be effective. Further, it revealed that media changed knowledge and job preferences of the respondents at a great extent. Positive relationship with education, income and material possession was observed while age, occupation, family environment etc. was negatively associated with knowledge and job preferences.

Introduction

Adolescence is a critical time to formulate one's career aspirations and expectations. It is a time when one's personal horizons are being developed and explored. It is also a time when increasing experience and knowledge about the working world informs the adolescent about the possible factors or barriers that may influence his or her career aspirations. Career choice is one important decision in adolescents' life that every human being makes sometimes in life, it is a decision in which nobody should make a mistake because what a person does for a living affects in the present, as well as for the rest of life.

So the present study was planned with following objectives:

1. Study the knowledge of adolescent girls and their parents about job opportunities
2. Determine the job preferences of adolescent girls and parents
3. Identify the issues regarding job preferences of adolescent girls and their parents
4. Development, distribution and impact of literature on job opportunities

Methodology:

Two separate well-structured interview schedules were constructed for data collection on the basis of objectives, independent and dependent variables of the study. The collected data were quantified and interpreted by using suitable statistical tools such as percentages, weighted mean, chi-square test etc. as per objectives of the study.

Major findings:

Personal profile of adolescent girls and their parents

- Personal profile of parents revealed that majority of respondents belonged to below 40 years of age and general caste in both districts. Majority of respondents had nuclear families of small size from urban area and medium size from rural area. Monthly income of the respondents was 10,001 to 20,000 and they had pucca houses with medium level of material possession in both the district.
- Personal profiles also revealed that majority of adolescent girls were 16-17 years of age and 1st birth order. Cent percent girls were unmarried.
- Educational and occupational profile of parents revealed that majority of respondents (both fathers & mothers) had high school education and with high level of family education in both the districts while their occupation was agricultural labour in rural area and service (govt./private) in urban area.

- Majority was engaged in allied occupation also (agricultural labour & farming). Majority of respondents preferred and use both print & electronic media like newspapers, magazines, books, T.V., mobiles etc.
- Academic achievement of adolescent girls in previous classes revealed that majority passed previous classes and adolescent girls had school in the village/city and nearby village/city (rural area) and nearby village/city (urban area). Transportation facility used by respondents were cycle (rural area) and scooty/motorcycle (urban area) for going to school and tutions.
- Regarding choosing career, cent percent respondents wanted to go for job/profession in both the districts. Majority of respondents discussed about choosing their career with fathers in both the districts. Majority preferred age for marriage 22-25 years for girls and above 26 years for boys.
- Communication and transportation means possessed by parents were of medium level. Majority of respondents assessed T.V. with cable, internet and mobiles as an electronic media and newspaper and books as a print media. Among communication sources, the most preferred source for obtaining information by adolescent girls and their parents were newspapers and T.V. with cable connection and parents had more control on media than adolescent girls. Among mass media sources, newspaper, mobiles and T.V. with cable were always used.

Assessment of family and school environment, parent- child relationship, parental encouragement and parental involvement

- Majority of respondents (girls, mothers & fathers) had functional family environment in which the family members feel physically and emotionally safe in both the districts. Parents were having the secure relationship in the family with their children. Majority of adolescent girls had top and mediocre level self managing school environment in Hisar district while in Bhiwani district, majority of adolescent girls had bottom and mediocre level self managing school environment.
- Majority of respondent's opined that they had secure and ambivalent parent-child relationship in both the districts. For crystallization age of adolescent girls revealed that they started thinking about career at 16-18 years in both the districts. Majority of respondents had average level of parental encouragement in both the districts and fathers were actively involved with their girls in taking decisions for job preferences from 10th, XIth and 12th classes in both the districts.

Knowledge and preferences about job opportunities for adolescent girls

- Regarding knowledge for availability of job opportunities for adolescent girls revealed that majority of respondents were aware about jobs in all streams. Majority of respondents preferred teaching, fashion designer, banking and other jobs. The reason

behind these choices was that the respondents under study perceived these jobs secure and prestigious for girls.

Problems and constraints faced by adolescent girls and their parents

- Respondents faced problems in making job preferences were ‘tough competition’ followed by ‘poor examination results’, objection from parents etc. in urban area while in rural area, majority of respondents had faced problems like ‘lack of confidence’, ‘tough competition’ followed by ‘lack of financial support for further education’, and ‘never thought about it’ etc.
- Regarding constraints, majority of respondents had faced major constraints at their home which were ‘household chores’ followed by ‘caring for elderly, sick & young’, ‘double burden of work’ etc. in both the districts while in schools, majority faced challenges as ‘partiality’ followed by ‘lack of female toilet’, ‘lack of non-formal education’ etc. in both the districts.
- Regarding knowledge about training institutes/coaching centers available at national/local levels revealed that majority of respondents were highly aware about educational centers at local level in both the districts. Regarding pre & post knowledge about job opportunities, it was found that post knowledge was increased upto 100 percent after using the booklet.

Association of dependent, situational and psychological variables of respondents

- Opinion about family & school environment of respondents was significant with preference for job opportunities of adolescent girls. Association of Parental encouragement and involvement was also found significant with preference of job opportunities for adolescent girls. Education and income had positive significant correlation with knowledge about job opportunities and job preferences of parents. Parents’ knowledge and job preferences had negative significant correlation with age, family type, occupation, family environment etc.

SUGGESTIONS

- Before choosing the career, girls should judge their values, interests, soft skills and aptitudes, in combination with their personality.
- Schools might teach them life skills along with regular curriculum.
- Adolescent is the age when they may not have the judgment capability to make the right choices. So, parents and teachers may guide them but never decide for them.
- Adolescent may have self-esteem or confidence issues. The feelings of inferiority or superiority often arise from their appearance and acceptance of their body-skin, color, beauty and figure. So, help them to come out of the complex through proper guidance.

- Poor performance in academics and low IQ can also demotivate them. They develop the feeling that “I am not good enough” attitude towards life. It is highly problematic and conforming stage. So, motivate them and create friendly atmosphere at home as well as in schools.
- Educational achievement depends on the quality of school and family environment. So, it is important to encourage their child for effective and productive learning.
- Parental guidance can help to encourage the adolescent to maintain a healthy lifestyle.
- Support your kids’ aspirations for college education as what they need is the encouragement to do well.
- Parents can cut down responsibilities of household chores on teenage girls to enable them to focus on their school assignments when needed.
- Parents should create a positive climate and attitude for girls’ education among rural area.
- Help them in balancing work and family obligations so that there is also time to attend school.
- Though there might be lack of facilities in government schools, but have a positive attitude towards school.
- Keep in mind what you want your child to be. Develop him/her to do so as an adult.

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Questionnaire for Job Preferences of Parents
General Information

Name _____ Gender _____

Address _____

A) Socio-economic and personal profile of Parents

1. Age of respondent

- a. Below 40 years
- b. 40-50 years
- c. Above 50

2. Caste

3. Education of respondent-

- i. Illiterate
- ii. Can read only
- iii. Can read and write
- iv. Primary Middle
- v. High school
- vi. Graduate
- vii. Post graduate

4. Educational Status of Family

Educational Level	Husband	Wife	Children		
			I	II	III
<i>Illiterate</i>					
<i>Can read only</i>					
<i>Can read and write</i>					
<i>Primary</i>					
<i>Middle</i>					
High school					
Graduate					
Post graduate					

5. Type of Family

- a. Nuclear
- b. Joint

6. Size of Family

- a. Small - up to 4 members
- b. Medium - 5-7 members
- c. Large - More than 7 members

7. Occupation of the respondent

- a. Agricultural labourer
- b. Private enterprise
- c. Farming
- d. Service

8. Main Family Occupation

- a) Agricultural labourer
- b) Private enterprise
- c) Farming
- d) Service

9. Allied occupation of Parents, if any

10. Housing conditions

- a. Kaccha
- b. Kaccha Pucca
- c. Pucca

11. Area of residence (Locality) – Rural
Urban

12. Preferred age of marriage

Category	Below 18	18-21	22-25	26 & above
Son				
Daughter				

13. Material possession

- a. Pressure cooker
- b. Refrigerator
- c. Mixer grinder
- d. Cooler
- e. Washing machine
- f. AC
- g. Geyser
- h. LPG
- i. Solar devices
- j. Heater
- k. Sewing machine
- l. Any other

Means of communication-

- a. Mobiles
- b. Radio
- c. T.V.
- d. Magazines
- e. Newspapers
- f. Telephone
- g. Computer
- h. Internet
- i. Any other

Transportation-

- a. Cycle
- b. Scooter/Motorcycle
- c. Car/Jeep
- d. Bus
- e. Any other

14. Do you want that your daughter should go for any job/ vocation?

Yes/ No

15. Stream taken in higher secondary

- a. Art
- b. Science
- c. Commerce
- d. Any other

C) Communication Variables

1. Access and use of Mass Media

1. Print Media		Access		Frequency of use		
		Yes	No	Always	Sometime	Never
(a)	Newspaper					
(b)	Books					
(c)	Magzines					
(d)	Leaflets/pamphlets/handouts					
2. Electronic Media						
(a)	TV with cable					
(b)	Radio					
(c)	Mobile					
(d)	Land line					
(e)	Computer/ laptop					
(f)	Internet facilities					

2. Preferences and control of mass media

1. Print Media		Control		Preference		
		Yes	No	Most preferred	Preferred	Least preferred
(a)	Newspaper					
(b)	Books					
(c)	Magzines					
(d)	Leaflets/pamphlets/handouts					
2. Electronic Media						
(a)	TV with cable					
(b)	Radio					
(c)	Mobile					
(d)	Land line					
(e)	Computer/ laptop					
(f)	Internet facilities					

D) Situational Variables

1. Family Environment Scale

Sr. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	We enjoy doing things together.					
2.	Family members often do not express their feelings.					
3.	Making decisions independently is strongly encouraged in our family.					
4.	In our family everyone is encouraged to play and inter act with neighbours.					
5.	Responsibilities are not taken seriously in our family.					
6.	All members of the family are expected to be together for at least one meal in a day.					
7.	Affection is expressed openly, quite often in our family.					
8.	Togetherness is the basic feeling of our family.					
9.	Our feelings of happiness are shared openly with others in our family.					
10.	There are a lot of restrictions in our family.					
11.	Everyone in our family is well aware of their responsibilities.					
12.	Everyone in our family listen to what each one of us has to say.					
13.	Whenever any work comes up, everyone tries to get out of the situation.					
14.	It is difficult to express ourselves openly for fear of someone reacting to					

	it angrily.					
15.	Everyone tries to sort things out if there is a disagreement in the family.					
16.	Thinking for ourselves is not encouraged in our family.					
17.	Going for programmes without information at home is not accepted in our family.					
18.	Nobody bothers to look after anyone else in our family.					
19.	Any new situation that arises is discussed openly in the family in order to get ideas and suggestions from everybody.					
20.	We talk about our personal problems to each in our family.					
21.	In our family, members ask for what they need, quite openly.					
22.	Having hobbies is encouraged in our family.					
23.	Only when we do something well we get praise and attention from others in our family.					
24.	Family members do not get along with each other.					
25.	Complaining about something that we don't like is not accepted in our family.					
26.	Finding faults with each other is quite common in our family.					
27.	It is difficult to do something on your own in our family, without someone feeling rejected or left out.					
28.	Watching T.V. is our only form of entertainment.					
29.	There is plenty of time and attention for everyone in our family.					
30.	Everyone comes together to sort out any new situation that may arise in our family.					
31.	At home we feel free to do anything we want to.					
32.	Shouting in anger is not common in our family.					
33.	Everyone is expected to accept all decisions made in the family, whether they like it or not.					
34.	Our family members are just confined to either work or school.					
35.	We are careful not to hurt anyone in					

	the family by making thought-less remark.					
36.	Whenever something needs to be done in the house, everyone join in, happily.					
37.	When any member is feeling upset, he/ she talks to someone in the family					
38.	The members of our family constantly keep bickering over small matters.					
39.	Whenever a marriage takes place in our family the person concerned is asked his/her views.					
40.	We go out often to visit friends or relations.					
41.	In our family if anyone is upset, there is always someone to comfort them.					
42.	There is no sense of closeness in our family.					
43.	Family members often keep their feelings to themselves.					
44.	Whenever anyone in our family is angry with another member, he makes sure to sort out things with him.					
45.	The decision to take on or continue a particular job is taken by the family members concerned in consultation with other family members.					
46.	Joking and laughing is not encouraged in our family.					
47.	When things get tough there is always someone in the family whom we can turn to.					
48.	Expressing an opinion about matters at home is strongly encouraged in our family.					
49.	Whenever a family member does something well, the other members feel upset about it.					
50.	All major decisions in our family are taken by the elders in our family, without asking anyone's opinion.					
51.	There is a lot of affection amongst our family members.					
52.	When a family vacation is planned we all give our suggestions.					
53.	Our family believes in not letting differences continue unsorted out.					
54.	If any member gets into trouble he/she gets help and sympathy from other family members.					

55.	When in trouble, all of us stand up for our family member.					
56.	Quite often members of our family fail to arrive at a mutually acceptable solution.					
57.	When anyone makes a mistake, the other members ridicule him.					
58.	In our family. We enjoy sitting together and talking to each other.					
59.	Members of our family are very critical of each other.					
60.	All of us participate together in family functions/programmers.					

E) Psychological Variables

1. Parent Child Relationship Inventory

Sr. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	My child generally tells me when something is bothering him or her.					
2	I have trouble discipline my child.					
3	I get as much satisfaction from children as other parents do					
4	I have a hard time getting to my child					
5	I spend a great deal of time with my child.					
6	When it comes to raising my child, I feel alone most of the time.					
7	My feelings about being a parents change from day to day.					
8	Parents should protect their children from things that might make them unhappy					
9	If I have to say no my child, I try to explain why					
10	My child is more difficult to care for than most children are					
11	I can tell by my child's face how he or she is feeling					
12	I worry a lot about money					
13	I sometimes wonder if I am making the right decisions about how I raise my child					
14	Being a parent comes naturally to me					
15	I sometimes give in to my child to avoid a tantrum					
16	I love my child just the way he or she is					

17	I get a great deal of enjoyment from all aspects of my life					
18	My child is never jealous of others					
19	I often wonder what the rewards are in raising children					
20	My child tells me all about his or her friends					
21	I wish I could set firmer limits with my child					
22	I get a great deal of satisfaction from having children					
23	I sometimes feel if I don't have more time away from my child I will go crazy					
24	I regret having children					
25	Children should be given most of the things they want					
26	My child is out of control much of the time					
27	Being a parents isn't as satisfying as I thought it would be					
28	I feel that I can talk to my child on his or her level					
29	My life is very stressful right now					
30	I never worry about my child					
31	I wish my child would not interrupt when I'm talking to someone else					
32	Parents should give their children all those things the parents never had					
33	I generally feel good about myself as a parent					
34	I sometimes feel overburdened by my responsibilities as a parent					
35	I feel very close to my child					
36	I'm generally satisfied with the way my life is going right now					
37	I have never had any problems with my child					
38	I can't stand the thought of my child growing up					
39	My child say that I am a good listener					
40	I often lose my temper with my child					
41	I am very involved with my child's sports or other activities					
42	My spouse and I work as a team in doing chores around the house					
43	I have never been embarrassed by					

	anything my child has said or done.					
44	My child really knows how to make me angry					
45	Parents should be careful about whom they allow their children to have as friends					
46	When my child has a problem, he or she usually comes to talk things over					
47	My child never puts off doing things that should be done right away					
48	Being a parent is one of the most important things in my life					
49	Women should stay home and take care of the children					
50	Teenagers are not old enough to decide most things for themselves					
51	My child keeps many secrets from me					
52	Mothers who work are harming their children					
53	I feel I don't really know my child					
54	I sometimes find it hard to say no to my child					
55	I wonder if I did the right thing having children					
56	I would really rather do a lot of other things than spend time with my child					
57	It's a parent's responsibility to protect his or her child from harm					
58	Sometimes I wonder how I would survive if anything were to happen to my child					
59	I miss the close relationship I had with my child when he or she was younger					
60	My child rarely talks to me unless he or she wants something					
61	A father's major responsibility is to provide financially for his children					
62	It's better to reason with children than just to tell them what to do					
63	I spend very little time talking with my child					
64	I feel there is a great distance between me and my child					
65	For a woman, having a challenging career is just as important as being a good mother					
66	I often threaten to punish my child but never do					

67	If I had o do it over, I would probably not have children					
68	Husband should help with child care					
69	Mothers should work only if necessary					
70	Some people would say that my child is a bit spoiled					
71	I worry a lot about my child getting hurt					
72	I seldom have time to spend with my child					
73	Below age four, most children are too young to attend regularly preschool or day-care programme					
74	A women can have a satisfying career and be a good mother too					
75	I carry a photograph of my child in my wallet or purse					
76	I have a hard time letting go of my child					
77	I feel I don't know to talk with my child in a way that he or she really understands					
78	Having a full-time mother is best for a child					

1. Knowledge and preferred jobs by parents for adolescent girls

Subject Stream	Occupation	Availability of jobs		Preference of job		
		Yes	No	Most preferred	Somewhat preferred	Least preferred
Science	Teacher					
	Doctor					
	Nurse					
	Engineer					
	Scientist					
Art	Teacher					
	Painter					
	Photographer					
	Architect					
	Fashion Designer					
	Musician					
	Air hostess					
	Journalist					
Commerce	Teacher					
	Charter Accountant					
	Company Secretary					
	Manager					
	Lawyer					
	Financer					
	Auditor					
	Banker					

3. Problems facing in job preferences of adolescent girls from parents

Problems	Yes	No
Lack of experience		
Lack of training		
Tough competition		
Personality/ appearance		
Lack of job Hunting skills		
Objection from parents		
Poor examination results		
Lack of confidence		
Lack of ability to enter & excel in their ideal job		
Lack of financial support for further education		

4. Constraints faced by Adolescent girls in their environment

Environment	Challenges
Home based	<ul style="list-style-type: none"> ➤ Son preference ➤ Household chores ➤ Caring for elderly, sick and young ➤ Lack of mobility ➤ Early marriage ➤ Domestic violence ➤ Double burden of work
School based	<ul style="list-style-type: none"> ➤ Lack of non-formal education system ➤ Poor infrastructure ➤ lack of separate toilet ➤ Predominantly male teachers ➤ Poor sex education ➤ Partiality ➤ Lack of electricity facility

5. Knowledge about training institutes/ coaching centres available at national, state/ local level.

National level	State level	Local level

Questionnaire for Job Preferences of Adolescent girls

Personal profile of Adolescent girls

1. Age
2. Father's name
3. Birth order
4. Marital status
 - a) Married
 - b) Unmarried
5. Preferred age of marriage

Category	Below 18	18-21	22-25	26 & above
Boys				
Girls				

6. Academic achievement in previous classes

Classes	Academic Achievement			
	Merit	1 st	2 nd	3 rd
Middle				
Matric				
10+1				

7. Distance of school (km) from home
 - a) In the village/city
 - b) Nearby village/city
8. Tution facilities (km) from home
 - a) In the village/city
 - b) Nearby village/city
9. Transportation facility used for going to school/ tution.
 - a) Cycle
 - b) Scooter/Motorcycle
 - c) Car/Jeep
 - d) Bus

10. Will you go for any job/ profession?

Yes/ No

11. With whom you discuss about choosing career

Mother
 Father
 Relatives

Old siblings
 Friends
 Neighbours

C) Communication Variables

1. Access and use of Mass Media

1. Print Media		Access		Frequency of use		
		Yes	No	Always	Sometime	Never
(a)	Newspaper					
(b)	Books					
(c)	Magazines					
(d)	Leaflets/pamphlets/handouts					
2. Electronic Media						
(a)	TV with cable					
(b)	Radio					
(c)	Mobile					
(d)	Land line					
(e)	Computer/ laptop					
(f)	Internet facilities					

2. Preferences and control of mass media

1. Print Media		Control		Preference		
		Yes	No	Most preferred	Preferred	Least preferred
(a)	Newspaper					
(b)	Books					
(c)	Magazines					
(d)	Leaflets/pamphlets/handouts					
2. Electronic Media						
(a)	TV with cable					
(b)	Radio					
(c)	Mobile					
(d)	Land line					
(e)	Computer/ laptop					
(f)	Internet facilities					

D) Situational Variables

1. Family Environment Scale

Sr. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	We enjoy doing things together.					
2.	Family members often do not express their feelings.					
3.	Making decisions independently is strongly encouraged in our family.					
4.	In our family everyone is encouraged to play and inter act with neighbours.					
5.	Responsibilities are not taken seriously in our family.					
6.	All members of the family are expected to be together for at least one meal in a day.					
7.	Affection is expressed openly, quite often in our family.					
8.	Togetherness is the basic feeling of our family.					
9.	Our feelings of happiness are shared openly with others in our family.					

10.	There are a lot of restrictions in our family.					
11.	Everyone in our family is well aware of their responsibilities.					
12.	Everyone in our family listen to what each one of us has to say.					
13.	Whenever any work comes up, everyone tries to get out of the situation.					
14.	It is difficulties to express ourselves openly for fear of someone reacting to it angrily.					
15.	Everyone tries to sort things out if there is a disagreement in the family.					
16.	Thinking for ourselves is not encouraged in our family.					
17.	Going for programmes without information at home is not accepted in our family.					
18.	Nobody bothers to look after anyone else in our family.					
19.	Any new situation that arises is discussed openly in the family in order to get ideas and suggestions from everybody.					
20.	We talk about our personal problems to each in our family.					
21.	In our family, members ask for what they need, quite openly.					
22.	Having hobbies is encourages in our family.					
23.	Only when we do something well we get praise and attention from others in our family.					
24.	Family members do not get along with each other.					
25.	Complaining about something that we don't like is not accepted in our family.					
26.	Finding faults with each other is quite common in our family.					
27.	It is difficult to do something on your own in our family, without someone feeling rejected or left out.					
28.	Watching T.V. is our only form of entertainment.					
29.	There is plenty of time and attention for everyone in our family.					
30.	Everyone comes together to sort out any new situation that may arise in our family.					
31.	At home we feel free to anything we want to.					
32.	Shouting in anger is not common in our family.					
33.	Everyone is expected to accept all decisions made in the family, whether they like it or not.					
34.	Our family members are just confined to either work or school.					
35.	We are careful not to hurt anyone in the family by making thought-less remarks.					

36.	Whenever something needs to be done in the house, everyone join in, happily.					
37.	When any member is feeling upset, he/she talks to someone in the family					
38.	The members of our family constantly keep bickering over small matters.					
39.	Whenever a marriage takes place in our family the person concerned is asked his/her views.					
40.	We go out often to visit friends or relations.					
41.	In our family if anyone is upset, there is always someone to comfort them.					
42.	There is no sense of closeness in our family.					
43.	Family members often keep their feelings to themselves.					
44.	Whenever anyone in our family is angry with another member, he makes sure to sort out things with him.					
45.	The decision to take on or continue a particular job is taken by the family members concerned in consultation with other family members.					
46.	Joking and laughing is not encouraged in our family.					
47.	When things get tough there is always someone in the family whom we can turn to.					
48.	Expressing an opinion about matters at home is strongly encouraged in our family.					
49.	Whenever a family member does something well, the other members feel upset about it.					
50.	All major decisions in our family are taken by the elders in our family, without asking anyone's opinion.					
51.	There is a lot of affection amongst our family members.					
52.	When a family vacation is planned we all give our suggestions.					
53.	Our family believes in not letting differences continue unsorted out.					
54.	If any member gets into trouble he/she gets help and sympathy from other family members.					
55.	When in trouble, all of us stand up for our family member.					
56.	Quite often members of our family fail to arrive at a mutually acceptable solution.					
57.	When anyone makes a mistake, the other members ridicule him.					
58.	In our family. We enjoy sitting together and talking to each other.					
59.	Members of our family are very critical of each other.					
60.	All of us participate together in family functions/programmers.					

2. School Environment Inventory

S. No.	STATEMENTS	Always	Often	Some time	Very rarely	Never
1.	I discussed with teachers the controversial issues related to subjects.					
2.	Teachers encourage students for special studies in their own areas of interest.					
3.	Teachers do not expect much from students.					
4.	Teachers encourages to develop new ideas					
5.	Any students can ask any questions from the teachers in the classroom.					
6.	Teachers give physical punishment to students.					
7.	Teachers wish that the matter taught by them should be essentially learned.					
8.	Teachers impart different types of experiences.					
9.	Due to encouragement from the teachers, students work in competitive manner.					
10.	Teachers discuss with their students about different plans.					
11.	Teachers try to make their teaching interesting in several ways.					
12.	Students can express their views contradictory to teacher's views.					
13.	When some students do not complete his home-work then teachers did not allow them to sit in the class.					
14.	Without prior permission no student can ask questions from the teachers.					
15.	Teachers give opportunity to stabilize the learned material.					
16.	Teachers encourage students to think more.					
17.	Teachers believe the students.					
18.	Teachers explain the difficult things in several different ways.					
19.	Students can do anything prior to the permission from teachers.					
20.	Teachers keep an eye on the daily behavior of students.					
21.	While preparing the rules of institution the opinion of students should be considered.					
22.	Teachers talk other things also apart from curriculum.					
23.	There is good atmosphere for study in the school.					
24.	Teachers take interest in the educational development of students.					
25.	Teachers while teaching give several examples related to our life situations.					
26.	Our teachers think that students should learn by their own experiences.					
27.	The teacher-taught relationship is not friendly.					
28.	All the family members of the institution act according to the rules, policies and criteria of the school.					
29.	Students on several occasions freely express their difference of opinion verbally.					
30.	We get the motivation to work hard from teachers.					

31.	Teachers participate with students in different co-curricular of the students.					
32.	Teachers seldom test the progressive development of the students.					
33.	Our teachers give opportunities to work ourselves.					
34.	Teachers in teaching their subjects do not pay attention to the interest of their students.					
35.	Students behave like a complete disciplined individual in the class.					
36.	Teachers do not interfere in the independent study of the students.					
37.	Teachers motivate students to work to their maximum ability.					
38.	When some students become sick, the teachers become anxious.					
39.	Teachers ask thought-provoking questions.					
40.	Students can answer any question without the permission of the teacher.					
41.	Teachers are not worried about the future of the students.					
42.	Students do not do anything contrary to the teachers view.					
43.	Teachers create appropriate environment to present new thoughts.					
44.	Teachers are always the students getting higher marks.					
45.	Teachers are always ready to remove the difficulties of students.					
46.	Teachers ask our opinion about stories, instances, games, experiments ect.					
47.	We talk to the teachers about everything.					
48.	When teachers do not wish to answer the questions of students, then they do not pay attention to the opinion of students.					
49.	Students come to the class at right time.					
50.	Teachers encourage the students to write their answer themselves.					
51.	Students try to get good marks.					
52.	Teachers help students in preparing plans.					
53.	Teachers ask methods to solve the important problems.					
54.	My teachers provide me opportunity to utilize my time in my own ways.					
55.	Teachers criticize the students' opinion.					
56.	All the family members of the school family obey the head of the institution.					
57.	Teachers never emphasize to learn the notes given by them.					
58.	Teacher praise the students with higher educational ability.					
59.	Teachers listen to the problems of students.					
60.	Teachers emphasize to express one thing in several specific ways.					
61.	Students express their different views freely on several occasions.					
62.	Teachers doubt the students.					
63.	I participated in different activities of the school.					

64.	Teachers ask several questions to students while teaching.					
65.	Teachers motivate students to participate in co-curriculum activities, e.g. debate, plays, exhibitions, etc.					
66.	Teachers take interest in student's projects.					
67.	Teachers emphasize the new uses of different things.					
68.	When in presence of some guest teacher asked me to do some work, I don't do it if I am not willing to do it.					
69.	When student get poor marks in one subjects then teacher do not worry about it.					
70.	There are several rules in my institution.					

E) Psychological Variables

1. Crystallization age

Crystallization Age	Level of Crystallization		
	No idea	Some idea	Definite idea
13-15 yrs.			
16-18 yrs			
After 18 yrs			

2. Parental Encouragement Scale

1.	विषया क चयन म मर माता-पिता	अ	काइ ध्यान नही दत ।	
		ब	मझ स्वय निणय लन क लिए कहत ह ।	
		स	मरी रूचि तथा क्षमता का ध्यान रखत हए विशय चयन करन म मरी सहायता करत ह	
2.	जब म पढन बढता/बढती हँ ता मर माता-पिता	अ	मझ घर क किसी काम म लगा दत ह ।	
		ब	मझ पढन क लिए समय दत ह ।	
		स	पढन म मरी सहायता करत ह ।	
3.	अपना गह-काय करत हए जब मझ किसी पकार की कठिनाइ हाती ह ता मर माता-पिता	अ	काइ ध्यान नही दत ह ।	
		ब	मरी कठिनाइ हल करत समय कासत ह ।	
		स	मरी कठिनाइ सहश हल कर दत ह ।	
4.	जब मझ विद्यालय जान म दर हा जाती ह ता मर माता-पिता	अ	मझस कछ नही कहत	
		ब	मझस दर हान का कारण पछत ह ।	
		स	कही अध्यापक मझ डाँट न द, इस आ ाका स य मझ विद्यालय तक पहुँचा दत ह ।	
5.	विद्यालयीय कार्यक्रम म मर द्वारा भाग लन पर मर माता-पिता	अ	मझ भाग लन क लिए मना कर दत ह ।	
		ब	पसन्न हात ह ।	
		स	मर कार्यक्रम का दखकर मझ पात्साहित करत ह ।	
6.	जब म अपन माता-पिता स विद्यालयीय कार्यक्रम का दखन की पाथना करता/करती हँ ता मर माता-पिता	अ	विद्यालय नही जात ह ।	
		ब	पसन्नता व्यक्त करत ह ।	
		स	उत्साहपवक मर विद्यालय जात ह ।	

7.	जब म अपन माता-पिता क सामन काइ समस्या रखता/रखती हैं ता व	अ	स्नकर अनसनी कर दत ह।
		ब	ध्यानपवक सनत ह।
		स	किसी काय म व्यस्त रहन पर भी मरी समस्या का समाधान करत ह।
8.	मर द्वारा विद्यालय जान म आनाकानी करन पर मर माता-पिता	अ	मझस कछ नहीं कहत ह।
		ब	मझस विद्यालय न जान का कारण पछत ह।
		स	स्वय विद्यालय तक मझ छाडन जात ह।
9.	मरा पगति-पत्र घर पहुँचन पर मर माता-पिता	अ	डसकी आर काइ ध्यान नहीं दत।
		ब	मरी पगति की जानकारी रखन म रुचि रखत ह।
		स	स्वय विद्यालय जाकर मरी पगति क सम्बन्ध म मर अध्यापका स बातचीत करत ह।
10.	जब मरा परीक्षाफल सन्ताषजनक नहीं हाता ह ता मर माता-पिता	अ	काइ ध्यान नहीं दत।
		ब	चिन्ता आर दःख पकट करत ह।
		स	मर हतात्साहित हान पर भी मझ उत्साहित करन का पयास करत ह।
11.	परीक्षा म अच्छ अक पाप्त करन पर मर माता-पिता	अ	पसन्नता पकट नहीं करत ह।
		ब	पत्यक विषय म मर अक जानन का पयास करत ह।
		स	मझ उपहार दकर पात्साहित करत ह।
12.	मर विद्यालय स लाटत समय दर हा जान पर मर माता-पिता	अ	काइ ध्यान नहीं दत।
		ब	मरी पतीक्षा करत रहत ह।
		स	मझ विद्यालय स लन स्वय आ जात ह।
13.	जब म परीक्षा की तयारी करता/करती हैं ता मर माता-पिता	अ	मझस घर का काम करवात ह।
		ब	घर म भान्ति बनाए रखन का पयास करत ह।
		स	मरी परीक्षा की तयारी करवात ह
14.	जब कभी म विद्यालय क पसग माता-पिता का सनाता/सनाती हैं ता व	अ	मरी बाता की तरफ काइ ध्यान नहीं दत।
		ब	मरी सभी बात ध्यानपवक सनत ह।
		स	स्वय मझका विद्यालय क पसग सनान क लिए कहत ह।
15.	जब म अपनी याग्यता स अधिक कठिन काय करना चाहता/चाहती हैं ता मर माता-पिता	अ	कछ नहीं कहत ह।
		ब	पसन्न हात ह।
		स	विभिन्न उदाहरण दकर मरा उत्साह बढात ह।
16.	जब मर माता-पिता किसी विषय पर बात करत ह ता मर बालन पर	अ	मझ डॉट दत ह।
		ब	बीच म बालन क लिए मना करत ह।
		स	अपनी बात राककर, मरी बाता का ध्यानपवक सनत ह।
17.	मर अध्यापका द्वारा मर काय की पशसा करन पर मर माता-पिता	अ	पसन्नता पकट नहीं करत।
		ब	मझ शाबासी दत ह।

		स	भाइ-बहना क सामन मर काय की प सा करत ह।	
18.	मरी किसी गलत आदत का पता चलन पर मर माता-पिता	अ	उस तरफ काइ ध्यान नही दत।	
		ब	मझस उस सम्बन्ध म पछत ह।	
		स	मझ गलत आदत छाडन क लिए समझात ह।	
19.	मरी पगति क सम्बन्ध म मर माता-पिता	अ	कभी भी बात नही करत ह।	
		ब	कभी-कभी बात करत ह।	
		स	अक्सर बात करत ह।	
20.	मर किसी विषय म कमजार हान पर मर माता-पिता	अ	उस तरफ काइ ध्यान नही दत ह।	
		ब	विषय अध्यापक स मिलत ह।	
		स	स्वय अथवा टयशन द्वारा मरी कमजारी दर करन का पयास करत ह।	
21.	मर भविष्य क विषय म मर माता-पिता	अ	कभी नही साचत ह।	
		ब	कभी-कभी साचत ह।	
		स	अक्सर चिन्तित रहत ह।	
22.	मर मित्र/मरी सहली क घर आन पर मर माता-पिता	अ	उसकी आर ध्यान नही दत ह।	
		ब	मझ उसस बात करन का समय दत ह।	
		स	स्वय भी उसस घलमिल कर बात करत ह।	
23.	विद्यालयीय उत्सव म आमन्त्रित किए जान पर मर माता-पिता	अ	उस दखन नही जात ह।	
		ब	जन म आनाकानी करत ह।	
		स	सहश जात ह।	
24.	समाचार-पत्र तथा पत्रिकाएँ मॉगन पर मर माता-पिता	अ	मझ डॉट दत ह।	
		ब	कभी-कभी ल आत ह।	
		स	पतिदिनसमाचार-पत्र तथा पत्रिकाएँ लात ह।	
25.	खाली समय म कहानी की पस्तक पढन पर मर माता-पिता	अ	मझ डॉटत ह।	
		ब	मझ मना नही करत।	
		स	स्वय भी कहानी की पस्तक लाकर दत ह।	
26.	मनारजन क साधना का मर माता-पिता	अ	काइ महत्व नही दत।	
		ब	कम महत्व दत ह।	
		स	अधिक महत्व दत ह तथा घर म जटात ह।	
27.	घर म पढन क स्थान क सम्बन्ध म मर माता-पिता	अ	कछ ध्यान नही दत।	
		ब	परिवार क सदस्या का मर पढन क स्थान पर जान स राकत ह।	
		स	एकान्त स्थान की व्यवस्था करत ह।	
28.	पाठय-पस्तक मॉग जान पर मर माता-पिता	अ	सनकर अनसनी कर दत ह।	
		ब	घटिया/परानी पस्तक दिलवात ह।	
		स	अच्छी तथा नइ पस्तक दिलवात ह।	

29.	जब म काइ विशष शाक (हॉबी) विकसित करता/करती हँ ता मर माता-पिता	अ	मझ हतात्साहित करत ह।	
		ब	मझ पात्साहित करत ह।	
		स	मरी सहायता करत ह।	
30.	जब म लखन-सामगी मॉगता/मॉगती हँ ता मर माता-पिता	अ	टाल दत ह।	
		ब	घटिया किरम की सामगी दिलवात ह।	
		स	तरन्त उत्तम किरम की सामगी दिलवात ह।	
31.	मर लिए भाजन क सम्बन्ध म मर माता-पिता	अ	कछ ध्यान नही दत।	
		ब	समय पर भाजन की व्यवस्था करत ह।	
		स	सन्तलित तथा पाश्चिक भाजन दत ह।	
32.	मर परीक्षाफल क सम्बन्ध म मर माता-पिता	अ	कभी चिन्ता नही करत।	
		ब	मात्र पास हा जान स सन्तश्ट हा जात ह।	
		स	अच्छी श्रणी म पास हान की आ ग रखत ह।	
33.	जब म विद्यालय स लाटता/लाटती हँ ता मर माता-पिता	अ	मरी आर काइ ध्यान नही दत ह।	
		ब	मझ स्वय चाय तयार करन का कहत ह।	
		स	मर लिए तरन्त ना त की व्यवस्था करत ह।	
34.	खलन का समय हान पर जब म खलन जाता/जाती हँ ता मर माता-पिता	अ	मझ डॉटत ह।	
		ब	बडी मशिकल स अनमति दत ह।	
		स	मझ सहश जान दत ह।	
35.	जब म परीक्षा म बठन स मना करता/करती हँ ता मर माता-पिता	अ	कछ नही कहत ह।	
		ब	न बठन का कारण पछत ह।	
		स	परीक्षा म बठन क लिए परित करत ह।	
36.	अस्वस्थ हान पर जब म विद्यालय न जान क लिए कहता/कहती हँ ता मर माता-पिता	अ	इस बहाना समझत ह।	
		ब	मझ विद्यालय जान स मना करत ह।	
		स	मर स्वास्थ्य की जाँच करवात ह।	
37.	मरा हस्तलख खराब हान पर मर माता-पिता	अ	उस तरफ काइ ध्यान नही दत।	
		ब	साफ तथा स्वच्छ लिखन की सलाह दत ह।	
		स	पतिदिन सलख लिखवात ह।	
38.	जब म रडिया अथवा दरदशन पर पसारित हान वाल शिक्षापद कायक्रमा का दखन क लिए अपन माता-पिता स पाथना करता/करती हँ ता व	अ	मना कर दत ह।	
		ब	कभी-कभी अनमति दत ह।	
		स	सदव एस कायक्रमा का दखन क लिए परित करत ह।	
39.	जब म कभी अपन माता-पिता स शिक्षापद कहानिया अथवा घटनाआ का सनान क लिए आगह करता/करती हँ ता व	अ	मर आगह पर काइ ध्यान नही दत।	
		ब	कभी-कभी सनात ह।	
		स	सदव सनात ह।	
40.	जब मझ किसी पतियागिता म भाग लन की इच्छा हाती ह ता मर माता-पिता	अ	मझ भाग लन स राक दत ह।	
		ब	बहत आगह करन पर अनमति दत ह।	
		स	मझ पतियागिताआ म भाग लन क लिए पात्साहित करत ह।	

1. Knowledge and preferred jobs by Adolescent girls

Subject Stream	Occupation	Availability of jobs		Preference of job		
		Yes	No	Most preferred	Somewhat preferred	Least preferred
Science	Teacher					
	Doctor					
	Nurse					
	Engineer					
	Scientist					
Art	Teacher					
	Painter					
	Photographer					
	Architect					
	Fashion Designer					
	Musician					
	Air hostess					
	Journalist					
Commerce	Teacher					
	Charter Accountant					
	Company Secretary					
	Manager					
	Lawyer					
	Financer					
	Auditor					
	Banker					

2. Parental involvement in job preferences

Class	Discussion with	
	Mother	Father
10 th		
XI		
XII		

3. Problems facing in job preferences of adolescent girls

Problems	Yes	No
Lack of experience		
Lack of training		
Tough competition		
Personality/ appearance		
Lack of job Hunting skills		
Objection from parents		
Poor examination results		
Lack of confidence		
Lack of ability to enter & excel in their ideal job		
Lack of financial support for further education		

4. Constraints faced by Adolescent girls in their environment

Environment	Challenges
Home based	<ul style="list-style-type: none"> ➤ Son preference ➤ Household chores ➤ Caring for elderly, sick and young ➤ Lack of mobility ➤ Early marriage ➤ Domestic violence ➤ Double burden of work

School based	<ul style="list-style-type: none"> ➤ Lack of non-formal education system ➤ Poor infrastructure ➤ lack of separate toilet ➤ Predominantly male teachers ➤ Poor sex education ➤ Partiality ➤ Lack of electricity facility
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5. Knowledge about training institutes/ coaching centres available at national, state/ local level.

National level	State level	Local level

ABSTRACT

Title of Research Project	:	Job Preferences of Adolescent Girls and Parents in Haryana.
Name & Admission No.	:	Shalini & 2013HS02D
Title of degree	:	Doctor of Philosophy
Name of discipline	:	Extension Education & Communication Management
Name and address of Major advisor	:	Dr.(Mrs.) Rita Goel, Professor Department of Extension Education & Communication Management, CCS Haryana Agricultural University, Hisar- 125 004
Degree awarding university/Institute	:	CCS Haryana Agricultural University, Hisar-125 004 (India)
Year of award of degree	:	2018
Major subject	:	Extension Education & Communication Management
Total number of pages in the thesis	:	83 + vi + XXIII
Number of words in the abstract	:	560

Keywords: Adolescent girls, socio economic status, knowledge and preference of job opportunities

Present study was conducted in Haryana state, purposively. Two districts, Hisar and Bhiwani were selected randomly from Haryana state. One block was selected randomly from each selected district comprising of total 2 blocks for the study. A list of villages in both the districts outside the municipal limits having senior secondary schools and a list of senior secondary schools situated in Hisar and Bhiwani city was prepared. From the prepared lists, two villages with senior secondary schools from each block and 2 senior secondary schools from Hisar and Bhiwani cities were selected randomly. Hence, 8 senior secondary schools (i.e. 4 from selected villages and 4 from Hisar & Bhiwani city) were taken. Total 200 adolescent girls from class XI & XII both (25 from each selected school) and their parents were selected. Thus, a sample of 200 adolescent girls and 200 parents (200 mothers & 200 fathers) were selected for the study making a total sample of 600 respondents. Two separate well structured pre-tested interview schedules were developed for each category of respondents. A set of 27 independent variables and 2 dependent variables were used in study. The collected data was quantified and interpreted by using suitable statistical tools. Personal profile of respondents revealed that majority of parents were educated upto high level of family educational status in both the districts, agricultural labourers with medium family size in rural area and service (govt./private) with small size family in urban area in both the districts and majority of respondents had allied occupation. Majority of respondents preferred and control over the media. Cent percent adolescent girls wanted to go for job in both the districts and they discussed about choosing their career with fathers. Communication and transportation means possessed by parents were of medium level. The findings also revealed that majority of respondents had functional family environment in both the districts and parents had secure relationship in the family with their children. Majority of adolescent girls perceived top and mediocre level self managing school environment. Opinion about parents-child-relationship was supportive. In both the districts, crystallization of age of adolescent girls revealed that majority of respondents started to think about career at 16-18 years of age. Knowledge of respondents on various parameters was perceived about job opportunities. Maximum knowledge was seen in terms of art stream. Regarding preference about job opportunities, most preference was seen in science stream (2.28) followed by art stream (2.27) and commerce stream (2.24) in urban area of Hisar district and in rural area, maximum preference about job opportunities was seen in art stream (2.18) followed by science stream (2.11) and commerce stream (2.10). Regarding preference about job opportunities in Bhiwani district, maximum preference was observed in terms of art stream (2.27) followed by commerce (2.22) and science (2.04) in urban area while in rural area, , maximum preference was observed in terms of commerce stream (2.18) followed by art (2.09) and science (2.03). Majority of adolescent girls faced major problems in job preferences i.e. 'poor examination results' and 'lack of confidence' etc. The major challenges faced by respondents were 'household chores', 'caring for elderly' and 'double burden of work' in home based environment in both the districts. Regarding pre and post knowledge about job opportunities observed that post knowledge was increased after using the booklet. All the situational variables were positive associated with knowledge and preferences about jobs.

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Shalini

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I **Shalini**, Adm. No. **2013HS02D** undertake that I give copy right to the CCS HAU, Hisar of my thesis entitled “**Job Preferences of Adolescent Girls and Parents in Haryana**”.

I also undertake that, patent, if any, arising out of the research work conducted during the program shall be filed by me only with due permission of the competent authority of CCS HAU, Hisar.

Signature of student

12वीं के बाद करियर विकल्प



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साइंस स्ट्रीम

इंजीनियरिंग: इंजीनियरिंग एक बहुत अच्छा पाफेशन है, इस क्षेत्र में कई छात्र दश विदश में नाम कमा रहे हैं, इंजीनियर बनने के लिए आपका +2 में भातिक विज्ञान, रसायन-शास्त्र और गणित इन तीनों विषयों का होना अनिवार्य है। यदि आपको 12वीं में ये विषय हैं तो आप बशक इस क्षेत्र में आगे बढ़ सकते हैं। इंजीनियरिंग में पवेश पान के लिए JEE Main, JEE Advance, AIEEE, ENAT, NEAT जैसी कई सारी परीक्षाएं होती हैं जो आपका इंजीनियरिंग में पवेश दिला सकती हैं।

साइंस स्ट्रीम से 12वीं करने के बाद अक्सर स्टूडेंट्स डॉक्टर या इंजीनियर बनना चाहते हैं। वही कुछ एस भी स्टूडेंट्स हैं जो डॉक्टर, इंजीनियरता बनना नहीं चाहते लेकिन उन्हें इसका अलावा दूसरा कोई विकल्प समझ नहीं आता है और करियर का लेकर तनाव में रहते हैं असल में साइंस एक बहुत बड़ी स्ट्रीम है जिसमें एक या दो नहीं बल्कि ढेर विकल्प मौजूद हैं। हम यहां पर आपका कुछ एस ही विकल्पों के बारे में बताया है जो आपका अपना करियर में एक अलग मकाम हासिल करने में मदद करेगा।

1. नैनो-टेक्नोलॉजी: ग्लोबल इनफॉर्मेशन इंडेक्स की रिपोर्ट के मुताबिक, 2018 तक नैनो टेक्नोलॉजी इंडस्ट्री के 3.3 ट्रिलियन डॉलर तक पहुंचने की उम्मीद है। नस्कोम के मुताबिक 2015 तक इसका कारोबार 180 अरब डॉलर से बढ़कर 890 अरब डॉलर हो जाएगा। एस में इस फील्ड में 10 लाख पाफेशनल्स की जरूरत होगी। 12वीं के बाद नैनो टेक्नोलॉजी बीएससी या बीटेक और उसके बाद इसी विषय में एमएससी या एमटेक करके इस क्षेत्र में शानदार करियर बनाया जा सकता है।

2. एनवायर्नमेंटल साइंस: इस स्ट्रीम में पर्यावरण पर इसानी गतिविधियां से हानि वाला असर का अध्ययन किया जाता है। इसके तहत इकोलॉजी,

12वीं के बाद करियर विकल्प

12वीं की परीक्षा के बाद विद्यार्थियों के बीच सबसे ज्यादा यह तनाव रहता है कि आगे वह क्या पढ़ें जिससे भविष्य अच्छा हो। कई बार विद्यार्थी अपने माता-पिता, रिश्तेदारों और दास्ता की सलाह पर विषयों का चयन करते हैं परंतु यह है कि विद्यार्थी अपनी रुचि का ध्यान रखें और अपनी मर्ति के अनुसार विषयों का चयन करें।

करियर के लिए वर्तमान में हजारों विषय उपलब्ध हैं। यह कहना ठीक नहीं होगा कि कौन सा करियर अच्छा है, कौनसा खराब है। यह निर्भर करता है कि हमारी क्या योग्यता है। हम योग्यता, हमारी कला व रुचि जैसी चीजों पर ध्यान देना होगा। यदि हमारी स्कूल शिक्षा बहुत अच्छी है तो हम इमानदारी व मेहनत से पर्याप्त रहना चाहिए ये सभी चीजें सफल करियर के आधार होती हैं। सामान्यतः आर्ट के छात्र बीए, कॉमर्स के छात्र बी.कॉम और विज्ञान के छात्र बी. एस. सी. करते हैं किन्तु इसके अलावा भी बहुत से विकल्प हैं।

आर्ट्स

अगर बात आर्ट्स के विषयों की हो तो यह आम धारणा हो गई है कि आर्ट्स पढ़कर अच्छा भविष्य नहीं बन पाता है। अगर आपकी दिलचस्पी आर्ट्स में है तो आर्ट्स में पढ़ना एस विषय है जिसकी पढ़ाई करने के बाद नाकरीया पा सकते हैं।

1. इवेंट मैनेजमेंट: इवेंट मैनेजमेंट ग्लोबल लैबल पर तभी से बढ़ने वाला क्षेत्र है। इसमें सभावनाओं की कमी नहीं है। यदि आपको पास इमजिनटिव स्किल्स, टाइम मैनेजमेंट, टीम स्पीट, मैनेजमेंट स्किल्स आदि हैं तो इसमें डिग्री कासज और डिप्लोमा देना कर सकते हैं।

इंस्टीट्यूट्स:

एमिटी इंस्टीट्यूट ऑफ इवेंट मैनेजमेंट, नई दिल्ली
इंटरनेशनल इंस्टीट्यूट ऑफ इवेंट मैनेजमेंट, मंबई
नशनल इंस्टीट्यूट ऑफ इवेंट मैनेजमेंट, मंबई

2. **मैनेजमेंट:** यह आम धारणा है कि मनजमट की पढाई कॉमर्स स्ट्रीम वाले विद्यार्थी करते हैं, मगर यह सच नहीं है। अगर आप मनजमट का कास करना चाहते हैं तो आप बीबीए यानी बचलर इन बिजनेस एडमिनिस्ट्रेशन, बीबीएम यानी बचलर इन बिजनेस मनजमट आर बचलर इन बिजनेस स्टडीज की पढाई कर सकते हैं। इन कासज का करन के बाद आप इनसे संबंधित कंपनियां में नाकरी कर सकते हैं या गजेशन के बाद एमबीए कर सकते हैं।

इंस्टीट्यूट:

इंस्टीट्यूट ऑफ मनजमट स्टडीज, उदयपुर राजस्थान

क्राइस्ट यनिवर्सिटी, बंगलूर

एसआरएम यनिवर्सिटी, सानीपत, हरियाणा

3. **ऑडियो विजुअल मीडिया एंड एनिमेशन कॉर्सेज:** यह करियर जनलियम, फिल्म इंडस्ट्री, बाउ पामाशन, फाटागाफी से जुड़ा हुआ है। अगर आप के पास क्रियेटिव स्किल्स हैं तो आप इसमें आ सकते हैं। आर्ट्स के क्षेत्र में उभरता हुआ यह करियर जॉब देन में भी आगे है। इस कास का करन के बाद आप चाहें तो खद के बिजनेस शुरू कर सकते हैं।

इंस्टीट्यूट्स:

मास कम्युनिकेशन रिसर्च सेंटर, जामिया, दिल्ली

रबीन्द भारती यनिवर्सिटी, कालकाता

फिल्म एंड टेलिविजन इंस्टीट्यूट, पण

4. **टूरिज्म:** हमारे देश या विदेशों में भी टूरिज्म का बढ़ावा देना के लिए काफी रूपय इवेंट किए जा रहे हैं। टूरिज्म क्षेत्र का बहतर पाफेशनल्स की जरूरत है जो इस क्षेत्र की चनातिया का समझता है। यहाँ टूरिस्ट गाइड से लेकर मनजमट तक में काम करन के माके मिल सकते हैं।

इंस्टीट्यूट्स:

इंडियन इंस्टीट्यूट ऑफ टूरिज्म एंड ट्रवल मनजमट, ग्वालियर, भवनश्वर, नाएडा

एमिटी इंस्टीट्यूट ऑफ ट्रवल एंड टूरिज्म, नाएडा

स्कल ऑफ मनजमट स्टडीज, पटियाला

5. **बैचलर इन सोशल वर्क:** अगर आपकी दिलचस्पी सामाजिक काम है तो आपके लिए इससे बहतर कुछ ही नहीं सकता है। इस क्षेत्र में कई संगठन किसी एक क्षेत्र में काम करते हैं। यह आपका तय करना होगा कि आप किस दिशा में काम करना चाहते हैं। यहाँ आपका सामाजिक आर आर्थिक चनातिया के बीच काम करन के तरीके का सिखाया जाता है।

इंस्टीट्यूट्स:

दिल्ली यनिवर्सिटी, दिल्ली

भीमराव अबडकर यनिवर्सिटी, आगरा

अदिति महाविद्यालय, दिल्ली

6. **ज्वेलरी डिजाइनिंग:** अगर आपकी रुचि डिजाइनिंग क्षेत्र में जानकी है तो ज्वेलरी डिजाइनिंग आपके लिए बहतर करियर विकल्प हो सकता है। भारत एक ऐसा देश है जहाँ लोग ज्वेलरी के प्रति सबसे ज्यादा रुचि रखते हैं इस वजह से ज्वेलरी इंडस्ट्री का देश की अर्थव्यवस्था का एक बड़ा हिस्सा है। इस बात का अदाजा इसी से लगाया जा सकता है कि इस इंडस्ट्री की क्षमता 2020 तक 2.15 लाख करोड़ रूपय हान का अनुमान है।

इंस्टीट्यूट्स:

नशनल इंस्टीट्यूट ऑफ फेशन टेक्नालॉजी, दिल्ली

नशनल इंस्टीट्यूट ऑफ डिजाइन, अहमदाबाद

इंडियन इंस्टीट्यूट ऑफ जम्स एंड ज्वेलरी, जयपुर

अकाउंट्स, फाइनांस टक्सशन क करीब 39 विषय पढाए जात ह। इस पाठयक्रम म वित्तीय जानकारी पर ज्यादा ध्यान दिया जाता ह।

4. **बीकॉम— बैंकिंग एंड इंशुरेंस (B.Com-Banking and Insurance):** बचलर ऑफ कॉमस (बकिंग एंड इश्यारस) एकडमिक आर पाफशनल डिग्री दाना ह। इस पागाम म अकाउंटिंग, बकिंग, इश्यारस लॉ, बकिंग लॉ आर इश्यारस रिस्क कवर की जानकारी दी जाती ह। इस अध्ययन म बकिंग आर इश्यारस इडस्ट्री म हान वाल विषया का व्यवस्थित अध्ययन कराया जाता ह। इस कास म 38 विषय हात ह। इसक अलावा बकिंग आर इश्यारस स जड 2 पाजक्ट भी ह। इस कास का करन क बाद स्टडटस एमकॉम, एमबीए, सीएफए जस हायर एजकशन वाल कासज कर सकत ह। यही नही गवमट आर पाइवट सक्टर म ऑडिटिंग, अकाउंटसी, बकिंग, फाइनांस की क्षेत्र म नाकरी क लिए भी विकल्प ह।
5. **कॉस्ट एंड वर्क अकाउंटेंट (CWA):** कॉस्ट अकाउंटसी सीए स मिलता—जलता कास ह। द इस्टीटयट ऑफ कॉस्ट एंड वक्स अकाउंट ऑफ इंडिया कॉस्ट अकाउंटसी का कास कराता ह। 12वी क बाद भी स्अडटस ICWA का कास कर सकत ह। इसक लिए 12वी पास विद्याथिया का पहल फाउडशन कास करना हाता ह। कास परा करन क बाद विद्याथिया का कॉस्ट अकाउंट आर इसस जड पदा पर काम करन का माका मिलता ह। इसक लिए द इस्टीटयट ऑफ कॉस्ट एंड वक अकाउंटस ऑफ इंडिया म आवदन करना हाता ह। एडमिशन क लिए जन आर दिसम्बर म परीक्षा हाती ह। फाउडशन कास क बाद इटरमीडिएट कास करना हाता ह आर फिर सीए की तरह की अंतिम परीक्षा दकर कास परा हाता ह।
6. **बीकॉम— फाइनांशियल मार्केट्स:** बचलर ऑफ कॉमस इन फाइनांशियल मार्केटस म फाइनांस, इवस्टमटस, स्टॉक मार्केट, कपिटल,

डिजास्टर मनजमट, वाइल्ड लाइफ मनजमट, पॉल्यशन कंट्रोल जस विषय पढाए जात ह। इन सभी विषया म एनजीआ आर यएनआ क पाजक्टस बहत तजी स बढ रह ह। एस म जॉब की अच्छी सभावनाए ह।

3. **वॉटर साइंस:** यह जल की सतह स जडा विज्ञान ह। इसम हाइड्रामिटियारलॉजी, हाइड्रोजियालॉजी, डूनज बसिन मनजमट, वॉटर क्वॉलिटी मनजमट, हाइड्रॉफॉमटिक्स जस विषया की पढाइ करनी हाती ह। हिमस्खलन आर बाढ जसी पाकतिक आपदाआ का दखत हए इस क्षेत्र म रिसचस की डिमाड बढ रही ह।
4. **माइक्रो—बायोलॉजी:** माइक्रो—बायोलॉजी की फील्ड म एट्री क लिए बीएससी इन लाइफ साइंस या बीएससी इन माइक्रो—बायोलॉजी कास कर सकत ह। इसक बाद मास्टर डिग्री आर पीएचडी भी का ऑपशन भी ह। इसक अलावा परामडिकल, मरीन बायोलॉजी, बिहवियर साइंस, फिशरीज साइंस जस कइ फील्डस ह। जिनम साइंस म रूचि रखन वाल स्टडटस अच्छा करियर बना सकत ह।
5. **डयरी साइंस:** डयरी पाडक्शन क क्षेत्र म भारत अहम दश ह। भारत डयरी पाडक्शन म अमरिका क बाद दसर स्थान पर ह। डयरी टक्नालॉजी या डयरी साइंस क तहत मिल्क पाडक्शन, पाससिंग, पकजिंग, स्टारज आर डिस्ट्रिब्युशन की जानकारी दी जाती ह। भारत म दध की खपत का दखत हए इस क्षेत्र म ट्रेड पाफशनल्स की डिमाड बढन लगी ह। साइंस सब्जक्ट स 12वी करन क बाद स्अडट ऑल इंडिया बसिस पर एट्रस एग्जाम पास करन क बाद चार वर्षीय स्नातक डयरी टक्नालॉजी क कास म एडमिशन ल सकत ह। कछ इस्टीटयट डयरी टक्नालॉजी म दा वर्षीय डिप्लामा कास भी ऑफर करत ह।
6. **रोबोटिक साइंस:** राबोटिक साइंस का क्षेत्र काफी तजी स पॉपलर हा रहा ह। इसका इस्तमाल इन दिना तकरीबन सभी क्षेत्रा म हान लगा ह। जस— हाट सजरी, कार असम्बलिग, लडमाइस। अगर आप इस

फील्ड म आना चाहत ह ता इस क्षेत्र स जड कछ स्पशलाइजेशन कास भी कर सकत ह। जस ऑटिफिशियल इटलिजस, राबाटिक्स, एडवासड राबाटिक्स सिस्टम कम्प्यटर साइस स स्नातक कर चक र्खडटस इस कास क लिए याग्य मान जात ह। राबाटिक म एमइ की डिगी हासिल कर चक स्टडटस का इसरा जस पतिष्ठित ससथान म रिसच वक की नाकरी मिल सकता ह।

1. **फीजिक्स, कैमिस्ट्री, मैथ्स (पीसीएम) में क्या संभावनाएं हैं।**

इजीनियरिंग म करियर की काफी संभावनाएं हाती ह। पीसीएम क बाद फामसी, कषि, हाटीकल्चर, डयरी टेक्नालॉजी, बाया टेक्नालॉजी, बॉया इफामटिक्स, जनटिक्स जस क्षेत्र म भी करियर बनाया जा सकता ह। बीसीए क बाद एमसीए भी किया जा सकता ह। 12वी क बाद एनडीए की परीक्षा भी दी जा सकती ह। पीसीएम विषय क विदयाथिया क लिए सना क अगा म अवसर हात ह। पीसीएम विषय क विदयाथिया क लिए मरिन इजीनियरिंग, पट्रालियम, माइनिंग जस उभरत क्षेत्र भी ह। जिनम करियर की काफी संभावनाएं ह। पीसीएम विषय म ड्राइंग म रूचि हा ता आकिटक्ट भी बना जा सकता ह।

2. **बॉयोलॉजी (जीव विज्ञान) के क्षेत्र में पढाई करने वाले विद्यार्थियों के लिए करियर के क्या अवसर हैं।**

बॉयोलॉजी विषय म पढाई करन वाल विदयाथिया का पहला सपना मडिकल म जान हाता ह। मडिकल म जान क लिए पवश परीक्षाएं हाती ह। एलापथी म एमबीबीएस, एमडीएस किया जा सकता ह। मडिकल म हाम्यापथी, आयवद, नचरापथी, सिद्धा, यनानी चिकित्सा पदधतिया म भी करियर बनाया जा सकता ह। फॉमसी, डयरी टेक्नालॉजी, एगीकल्चर, हाटीकल्चर म भी करियर क उजल अवसर ह। बॉया टेक्नॉलॉजी, बॉया इन्फामटिक्स एस उभरत क्षेत्र ह जिनम करियर बनाया जा सकता ह। माइक्रा बॉयोलॉजी म भी करियर क उजवल अवसर ह। परामडिकल व फीजियाथरपी क कास भी किए जा

सकत ह। इनम 12वी क पतिशत क आधार पर या पवश परीक्षा क माध्यम स इन कासा का किया जा सकता ह।

3. **नर्सिंग:** नर्सिंग का कास भी किया जा सकता ह। मडिकल टरिज्म क बढन क कारण हॉस्पिटल एडमिनिस्ट्रेशन का पाच कीय कास भी किया जा सकता ह।

कॉमर्स स्ट्रीम

हम यहा पर आपका कॉमर्स स्ट्रीम म टॉप 8 करियर ऑप्शन क बार म जानकारी द रह ह:

1. **बैचलर ऑफ कॉमर्स (B.Com) :** 12वी क बाद कॉमर्स म तीन साल का गजेशन करना चाहत ह ता बीकॉम एक अच्छा विकल्प ह। इसस आप अकाउटिंग फाइनास, ऑपरेशस, टक्सेशन आर दसर कइ क्षेत्र म अपना करियर बना सकत ह। बीकॉम म र्खडटस का गडस अकाउटिंग, अकाउटस, पाफिट एड लॉस आर कपनी कानन की जानकारी दी जाती ह। बीकॉम एक तरह स आपक करियर का पहला स्टप ह।

2. **बैचलर ऑफ कॉमर्स (ऑनर्स):** अकसर स्टडटस बैचलर ऑफ कॉमर्स (ऑनर्स) आर बैचलर ऑफ कॉमर्स म अतर नही कर पात। दरअसल, बीकॉम ऑनर्स तीन साल का डिगी पागाम ह जिसम कल मिलाकर 40 वि ाय हात ह। स्टडटस का इन विषया क अलावा एक विषय म स्पशलाइजेशन भी कराया जाता ह। स्पशलाइजेशन क लिए स्टडटस माकटिंग मनजमट अकाउटिंग आर फाइनाशियल मनजमट, इटरनशनल ट्रेड एड फाइनास, इ कॉमर्स, बकिंग या हयमन एड रिसास मनजमट म सी किसी एक विषय चन सकत ह।

3. **बीकॉम— एकाउंटिंग एंड फाइनांस (B.Com-Accts and Finance):** बैचलर ऑफ कॉमर्स इन अकाउटिंग एड फाइनास 12वी क बाद किया जान वाला तीन साल का डिगी पागाम ह। इस कास क बाद अकाउटस आर फाइनास म करियर क माक काफी हात ह। शरुआती दिना म बतार ट्रेनी अकाउटट काम किया जाता ह। इस पागाम म

इसके अलावा यदि आप कॉलेज में पाफ़सर बनने की सोच रहे हैं तो उसके लिए आपका पास्ट गज़ेशन के बाद NET, SET देने होगी

प्रोफ़ेशनल कोर्स: आप 12 के बाद BCA, BBA, BJ जैसे पाफ़शनल कास कर सकते हैं जो आसानी से अच्छी नोकरी दिलवाने में मददगार हो सकते हैं। ये पाफ़शनल कास करने के बाद आप उच्च शिक्षा जैसे MBA, MCA आदि कर सकते हैं और अच्छा भविष्य बना सकते हैं।

कंप्यूटर हार्डवेयर एवं नेटवर्किंग: कंप्यूटर हार्डवेयर एवं नेटवर्किंग भी एक अच्छा विकल्प हो सकता है। 12th के बाद कंप्यूटर हार्डवेयर एवं नेटवर्किंग में आप सीखने की कंप्यूटर का कोर्स रिपयर किया जाता है, कंप्यूटर के पार्ट्स के बारे में और साथ ही साथ आप सीखने की नेटवर्किंग क्या होता है।

बैंकिंग: बैंकिंग में जाने के लिए आपका कुछ स्पेशल कास या डिग्री डिप्लोमा करने की ज़रूरत नहीं होती है आप स्नातक के बाद बैंक क्लर्क या पीआ के परीक्षा दे सकते हैं। IBPS (Institute of banking and personal selection) के द्वारा हर वर्ष लिखित परीक्षा आयोजित की जाती है। जिससे सरकारी बैंक के क्लर्क और पीआ की भर्ती की जाती है।

पत्रकारिता: पत्रकारिता में करियर एक बहुत की शानदार करियर है। अगर आपमें लेखन क्षमता, एडिटिंग, फोटोग्राफी जैसी क्वालिटी है तो आपका पत्रकारिता में करियर बनाने के बारे में विचार करना चाहिए।

मैचल फंड के बारे में जानकारी दी जाती है। इस पागाम में 6 सेमस्टर होते हैं और कुल 41 विषयों की पढ़ाई की जाती है। इसके बाद ट्रेनी एसासिएट, फाइनांस ऑफिसर, फाइनांस कंट्रोलर, फाइनांस प्लानर, रिस्क मैनेजमेंट, मनी मार्केट डीलर इश्योरस मैनेजर की नोकरी मिल सकती है।

7. **चार्टर्ड आकउंटेंट:** द इस्टीमेट ऑफ़ चाटड अकाउंटेंट ऑफ़ इंडिया (आईसीएआइ) चाटड अकाउंटेंट का कोर्स कराता है। सीए में करियर बनाने के लिए इसकी शुरुआत कॉमन पाफिसिएसी टैस्ट (CPT) से होती है, जिस पास करने के बाद ही छात्र अपने लक्ष्य के पहले पड़ाव को पार कर दूसरे पड़ाव पर पहुँच सकते हैं। इसमें चार विषयों जैसे अकाउंटिंग, मैकेटिंग, लॉ, जनरल इकॉनॉमिक्स एवं क्वांटिटिव एंटीटयड का शामिल किया जाता है। मान्यता प्राप्त बैंड से कॉमर्स स्ट्रीम में 12वीं पास करने के बाद काइ भी विद्यार्थी सीए में करियर बना सकते हैं। सीए की तैयारी के लिए छात्रों को पहले अकाउंटिंग में मजबूत पकड़ बनानी चाहिए। विद्यार्थियों में मैनेजमेंट और फाइनेंशियल क्षेत्र में एक्सपर्ट नॉलेज के साथ एक्सपर्ट व्य का होना बहुत ज़रूरी है।

8. **कंपनी सेक्रेटरी:** इस्टीमेट ऑफ़ कंपनी सेक्रेटरीज ऑफ़ इंडिया (आईसीएसआइ) दश में कंपनी सेक्रेटरी पागाम चलाता है। साइंस, कॉमर्स और आर्ट्स, जिसमें फाइनेंशियल शामिल नहीं है, में 12वीं के बाद कंपनी सेक्रेटरी कोर्स के लिए आवेदन कर सकते हैं। इसके तीन चरण हैं— फाउंडेशन (आठ महीने), एग्जिक्यूटिव और पाफ़शनल, फाइनेंशियल आर्ट्स का छोड़कर किसी भी स्ट्रीम में गज़ेटेड उम्मीदवार CS का कोर्स कर सकते हैं। गज़ेटेड उम्मीदवारों को आठ महीने कास करने के बाद एक कंपनी या किसी अनभवी या पब्लिस कर रहे कंपनी सेक्रेटरी के साथ 16 महीने की ट्रेनिंग करना अनिवार्य होता है। पाफ़शनल कास और ट्रेनिंग के बाद आईसीएसआइ के एसासिएट सदस्य बन जाते हैं।

कहाँ ले सकते हैं प्रवेश

दश म बहत स सस्थान ह, जहा कॉमस म यजी एव पीजी स्तर क कास सचालित हात ह, पवश लत समय सस्थान क बार म परी जानकारी ल ल आर किसी पतिष्ठित सस्थान म ही पवश ल ।

कुछ बेहतरिन संस्थान हैं ।

श्रीराम कॉलज ऑफ कॉमस (एसआरसीसी)

दिल्ली यनिवसिटी, सट जवियर कॉलज, कालकाता,

सट जवियर कॉलज, मबइ, पसिडसी कॉलज,

चन्नइ, बी-एम कॉलज ऑफ कॉमस

पण, सट जासफ कॉलज, बगलरू

कॉलज ऑफ कॉमस

पटना, नरसी माजी कॉलज ऑफ कॉमस एड इकानॉमिक्स,

मबइ, जामिया मिलिया इसलामिया यनिवसिटी, नयी दिल्ली आदि

कॉमस विषय म एक बहतर विकल्प क तार उभरा ह कपनी सक्रटरी (सीएस)

का करियर, कपनी सक्रटरी बनन क लिए तीन स्तर पर परीक्षा पास करनी

हाती ह – फाउडशन, एग्जीक्युटिव पागाम एव पाफशनल पागाम, सीएस कास

करानवाली दश की एकमात्र सस्था ह— द इस्टीटयट ऑफ कपनी सक्रटरी

ऑफ इंडिया ।

लॉ में वकालत के अलावा और क्या अवसर हैं ।

लॉ का क्षेत्र बहआयामी ह । इसम करियर क कइ अवसर माजद ह ।

अनभव क बाद इसम टीचिंग क्षेत्र म जाकर पाफसर भी बना जा सकता ह ।

फाइनस क क्षेत्र जस इनकम टक्स, सल टक्स, टक्सशन म भी करियर बनाया

जा सकता ह ।

आजकल लीगल पासस आउट सासिंग भी एक नया क्षेत्र ह, जिसम

विदशा की कपनिया लॉ का काय भारत म एजसिया स करवाती ह । इसक

अलावा कछ साल पक्टिस क बाद आप सिविल जज की परीक्षा भी द सकत ह । जज बनन क बाद भी उजवल अवसर हात ह ।

हाइकाट, सपीम काट क सीनियर वकील क अडर पक्टिस करन स भी आपका बहत कछ सीखन का मिल सकता ह । शरूआत म सीखन पर ज्यादा ध्यान द । जिसस आपकी जड मजबत हा ताकि आप एक ठास करियर बना पाए । लॉ म गज्येशन आर अनभव क बाद पाफसर क रूप म भी करियर बनाया जा सकता ह । इसम शिक्षा क क्षेत्र म विदशा म भी अवसर उपलब्ध ह । **कॉर्पोरेट कल्चर को देखते हुए करियर की क्या तैयारियां होना चाहिए ।**

सबस पहल ता अगजी का ज्ञान हाना आवश्यक ह । कम्प्यटर आर इटरनट पर काय करन का ज्ञान । टीम म काय करन की आदत, काय क पति इमानदारी, सीखन की उत्सकता आदि आजकल कॉर्पोरेट कल्चर म सहायक ह ।

प्रशासनिक सेवाओं में जाने की क्या तैयारियां करनी चाहिए ।

पशासनिक सेवाआ क लिए शरूआत म याग्यता (एफ्डीटयट) परीक्षा कराइ जाती ह । इसक अदर काफी विषय हात ह । हिन्दी-अगजी पकड हाना चाहिए । हमारा सामान्य ज्ञान, ताकिक क्षमता, अच्छ स निणय लन की क्षमता, अलग-अलग मददा पर अपनी राय रख पात ह ता हम एक बहतर पशासनिक अधिकारी बन सकत ह । इसक लिए पी, मन्स आर इटरव्य तीना का सामना करना पढता ह ।

तयारी फस्ट इयर स ही करना जरूरी ह फाइनल इयर म अध्ययनरत रहत हए इसकी परीक्षा दनी हाती ह ।

एजुकेशन- यदि आपकी रूचि एक शिक्षक बनन म ह ता इसक लिए आपका गजएशन क बाद B.ed (Bachelor of Education) करना हागा B.ed. करक आप स्कल म अध्यापक की नाकरी क लिए आवदन कर सकत ह ।